Working in Groups 8th edition Engleberg Test Bank

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Chapter 1

Introduction to Group Communication

Key: Answer, Page, Type, Learning Objective, Level

Type

A=Applied

C=Conceptual

F=Factual

Level

(1)=Easy; (2)=Moderate; (3)=Difficult

1% Easy

83 % Moderate

16% Difficult

LO=Learning Objective

SG=Used in Study Guide

p=page

TB_Engleberg_Chapter 1

Multiple Choice Single Select

1) According to a study commissioned by the Association of American Colleges and Universities (AAC&U) that asked 496 employers to rank the essential learning outcomes needed by college graduates entering the workforce, which outcome ranked highest?
   a) ability to work in teams
   b) critical thinking
   c) digital literacy
   d) ability to analyze and interpret data
   e) the application of knowledge to real-world settings

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Answer: a

Learning Objective 1.1: Describe the pervasiveness and importance of group work.

Topic 1.1: The Importance of Groups

Difficulty Level: Easy

Skill Level: Understand the Concepts

2) The state in which the effective collaboration of group members produces better results than what would be expected, given the sum of skills and abilities of individual members working alone, is known as _____.

a) interaction

b) common goals

c) interdependence

d) synergy

e) working

Answer: d

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

3) Which of the following characteristics is a disadvantage of working in groups?

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

b) Working in groups enhances member learning.

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

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

e) Members usually enjoy working with others in groups.

Answer: c

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.2: Disadvantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

4) Which of the following situations best represents group communication as defined in the text?

a) people talking in an elevator

b) people discussing the weather at an airport

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c) fans cheering at a baseball game

d) jury members deliberating a court case

e) a congregation listening to a sermon

Answer: d

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3: Defining Group Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

5) A group with seven members has the potential for _____ different types of interactions.

a) 9

b) 90

c) 666

d) 900

e) 966

Answer: e

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

6) Generally, what is the ideal group size for a problem-solving discussion?

a) 3–5 people

b) 4–6 people

c) 5–7 people

d) 6–9 people

e) 8–12 people

Answer: c

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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7) Large-scale studies have found that the most important factor distinguishing successful groups from unsuccessful groups is _____.

a) having a minimum of five and a maximum of twelve members in a group

b) having a common goal

c) strong leadership

d) member independence and interdependence

e) group morale

Answer: b

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

8) A group with five members has the potential for _____ different types of interactions.

a) 95

b) 90

c) 105

d) 190

e) 100

Answer: b

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

9) The ideal size of a small group is NOT dependent upon _____.

a) member knowledge

b) attitude

c) skills

d) task

e) relationship history

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Answer: e

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

10) Which of the following is NOT a critical question that groups must address in order to be successful?

a) Why are we meeting?

b) Why should we care or work hard?

c) How long have we known each other?

d) Where are we going?

e) How will we know when we get to our goal?

Answer: c

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

11) A book club is an example a _____.

a) self-help group

b) social group

c) civic group

d) service group

e) public group

Answer: b

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

12) Your family is an example of a _____.

a) primary group

b) social group

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c) public group

d) service group

e) learning group

Answer: a

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

13) A local Alcoholics Anonymous chapter is an example of a _____.

a) primary group

b) self-help group

c) learning group

d) service group

e) public group

Answer: b

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

14) Guests who appear on talk shows and interact with other guests for the benefit of an audience are participating in which type of group?

a) social group

b) learning group

c) public group

d) governance group

e) service group

Answer: c

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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15) Members of a PTA getting together to hold a carnival for elementary school students are participating in a _____.

a) primary group

b) learning group

c) civic group

d) governance group

e) self-help group

Answer: c

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

16) A college appoints a moderator and holds an open discussion to give students an opportunity to ask questions and express their concerns about the person invited to deliver the commencement address at graduation. This kind of public discussion is an example of a _____.

a) primary group

b) public group

c) learning group

d) social group

e) service group

Answer: b

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

17) Members of a college's board of trustees who are meeting in public to make major policy decisions is an example of a _____.

a) social group

b) learning group

c) civic group

d) organizational group

e) service group

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Answer: d

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

18) A virtual team is one that _____.

a) relies on mediated technology to communicate

b) exists only for a brief period of time

c) lacks a leader

d) lacks a clear purpose

e) has the same dynamic as other groups

Answer: a

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

19) All of the following items are fundamental requirements for a virtual team EXCEPT _____.

a) adequate resources (funding, people, skills, etc.) to achieve a group's common goal

b) members who are all located within the same time zone

c) members with adequate and appropriate electronic communication skills

d) members with adequate and appropriate collaboration skills suited to a mediated environment

e) members who serve as role models for others in virtual interactions

Answer: b

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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20) A group's context refers to _____.

a) the ideas, information, opinions, claims, and/or feelings expressed by group members

b) the media through which group members share messages

c) the verbal and/or nonverbal responses from members

d) the group's physical and psychosocial environment

e) the group's ability to solve conflict

Answer: d

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1 The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

21) To which basic element in the group communication process is Vittorio giving special attention when he makes eye contact with his team members and smiles broadly while presenting the new marketing strategy?

a) channels

b) noise

c) feedback

d) messages

e) context

Answer: a

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1 The Group Communication Process

Difficulty Level: Moderate

Skill Level: Apply What You Know

22) In a communication transaction, feedback represents _____.

a) a group's physical and psychological environment

b) anything that interferes with or inhibits effective communication

c) the media through which group members share messages

d) the responses and reactions of group members to a message

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

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Answer: d

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

23) A clear, systematic, and predictive explanation of phenomenon is known as a _____.

a) strategy

b) skill

c) theory

d) common goal

e) channel

Answer: c

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.2: Theories, Strategies, and Skills

Difficulty Level: Moderate

Skill Level: Understand the Concepts

24) Research suggests that effective groups have goals that are _____.

a) evolving and uncontroversial

b) uncontroversial and time-tested

c) time-tested and clear

d) clear and elevated

e) elevated and evolving

Answer: d

Learning Objective 1.5: Explain the guidelines for establishing a group's common goal.

Topic 1.5.1: Establishing Group Goals

Difficulty Level: Difficult

Skill Level: Apply What You Know

25) When seeking to resolve group tensions, the dialectic approach recommends a _____ approach.

a) compromise

b) either/or

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c) both/and

d) approach/avoidance

e) task/maintenance

Answer: c

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.1: Groups in Balance

Difficulty Level: Moderate

Skill Level: Understand the Concepts

26) In group dialectic terms, effective groups balance structure and _____.

a) heterogeneity

b) disengagement

c) spontaneity

d) engagement

e) individual goals

Answer: c

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

27) In dialectic terms, effective groups balance conflict with _____.

a) conformity

b) cohesion

c) structure

d) closed systems

e) social dimensions

Answer: b

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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28) In dialectic terms, effective groups balance task dimensions with _____.

a) conformity dimensions

b) cohesion dimensions

c) structure dimensions

d) intercultural dimensions

e) social dimensions

Answer: e

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

29) The open system ↔ closed system group dialectic can be described as _____.

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

b) balancing member similarities and differences

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

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

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

Answer: c

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Difficult

Skill Level: Understand the Concepts

30) The homogeneous ↔ heterogeneous group dialectic can be described as _____.

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

b) balancing member similarities and differences

c) balancing external access and recognition with internal group solidarity and rewards

d) balancing effective leadership with responsible followership

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

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Answer: b

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

31) The engaged ↔ disengaged group dialectic can be described as _____.

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

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

c) balancing external access and recognition with internal group solidarity and rewards

d) balancing effective leadership with responsible followership

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

Answer: e

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

32) Which of the following examples demonstrates a *both/and* approach to group member collaboration?

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

b) The group has effective and ethical leadership marked by a strong vision.

c) Group members are unified on the common goal but are free to share concerns about the strategy for implementing it.

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

e) The group has high morale and has a strong sense of responsibility and motivation.

Answer: c

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Difficult

Skill Level: Apply What You Know

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33) In Latin, the word *credo* means _____.

a) "I mean"

b) "I am"

c) "I create"

d) "I accuse"

Answer: a

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.2: Credo for Ethical Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

34) All of the following principles of ethical communication are included in the National Communication Association's *Credo for Ethical Communication* EXCEPT _____

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

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

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

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

e) "We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators."

Answer: a

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.2: Credo for Ethical Communication

Difficulty Level: Difficult

Skill Level: Understand the Concepts

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True or False

35) According to a study commissioned by the Association of American Colleges and Universities, "Ability to Work in Teams" was ranked first as an essential learning outcome needed by college graduates entering the workforce.

True

False

Answer: True

Learning Objective 1.1: Describe the pervasiveness and importance of group work.

Topic 1.1: The Importance of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

36) Employers view proficiency in a field of study as more important than group communication skills.

True

False

Answer: False

Learning Objective 1.1: Describe the pervasiveness and importance of group work.

Topic 1.1: The Importance of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

37) The term *synergy* comes from the Greek word *synonym*, which means "synchronized."

True

False

Answer: False

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

38) Synergy refers to a situation in which "the whole is greater than the sum of its individual parts."

True

False

Answer: True

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Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

39) When a task is complex and the answers are unclear, an effective group will perform better than individuals working alone.

True

False

Answer: True

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

40) An effective group is better than an expert working alone if the task is difficult but has one right answer.

True

False

Answer: False

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

41) When a task is fairly simple and routine, it may be more efficient for an individual working alone to accomplish the task.

True

False

Answer: True

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

42) The social benefits of group work can be just as important as task achievement.

True

False

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Answer: True

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

43) Large-scale studies have found that effective leadership is the most significant factor separating successful groups from unsuccessful groups.

True

False

Answer: False

Learning Objective 1.3: Defining Group Communication

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

44) As groups grow larger, member satisfaction increases.

True

False

Answer: False

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

45) Your text defines group communication as the interaction of five to seven people working to make a good decision.

True

False

Answer: False

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3: Defining Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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46) The five essential components of group communication are three or more members, interdependence, collaboration, working, and a common goal.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

47) A group of five members has the potential for ninety different types of interaction.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

48) In groups with more than nine members, coordination and effective collaboration become difficult.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

49) People assembled together in an elevator represent a group.

True

False

Answer: False

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

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Topic 1.3: Defining Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

50) PTAs, labor unions, veterans' groups, fire and police auxiliary groups, and neighborhood and community associations are examples of self-help groups.

True

False

Answer: False

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

51) In college campuses, intramural athletic teams as well as sororities and fraternities are examples of social groups.

True

False

Answer: True

Skill Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Apply What You Know

52) Most organizational groups work within a system that has its own rules, vocabulary, levels of power, and member responsibilities.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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53) Organizational groups collaborate to achieve specific goals on behalf of a business or organization.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

54) Study groups and art workshops are examples of social groups.

True

False

Answer: False

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

55) In a public group, several group members discuss important issues in front of or for the benefit of an audience.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

56) In a learning group, group members support and encourage members who want or need help with personal problems.

True

False

Answer: False

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Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

57) Diverse and geographically distributed teams is now the model for businesses and governments around the world.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

58) Organizational groups may have goals as complex as reengineering a global corporation or as simple as sharing relevant information at a weekly staff meeting.

True

False

Answer: True

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

59) Generally, there are two sources of noise in the communication process: External and internal.

True

False

Answer: True

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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60) A soft speaking voice can create noise in a communication transaction.

True

False

Answer: True

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

61) Feedback is always verbal rather than nonverbal.

True

False

Answer: False

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

62) When group members work together to achieve a common goal, the size of the group, the physical setting, and the relationships among members are components of the communication context.

True

False

Answer: True

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

63) Your biases, distracting thoughts about other activities, fatigue, and hunger can cause noise in a communication transaction.

True

False

Answer: True

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

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Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

64) A goal to "design the best company logo" is both specific and challenging.

True

False

Answer: False

Learning Objective 1.5: Explain the guidelines for establishing a group's common goal.

Topic 1.5.1: Establishing Group Goals

Difficulty Level: Moderate

Skill Level: Apply What You Know

65) When a group functions as an open system, it welcomes input from and interaction with its environment.

True

False

Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

66) A theory is a clear, systematic, and predictive explanation of a phenomenon.

True

False

Answer: True

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.2: Theories, Strategies, and Skills

Difficulty Level: Moderate

Skill Level: Understand the Concepts

67) Skills explain why a particular strategy works in one situation and fails in another.

True

False

Answer: False

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Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.2: Theories, Strategies, and Skills

Difficulty Level: Moderate

Skill Level: Understand the Concepts

68) Group members express themselves verbally (words), nonverbally (facial expressions, body language, vocal cues) and/or through various mediated channels.

True

False

Answer: True

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.1: The Group Communication Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

69) Successful groups balance dialectical tensions by using a both/and approach.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.1: Groups in Balance

Difficulty Level: Moderate

Skill Level: Understand the Concepts

70) Conflict is avoidable in effective groups.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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71) In group dialectics, the value of constructive conflict is balanced by effective and ethical leadership.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

72) Resolving group dialects requires an *either/or* approach rather than a *both/and* approach.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

73) The term *dialectics* describes a method for examining and resolving two contradictory or opposing ideas.

True

False

Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

74) In the best of groups, individual goals support the group's common goal.

True

False

Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

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Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

75) "Two's company; three's a crowd" *but* "Music makes the world go round" are examples of dialectic tensions.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Apply What You Know

76) Groups without constructive conflict have difficulty analyzing the wisdom of their decisions.

True

False

Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

77) The structure ↔ spontaneity dialectic relies on both structured procedures as well as time for spontaneous and creative thinking.

True

False

Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

78) Heterogeneous groups include members who are different from one another.

True

False

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Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

79) When a group functions as an open system, it guards its boundaries and discourages input from or interaction with the outside.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

80) The key to balancing both the complex and competing elements in a group is a commitment to working toward the group's goal.

True

False

Answer: True

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

81) The leadership–followership dialectic emphasizes the point that leadership is a solo task.

True

False

Answer: False

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

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82) The National Communication Association's *Credo for Ethical Communication* states that every group member should condemn communication that degrades individuals and that expresses intolerance or hatred.

True

False

Answer: True

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.2: Credo for Ethical Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

83) The National Communication Association's *Credo for Ethical Communication* contends that group members should accept the consequences of their communication and expect the same of others.

True

False

Answer: True

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.2: Credo for Ethical Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Essay

84) A study commissioned by the Association of American Colleges and Universities found that employers ranked the "Ability to Work in Teams" as the most essential learning outcome needed by college graduates entering the workplace. Why is this skill rated more highly than writing, technology skills, and proficiency in a field of study?

Learning Objective 1.1: Describe the pervasiveness and importance of group work.

Topic 1.1: The Importance of Groups

Difficulty Level: Difficult

Skill Level: Apply What You Know

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85) Discuss the concept of synergy. Include in your discussion both a definition of synergy and a description of how synergy enhances the quality of group work. Provide at least two examples in which synergy helps explain group success and effectiveness.

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Difficult

Skill Level: Understand the Concepts

86) There are both advantages and disadvantages to working in groups. List and explain three advantages of working in groups as well as two disadvantages of working in groups.

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2: Advantages and Disadvantages of Working in Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

87) Do groups or individuals perform better and make better decisions? In your answer, provide three reasons for your answer.

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2.1: Advantages of Working in Groups

Difficulty Level: Difficult

Skill Level: Apply What You Know

88) In light of what you have learned about group effectiveness, explain why athletic teams with fewer superstars may win championships.

Learning Objective 1.2: Compare the advantages and disadvantages of working in groups.

Topic 1.2: Advantages and Disadvantages of Working in Groups

Difficulty Level: Difficult

Skill Level: Apply What You Know

89) Your text's definition of group communication consists of five essential components. Identify and explain the importance of each component of the definition. In your opinion, which element (other than having members) is the most important? Justify your choice.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Difficult

Skill Level: Understand the Concepts

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90) According to the text, what is the difference between a collection of people and a group? When and how does a collection become a group?

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3: Defining Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

91) What is the relationship between the size of a group and its effectiveness? Based on your experiences working in groups, what is the ideal size for a group working to achieve a common goal? Provide at least one specific example of how the size of your group affected its overall productivity.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

92) Describe and explain what can happen when there are too many members in a work group.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

93) Explain the differences between the following three types of groups: a learning group, a civic group, and an organizational group.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

94) How do public groups, civic groups, and service groups differ? Which kind of group would be most appropriate when citizens have questions after listening to a candidate's plan for improving the local economy?

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

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Difficulty Level: Moderate

Skill Level: Apply What You Know

95) Describe two challenges of working on a virtual team and provide recommendations for how to mediate those challenges.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Difficult

Skill Level: Apply What You Know

96) Describe two of the five fundamental requirements of an effective virtual team. In your answer, discuss the difficulty a virtual team might have in meeting these requirements.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Moderate

Skill Level: Understand the Concepts

97) Although a basketball team, a study group, a corporate board of directors, and a homecoming committee all meet the common definition of a group, they are also different in their features and functions. Identify at least *three* specific ways that each of these groups is similar and *three* specific ways in which each of these groups is unique.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.2: Types of Groups

Difficulty Level: Difficult

Skill Level: Apply What You Know

98) Describe how understanding the components of the group communication process can enhance group effectiveness.

Learning Objective 1.3: Explain the importance of the five key elements in the definition of group communication.

Topic 1.3.1: Key Elements of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

99) How does *noise* affect group communication? What kinds of noise are most disruptive and what can a group do to minimize such noise?

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

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Topic 1.4: The Nature of Group Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

100) Explain why communication theories, strategies, and skills interact, promote, and balance group productivity and member satisfaction. Use examples to differentiate the nature and purpose of each concept.

Learning Objective 1.4: Describe how applying theories, strategies, and skills to each component of the group communication process can enhance group effectiveness.

Topic 1.4.2: Theories, Strategies, and Skills

Difficulty Level: Difficult

Skill Level: Understand the Concepts

101) Explain what is meant by the phrase "All groups are systems." Provide an example of a group and how it would function as an open system and how it would function as a closed system. What are the advantages and disadvantages of both types of systems?

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

102) You are part of a group working to raise funds to improve the landscaping of a neighborhood park. Lena, a fellow group member, confides in you that she doesn't really care that much about the park project. Rather, she is just looking forward to networking with wealthy donors who might be interested in buying some of her watercolor paintings. Does Lena have a hidden agenda? Do you think that her individual motivations might harm or impair the work of the neighborhood park group? Why or why not?

Learning Objective 1.5: Explain the guidelines for establishing a group's common goal.

Topic 1.5.2: Group Goals and Hidden Agendas

Difficulty Level: Difficult

Skill Level: Understand the Concepts

103) Your text's authors write that, when balancing competing options, "tensions are best resolved by taking a *both/and* approach rather than the *either/or* perspective." What does this statement mean? Provide two communication examples that illustrate the differences between a *both/and* and an *either/or* response.

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.1: Groups in Balance

Difficulty Level: Moderate

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Skill Level: Understand the Concepts

104) Why is the homogeneous ↔ heterogeneous component essential to effective group work?

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Moderate

Skill Level: Understand the Concepts

105) The president has assembled a task force of CEOs from a variety of industries to advise the government on long-term technology, educational, and infrastructure needs to ensure that the United States remains competitive in the global economy. What dialectic tensions are most likely to affect how well this group functions and achieves its common goal?

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Difficult

Skill Level: Apply What You Know

106) Why would you join or not join a study group for a course that requires you to learn complex content? What dialectic tensions are most likely to affect how well a study group achieves its common goal?

Learning Objective 1.6 Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Difficult

Skill Level: Apply What You Know

107) According to the text, effective groups maintain a balance by moving between open and closed systems. What is the difference between these two types of functions?

Learning Objective 1.6: Explain how successful groups balance various dialectic tensions by using a collaborative both/and approach.

Topic 1.6.2: Balancing Group Dialectics

Difficulty Level: Difficult

Skill Level: Understand the Concepts

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108) The ancient Greek philosopher Aristotle offered his *doctrine of the mean* as an ethical principle based on moderation and appropriateness. Explain Aristotle's concept and how it applies to the way we behave when faced with ethical challenges. Provide examples of how Aristotle's doctrine applies to group communication.

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.1: Ethics in Balance

Difficulty Level: Difficult

Skill Level: Understand the Concepts

109) The National Communication Association (NCA) provides a credo for ethical communication.

Select three of the nine principles in the credo. Explain why each principle is critical for ethical communication.

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.2: Credo for Ethical Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

110) Is it ethical for a study group to work together in order to improve their chances of earning a good grade in a difficult course when other students in the class study alone? If yes, why? If not, why not?

Learning Objective 1.7: Apply the ethical principles included in the National Communication Association's Credo for Ethical Communication.

Topic 1.7.2: Credo for Ethical Communication

Difficulty Level: Difficult

Skill Level: Apply What You Know

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