**MULTIPLE CHOICE**

1. Which of the following statements about business writing is *least* accurate?

|  |  |
| --- | --- |
| a. | Business writing is different from writing done in high school and college classes. |
| b. | When writing business documents, quantity enhances quality. |
| c. | Business writers should have a definite purpose to fulfill in each message. |
| d. | Business writing should be focused on the reader. |

2. The best business writing is purposeful, persuasive, audience oriented, and

|  |  |
| --- | --- |
| a. | technical. |
| b. | economical. |
| c. | aggressive. |
| d. | feelings oriented. |

3. In Lisbeth's new job, she will be writing many professional business messages. What is the *best* advice you can give her?

|  |  |
| --- | --- |
| a. | To make writing easier, follow a systematic process when preparing and writing business messages. |
| b. | Include many references to your feelings to humanize your messages. |
| c. | Make your business messages and reports fairly lengthy to show how much work you put into them. |
| d. | Draw on your prior writing experience and imagination to produce creative ideas for your business messages. |

4. Business writing should do which of the following?

|  |  |
| --- | --- |
| a. | Show your thought processes and prove that you internalized the subject matter. |
| b. | Present information clearly and concisely. |
| c. | Look at problems and situations from the writer's perspective. |
| d. | Strive to impress the reader with your extensive knowledge, powerful vocabulary, and graceful phrasing. |

5. How can one become a better business writer?

|  |  |
| --- | --- |
| a. | Follow a systematic process such as the 3-x-3 writing process. |
| b. | Study models of successful business messages. |
| c. | Practice writing a variety of business messages. |
| d. | Do all of these choices. |

6. Which of the following takes place during the first phase of the 3-x-3 writing process?

|  |  |
| --- | --- |
| a. | Edit the message to make sure it is clear, conversational, concise, and readable. |
| b. | Write the rough draft. |
| c. | Gather any needed information through formal or informal research techniques. |
| d. | Decide what techniques you will use to adapt your message to the audience. |

7. Which of the following occurs during the second phase of the 3-x-3 writing process?

|  |  |
| --- | --- |
| a. | Decide on the purpose of your message. |
| b. | Profile your audience. |
| c. | Conduct research to gather the data you need to provide facts. |
| d. | Evaluate whether your message will achieve its purpose. |

8. Which of the following takes place during the third phase of the 3-x-3 writing process?

|  |  |
| --- | --- |
| a. | Edit the message to make sure it is clear, conversational, concise, and readable. |
| b. | Proofread the message for spelling, grammar, punctuation, names, numbers, and formatting errors. |
| c. | Evaluate the message to decide whether it will achieve its purpose. |
| d. | All of these choices |

9. As a customer service rep, Joseph is responding to a customer's question sent to him via e-mail. What is the very first task Joseph should do?

|  |  |
| --- | --- |
| a. | Hit the "Reply" button. |
| b. | Determine the purpose of the message he will send as a response. |
| c. | Start composing his reply. |
| d. | Conduct any necessary research. |

10. Jenny is an event planner and is responding to an e-mail request from a client. What should Jenny do during the second phase of the writing process?

|  |  |
| --- | --- |
| a. | Check the format of the message. |
| b. | Proofread for spelling and grammar errors in the message. |
| c. | Determine the best organizational pattern for her reply message to the client. |
| d. | Analyze the situation and anticipate how her client will respond to her message. |

11. Jorge is working on a sales brochure to promote a new product. Which of the following will Jorge do during the third phase of the writing process?

|  |  |
| --- | --- |
| a. | Anticipate how customers will react to the message. |
| b. | Proofread the brochure carefully for correct spelling, grammar, and punctuation errors. |
| c. | Conduct all necessary research to make sure that the brochure will meet his customers' needs. |
| d. | Decide how to organize the brochure to make it most persuasive to his customers. |

12. Which of the following statements about the 3-x-3 writing process is *most* accurate?

|  |  |
| --- | --- |
| a. | Experienced writers usually spend the most time on the third phase of the writing process. |
| b. | The steps of the writing process must always be followed in order. |
| c. | The 3-x-3 writing process is useful only for longer, more complex documents. |
| d. | The writer decides whether a document achieves its purpose in the first phase of the writing process. |

13. Emma is writing a proposal to solicit business from a potential client. She should expect to spend the most time on

|  |  |
| --- | --- |
| a. | analyzing the purpose of the message and anticipating the needs of the client. |
| b. | revising, proofreading, and evaluating the proposal. |
| c. | composing the first draft of the proposal at her computer. |
| d. | researching the information to include in the proposal. |

14. The primary purpose of messages that explain procedures, announce meetings, answer questions, or transmit findings is to

|  |  |
| --- | --- |
| a. | persuade. |
| b. | inform. |
| c. | promote goodwill. |
| d. | sell. |

15. The primary purpose of messages that sell products, convince managers, motivate employees, and win over customers is to

|  |  |
| --- | --- |
| a. | persuade. |
| b. | inform. |
| c. | promote goodwill. |
| d. | educate. |

16. Chandra is writing an e-mail message to her colleagues to encourage them to attend a voluntary training program. Her primary purpose is to

|  |  |
| --- | --- |
| a. | inform. |
| b. | promote goodwill. |
| c. | persuade. |
| d. | intimidate. |

17. Giorgio is writing an e-mail message to a customer to tell him that the customer's order has been shipped. His primary purpose is to

|  |  |
| --- | --- |
| a. | inform. |
| b. | persuade. |
| c. | sell. |
| d. | promote goodwill. |

18. Which of the following is an example of a message with a secondary purpose?

|  |  |
| --- | --- |
| a. | An e-mail message inviting employees to attend a seminar about benefit options |
| b. | A proposal listing important reasons to implement a telecommuting program for employees |
| c. | A sales letter containing a bulleted list of key product features |
| d. | A company's letterhead stationery that is printed on quality paper and includes a carefully designed logo representing the company |

19. A company's annual report describes the company's efforts to give back to the community. The primary purpose of this report is to \_\_\_\_; the secondary purpose is to \_\_\_\_.

|  |  |
| --- | --- |
| a. | inform; promote goodwill |
| b. | persuade; inform |
| c. | inform; persuade |
| d. | promote goodwill; persuade |

20. Determining whether a message will be transmitted by e-mail or delivered in person is part of

|  |  |
| --- | --- |
| a. | selecting the appropriate audience for the message. |
| b. | using the correct tone for the message. |
| c. | adapting a message to the audience. |
| d. | selecting an appropriate form or channel for the message. |

21. When choosing the best channel for your message, you should consider the importance of the message, the necessity of a permanent record, the cost of the channel, the degree of formality desired, the confidentiality and sensitivity of the message, and

|  |  |
| --- | --- |
| a. | the amount and speed of feedback and interactivity required. |
| b. | the ability of the channel to showcase your technical expertise. |
| c. | your own communication channel preferences. |
| d. | the ability of the channel to make your company look cutting edge. |

22. Because of budget cutbacks, you must lay off your receptionist. What is the *best* way for you to deliver this message?

|  |  |
| --- | --- |
| a. | Send her an e-mail message |
| b. | Send her a brief text message |
| c. | Meet with her in a face-to-face conversation |
| d. | Leave her a voice mail message |

23. You must schedule a meeting with team members located in various countries. The *best* communication channel to use when group interaction is important but group members are geographically dispersed is a

|  |  |
| --- | --- |
| a. | blog. |
| b. | videoconference or audioconference. |
| c. | instant messaging. |
| d. | face-to-face meeting. |

24. Your virtual team is working on several shared documents. You want to use a communication channel that will allow all team members to add, remove, and edit digital content easily. Your best choice is

|  |  |
| --- | --- |
| a. | a wiki. |
| b. | a blog. |
| c. | e-mail. |
| d. | a text message. |

25. Nicole is putting together the results of a month-long study containing complex data on employee satisfaction. Which communication channel will she most likely use?

|  |  |
| --- | --- |
| a. | Memo |
| b. | E-mail |
| c. | Fax |
| d. | Report |

26. You have to deliver confidential information to a client. What is the *best* communication channel to use?

|  |  |
| --- | --- |
| a. | Fax |
| b. | E-mail |
| c. | Letter |
| d. | Voice-mail message |

27. Which of the following statements about anticipating and profiling your audience is *most* accurate?

|  |  |
| --- | --- |
| a. | If you don't actually know your readers, it is impossible to picture what they are like. |
| b. | Messages to management and decision makers may be the easiest to write. |
| c. | You will adjust your tone, style, and content to accommodate the expectations and needs of your audience. |
| d. | You should profile your primary audience only. |

28. Gerald is writing a sales letter about a new delivery service. In anticipating and profiling the audience, he should

|  |  |
| --- | --- |
| a. | call or e-mail all members of his audience to learn more about them. |
| b. | realize that he can't write a good letter unless he knows exactly who the readers will be. |
| c. | try to get a general idea of who his audience is. |
| d. | look in the files to see how previous sales letters were written. |

29. You are in charge of preparing a sales brochure and must profile your audience. What question should you ask to profile your primary audience?

|  |  |
| --- | --- |
| a. | What do I know about this person's education, beliefs, culture, and attitudes? |
| b. | How much does this person know about the subject? |
| c. | Should I expect a neutral, positive, or negative response to my message? |
| d. | You should ask all these questions. |

30. \_\_\_\_ is the process of creating a message that suits your audience.

|  |  |
| --- | --- |
| a. | Anticipation |
| b. | Adaptation |
| c. | Researching |
| d. | Analyzing |

31. \_\_\_\_, which is conveyed largely by the words in a message, affects how a receiver feels upon reading or hearing a message.

|  |  |
| --- | --- |
| a. | Attitude |
| b. | Organization |
| c. | Tone |
| d. | Empathy |

32. You want to maintain a positive tone in an e-mail message you are writing to your colleagues about an upcoming event. What should you do?

|  |  |
| --- | --- |
| a. | Spotlight audience benefits. |
| b. | Cultivate the "you" view. |
| c. | Sound conversational but professional. |
| d. | All of these choices |

ANS: D

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | To maintain a positive tone in business messages, you should do all of these (spotlight audience benefits, cultivate a "you" view, and sound conversational but professional). You should also use positive words, courteous expressions, bias-free language, and plain language. |
| **B** | To maintain a positive tone in business messages, you should do all of these (spotlight audience benefits, cultivate a "you" view, and sound conversational but professional). You should also use positive words, courteous expressions, bias-free language, and plain language. |
| **C** | To maintain a positive tone in business messages, you should do all of these (spotlight audience benefits, cultivate a "you" view, and sound conversational but professional). You should also use positive words, courteous expressions, bias-free language, and plain language. |
| **D** | To maintain a positive tone in business messages, you should do all of these (spotlight audience benefits, cultivate a "you" view, and sound conversational but professional). You should also use positive words, courteous expressions, bias-free language, and plain language. |

PTS: 1 DIF: 3 REF: p. 118 OBJ: 4-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Rhetorical considerations

TOP: Adapting to the Task and Audience TYP: Conceptual

33. *So that your needs can better be met in the future, please complete the online survey about your shopping experience* is an example of

|  |  |
| --- | --- |
| a. | identifying the purpose of your message. |
| b. | emphasizing receiver benefits. |
| c. | emphasizing sender benefits. |
| d. | analyzing the task. |

ANS: B

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | "So that your needs can better be met in the future, please complete the online survey about your shopping experience" is an example of emphasizing receiver benefits. |
| **B** | "So that your needs can better be met in the future, please complete the online survey about your shopping experience" is an example of emphasizing receiver benefits. |
| **C** | "So that your needs can better be met in the future, please complete the online survey about your shopping experience" is an example of emphasizing receiver benefits. |
| **D** | "So that your needs can better be met in the future, please complete the online survey about your shopping experience" is an example of emphasizing receiver benefits. |

PTS: 1 DIF: 5 REF: p. 118-119 OBJ: 4-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Audience

TOP: Adapting to the Task and Audience TYP: Application

34. Which of the following statements about the "you" view is *most* accurate?

|  |  |
| --- | --- |
| a. | The "you" view emphasizes first-person pronouns such as *I*, *we*, and *our*. |
| b. | Be careful because second-person pronouns such as *you* and *your* can be overused and misused. |
| c. | The "you" view can be used effectively in all business messages. |
| d. | First-person pronouns such as *I*, *we*, and *our* should be avoided in business messages because they take the focus off the reader. |

ANS: B

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | The "you" view emphasizes second-person pronouns such as *you* and *your*. |
| **B** | When second-person pronouns are overused or misused, a message can sound insincere or manipulative. |
| **C** | The "you" view is not appropriate in all business messages, particularly when such use may suggest blame or could cause ill will. |
| **D** | Writers do not have to sterilize their writing and avoid any first-person pronouns. |

PTS: 1 DIF: 3 REF: p. 118-119 OBJ: 4-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Audience

TOP: Adapting to the Task and Audience TYP: Conceptual

35. Which sentence *best* illustrates the "you" view?

|  |  |
| --- | --- |
| a. | *Our walking tours include free admission to all museums*. |
| b. | *We are happy to send you our current calendar of walking tours*. |
| c. | *We look forward to having you join us on one of our exciting walking tours*. |
| d. | *You will receive your complete walking tour itinerary one month before your trip*. |

ANS: D

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | This sentence emphasizes "our" instead of "you." |
| **B** | This sentence emphasizes "We" instead of "you." |
| **C** | This sentence emphasizes "We" instead of "you." |
| **D** | "You will receive your complete walking tour itinerary one month before your trip" best cultivates the "you" view. |

PTS: 1 DIF: 5 REF: p. 119-120 OBJ: 4-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Audience

TOP: Adapting to the Task and Audience TYP: Application

36. Jonathan is starting his first full-time job after graduating from college, and he wants to sound conversational but professional on the job. What is the *best* advice you can give him?

|  |  |
| --- | --- |
| a. | Avoid using instant messaging on the job because doing so will make him look unprofessional. |
| b. | Strive for an informal, conversational tone in most business messages. |
| c. | Use IM abbreviations and slang in his professional messages to be concise and to show that he's up-to-date with technology. |
| d. | Use high-level diction in most business messages. |

ANS: B

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | Instant messaging enables coworkers to have informal, spontaneous conversations and has been accepted by many companies as a serious workplace tool. |
| **B** | Most instant messages, e-mail messages, business letters, memos, and reports replace conversation in today's workplace; therefore, they are most effective when they convey an informal, conversational tone instead of a formal, pretentious tone. |
| **C** | Professional messages do not include IM abbreviations, slang, sentence fragments, and chit-chat. |
| **D** | Use middle-level, conversational diction in most business messages. |

PTS: 1 DIF: 5 REF: p. 120-121 OBJ: 4-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Rhetorical considerations

TOP: Adapting to the Task and Audience TYP: Application

37. Which of the following sentences uses conversational, middle-level diction?

|  |  |
| --- | --- |
| a. | *Hey, dude! UR not gonna believe this! Come by 2C me B4 you leave 2day.* |
| b. | *Salutations! I deem it possible that you will be perplexed by what has transpired on this very day. Please approach my office to confer with me before you depart for the present day.* |
| c. | *Hello! You will not believe what I just learned. Drop by my office before you leave today to discuss it.* |
| d. | All of these sentences use conversational, middle-level diction. |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | These sentences use unprofessional, low-level diction, which should be avoided in business writing. |
| **B** | These sentences use formal, high-level diction, which should be avoided in most business writing |
| **C** | These sentences use conversational, middle-level diction, which is preferred for most business writing |
| **D** | Only "Hello! You will not believe what I just learned. Drop by my office before you leave today to discuss it" uses conversational, middle-level diction. |

PTS: 1 DIF: 5 REF: p. 121 OBJ: 4-3

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Rhetorical considerations

TOP: Adapting to the Task and Audience TYP: Application

38. You want your writing to sound positive and courteous. Which of the following sentences has the *best* choice of wording?

|  |  |
| --- | --- |
| a. | *Please give us your feedback about your online ordering experience*. |
| b. | *You claim that your order arrived with two damaged items*. |
| c. | *We cannot process your order until we receive your credit card number*. |
| d. | *Turn in your sales figures by Monday*. |

ANS: A

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | "Please give us your feedback about your online ordering experience" has the best wording because it is positive and courteous. |
| **B** | "Please give us your feedback about your online ordering experience" has the best wording because it is positive and courteous. |
| **C** | "Please give us your feedback about your online ordering experience" has the best wording because it is positive and courteous. |
| **D** | "Please give us your feedback about your online ordering experience" has the best wording because it is positive and courteous. |

PTS: 1 DIF: 5 REF: p. 122-123 OBJ: 4-4

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Rhetorical considerations

TOP: Adapting to the Task and Audience TYP: Application

39. Which of the following sentences does *not* show gender bias?

|  |  |
| --- | --- |
| a. | *Two policemen will provide security for our awards banquet*. |
| b. | *Every flight attendant must submit her security clearance card before boarding*. |
| c. | *All managers and their wives are invited to Friday's cocktail party*. |
| d. | *The servers at Circa are always professional*. |

ANS: D

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | This sentence shows gender bias (policemen) and should be reworded as "Two police officers will provide security for our awards banquet." |
| **B** | This sentence shows gender bias because it assumes all flight attendants are female. It could be rewritten as "All flight attendants must submit their security clearance cards before boarding" to avoid gender bias. |
| **C** | This sentence shows gender bias and should be reworded as "All managers and their guests are invited to Friday's cocktail party." |
| **D** | This sentence does not show gender bias. |

PTS: 1 DIF: 5 REF: p. 123 OBJ: 4-4

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Gender differences TOP: Adapting to the Task and Audience

TYP: Application

40. Which of the following is the *best* wording to avoid racial, ethnic, age, and disability bias?

|  |  |
| --- | --- |
| a. | *Hsiao-Nan Yi, a Chinese American, was elected board president*. |
| b. | *James O'Keefe, 56, will deliver the keynote address at the awards banquet*. |
| c. | *AARP membership is open to anyone age 50 or over*. |
| d. | *Our new receptionist is confined to a wheelchair*. |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | This sentence shows ethnic bias. It should be rewritten as "Hsiao-Nan Yi was elected board president." |
| **B** | This sentence shows age bias. It should be rewritten as "James O'Keefe will deliver the keynote address at the awards banquet." |
| **C** | This sentence contains the best wording because it does not show any bias. |
| **D** | This sentence shows disability bias. It should be rewritten as "Our new receptionist uses a wheelchair." |

PTS: 1 DIF: 5 REF: p. 123 OBJ: 4-4

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Diversity | AACSB: Tier 2 - Cultural imperatives TOP: Adapting to the Task and Audience

TYP: Application

41. You want to simplify your language and use short, familiar words that your audience will recognize. Which of the following sentences has the *best* wording?

|  |  |
| --- | --- |
| a. | *Your remuneration will be commensurate with your results*. |
| b. | *Please substantiate that the new color scheme doesn't obfuscate the overall message*. |
| c. | *Employees are invited to attend a special luncheon*. |
| d. | *Your presence at Friday's meeting is compulsory*. |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | "Employees are invited to attend a special luncheon" has the best wording because it uses familiar words. |
| **B** | "Employees are invited to attend a special luncheon" has the best wording because it uses familiar words. |
| **C** | "Employees are invited to attend a special luncheon" has the best wording because it uses familiar words. |
| **D** | "Employees are invited to attend a special luncheon" has the best wording because it uses familiar words. |

PTS: 1 DIF: 5 REF: p. 124 OBJ: 4-4

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Rhetorical considerations

TOP: Adapting to the Task and Audience TYP: Application

42. You want to use strong verbs and concrete nouns to give your readers more information and keep them interested. Which of the following sentences has the *best* wording?

|  |  |
| --- | --- |
| a. | *Your order will ship next week*. |
| b. | *Please contact me if you have any questions*. |
| c. | *Our latest income statement shows a decrease in profits*. |
| d. | *The January balance sheet reports a 10 percent decrease in liabilities*. |

ANS: D

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | "The January balance sheet reports a 10 percent decrease in liabilities" has the best wording because it uses strong verbs and concrete nouns. |
| **B** | "The January balance sheet reports a 10 percent decrease in liabilities" has the best wording because it uses strong verbs and concrete nouns. |
| **C** | "The January balance sheet reports a 10 percent decrease in liabilities" has the best wording because it uses strong verbs and concrete nouns. |
| **D** | "The January balance sheet reports a 10 percent decrease in liabilities" has the best wording because it uses strong verbs and concrete nouns. |

PTS: 1 DIF: 5 REF: p. 124 OBJ: 4-4

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Rhetorical considerations

TOP: Adapting to the Task and Audience TYP: Application

43. Select the *most* accurate statement about team writing.

|  |  |
| --- | --- |
| a. | Collaborative writing is especially important for short documents, such as memos, letters, and information briefs. |
| b. | Because collaboration usually takes longer, collaborative writing is not useful for documents with short deadlines. |
| c. | Members of effective teams are usually eager to implement their recommendations. |
| d. | Team-written documents and presentations are not standard in most organizations because collaboration has many disadvantages. |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | Although businesspeople sometimes collaborate on short documents, collaborative writing is especially important on big documents and presentations. |
| **B** | Collaborative writing is especially useful for documents with short deadlines. |
| **C** | It is true that members of effective teams are usually eager to implement their recommendations. |
| **D** | Team-written documents and presentations are standard in most organizations because collaboration has many advantages. |

PTS: 1 DIF: 3 REF: p. 125-126 OBJ: 4-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns, Teamwork TOP: Writing in Teams

TYP: Conceptual

44. Which of the following statements about team writing is *most* accurate?

|  |  |
| --- | --- |
| a. | In preparing big projects, teams will usually function together for each phase of the writing process. |
| b. | Team members are more likely to work together during Phase 2 of the writing process than any other phase. |
| c. | To save time, teams should go through the revision and evaluation phase just one time. |
| d. | Team members will usually gather at the beginning of a project to brainstorm. |

ANS: D

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | In preparing big projects, teams may not actually function together for each phase of the writing process. |
| **B** | Team members will generally work separately during Phase 2 of the writing process, when they conduct research, organize their findings, and compose a first draft. |
| **C** | The revision and evaluation phase might be repeated several times before the final product is ready for presentation. |
| **D** | Typically, team members gather at the beginning of a project to brainstorm and to iron out answers to questions about the purpose, audience, content, organization, and design of their document or presentation. |

PTS: 1 DIF: 5 REF: p. 126 OBJ: 4-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Conclusion | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns, Teamwork TOP: Writing in Teams

TYP: Application

45. Kenna is part of a team that will be preparing a presentation to a potential client about her company's services. What will her team likely do the first time they meet?

|  |  |
| --- | --- |
| a. | Brainstorm for ideas. |
| b. | Begin their research. |
| c. | Start preparing PowerPoint slides. |
| d. | All of these choices |

ANS: A

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | The first time that Kenna's team meets, they will likely brainstorm for ideas; discuss the purpose, audience, content, organization, and design of their presentation; develop procedures for how the team will function; and assign segments of the project to individual members. Research and slide preparation will take place later during Phase 2. |
| **B** | The first time that Kenna's team meets, they will likely brainstorm for ideas; discuss the purpose, audience, content, organization, and design of their presentation; develop procedures for how the team will function; and assign segments of the project to individual members. Research and slide preparation will take place later during Phase 2. |
| **C** | The first time that Kenna's team meets, they will likely brainstorm for ideas; discuss the purpose, audience, content, organization, and design of their presentation; develop procedures for how the team will function; and assign segments of the project to individual members. Research and slide preparation will take place later during Phase 2. |
| **D** | The first time that Kenna's team meets, they will likely brainstorm for ideas; discuss the purpose, audience, content, organization, and design of their presentation; develop procedures for how the team will function; and assign segments of the project to individual members. Research and slide preparation will take place later during Phase 2. |

PTS: 1 DIF: 5 REF: p. 126 OBJ: 4-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns, Teamwork TOP: Writing in Teams

TYP: Application

46. Anthony is part of a virtual team collaborating on a written proposal. Which of the following collaboration tools can help his team work together on this shared document?

|  |  |
| --- | --- |
| a. | Mailing lists and discussion boards |
| b. | Blogs and wikis |
| c. | Groupware and portals |
| d. | All of these choices |

ANS: D

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | All of these collaboration tools (mailing lists, discussion boards, blogs, wikis, groupware, and portals), along with e-mail and instant messaging, can help Anthony's team work effectively on a shared document. |
| **B** | All of these collaboration tools (mailing lists, discussion boards, blogs, wikis, groupware, and portals), along with e-mail and instant messaging, can help Anthony's team work effectively on a shared document. |
| **C** | All of these collaboration tools (mailing lists, discussion boards, blogs, wikis, groupware, and portals), along with e-mail and instant messaging, can help Anthony's team work effectively on a shared document. |
| **D** | All of these collaboration tools (mailing lists, discussion boards, blogs, wikis, groupware, and portals), along with e-mail and instant messaging, can help Anthony's team work effectively on a shared document. |

PTS: 1 DIF: 5 REF: p. 127 OBJ: 4-5

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Patterns, Teamwork | AACSB: Tier 1 - Technology | AACSB: Tier 2 - Communication evolution TOP: Writing in Teams

TYP: Application

47. Which of the following sentences contains the *least* dangerous wording?

|  |  |
| --- | --- |
| a. | *We would like to inspect your facilities next week*. |
| b. | *We assure you that our stock prices will rise over the next year*. |
| c. | *I plan to visit your department tomorrow*. |
| d. | *Our site visit will determine whether the building meets fire codes*. |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | The word "inspect" may create a misunderstanding that could lead to a lawsuit; "tour," study," and "review" are recommended alternatives. |
| **B** | The word "assure" might create a misunderstanding that could lead to a lawsuit; "to facilitate," "to provide further confidence to," and "to enhance the reliability of" are recommended alternatives. |
| **C** | This sentence does not contain any dangerous language. |
| **D** | The word "determine" may create a misunderstanding that could lead to a lawsuit; "evaluate," "assess," and "analyze" are recommended alternatives. |

PTS: 1 DIF: 5 REF: p. 130 OBJ: 4-6

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Audience | AACSB: Tier 2 - Ethics | AACSB: Tier 2 - Application

TOP: Adapting to Legal and Ethical Responsibilities TYP: Application

48. Employee evaluations should contain

|  |  |
| --- | --- |
| a. | an assessment of traits such as a person's reliability. |
| b. | negative statements about the employee even if they cannot be substantiated. |
| c. | information about specific incidents, such as "working effectively with a team to produce a ten-page proposal." |
| d. | All of these choices |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | Employee evaluations should not assess traits because doing so requires subjective judgment. |
| **B** | Employee evaluations should contain negative statements about the employee only when they can be substantiated. |
| **C** | Employee evaluations should concentrate on specific incidents. |
| **D** | Employee evaluations should concentrate on specific incidents. |

PTS: 1 DIF: 3 REF: p. 130 OBJ: 4-6

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Communication | AACSB: Tier 2 - Audience | AACSB: Tier 2 - Ethics | AACSB: Tier 2 - Application

TOP: Adapting to Legal and Ethical Responsibilities TYP: Conceptual

49. What is the *most* accurate statement about copyrights?

|  |  |
| --- | --- |
| a. | The Copyright Act of 1976 protects authors of published works only. |
| b. | Under fair use, individuals must obtain permission to use any copyrighted material. |
| c. | The Internet has made the concept of fair use even more vague. |
| d. | The distinctions between fair use and copyright infringement are clearly defined. |

ANS: C

|  |  |
| --- | --- |
|  | **Feedback** |
| **A** | The Copyright Act of 1976 protects authors of published and unpublished works. |
| **B** | Under fair use, individuals have limited use of copyrighted material without requiring permission. |
| **C** | Fair use is a shadowy territory with vague and often disputed boundariesnow even more so with the addition of cyberspace. |
| **D** | The distinctions between fair use and copyright infringement are not clearly defined. |

PTS: 1 DIF: 3 REF: p. 130-131 OBJ: 4-6

NAT: AACSB: Tier 1 - Reflective thinking | AACSB: Tier 2 - Analysis | AACSB: Tier 1 - Ethics | AACSB: Tier 2 - Personal, Corporate, Legal, Ethical responsibilities

TOP: Adapting to Legal and Ethical Responsibilities TYP: Conceptual

50. What should you do to avoid copyright infringement?

|  |  |
| --- | --- |
| a. | Assume that nearly everything created privately and originally after 1989 is copyrighted and protected. |
| b. | Realize that Internet items are not in the public domain. |
| c. | Ask for permission to use copyrighted materials. |
| d. | All of these choices |

ANS: D

ANS: B