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| 1. Communication skills   |  |  |  | | --- | --- | --- | |  | a. | are not as important as technical skills for career success. | |  | b. | are not necessary in today's competitive job market. | |  | c. | are ranked by recruiters at the top of qualities they most desire in job seekers. | |  | d. | cannot be learned; they are innate. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Studies confirm that recruiters rank communication skills at the top of qualities they most desire in job seekers. Your ability to communicate will make you marketable and continue to be your ticket to success regardless of the current economic climate. The good news is that effective communication can be learned. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 2-3 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 2. Which of the following statements is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | The need for well-written messages has declined in today's workforce. | |  | b. | Employers rank soft skills as less valuable than hard skills. | |  | c. | Social media are playing an increasingly prominent role in business. | |  | d. | Today's use of digital media requires less written communication. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Social media are playing an increasingly prominent role in business. As a result, employers need employees who can write because today's digital media requires more written communication than ever. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 3 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 3. Which of the following statements is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Workers today communicate less than in previous years. | |  | b. | Technology has not affected how and why we communicate. | |  | c. | Businesses today generate a wide range of messages using a variety of media. | |  | d. | Writing is a skill set used only by managers and corporate executives. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Because of technology, all workers will write more on the job and use a wider range of communication channels, including letters, memos, e-mails, wikis, texts, instant messages, and blogs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | pp. 3-4 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 4. Which of the following is *not* an example of a soft skill?   |  |  |  | | --- | --- | --- | |  | a. | Communicating effectively | |  | b. | Tabulating statistical information | |  | c. | Solving problems | |  | d. | Making ethical decisions |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Soft skills are essential career attributes that include the ability to communicate, work well with others, solve problems, make ethical decisions, and appreciate diversity. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 5. On the job you are more likely to be taken seriously and to be promoted if you   |  |  |  | | --- | --- | --- | |  | a. | look and sound professional. | |  | b. | frame your degree or certificate and hang it on your office or cubicle wall. | |  | c. | appear to be busy even when you're not really doing anything. | |  | d. | attend office parties. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | If you look and sound professional while working, you are more likely to be taken seriously and to be promoted. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 6. Major trends in today's dynamic world of work include increased emphasis on self-directed work groups and virtual teams, heightened global competition, innovative communication technologies, new work environments, and focus on   |  |  |  | | --- | --- | --- | |  | a. | creating an entirely online presence. | |  | b. | promoting from within. | |  | c. | increasing levels of management. | |  | d. | business ethics. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Because of recent publicized business scandals, companies are now eager to regain public trust and to build ethical environments. Many businesses have written ethical mission statements, installed hotlines, and appointed compliance officers to ensure strict adherence to standards and legislation. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 5-7 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.02.04 - DISC.ESBC.GULO.16.02.04 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 7. Which of the following statements about today's business environments is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | The number of telecommuting employees is expected to decline in the future. | |  | b. | All companies assign offices for employees. | |  | c. | Many employees today no longer need an office; they can work anytime and anywhere. | |  | d. | Workers today spend more time in offices than workers in the past. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Technological advances have allowed today's employees to work anytime and anywhere with just a mobile phone and a wireless computer, causing the number of telecommuting employees to increase. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | pp. 6-7 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 8. Which statement about today's workplace is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Employees can expect to have more managers. | |  | b. | Very few businesses involve employees in decision making. | |  | c. | Today's employees can expect to interact with people from many cultures. | |  | d. | Businesses use social media only to interact with customers. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Because many companies are moving beyond domestic markets, today's employees will be interacting more with people from many cultures. To be a successful communicator, you will want to learn about other cultures and develop intercultural skills such as sensitivity, tolerance, flexibility, and patience. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 9. Which of the following statements is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Ethics is a priority for many businesses. | |  | b. | Because of economic concerns, American companies are relying on local markets. | |  | c. | Most companies discourage workers from working in teams because they fear a loss of productivity. | |  | d. | Today's businesses are expanding their hierarchies to meet the demands of their workers and their competition. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | After recent scandals many businesses have a renewed interest in ethics and a dedication to regain public trust. In addition, these companies have expanded to global markets and have reduced layers of management to remain competitive. Companies also expect employees to work in teams more than ever. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.02.05 - DISC.ESBC.GULO.16.02.05 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 10. Which communication technology is used by companies today?   |  |  |  | | --- | --- | --- | |  | a. | Presence technology | |  | b. | Cloud computing | |  | c. | Videoconferencing | |  | d. | All answer choices are communication technologies being used by companies today. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Presence technology, videoconferencing, and cloud computing are communication technologies being used by many companies today.  Some other communication and collaborative technologies being used today include social media, Web and voice conferencing, blogs, wikis, podcasts, and social media. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 8-9 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 11. According to researchers, most people listen at what level of proficiency?   |  |  |  | | --- | --- | --- | |  | a. | 100 percent | |  | b. | 5 percent | |  | c. | 25-50 percent | |  | d. | 75 percent |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Researchers suggest that we listen at only 25 to 50 percent efficiency. These poor listening habits are costly in business and affect professional relationships. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 12. Which of the following statements is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Very few management problems are related to listening. | |  | b. | The average person remembers nearly three quarters of what he or she hears following a 10-minute presentation. | |  | c. | We misinterpret, misunderstand, or change very little of what we hear. | |  | d. | Most people are not very good listeners. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Most of us are not very good listeners because we don't remember even half of what we hear following a short presentation and because we misinterpret, misunderstand, or change nearly 70 to 90 percent of what we hear! Effective listening is also important to businesses because over half of management problems are related to listening. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 13. Many of us are poor listeners because   |  |  |  | | --- | --- | --- | |  | a. | the brain can process information at least three times as fast as people talk. | |  | b. | we tend to "tune out" speakers whose ideas run counter to our own. | |  | c. | we would rather talk than listen. | |  | d. | All answer choices are correct. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Many of us are poor listeners because our brains can process information faster than speakers talk, because we tend to "tune out" speakers whose ideas run counter to our own, and because we would rather talk than listen. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 14. According to research, what percentage of our work time is spent listening?   |  |  |  | | --- | --- | --- | |  | a. | 50 percent | |  | b. | 90 percent | |  | c. | 10 percent | |  | d. | 25 percent |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Research has revealed that approximately 50 percent of our work time is spent listening. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 15. Which of the following is *not* a physical barrier for listening?   |  |  |  | | --- | --- | --- | |  | a. | Hearing disabilities | |  | b. | Poor acoustics | |  | c. | Noisy surroundings | |  | d. | Personal values |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Physical barriers for listening including hearing disabilities, poor acoustics, and noisy surroundings.  Other physical barriers include being ill, tired, or uncomfortable. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 16. Your boss is giving instructions for a new method of keeping expense accounts. However, you find it difficult to concentrate because you think the change is unnecessary. What type of barrier to effective listening are you experiencing?   |  |  |  | | --- | --- | --- | |  | a. | Language problem barrier | |  | b. | Psychological barrier | |  | c. | Physical barrier | |  | d. | Nonverbal distraction barrier |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | You are experiencing a psychological barrier, which results from having different cultural, ethical, and personal values. Language barriers refer to word choices, physical barriers refer to problems in the setting, and nonverbal barriers refer to body language and other delivery dynamics. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.06 - DISC.ESBC.GULO.16.06.06 United States - BUSPROG.ESBC.GULO.16.06.07 - DISC.ESBC.GULO.16.06.07 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 17. Peter must inform his employees that his company will need to let go of employees. Which word would be *best* for Peter to use when conveying this idea to his employees?   |  |  |  | | --- | --- | --- | |  | a. | Layoff | |  | b. | Streamlining | |  | c. | Paradigm shift | |  | d. | Rightsizing |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | To prevent reactions due to language usage, Peter should probably use "layoff" to describe his company's need to let go of employees. All other answer choices reflect unfamiliar or unclear words that his audience might not understand. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.06 - DISC.ESBC.GULO.16.06.06 United States - BUSPROG.ESBC.GULO.16.06.07 - DISC.ESBC.GULO.16.06.07 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 18. You can improve your listening skills if you follow tips for active listening, including   |  |  |  | | --- | --- | --- | |  | a. | keeping an open mind, establishing a receptive mind-set, and listening between the lines. | |  | b. | establishing a receptive mind-set, concentrating on appearance and delivery, and sifting information through biases. | |  | c. | capitalizing on lag time, concentrating on your next comment, and taking as many notes as possible. | |  | d. | asking questions immediately, focusing on the speaker's face, and concentrating on the details presented in the message. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Active listening includes stopping your talking, controlling surroundings, establishing a receptive mind-set, keeping an open mind, listening between the lines and for main points, capitalizing on lag time, judging ideas and not appearances, holding fire, and taking selective notes. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 19. A listener who nods her head and maintains eye contact with a speaker is probably   |  |  |  | | --- | --- | --- | |  | a. | listening actively to what the speaker is saying. | |  | b. | not understanding what the speaker is saying. | |  | c. | faking attention while she listens to music on her MP3 player. | |  | d. | formulating her response to a point with which she disagrees. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | While it is possible this listener is confused, faking attention, or considering a snappy comeback, the eye contact and head nodding probably indicate that she is listening actively to and is interested in the speaker's message. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 20. Amelia has made a conscious effort to become an active listener. Therefore, she shuts down her computer, turns off her cell phone, and asks her assistant to hold all incoming calls when she conducts interviews. What technique is she using to improve listening?   |  |  |  | | --- | --- | --- | |  | a. | Keeping an open mind | |  | b. | Establishing a receptive mind-set | |  | c. | Capitalizing on lag time | |  | d. | Controlling her surroundings |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Active listeners strive to do all of these, but Amelia is focusing on controlling her surroundings by removing as many competing sounds and distractions as possible. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.06 - DISC.ESBC.GULO.16.06.06 United States - BUSPROG.ESBC.GULO.16.06.07 - DISC.ESBC.GULO.16.06.07 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 21. Nonverbal communication includes   |  |  |  | | --- | --- | --- | |  | a. | all unwritten and unspoken messages, intended or not. | |  | b. | only body language and gestures that accompany a spoken message. | |  | c. | only eye contact and facial expressions that support the meaning of the words. | |  | d. | only cues that reveal agreement with or contradiction of the verbal message. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Nonverbal communication is all communication except the actual words (verbal communication). Body language, eye contact, gestures, and facial expressions are only a part of nonverbal communication. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 22. Which of the following is a form of nonverbal communication?   |  |  |  | | --- | --- | --- | |  | a. | Facial expressions, such as frowning or raising the eyebrows | |  | b. | Eye contact, such as staring or avoiding looking someone in the eye | |  | c. | Time, such as showing up too late or too early | |  | d. | All answer choices are forms of nonverbal communication. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | All of the options listed are forms of nonverbal communication. Facial expressions, eye contact, and use of time are just a few examples of the forms of nonverbal communication. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 23. Which of the following statements about nonverbal communication is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Nonverbal communication comprises very little of a message that is sent or received. | |  | b. | When verbal and nonverbal messages contradict, receivers believe that the verbal message is more accurate. | |  | c. | Meanings of nonverbal behaviors are often influenced by the communication context and by one's culture. | |  | d. | Nonverbal communication applies to only intended messages. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Nonverbal communication includes all unspoken and unwritten messages that are intended or not. The interpretations of such messages are often influenced by the communication context and one's culture. In addition, nonverbal messages are usually more reliable than verbal messages when the two contradict. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 24. Most people think that the best predictor of a speaker's true feelings is his or her   |  |  |  | | --- | --- | --- | |  | a. | facial expressions. | |  | b. | posture. | |  | c. | gestures. | |  | d. | eyes. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | While all these types of nonverbal communication may provide some indication of the speaker's feelings, most people think that the eyes are the best predictor of a speaker's true feelings. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 25. Which of the following statements about nonverbal communication is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | The meaning of some gestures can vary among cultures. | |  | b. | The way an e-mail, letter, memo, or report looks can have either a positive or a negative effect on a receiver. | |  | c. | The manner in which we structure and use time can reveal our personalities and attitudes. | |  | d. | All statements are accurate. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The meaning of gestures can vary from culture to culture. In addition, how we structure and use time tells observers about our personalities and attitudes. Additionally, much like the personal appearance of an individual, the physical appearance of a business document can be viewed positively or negatively by the receiver. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | pp. 12-13 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.01 - DISC.ESBC.GULO.16.06.01 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 26. According to Edward T. Hall, in which spatial zone do most people converse with friends and family members?   |  |  |  | | --- | --- | --- | |  | a. | Intimate | |  | b. | Personal | |  | c. | Social | |  | d. | Public |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | The intimate zone is usually reserved for the communications we have with friends and family. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 13 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 27. According to Edward T. Hall, which spatial zone is the largest?   |  |  |  | | --- | --- | --- | |  | a. | Intimate | |  | b. | Personal | |  | c. | Social | |  | d. | Public |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | The public zone represents the largest spatial zone and extends approximately 12 feet and beyond. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 13 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 28. Which of the following tips should you follow to improve your nonverbal communication skills?   |  |  |  | | --- | --- | --- | |  | a. | Focus only on the sender's words when you are engaged in conversation. | |  | b. | Proofread all correspondence you send. | |  | c. | Avoid individuals from other cultures so that you don't start using nonverbal behaviors displayed in other cultures. | |  | d. | Avoid asking the speaker questions when his or her nonverbal and verbal messages contradict. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Improving your nonverbal skills includes proofreading all documents for their appearance, watching a person's facial expressions and body language when he or she is speaking, and probing for more information by asking questions when ambiguity occurs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.01.06 - DISC.ESBC.GULO.16.01.06 United States - BUSPROG.ESBC.GULO.16.06.01 - DISC.ESBC.GULO.16.06.01 United States - BUSPROG.ESBC.GULO.16.06.03 - DISC.ESBC.GULO.16.06.03 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 29. Suzanne wants to make a good impression during a job interview. What should she do?   |  |  |  | | --- | --- | --- | |  | a. | Avoid eye contact with her interviewer to show respect. | |  | b. | Slump down in her chair to show that she's relaxed. | |  | c. | Wear professional business attire. | |  | d. | Ask the interviewer to lunch. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Suzanne should wear professional business attire. She should also maintain eye contact to signal interest, attentiveness, strength, and credibility. In addition, she should encourage communication and interaction by leaning forward, sitting erect, and looking alert during the interview. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 30. The manager noticed that Stephen slammed his desk drawer right after he said that he was happy to work late. The manager should   |  |  |  | | --- | --- | --- | |  | a. | tell Stephen that he should behave more professionally. | |  | b. | respond to the verbal message only and thank him for working late. | |  | c. | politely seek additional information by saying, *I'm not sure that you really want to stay late. Do you have somewhere you need to be?* | |  | d. | fire Stephen for insubordination. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | When you perceive nonverbal cues that contradict verbal meanings, politely probe for more information. You can improve communication and resolve confusion by asking a sincere, polite question. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.06 - DISC.ESBC.GULO.16.06.06 United States - BUSPROG.ESBC.GULO.16.06.07 - DISC.ESBC.GULO.16.06.07 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 31. Every country has a unique culture or common heritage that   |  |  |  | | --- | --- | --- | |  | a. | teaches its members how to behave and conditions their reactions. | |  | b. | results from a common gene pool. | |  | c. | is created by a structured educational system. | |  | d. | comes from an orderly system of government and laws. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Every country has a unique culture or common heritage that teaches its members how to behave and conditions their reactions. This culture or common heritage has nothing to do with a common gene pool, formal education, or laws. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 32.  Which of the following is *not* a dimension of culture?   |  |  |  | | --- | --- | --- | |  | a. | Power distance | |  | b. | Individualism | |  | c. | Tolerance | |  | d. | Time orientation |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The five dimensions of culture include context, individualism, time orientation, power distance, and communication style. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 15-17 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 33. The most important cultural dimension is   |  |  |  | | --- | --- | --- | |  | a. | power distance. | |  | b. | communication style. | |  | c. | time orientation. | |  | d. | context. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Context, which refers to the stimuli, environment, or ambience surrounding an event, is probably the most important dimension of culture. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 34. Which of the following is a common trait of a business communicator from a low-context culture?   |  |  |  | | --- | --- | --- | |  | a. | Valuing group membership | |  | b. | Preferring indirect verbal interaction | |  | c. | Placing emphasis on written information | |  | d. | Relying on context and feeling |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Communicators from low-context cultures prefer direct verbal interaction, value individualism, rely on logic, and place emphasis on written information. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 35. Communicators from North America, Scandinavia, and Germany tend to be logical, analytical, and action oriented. They also depend little on the context of a situation to convey their meaning. These communicators represent what kind of culture?   |  |  |  | | --- | --- | --- | |  | a. | High-context | |  | b. | Primitive | |  | c. | Ancient | |  | d. | Low-context |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Communicators in low-context cultures tend to be logical, analytical, and action oriented. They depend little on the context of a situation to convey meaning. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 36. Which of the following countries represents a high-context culture?   |  |  |  | | --- | --- | --- | |  | a. | United States | |  | b. | Germany | |  | c. | Norway | |  | d. | Japan |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Japan, along with China and Arab countries, is a high-context culture. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 37. North Americans value straightforwardness and are suspicious of evasiveness. These traits identify the cultural dimension of   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | power distance. | |  | c. | communication style. | |  | d. | time orientation. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | In business situations North Americans tend to value straightforwardness and are suspicious of evasiveness. These values illustrate communication style. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 38. Which of the following countries would likely view a business contract as a binding document?   |  |  |  | | --- | --- | --- | |  | a. | Mexico | |  | b. | Greece | |  | c. | Japan | |  | d. | Germany |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Because members of a low-context culture such as Germany consider words in contracts to be precise, important, and constant, they view contracts differently than will members of high-context cultures like Mexico, Greece, and Japan. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 39. Which statement about the effect of social media and communication technology on culture is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Because of social media, communicators can now reach out to larger and more varied audiences than in the past. | |  | b. | Social media always makes individuals of various cultures feel connected. | |  | c. | Social media offers very little potential for intercultural engagement. | |  | d. | Developers of social media should use the same design principles for all audiences. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Because of social media, communicators can now reach out to larger and more varied audiences than in the past. Therefore, social media offers the potential for intercultural engagement, which explains the reason why those who design media appeal to each market.  However, social media can deepen feelings of isolation and make interpersonal communication more difficult because all contact is mediated electronically. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 40. Which statement about ethnocentrism is *most* accurate?   |  |  |  | | --- | --- | --- | |  | a. | Ethnocentrism occurs in only Western cultures. | |  | b. | Ethnocentrism does not exist in today's culturally diverse workplace. | |  | c. | Ethnocentrism causes us to judge others by our own values. | |  | d. | Ethnocentrism is the oversimplified perception of a behavioral pattern or characteristic applied to all groups. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | Ethnocentrism is the belief in the superiority of one's own culture.  This belief is a natural attitude found in all cultures, and it causes us to judge others by our own values. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 18 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Comprehension | |

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| 41. An American businessperson who thinks that all Swiss are hardworking, efficient, and neat is demonstrating an example of   |  |  |  | | --- | --- | --- | |  | a. | ethnocentrism. | |  | b. | tolerance. | |  | c. | stereotyping. | |  | d. | a cultural norm. |  |  |  | | --- | --- | | *ANSWER:* | c | | *RATIONALE:* | The belief that all members of a group have the same behavioral pattern is stereotyping and not ethnocentrism, tolerance, or a cultural norm. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.06 - DISC.ESBC.GULO.16.06.06 United States - BUSPROG.ESBC.GULO.16.06.07 - DISC.ESBC.GULO.16.06.07 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 42. Learning about beliefs and practices different from our own and appreciating them means displaying   |  |  |  | | --- | --- | --- | |  | a. | tolerance. | |  | b. | individualism. | |  | c. | stereotyping. | |  | d. | gender norming. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Developing intercultural tolerance means practicing empathy, being nonjudgmental, and being patient. To do so, you must first learn about the beliefs and practices different from your own and appreciate them. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 43. Working with people from other cultures will require tolerance. One of the best ways to become more tolerant is by   |  |  |  | | --- | --- | --- | |  | a. | practicing empathy. | |  | b. | increasing your individualism. | |  | c. | encouraging ethnocentrism. | |  | d. | knowing your communication style. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Tolerance requires you to have sympathy for and appreciation of the customs of other cultures. You develop this tolerance through practicing empathy, which helps you to see the world through another's eyes. If you are more individualistic or ethnocentric, you will probably have less tolerance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 44. While conducting business with a customer from Italy, Zoe was careful to speak slowly and clearly, using short sentences and familiar words. However, she noticed that the customer had a glazed expression and did not understand her. Zoe should   |  |  |  | | --- | --- | --- | |  | a. | repeat what she has said in a louder voice. | |  | b. | graciously accept the blame for not making her meaning clear. | |  | c. | end the conversation until an interpreter can be found. | |  | d. | require the Italian businessperson to restate the message in simple words. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Zoe did well to speak slowly, simply, and clearly with this customer. Now she should graciously accept the blame for not being clear instead of repeating the same words more loudly or asking the other person to restate her message. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | pp. 19-20 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.06 - DISC.ESBC.GULO.16.06.06 United States - BUSPROG.ESBC.GULO.16.06.07 - DISC.ESBC.GULO.16.06.07 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 45. When speaking with someone for whom English is a second language, you should talk slowly, enunciate clearly, check frequently for comprehension, observe eye messages, listen without interrupting, and   |  |  |  | | --- | --- | --- | |  | a. | follow up important messages in writing. | |  | b. | avoid smiling, which might make you appear to lack seriousness. | |  | c. | use words that will impress the listener. | |  | d. | assume that the listener understands if he or she nods and smiles in agreement. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | When exchanging important information with someone for whom English is a second language, you should confirm the results and agreements in writing. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | pp. 19-20 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.01 - DISC.ESBC.GULO.16.06.01 United States - BUSPROG.ESBC.GULO.16.06.03 - DISC.ESBC.GULO.16.06.03 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 46. When writing for a multicultural audience, you are more likely to be understood if you use short sentences and short paragraphs and if you include   |  |  |  | | --- | --- | --- | |  | a. | slang, such as *This product really rocks!* | |  | b. | idioms, such as *You can improve your bottom line by using this product.* | |  | c. | acronyms, such as *ASAP.* | |  | d. | action-specific verbs, such as *E-mail me if you have any questions* rather than *Contact me if you have any questions.* |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | A multicultural audience is less likely to understand American slang, idioms, or acronyms. The audience is more likely to understand clear writing that uses short sentences, short paragraphs, and action-specific verbs. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 20 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.01 - DISC.ESBC.GULO.16.06.01 United States - BUSPROG.ESBC.GULO.16.06.03 - DISC.ESBC.GULO.16.06.03 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 47. Max is preparing a contract between his company and one in Mexico. What should he do when citing numbers in the contract?   |  |  |  | | --- | --- | --- | |  | a. | Use the metric system. | |  | b. | Use American currency figures. | |  | c. | Write all months as figures rather than as words. | |  | d. | Avoid using any figures in the contract. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Max should express numbers as figures using the metric system. He should also convert dollar figures into local currency and avoid using figures to express months. For clarity, he should instead spell out the month. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 20 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.05.05 - DISC.ESBC.GULO.16.05.05 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 48. Which of the following is a benefit of a diverse work environment?   |  |  |  | | --- | --- | --- | |  | a. | Being better ability to create the products desired by consumers | |  | b. | Experiencing fewer discrimination lawsuits, fewer union clashes, and less government regulatory action | |  | c. | Improving employee relationships and increasing productivity | |  | d. | All are benefits of a diverse work environment. |  |  |  | | --- | --- | | *ANSWER:* | d | | *RATIONALE:* | Diverse organizations create products demanded by consumers and experience improved employee relationships and increased productivity. In addition, organizations that promote diversity suffer fewer discrimination lawsuits, fewer union clashes, and less government regulatory action. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 21 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 49. Megahertz Technology Solutions, Inc., recently suffered a discrimination lawsuit. Advice to improve its workforce diversity is likely to include understanding the value of differences, providing diversity training for employees, building on similarities, and   |  |  |  | | --- | --- | --- | |  | a. | hiring a more homogenous work group. | |  | b. | making fewer assumptions. | |  | c. | requiring all employees to use jargon that conveys stereotypes. | |  | d. | making sure all employees conform to a standard company culture. |  |  |  | | --- | --- | | *ANSWER:* | b | | *RATIONALE:* | Megahertz Technology Solutions, Inc., can capitalize on workforce diversity by understanding the value of differences, providing diversity training for employees, building on similarities, and making fewer assumptions. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | pp. 21-22 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 50. Workers who communicate successfully with diverse audiences must make few assumptions, learn about their own and other cultures, and   |  |  |  | | --- | --- | --- | |  | a. | seek common ground. | |  | b. | help others conform. | |  | c. | avoid noticing differences. | |  | d. | encourage group thinking. |  |  |  | | --- | --- | | *ANSWER:* | a | | *RATIONALE:* | Successful communicators avoid assumptions; learn about all cultures; invite, use, and give feedback; and seek common ground. Pretending differences don't exist or trying to help others conform will not improve your communication success with diverse populations who desire to be recognized and respected. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 21-22 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 51. Because of today's communication technology, employees in today's workforce can expect to write fewer messages.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Today's workforce communicates more, not less, because information technology and the Internet have transformed the world of work. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 3 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 52. Recruiters often rank communication skills as the highest skill set sought by employers.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | In a poll of recruiters, oral and written communication skills were by a large margin the top skill set sought by employers. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 3 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 53. Only managers and business executives need strong communication skills.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Employees at all levels and in all fields will need strong communication skills in today's information-driven society. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 3 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 54. Employees in today's workforce must learn to write only e-mails effectively.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Employees in today's workforce must be prepared to communicate with the public and within a company by using a variety of media such as e-mail, instant messaging, texting, blogs, wikis, and social media sites. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 3-4 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 55. Operating a computer is an example of a "soft" skill.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | "Soft" skills, which are desirable in all business sectors and job positions, include communicating and working with others, solving problems, making ethical decisions, and appreciating diversity. Operating a computer is a "hard" skill. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 56. Despite their popularity among teens, social networking sites such as Facebook and Twitter are rarely used in today's business world.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | New communication technologies, including social networking sites, have dramatically affected the way workers interact. Today's businesses are capitalizing on these technologies to collect information, serve customers, and sell products and services. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 5-6 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 57. As a frontline employee, you can expect to have more managers in the workforce.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | To reduce costs and inefficiencies, today's companies are reducing the levels of management, which means that you can expect to have fewer managers on the job and that you will be making more decisions and communicating these decisions to customers, coworkers, and management. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 58. As an employee in today's digital workplace, you can expect to work more independently rather than collaboratively in groups.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Teamwork has become a reality in businesses. Many companies have created cross-functional teams to empower employees and boost their involvement in decision making. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 7 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 59. Most people are good listeners.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Most people are poor listeners.  In fact, some researchers suggest that we listen at only 25 to 50 percent efficiency. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 60. Psychological barriers to listening include hearing disabilities, poor acoustics, and noisy surroundings.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Physical, not psychological, barriers include hearing disabilities, poor acoustics, and noisy surroundings. Psychological barriers occur because we each bring a unique set of cultural, ethical, and personal values to the communication process. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 61. Physical barriers to listening include only environmentally produced noises.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Although many physical barriers to effective listening are environmentally based, such as poor acoustics and noisy surroundings, physical barriers to effective listening may also include hearing disabilities or feelings of fatigue, sickness, or distress. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 10 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 62.  Listening is a passive process.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Listening is hard work.  Unlike hearing, it demands total concentration. It is an active search for meaning, while hearing is passive. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 63. If you want to become a better listener, your first step is to stop talking.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | It is human nature to prefer talking to listening. To improve your listening skills, you must stop talking and start listening more to practice active listening skills. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.01.06 - DISC.ESBC.GULO.16.01.06 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 64. To improve your listening ability, focus both on what is spoken and what is unspoken.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | To improve your listening efficiency, you should listen between the lines. This means that you should focus on what is spoken and what is unspoken by listening for feelings as well as for facts. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.01.06 - DISC.ESBC.GULO.16.01.06 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 65. Brooke is listening to a difficult presentation on nanotechnology development. As a good listener, she should take complete notes of everything said.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Good listeners take selective notes of the most important points, but do not allow the note-taking process to interfere with concentration on the total message. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.01.06 - DISC.ESBC.GULO.16.01.06 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 66. One of the best strategies to become a better listener is to question a speaker while he or she is still talking to ensure your comprehension.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Good listeners force themselves to listen to the speaker's entire argument or message before reacting. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.02 - 01.02 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.01.06 - DISC.ESBC.GULO.16.01.06 United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Developing Listening Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 67. When verbal and nonverbal messages conflict, listeners tend to believe the verbal message.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | When verbal and nonverbal messages conflict, listeners tend to believe the nonverbal message. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 68. Most communication is nonverbal.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Researchers believe that the bulk of any message we receive is nonverbal. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 69. Understanding a message involves listening to only the spoken words.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Successful communicators recognize the power of nonverbal messages and understand that effective communication involves more than merely listening to the spoken words. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 12 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 70. Most Americans communicate with business associates at approximately 1½ feet.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | According to anthropologist Edward T. Hall, Americans communicate with intimate friends and family, not business associates, at approximately 1½ feet. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 13 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 71. Both your personal appearance and the physical appearance of your business documents transmit immediate and important nonverbal messages.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Employees send important nonverbal messages to others through their physical appearance and through the way their business documents look. Both personal appearance and the physical appearance of a document can have a positive or a negative effect on the receiver. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 13-14 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 72. Zach's company does business globally. By associating with people from diverse cultures, Zach can widen his knowledge of intercultural messages and can increase his tolerance of differences.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Associating with other cultures, both at work and at leisure, can improve your nonverbal skills by widening your knowledge of and tolerance for intercultural nonverbal messages. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 73. Greg will be the student speaker for graduation. To ensure that his nonverbal cues support his verbal message, he should ask friends and family to monitor his conscious and unconscious body movements and gestures.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | You can ensure that your verbal and nonverbal messages match by asking family and friends to observe your presentation to monitor your nonverbal behavior. Another effective technique is to videotape yourself so that you can evaluate your presentation skills. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 14 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 74.  Our culture molds the way we think, behave, and communicate.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Culture is a powerful operating force that molds the way we think, behave, and communicate. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 75.  Communication style is the most important dimension of culture.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Context is probably the most important dimension of culture. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 76.  Individuals in high-context cultures prefer direct verbal interaction, value individualism, rely on logic, say "No" directly, and give authority to written information.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Individuals in low-context cultures prefer direct verbal interaction, value individualism, rely on logic, say "No" directly, and give authority to written information. They also are generally less proficient in reading nonverbal cues and communicate in highly structured, detailed messages with literal meanings. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 77. The United States is an example of a low-context culture.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | The United States, along with Scandinavia and Germany, represents a low-context culture. Members of low-context cultures tend to be logical, analytical, and action oriented. They also value independence and freedom from control. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 15-16 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 78. Laura values individualism and personal responsibility in herself and coworkers. These values are typical of North American culture.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | As a typical North American, Laura tends to value individualism and responsibility. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 79. North Americans consider time a precious commodity and correlate it with productivity, efficiency, and money.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | North Americans consider time a precious commodity. They correlate time with productivity, efficiency, and money. Keeping people waiting for business appointments wastes time and is rude. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 16 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 80. Individuals in Western cultures are more relaxed about social status and the appearance of power.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | In Western cultures people are more relaxed about social status and the appearance of power.  However, in many Asian cultures, wealth, position, seniority, and age are important and must be respected. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 81. For Americans words are very important, especially in contracts and negotiations.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | People in low-context cultures such as the United States place more emphasis on precise meanings of words, especially in contracts and during negotiations. On the other hand, people in high-context cultures place more emphasis on the surrounding context than on the words describing a negotiation. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 17 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 82.  The first step in learning intercultural skills is being aware of your own culture and how it contrasts with others.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | The first step in learning intercultural skills is being aware of your own culture and how it contrasts with others. Another important step involves recognizing barriers to intercultural accommodation and striving to overcome them. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 18 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 83. Ethnocentrism can be found in all cultures.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Ethnocentrism is the belief in the superiority of one's own culture and is found in all cultures. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 18 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 84. Cross-cultural communication can be improved by practicing tolerance and ethnocentrism.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | "Ethnocentrism" is the belief in the superiority of one's own culture. It is wise to be tolerant in cross-cultural communication, but ethnocentrism can handicap communication. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | pp. 18-19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 85. When communicating face-to-face with a person from another culture, you can always assume that the other person is understanding your ideas if he or she smiles.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | When orally communicating with a diverse audience, never assume that a "yes," nod, or smile indicates comprehension or agreement. Instead, ask probing questions or encourage the listener to paraphrase your ideas. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 86. For international trade it is a good idea to learn and use the metric system.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | Because the metric system is widely used throughout the world, for international trade it is a good idea to learn and use this system. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 20 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.05 - DISC.ESBC.GULO.16.05.05 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 87.  The U.S. workplace is expected to remain dominated by males and be Anglo-oriented.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | The U.S. workforce is expected to change in the coming years. No longer will it be dominated by males or be Anglo-oriented. Instead,  women, Hispanics, African Americans, Asians, and Native Americans are expected to represent the majority of U.S. workers. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 20 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 88. Developing a diverse staff that can work together cooperatively is one of the biggest challenges facing business organizations today.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *RATIONALE:* | One of the biggest challenges facing business organizations today is developing a diverse staff that can work together cooperatively. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 21 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 89. Businesses that want to capitalize on cultural diversity need to train workers to think and act alike to reduce conflicts.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Diversity makes an organization innovative and creative. Sameness fosters an absence of critical thinking called "groupthink." | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 21 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 90. Ryan has an upcoming business meeting with a person from Germany. Because Ryan has never met this person, he is worried about traveling there to do business for his company. Ryan could reduce his worry by assuming that his German associate is similar to him.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *RATIONALE:* | Ryan should avoid making assumptions about this German associate. Although such assumptions may appear insignificant and innocent, Ryan should value diversity by making fewer assumptions that everyone is like him or holds similar values. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate | | *REFERENCES:* | p. 21 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Application | |

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| 91. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as the ability to communicate, work well with others, solve problems, make ethical decisions, and appreciate diversity are essential career attributes in today's workplace.   |  |  | | --- | --- | | *ANSWER:* | Soft skills | | *RATIONALE:* | Soft skills such as the ability to communicate, work well with others, solve problems, make ethical decisions, and appreciate diversity are essential career attributes in today's workplace. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 5 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 92. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ involves storing applications and data in remote locations.   |  |  | | --- | --- | | *ANSWER:* | Cloud computing | | *RATIONALE:* | Cloud computing allows businesses to pay for digital storage space and software applications offered by providers online rather than maintain costly hardware and software in-house. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 8 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 93. The term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means that websites and Web applications have moved from "read only" to "read-write," thus enabling users to participate, collaborate, and network in unprecedented ways. It is one of many new communication technologies that is reshaping the world of work.   |  |  | | --- | --- | | *ANSWER:* | Web 2.0 | | *RATIONALE:* | The term Web 2.0 means that websites and Web applications have moved from "read only" to "read-write," thus enabling users to participate, collaborate, and network in unprecedented ways. It is one of many new communication technologies that is reshaping the world of work. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 8 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.01 - 01.01 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.04.05 - DISC.ESBC.GULO.16.04.05 | | *TOPICS:* | Mastering the Tools for Success in the Twenty-First-Century Workplace | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 94. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cues include eye contact, facial expressions, body movements, space, time, territory, and appearance.   |  |  | | --- | --- | | *ANSWER:* | Nonverbal | | *RATIONALE:* | Nonverbal cues include eye contact, facial expressions, body movements, space, time, territory, and appearance. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 11 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.03 - 01.03 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Learning Nonverbal Communication Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 95.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ may be defined as "the complex system of values, traits, morals, and customs shared by a society, region, or country."   |  |  | | --- | --- | | *ANSWER:* | Culture | | *RATIONALE:* | *Culture* may be defined as "the complex system of values, traits, morals, and customs shared by a society, region, or country." | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 96. According to a model developed by cultural anthropologist Edward T. Hall, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the stimuli, environment, or ambience surrounding an event and is arranged on a continuum from low to high.   |  |  | | --- | --- | | *ANSWER:* | context | | *RATIONALE:* | According to a model developed by cultural anthropologist Edward T. Hall, context refers to the stimuli, environment, or ambience surrounding an event and is arranged on a continuum from low to high. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 15 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.04 - 01.04 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.02 - DISC.ESBC.GULO.16.05.02 | | *TOPICS:* | Recognizing How Culture Affects Communication | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 97. The belief in the superiority of one's own culture is known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This natural attitude is found in all cultures.   |  |  | | --- | --- | | *ANSWER:* | ethnocentrism | | *RATIONALE:* | The belief in the superiority of one's own culture is known as ethnocentrism. This natural attitude is found in all cultures. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 18 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.05.01 - DISC.ESBC.GULO.16.05.01 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 98. An oversimplified perception of a behavior pattern or characteristic applied to entire groups is a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | stereotype | | *RATIONALE:* | A stereotype is an oversimplified perception of a behavior pattern or characteristic applied to entire groups. Stereotypes may create misconceptions and misunderstandings. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 99. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ means learning about beliefs and practices different from our own and appreciating them. One of the best ways to develop this trait is to practice empathy.   |  |  | | --- | --- | | *ANSWER:* | Tolerance | | *RATIONALE:* | Tolerance means learning about beliefs and practices different from our own and appreciating them. One of the best ways to develop tolerance is to practice empathy. | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |

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| 100. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is defined as "trying to see the world through another's eyes."   |  |  | | --- | --- | | *ANSWER:* | Empathy | | *RATIONALE:* | *Empathy* is defined as "trying to see the world through another's eyes." | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy | | *REFERENCES:* | p. 19 | | *LEARNING OBJECTIVES:* | ESBC.GULO.16.01.05 - 01.05 | | *NATIONAL STANDARDS:* | United States - BUSPROG.ESBC.GULO.16.06.04 - DISC.ESBC.GULO.16.06.04 | | *TOPICS:* | Building Intercultural Workplace Skills | | *KEYWORDS:* | Bloom's: Knowledge | |