

Chapter 2—Focusing on Interpersonal and Group Communication

MULTIPLE CHOICE

1. After earning a scholarship for your terrific grades in school, you receive a congratulatory letter from the dean. What would this communication interaction be considered?
- a positive stroke
 - a negative stroke
 - directive behaviour
 - a Theory X incentive

ANS: A PTS: 1 REF: p. 21 MSC: Higher Order

2. How is Maslow's hierarchy of needs exemplified by an effective manager?
- Maslow recognized eight levels of human needs.
 - Effective managers recognize ways to help people satisfy their needs.
 - Most people in Canadian society have satisfied all their levels of needs.
 - People are motivated to satisfy needs at various levels in no particular order.

ANS: B PTS: 1 REF: p. 21 MSC: Higher Order

3. According to Maslow, what needs are satisfied by professional achievement and success?
- ego
 - social
 - safety
 - self-actualizing

ANS: D PTS: 1 REF: p. 21 MSC: Remember

4. Which statement is consistent with McGregor's Theory Y management style?
- Workers are motivated best by extrinsic incentives.
 - Workers are concerned only with satisfying lower-level needs.
 - Management strives to balance control and individual freedom.
 - Management exercises strong control with little emphasis on the individual.

ANS: C PTS: 1 REF: p. 22 MSC: Higher Order

5. Management exercises strong control and motivates its employees through external incentives such as paycheques. What management style is this reflective of?
- Theory X
 - Theory Y
 - situational leadership
 - Total Quality Management

ANS: A PTS: 1 REF: p. 22 MSC: Higher Order

6. What is the goal of organizational development?
- to use contrasting management styles
 - to improve communication and build effective groups
 - to implement the principles of Total Quality Management
 - to develop supportive behaviour and awareness of employees

ANS: B PTS: 1 REF: p. 22 MSC: Remember

7. Which of the following is a characteristic of the Total Quality Management (TQM) philosophy?
- Teams perform narrowly focused tasks.
 - Cross-disciplinary teams are dismantled.
 - Decision-making power is centrally controlled.
 - Employees are empowered to contribute to the success of the company.

ANS: D PTS: 1 REF: p. 22 MSC: Remember

8. Which of the following is exemplified by a leader that listens, communicates, and encourages their staff?
- directive behaviour
 - supportive behaviour
 - the TQM philosophy
 - a contrasting management style

ANS: B PTS: 1 REF: p. 23 MSC: Remember

9. Robin, task force chair, tells team member Aaron, "Your proposed solution to *this* problem is great." What is Robin's probable metacommunication to Aaron?
- Your idea is really not that good.
 - You have previously expressed weak ideas.
 - You have expressed consistently good ideas.
 - You are the most intelligent member of this task force.

ANS: B PTS: 1 REF: p. 23 MSC: Higher Order

10. How are nonverbal messages perceived throughout different cultures?
- Nonverbal messages cannot be avoided.
 - Nonverbal messages may be beneficial or harmful.
 - Nonverbal messages are consistent across cultures.
 - Nonverbal messages may be intentional or unintentional.

ANS: C PTS: 1 REF: p. 23-24 MSC: Higher Order

11. A job applicant appears for an interview in wrinkled clothing. What nonverbal message is the interviewer most likely to receive?
- He is a busy person.
 - He will dress better if hired.
 - He is not concerned about fashion.
 - He doesn't really care about the job.

ANS: D PTS: 1 REF: p. 24 MSC: Higher Order

12. How efficiently does the average person listen?
- 25 percent
 - 50 percent
 - 75 percent
 - 90 percent

ANS: A PTS: 1 REF: p. 25 MSC: Remember

13. As a student, you are concerned with getting a good grade in your economics class. However, instead of taking lots of notes, you outline the major points and try to listen and watch the speaker as much as possible. What type of listening are you engaged in?
- casual listening
 - intensive listening
 - empathetic listening
 - listening for information

ANS: D PTS: 1 REF: p. 25 MSC: Higher Order

14. You are the supervisor of an employee who just learned that she did not receive the promotion she had anticipated. You call her into your office to discuss how she feels about the decision. What type of listening are you engaged in?
- intensive listening
 - empathetic listening
 - listening for information
 - listening for a specific purpose

ANS: B PTS: 1 REF: p. 25 MSC: Higher Order

15. Jakeel is a new sales representative with Sensations, Inc. He attends a regional sales meeting, followed by a reception. He meets with three new sales people and an hour later forgets their names. What bad listening habit does Jakeel have?
- Faking attention: he pretends to listen but misses the message.
 - Stereotyping: the speakers did not meet his standards, so he prejudged them.
 - Empathetic listening: he is unable to be objective because his emotions are in the way.
 - Failing to observe nonverbal cues: he does not take note of the body language of the sales reps.

ANS: A PTS: 1 REF: p. 25-26 MSC: Higher Order

16. Which of the following is a bad listening habit?

- a. Stereotyping
- b. casual listening
- c. empathetic listening
- d. observing nonverbal cues

ANS: A PTS: 1 REF: p. 26 MSC: Remember

17. Preeti is having a business lunch with Jose to discuss the downsizing of the manufacturing plant in South America. Preeti is expecting an important call on her cellphone during the lunch and answers her phone several times. Preeti is not listening attentively to Jose. Which listening problem is Preeti committing?

- a. Overlistening
- b. Stereotyping
- c. faking attention
- d. allowing disruptions

ANS: D PTS: 1 REF: p. 26 MSC: Higher Order

18. Which of the following is appropriate etiquette when listening?

- a. Write down everything the speaker says.
- b. Break eye contact with the speaker frequently.
- c. Interrupt the speaker when a misstatement is made.
- d. Restate in your own words what you think the speaker has said.

ANS: D PTS: 1 REF: p. 27 MSC: Remember

19. Which of the following statements best explains why listening is difficult?

- a. Our minds process information much faster than a speaker can talk.
- b. The human ear is unable to keep up with the speech rate of most speakers.
- c. Taking written notes while listening breaks down the communication process.
- d. The listener often thinks ahead to anticipate future points and evaluate the ideas heard.

ANS: A PTS: 1 REF: p. 28 MSC: Higher Order

20. Which of the following is NOT a characteristic of effective groups?

- a. Members have common goals.
- b. Members compete for the leadership position.
- c. Members are flexible in the roles they assume.
- d. Members establish expectations and norms for behaviour.

ANS: B PTS: 1 REF: p. 29 MSC: Remember

21. What stage of team development is often NOT experienced by teams, even if they work together for a long time?
- norming
 - storming
 - performing
 - brainstorming

ANS: C PTS: 1 REF: p. 29 MSC: Remember

22. Which stage of team development is marked by optimal performance levels?
- forming
 - norming
 - storming
 - performing

ANS: D PTS: 1 REF: p. 29 MSC: Remember

23. When is the role of a leader optional?
- when an organization moves to a group concept
 - when roles and activities may be shared among participants
 - when norms have been provided to guide effective group activity
 - when the group has many goals and multiple deadlines

ANS: A PTS: 1 REF: p. 29 MSC: Remember

24. How do teams differ from larger organizational groupings?
- Teams often need training to be successful.
 - Larger organizational groupings are more flexible than teams.
 - Teams generally unite people from different areas of an organization.
 - Effective teams are made up of committed team members who share a common goal.

ANS: B PTS: 1 REF: p. 30 MSC: Remember

25. In which of the following situations would a face-to-face meeting be most beneficial?
- Face-to-face meetings make it harder to reach consensus.
 - Face-to-face meetings help establish group rapport and relationships.
 - Face-to-face meetings are helpful when communicating sensitive issues.
 - Face-to-face meetings are preferred to electronic meetings when participants don't know each other.

ANS: A PTS: 1 REF: p. 31 MSC: Remember

26. You are about to conduct a formal meeting with 25 attendees in the boardroom. What guide would you use to ensure orderly communication of ideas and participation?
- Robert's Rules of Order*
 - Building High Performance Teams*
 - The APA Style Manual for Meetings*
 - Total Quality Management Leader's Guide*

ANS: A PTS: 1 REF: p. 32 MSC: Remember

27. Which of the following is a guideline for effective meetings?
- Eliminate all potential conflict.
 - Limit meeting length and frequency.
 - Prepare an agenda immediately following each meeting.
 - Meet until there is unanimous agreement on every issue.

ANS: B PTS: 1 REF: p. 32 MSC: Remember

28. What is the most important reason for teams to use agendas for meetings?
- Written records assure that each member participates equally in meetings.
 - Written records prove to management that meetings aren't a waste of time.
 - Written records let participants know what is expected of them at meetings.
 - Written records clear team members of any legal challenges that may arise in the future.

ANS: C PTS: 1 REF: p. 32 MSC: Remember

29. Which of the following best describes brainstorming?
- members of a team following an agenda
 - members of a team working together to manage conflict
 - members of a team working through the stages of team development
 - members of a team working together to come up with ideas or solutions

ANS: D PTS: 1 REF: p. 32 MSC: Remember

TRUE/FALSE

1. According to Maslow's hierarchy of needs, people generally satisfy lower level needs before they move on to higher level needs.
ANS: T PTS: 1 REF: p. 21
2. When a person shows that he or she can be trusted, it leads to an expansion of the open area of the Johari Window.
ANS: T PTS: 1 REF: p. 22
3. According to Hersey and Blanchard's situational leadership model, a leader who listens, communicates, recognizes, and encourages is demonstrating directive behaviour.
ANS: F PTS: 1 REF: p. 22
4. People constantly send meaning through kinesic communication which is expressed by nonverbal behaviour.
ANS: T PTS: 1 REF: p. 23
5. The comment "I have never heard you speak so well" may be perceived by listeners as containing a negative metacommunication.
ANS: T PTS: 1 REF: p. 23
6. Kinesic messages provide additional meaning for receivers.
ANS: T PTS: 1 REF: p. 23
7. Lilly is told by her supervisor that she is doing a good job while the supervisor's body language suggests he is distracted and in a hurry. Lilly is more likely to believe the verbal message more than the nonverbal one.
ANS: F PTS: 1 REF: p. 24
8. Performance appraisal interviews between supervisors and employees frequently combine listening intensively and empathetic listening.
ANS: T PTS: 1 REF: p. 25
9. A student who is listening to instructions for a homework assignment should be using casual listening skills.
ANS: F PTS: 1 REF: p. 25

20. Consensus is the majority opinion of a group, even though each member may not agree with every aspect of a decision.

ANS: T

PTS: 1

REF: p. 32

SHORT ANSWER

1. In your management training classes, you have noticed that a significant number of trainees seem to be gaining little value from the sessions. Devise an activity that emphasizes how poor listening habits undermine effective communication.

ANS:

Trainees could be asked to role play the various poor listening habits and provide suggestions for effective listening. Role play could be recorded and critiqued by the individuals involved. Trainees could be given a checklist of poor listening habits to consider and identify those challenges that are most significant to the individual. Each person could then write a simple action plan for overcoming the bad listening habits.

PTS: 1

REF: p. 25, 27

2. Competition is a standard way of life in Canadian companies, both internally and externally. What happens in a company when this competitive attitude becomes a "win/lose" philosophy? How can management help develop a "win/win" philosophy toward internal competition?

ANS:

Excessive internal competition can replace the cooperation that is necessary for the success of the company. In fact, this can cause communication to decrease or stop. Management can help change this internal competition by developing open communication and providing information to employees. Reward systems can also increase cooperation. A cooperative spirit can be developed if employees have an understanding and appreciation for others' importance and functions.

PTS: 1

REF: p. 26-28

3. Explain the increasing use of groups and teams in Canadian businesses.

ANS:

In recent years, Canadian businesses have shifted attention away from the employment of traditional organizational subunits toward the use of teams. There are three main reasons for the shift:

1. Many businesses have downsized and eliminated layers of management. In a flatter organization, communication across the organizational chart becomes more important, and teams can assist with this.
2. Companies implementing TQM programs are reorganizing to distribute the decision-making power throughout the organization.
3. Companies have learned that more can be accomplished when people work cooperatively. The synergy that results in effective teams increases creativity and improves business solutions.

PTS: 1

REF: p. 26-30

CASES

1. **Effective Communication with Telecommuter**

Sue has worked from home for four years, taking phone orders for a national online retailer. Sue feels unappreciated for her efforts and detached from management and coworkers. In the past, Sue's performance had been very efficient, responsible, on-time, and reliable. Lately, however, her performance has faltered. Monitors listening in to her calls find she is not promoting the new additional offers, as now is required. As Sue's supervisor, how would you motivate her to increase productivity and improve job satisfaction? Use the theories discussed in this chapter as a basis for comment.

ANS:

Even if you have not done this in the past, it is never too late to use positive *stroking*; tell Sue how much you appreciate her years of service and good work. *Listen* intently to her expression of frustration—ask specifically what troubles her about selling additional offers. By paying more attention to her needs, you may make her feel more appreciated. *Empower* her to be a better salesperson by explaining the rationale for the new offers and listening to her input about them. Including her in strategy development may make her more willing to sell.

PTS: 1

REF: p. 21-22

2. Negative Metacommunications

In the past few months, Rhamel has frequently called in sick to work. He has received medical treatment for a respiratory infection, but the infection continues to reoccur. He has missed several important deadlines and his sick leave is dwindling quickly. Rhamel's supervisor has been patient and supportive through this illness, but other employees have recently been asked to handle Rhamel's work in addition to their own workload. Coworkers have started to feel resentful and this is evident in their nonverbal communication with Rhamel when he is at work. Give two examples of negative metacommunication and three examples of kinesic messages that coworkers may communicate to Rhamel that express their frustration and resentment.

ANS:

Metacommunication examples can include comments such as:

“Maybe you should go to another doctor who might solve this problem.”

“You need to take better care of yourself so that you are more resistant to sickness.”

“Maybe you could do some of your work at home when you can't come to the office.”

These kinds of statements imply criticism of Rhamel's choice of his doctor, overall level of fitness, and other important choices he has made about his work and job.

Kinesic messages from disgruntled co-workers could include the following:

Visual—frowns, avoiding eye contact, ignoring Rhamel, and not engaging in friendly conversation

Vocal—sarcasm, unfriendly tone, terse verbal exchange of job-related information, no expressed interest in Rhamel's physical condition and prolonged illness

PTS: 1

REF: p. 23-24