Essentials of Business Communication 13th edition Guffey Test Bank

SKU: 9798214052137-TEST-BANK

Chapter 01: Communicating at Work in the Age of AI

Multiple Choice

1. Which statement regarding communication skills in the workplace is correct?
   a. The COVID-19 pandemic has revealed the relative unimportance of good communication skills in the workplace.
   b. Communication skills often rank at the bottom of recruiters' wish lists.
   c. Superior communication skills will make you marketable in the workplace of the future regardless of economic climate.
   d. Today's workers communicate less, not more, since information technology and social media have swept the workplace.

ANSWER:	c
RATIONALE:	The COVID-19 pandemic forced an unprecedented expansion of remote work and accelerated the digital transformation of the workplace. In this hyperconnected and always-on environment, communication skills are critical.
POINTS:	1
DIFFICULTY:	Moderate
REFERENCES:	p. 5
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS:	United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04 United States - BUSPROG.ESBC.GULO.23.06.05 - DISC.ESBC.GULO.23.06.05
TOPICS:	Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS:	Bloom's: Understand
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2. 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
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS:	United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04

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TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Remember
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3. Which of the following statements is an accurate description of communication in the workplace today?
   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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Understand
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4. The combination of communication, logical reasoning, critical-thinking, teamwork, and management skills used to be referred to as soft skills, but now are being referred to instead as interpersonal skills or _____.
   a. statistical skills
   b. professional skills
   c. emotional skills
   d. executive skills

ANSWER: b
RATIONALE: Soft skills are essential career attributes. In addition to technical knowledge, your future employer will expect you to show professionalism and possess what are variously called soft skills, people skills or emotional intelligence. Because these skills are becoming increasingly more important, they are now being referred to as interpersonal skills or professional skills.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 8-9
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills

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5. Strategic use of e-mail, internet, voice mail, and texting are important in developing your _____.

a. on-the-job accuracy
b. relationships with your co-workers
c. professional image
d. productivity goals

ANSWER: c
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
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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. valuing 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.02.04 - DISC.ESBC.GULO.23.02.04
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
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7. Which one of the following statements about today's business environments is correct?
   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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
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8. Which statement below is an accurate description of today’s workplace?
   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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Understand

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9. The term *flattened management hierarchies* refers to _____.
   a. renewed emphasis on ethics
   b. fewer levels of management
   c. more levels of management
   d. less individual decision making and communication

ANSWER: b
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.02.05 - DISC.ESBC.GULO.23.02.05
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10. The ability to access data on remote servers with a computer or mobile device is called _____.
   a. presence technology
   b. cloud computing
   c. videoconferencing
   d. podcasting

ANSWER: b
RATIONALE: Cloud computing is the ability to access data on remote servers with a computer or mobile device, and it has helped fuel unparalleled mobility and information sharing.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 7
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Remember
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12. Which of the following statements is an accurate statement about listening?
    a. Very few management problems are related to listening.
    b. Most people remember nearly three quarters of what they hear 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 much 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Understand
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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

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b. we have become a distractible society
c. we rely more on visual cues
d. we rely more on nonverbal cues

ANSWER: a
RATIONALE: Many of us are poor listeners because our brains can process information faster than speakers talk. Specifically, listeners can process between 400 and 800 words per minute, but in reality speakers talk at about 125 to 175 words per minute.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 10
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Remember
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14. The lag time between the speed with which listeners process words per minute (400 to 800) and the speed at which speakers talk (about 125 to 175 words per minute) is called the _____.
a. speech-thought differential
b. mind gap
c. listening gap
d. speaking distinction

ANSWER: a
RATIONALE: People can process information that they hear faster than the average speaking speed. This difference is called the speech-thought differential.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 10
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Remember
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15. Which of the following is a psychological barrier for listening?
a. Hearing disabilities
b. Poor acoustics
c. Noisy surroundings
d. Personal values

ANSWER: d

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RATIONALE: Physical barriers for listening include hearing disabilities, poor acoustics, and noisy surroundings. Other physical barriers include being ill, tired, or uncomfortable. We encounter psychological barriers to listening when we tune a speaker out because their ideas run counter to our preconceived thoughts.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 10
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Remember
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.06 - DISC.ESBC.GULO.23.06.06
United States - BUSPROG.ESBC.GULO.23.06.07 - DISC.ESBC.GULO.23.06.07
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Apply
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17. Breanna must inform her workforce that the company will need to let go of a certain number of employees. Which word would be *best* for Breanna to use when delivering this news to the employees?

a. Layoff
b. Streamlining
c. Paradigm shift
d. Rightsizing

ANSWER: a

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RATIONALE: To prevent reactions due to language usage, Breanna should probably use "layoff" to describe the company's need to let go of employees. All other answer choices reflect unfamiliar or unclear words that the audience might not understand.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 10
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.06 - DISC.ESBC.GULO.23.06.06
United States - BUSPROG.ESBC.GULO.23.06.07 - DISC.ESBC.GULO.23.06.07
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Apply
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18. Which of the following is associated with *active* listening?
    a. Establishing a receptive mindset
    b. Focusing on appearance and delivery
    c. Concentrating on your next comment
    d. Taking as many notes as possible

ANSWER: a
RATIONALE: Active listening includes stopping your talking, controlling surroundings, establishing a receptive mindset, keeping an open mind, listening between the lines and for main points, capitalizing on lag time, judging ideas and not appearances, and taking selective notes.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 11
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Remember
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19. To show that you are actively listening during a job interview, you should _____.
    a. nod strategically and maintain eye contact
    b. reply quickly to minimize lag time
    c. use ambient noises to create a relaxed environment
    d. adopt a sympathetic attitude

ANSWER: a
RATIONALE: Eye contact and head nodding indicate that the individual is listening actively and is interested in the speaker's message.
POINTS: 1

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DIFFICULTY: Moderate
REFERENCES: p. 11
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
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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 mindset
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.06 - DISC.ESBC.GULO.23.06.06
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TOPICS: Practicing Active Listening
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21. Nonverbal communication includes _____.

a. all unwritten and unspoken messages
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

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QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Remember
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22. Examples of nonverbal communication messages our bodies send include facial expressions, eye contact, and _____.

a. taking notes
b. speaking in a loud voice
c. posture
d. appropriate dress

ANSWER: c
RATIONALE: In the workplace, you can make a good impression by controlling your posture and gestures. Erect posture can send a message of confidence, competence, diligence, and strength.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 11
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
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23. Which of the following statements is an accurate description of nonverbal communication?

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
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
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24. Most people think that the best predictor of a speaker's true feelings is their _____.
    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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Remember
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25. Which of the following statements about posture and gestures is accurate?
    a. The meaning of some gestures can vary among cultures.
    b. Gestures are only movements without meaning attached to them.
    c. Leaning towards a speaker suggests boredom and disinterest.
    d. Erect posture tends to convey rigidity and stubbornness.

ANSWER: a
RATIONALE: The meaning of gestures can vary from culture to culture.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 12-13
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.

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NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.06.01 - DISC.ESBC.GULO.23.06.01
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Understand
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Understand
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
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KEYWORDS: Bloom's: Remember
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28. Which of the following tips should you follow to improve your nonverbal communication skills?
    a. Focus only on the speaker's words when you are engaged in conversation.
    b. Observe yourself on video.
    c. Limit associating with individuals from different cultures so that you don't inadvertently use inappropriate nonverbal behaviors.
    d. Avoid asking the speaker questions when their nonverbal and verbal messages contradict.

ANSWER: b
RATIONALE: The best way to improve your nonverbal communication skills is to observe yourself on video to ensure that your verbal and nonverbal messages are in sync.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 14
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.01.06 - DISC.ESBC.GULO.23.01.06
United States - BUSPROG.ESBC.GULO.23.06.01 - DISC.ESBC.GULO.23.06.01
United States - BUSPROG.ESBC.GULO.23.06.03 - DISC.ESBC.GULO.23.06.03
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Remember
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29. In addition to her attire and physical engagement during an interview, what other element of Laylah's candidacy for the position embodies nonverbal communication?
    a. How well she shows that she has researched the company in her responses to questions
    b. The visual appeal of the resume and cover letter she has submitted
    c. The content of the questions she asks at the end of the interview
    d. All of these

ANSWER: b
RATIONALE: Laylah should make sure that her resume and cover letter are error free and look neat, professional, and well-organized. The way an e-mail, letter, memo, or report looks can have either a positive or a negative effect on the receiver.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 14
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
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KEYWORDS: Bloom's: Remember
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30. Stephen's manager notices that he slammed his desk drawer right after he said that he was happy to work late. To optimize communication, 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. seek additional information by saying, *I'm not sure that you're okay with staying late. Do you have somewhere you need to be?*
d. avoid asking Stephen to stay late in the future

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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.06 - DISC.ESBC.GULO.23.06.06
United States - BUSPROG.ESBC.GULO.23.06.07 - DISC.ESBC.GULO.23.06.07
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Apply
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember

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32. The five dimensions of culture are power distance, individualism, context, time orientation, and _____.
    a. tolerance
    b. collectivism
    c. communication style
    d. space 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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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

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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

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02

TOPICS: Understanding Culture and Communication

KEYWORDS: Bloom's: Remember

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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

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02

TOPICS: Understanding Culture and Communication

KEYWORDS: Bloom's: Remember

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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 Middle Eastern countries, is a high-context culture.

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POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 16
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
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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
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
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39. Which one of the following is NOT a challenge recent graduates face in finding and keeping jobs?
    a. Graduating seniors face competition from formerly laid-off workers.
    b. Some companies have automated entry-level positions and need fewer grads.
    c. Employers expect new-hires to possess sharper skills than previous cohorts.
    d. Graduating seniors rely on AI more than they should.

ANSWER: d
RATIONALE: Graduating seniors face competition from formerly laid-off workers and take longer to find an entry-level job. Some companies have automated entry-level positions and need fewer grads; employers who do have openings expect new-hires to possess sharper skills than previous cohorts did and to know how to use AI productively.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 17
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Remember
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40. Which one of the following is an accurate statement about ethnocentrism?
    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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.

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NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Understand
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.06 - DISC.ESBC.GULO.23.06.06
United States - BUSPROG.ESBC.GULO.23.06.07 - DISC.ESBC.GULO.23.06.07
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Apply
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
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43. One of the best ways to increase tolerance when communicating with those from other cultures is to practice *empathy,* which refers to _____.

a. speaking louder and listening more actively
b. sharing your preferred communication style with others
c. trying to see the world through others' eyes
d. thinking more individualistically

ANSWER: c
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 perceive the world from another's perspective. If you are more individualistic or ethnocentric, you will probably have less tolerance.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 19
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember
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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 repeat the message back to Zoe verbatim

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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.06.06 - DISC.ESBC.GULO.23.06.06
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TOPICS: Becoming Interculturally Proficient

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KEYWORDS: Bloom's: Apply
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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 nodding and smiling 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
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United States - BUSPROG.ESBC.GULO.23.06.03 - DISC.ESBC.GULO.23.06.03
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember
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46. Which of the following is an example of an *idiom*, which can cause confusion for multicultural audiences?

a. This product really rocks!
b. Our products can improve your bottom line.
c. Please submit your report ASAP.
d. Call me if you have any questions.

ANSWER: b
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.06.01 - DISC.ESBC.GULO.23.06.01
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TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember

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47. Max is preparing a contract between his company and one in Mexico. What should he do when citing numbers and dates 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.05.05 - DISC.ESBC.GULO.23.05.05
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember
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48. The benefits of a multicultural work environment include improved ability to respond to a diverse customer base, better decision making and problem solving, and _____.

a. being able to charge more money for products and services
b. having lower payroll expenses
c. stronger teams that bridge their varied perspectives
d. increased automation of lower skill jobs

ANSWER: c
RATIONALE: Having a workforce with varied perspectives is smart business. A culturally diverse group can create a sense of camaraderie and cohesion, is more likely to increase market share, and benefits all workers.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Embracing Varied Perspectives and Experiences at Work
KEYWORDS: Bloom's: Remember
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49. Which of the following is key to improving workforce diversity?
    a. Hiring a more homogenous work group
    b. Making fewer assumptions
    c. Ignoring differences
    d. Requiring employees to conform to a standard company culture

ANSWER: b
RATIONALE: Workforce diversity can be improved 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Embracing Varied Perspectives and Experiences at Work
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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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember
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51. The COVID-19 pandemic accelerated the shift to _____.

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a. remote-based work
b. smaller offices
c. larger breakout areas for impromptu meetings
d. digital databases

ANSWER: a
RATIONALE: The COVID-19 pandemic accelerated the shift to remote-based work, as people were forced to work from home. Although most companies have since reduced or even nixed full-time remote work, approximately 30 percent of the U.S. workforce works under a hybrid schedule of 2-4 in-person days a week.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: pp. 21-22
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Remember
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52. Which of the following statements regarding the impact of today's technology on workplace communication is most accurate?
a. Because of AI tools, employees communicate less in the workplace.
b. Positions relying heavily on transferrable skills such as communication are more likely to survive automation.
c. In the information age, employees feel more productive and less overwhelmed.
d. It is not necessary to be a strong communicator as long as you can lead a team.

ANSWER: b
RATIONALE: Today's workforce communicates more, not less, because information technology and the Internet have transformed the world of work. In the information age, communication skills are more important than ever to lead teams, resolve conflicts, and to survive job automation.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Why Communication and Other Interpersonal Skills Matter
KEYWORDS: Bloom's: Analyze
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53. Which of the following is NOT an example of a soft skill?
a. Critical thinking

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b. Communication
c. Dependability
d. Technical proficiency

ANSWER: d
RATIONALE: Soft skills, more broadly termed emotional intelligence, are crucial work attributes that include critical thinking, collaboration, dependability, and time management. Hard skills, like technical proficiency, can more easily be replaced by automation.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Zooming in on “Soft” Skills and Professionalism
KEYWORDS: Bloom's: Understand
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54. A trained listener would be likely to do which of the following?
a. Listen mainly for facts
b. Focus on style, mentally dismissing grammar
c. Pay most attention to content, not appearance
d. Attempt to take in everything that is being said

ANSWER: c
RATIONALE: A trained listener will pay most attention to content, not to appearances, form, or other surface issues.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: p. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Building Powerful Listening Skills
KEYWORDS: Bloom's: Apply
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55. Your friend Lavana comes to you for advice about a problem she is facing in the workplace. Lavana is friendly and outgoing, but at work, she tends to be too chatty and dominates conversations. Her coworkers have begun avoiding conversations with her, which makes collaboration difficult. What is the first piece of advice you would give Lavana to help resolve this conflict?
a. Appear interested in what others have to say, even if you are not really listening.
b. Remove other sounds so that her coworkers can better hear what she is saying.

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c. Stop talking.

d. Seek out others in the workplace that better understand her communication style.

ANSWER: c

RATIONALE: Active listening skills are important to be successful in the workplace. People like Lavana, who are the brash chatty type who dominate conversations, should try to break the habit by letting others talk without interrupting. The first step is to stop talking and to listen to what others are saying.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: p. 21

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04

TOPICS: Building Powerful Listening Skills

KEYWORDS: Bloom's: Apply

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56. Some boutique hotels in cities like New York, London, and San Francisco have begun closing their doors in recent years. At the same time, more Airbnb and Vrbo options have become available. This situation is an example of a disruptor in the labor economy known as _____.

a. sharing economy

b. automation

c. gig economy

d. anytime, anywhere availability

ANSWER: a

RATIONALE: This kind of disruptor in the labor market is referred to as the sharing economy, which relies on platforms that predominantly function via smartphone apps. Consider Uber or Lyft, the app-based ride-sharing platforms that have disrupted long-established business models. Similarly, Airbnb and Vrbo have disrupted the hospitality industry.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: p. 21

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04

TOPICS: Trends and Challenges in the Information-Age Workplace

KEYWORDS: Bloom's: Apply

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57. Psychologist and philosopher Paul Watzlawick famously suggested that “one cannot not communicate.” What did he mean by this statement?

a. Everyone is born with the ability to communicate.

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b. All behavior is a form of communication in and of itself.

c. Everyone can learn to communicate.

d. No one can be successful without communication.

ANSWER: b

RATIONALE: It's impossible not to communicate because all behavior is a form of communication in and of itself. This means that every behavior is sending a message even if we don't use words.

POINTS: 1

DIFFICULTY: Easy

REFERENCES: pp. 21-22

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05

TOPICS: Our Bodies Send Silent Messages

KEYWORDS: Bloom's: Analyze

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58. As an employee in today's digital workplace, you can expect to work _____ rather than _____.

a. more collaboratively; independently

b. more independently; collaboratively

c. closer with management; with colleagues

d. less hours; more

ANSWER: a

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: pp. 21-22

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05

TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills

KEYWORDS: Bloom's: Understand

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DATE MODIFIED: 5/15/2026 5:35 PM

59. Mario is meeting with a potential marketing client. He wants to make sure that he conveys confidence and credibility. Which of the following nonverbal messages should he use?

a. Making very brief eye contact so he doesn't come off as aggressive

b. Leaning back and lifting his chin

c. Sustaining eye contact and leaning toward the client

d. Tilting your head to the side when making a point

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ANSWER: c
RATIONALE: Sustained eye contact suggests trust and admiration, while leaning toward a client suggests attentiveness and interest.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: pp. 21-22
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05
TOPICS: Our Bodies Send Silent Messages
KEYWORDS: Bloom's: Apply
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60. Hearing disabilities, poor acoustics, and noisy surroundings are all examples of _____.
a. psychological barriers
b. physical barriers
c. emotional barriers
d. untrained listening

ANSWER: b
RATIONALE: Physical, not psychological or emotional, 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. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Understand
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61. Which of the following is NOT one of the four zones of social interaction among U.S. adults as formulated by anthropologist Edward T. Hall?
a. Personal zone
b. Intimate zone
c. Social zone
d. Emotional zone

ANSWER: d
RATIONALE: According to anthropologist Edward T. Hall, the four zones of social interaction among U.S. adults are the intimate zone, personal zone, social zone, and public zone.

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POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Time, Space, and Territory Send Silent Messages
KEYWORDS: Bloom's: Remember
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62. You have a meeting with your professor later to discuss your progress in their class. You want to provide evidence of your listening skills in class. To prove that you are a trained listener, you should do which of the following?

a. Write down the majority of what your professor says.
b. Write down only the most important points.
c. Record the lecture to transcribe later.
d. Memorize the lecture.

ANSWER: b
RATIONALE: Identifying only the most important points to write down (rather than everything) will allow you to continue concentrating on the speaker's message and shows that you are a good listener who can identify important pieces of information.
POINTS: 1
DIFFICULTY: Easy
REFERENCES: p. 21
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening
KEYWORDS: Bloom's: Apply
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63. In terms of thinking patterns, low-context communicators tend to use _____.

a. linear logic
b. circular logic
c. comparison logic
d. spiral logic

ANSWER: a
RATIONALE: In terms of thinking patterns, low-context communicators tend to use linear logic. They proceed from Point A to Point B to Point C and finally arrive at a conclusion.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: High and Low Context
KEYWORDS: Bloom's: Understand
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64. Which of the following statements is most true about stereotypes?
    a. Stereotypes are critical perceptions that turn out to be entirely false.
    b. Stereotypes are not a problem as long as they are positive about characteristics of a group.
    c. Stereotypes are oversimplified, rigid perceptions of a characteristic applied uncritically to groups.
    d. Only uneducated people form stereotypes about others.

ANSWER: c
RATIONALE: Stereotype is defined as an oversimplified, rigid perception of a behavioral pattern or characteristic applied uncritically to groups—whether it be flattering or negative.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.01.06 - DISC.ESBC.GULO.23.01.06
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Avoiding Ethnocentrism and Stereotyping
KEYWORDS: Bloom's: Understand
DATE CREATED: 5/15/2026 2:07 PM
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65. Brooke is listening to a difficult presentation on nanotechnology development. As a good listener, she should do which of the following?
    a. Ask no questions
    b. Ask relevant questions at appropriate times
    c. Ask as many questions as possible during the presentation
    d. Hold back asking questions to be put in an email after the presentation

ANSWER: b
RATIONALE: Good listeners concentrate on a speaker's main ideas during a presentation—and ask relevant questions only at appropriate times. While a good listener may also follow up with questions via email after a presentation, they will also ask relevant questions when appropriate.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.02 - Name active listening skills.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.01.06 - DISC.ESBC.GULO.23.01.06
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Practicing Active Listening

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KEYWORDS: Bloom's: Remember
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66. A.J. is a recruiter and is excited about showing a German student and the student's family around campus. In order to make the family feel at ease, A.J. smiles broadly and makes jokes. A.J. notices, however, that the student and their family rarely smile and do not engage with any of the jokes. By the end of the day, A.J. is frustrated and convinced that the German student and family is humorless. A.J. is experiencing the effects of _____.

a. ethnocentrism
b. intolerance
c. stereotyping
d. a bad attitude

ANSWER: a
RATIONALE: Ethnocentrism causes us to judge others by our own values. We expect others to react as we would, and they expect us to behave as they would. Misunderstandings can result.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.01.06 - DISC.ESBC.GULO.23.01.06
United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Avoiding Ethnocentrism and Stereotyping
KEYWORDS: Bloom's: Apply
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67. Emily has a disagreement with her friend Nova. Nova says they aren't angry but slams the door when leaving. According to the text, which is Emily more likely to believe?

a. Emily will be more likely to believe Nova's words.
b. Emily will be more likely to believe Nova's nonverbal messages.
c. Emily will be confused and not know what to believe.
d. Emily will believe that Nova is being overly dramatic.

ANSWER: b
RATIONALE: When verbal and nonverbal messages conflict, listeners tend to believe the nonverbal message.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Apply
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68. In order to figure out the right dress code in U.S. businesses today, a person must have a keen understanding of _____.

a. fashion
b. etiquette
c. boundaries
d. company culture

ANSWER: d
RATIONALE: Experts admit that figuring out the right dress code in U.S. businesses today requires a keen understanding of the company culture.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Appearance Sends Silent Messages
KEYWORDS: Bloom's: Understand
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69. The employment website Indeed provides advice on visible tattoos in the workplace, listing both advantages and disadvantages. Which of the following is NOT an advantage?

a. Tattoos promote individuality.
b. Tattoos foster creativity.
c. Tattoos suggest the company is casual.
d. Tattoos attract diverse applicants.

ANSWER: c
RATIONALE: As advantages of allowing tattoos, Indeed lists promoting individuality and self-expression, appealing to a clientele with an affinity to body art, bonding over tattoos among coworkers, promoting cultural diversity, attracting a greater variety of applicants, and fostering creativity. One of the disadvantages is that the company could appear too casual.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Personal Appearance
KEYWORDS: Bloom's: Understand
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70. Members of high-context cultures emphasize membership in organizations and encourage group decisions because they are characterized by _____.

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a. individualism
b. collectivism
c. complexity
d. cultural awareness

ANSWER: b
RATIONALE: Members of high-context cultures are characterized by collectivism. They emphasize membership in organizations, groups, and teams and encourage acceptance of group values, duties, and decisions.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
DATE CREATED: 5/15/2026 2:07 PM
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71. In addition to nonverbal messages transmitted by your body, which three external elements convey information in the communication process?
a. Time, space, and territory
b. Emotional intelligence, time, and space
c. Environment, well-designed documents, and eye contact
d. Psychological barriers, physical barriers, and emotional barriers

ANSWER: a
RATIONALE: In addition to nonverbal messages transmitted by your body, three external elements convey information in the communication process: time, space, and territory.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Time, Space, and Territory Send Silent Messages
KEYWORDS: Bloom's: Remember
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72. Zach's company does business globally, which requires Zach to travel to other countries and to interact with people from diverse cultures. In doing so, Zach has noticed in learning about those that are not like him, he finds it easier to see things from others' perspectives and be more receptive to new experiences. What has Zach developed?
a. Experience
b. Soft skills
c. Tolerance

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d. Curiosity

ANSWER: c
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Developing Tolerance and Open-Mindedness
KEYWORDS: Bloom's: Apply
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73. Guilherme wants to make sure that his posture during his upcoming job interview affirms his interest in the position. To accomplish this, he should do which of the following?

a. Lean back casually
b. Lean forward slightly
c. Sit straight up
d. Stand until someone else sits

ANSWER: b
RATIONALE: Your posture can do much to show your interest in a person or a conversation. Encourage interaction by leaning forward to show interest and attentiveness.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally
KEYWORDS: Bloom's: Apply
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74. Which of the following molds the way we think, behave, and communicate?

a. Culture
b. Training
c. Ethnocentrism
d. Collectivism

ANSWER: a
RATIONALE: Culture is a powerful operating force that molds the way we think, behave, and communicate.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice

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HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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75. Which of the following is considered the most important dimension of culture?
    a. Communication
    b. Context
    c. Tolerance
    d. Ethnocentrism
ANSWER: b
RATIONALE: Context is probably the most important dimension of culture.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Understand
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76. Oscar is completing a team questionnaire about his communication preferences. Oscar prefers direct verbal interaction, values individualism, relies on logic, says "No" directly, and gives authority to written information. Of which culture is Oscar most likely to be a member?
    a. High-context
    b. Ambivalent
    c. Low-context
    d. No-context
ANSWER: c
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Apply

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77. The United States is an example of what kind of culture?

a. High-context
b. No-context
c. Fair-context
d. Low-context

ANSWER: d
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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78. Brie values individualism and personal responsibility in herself and coworkers. These values are typical of which culture?

a. North American
b. Asian
c. Middle Eastern
d. Columbian

ANSWER: a
RATIONALE: As a typical North American, Brie tends to value individualism and responsibility.
POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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79. Xander’s team from the United States was kept waiting two hours past a scheduled appointment time in a Latin American country. What is the best explanation for this tardiness?

a. Rudeness
b. Ethnocentrism

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c. Monochronic concept of time

d. Polychronic concept of time

ANSWER: d

RATIONALE: When it comes to attitudes toward time, cultures are complex and cannot be neatly divided into monochronic or polychronic. In Latin American countries, they tend to view time as polychronic, as abundant and nonlinear. Relationships are more important than tasks.

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01

TOPICS: Understanding Culture and Communication

KEYWORDS: Bloom's: Apply

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80. Which of the following countries would be more relaxed about social status and the appearance of power?

a. Japan

b. Canada

c. Thailand

d. Brazil

ANSWER: b

RATIONALE: In low-power-distance countries like Canada, people are more relaxed about social status and the appearance of power. In high-power-distance countries like Thailand, Brazil, and Japan, subordinates expect formal hierarchies and embrace relatively authoritarian, paternalistic power relationships.

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01

TOPICS: Understanding Culture and Communication

KEYWORDS: Bloom's: Understand

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81. Siobhan is negotiating the sale of her home. She places emphasis on the importance of individual words and is, therefore, reviewing the contract very carefully. Which of the following countries is Siobhan most likely from?

a. United States

b. India

c. Africa

d. China

ANSWER: a

RATIONALE: People in low-context cultures such as the United States place more emphasis on precise

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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: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Apply
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82. What is the first step in learning intercultural skills?
    a. Addressing harmful stereotypes
    b. Recognizing that your country is not superior
    c. Recognizing barriers to intercultural accommodation
    d. Being aware of your own culture and how it contrasts with others

ANSWER: d
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember
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83. Which of the following statements is most true about ethnocentrism?
    a. Ethnocentrism affects everyone in all cultures.
    b. Ethnocentrism is found only in Western cultures.
    c. Ethnocentrism is exhibited only in Asian cultures.
    d. Ethnocentrism is the same as stereotypes.

ANSWER: a
RATIONALE: Ethnocentrism is the belief in the superiority of one's own culture and is found in all cultures.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.

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NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Understand
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84. Underrepresented groups—including Black American, Hispanic American, Latin American, Asian American, and Native American communities—make up how much of the U.S. population?

a. 40 percent
b. 35 percent
c. 25 percent
d. 15 percent

ANSWER: a
RATIONALE: Underrepresented groups—including Black American, Hispanic American, Latin American, Asian American, and Native American communities—now make up almost 40 percent of the U.S. population.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Growing Workforce Representation
KEYWORDS: Bloom's: Remember
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85. Oz is giving a presentation to a multicultural audience. He notices that many people in the audience are nodding their heads and smiling. What should Oz do to make sure everyone understands the presentation?

a. Nothing. Based on the audience’s reactions, they understand.
b. Send a follow-up email.
c. Ask probing questions.
d. Talk more quickly to cover more information.

ANSWER: c
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: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
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86. Which of the following is NOT a good way to learn about your cultural self?
    a. Traveling abroad
    b. Noticing reflect reactions
    c. Talking to friends and family who know you best
    d. Spending time with people from other walks of life

ANSWER: c
RATIONALE: We are all shaped by our upbringing, and our beliefs may feel so normal that we don't realize they are cultural and learned until we encounter something different. If possible, travel or study abroad—or simply spend time with people from different walks of life. Learning to step outside yourself and notice your own reflex reactions, automatic thought patterns, and assumptions that are a result of how you were socialized is a powerful skill.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.05 - DISC.ESBC.GULO.23.05.05
TOPICS: Embracing Varied Perspectives and Experiences at Work
KEYWORDS: Bloom's: Apply
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87. What percentage of the workforce is comprised of women?
    a. 63 percent
    b. 47 percent
    c. 32 percent
    d. 15 percent

ANSWER: b
RATIONALE: Women comprise nearly 47 percent of the workforce.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Remember
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88. Recent research suggests a trend toward greater global similarity particularly in higher individualism and lower power distance. What is this phenomenon called?
    a. Diversity
    b. Tolerance

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c. Cultural awareness

d. Cultural convergence

ANSWER: d

RATIONALE: Recent research suggests there is cultural convergence, a trend toward greater global similarity particularly in higher individualism and lower power distance.

POINTS: 1

DIFFICULTY: Easy

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04

TOPICS: Understanding Culture and Communication

KEYWORDS: Bloom's: Remember

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89. Which of the following statements best describes diversity in the workplace?

a. Diversity makes an organization innovative and creative.

b. Diversity makes a company look good.

c. Diversity in the workforce still has a long way to go.

d. Diversity in the workplace fosters “groupthink.”

ANSWER: a

RATIONALE: Diversity makes an organization innovative and creative. Sameness fosters an absence of critical thinking called "groupthink." While diversity may “look good” for a company, that should not be the goal.

POINTS: 1

DIFFICULTY: Moderate

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.

NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01

TOPICS: Becoming Interculturally Proficient

KEYWORDS: Bloom's: Understand

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90. Abinaya will be traveling to Germany with German colleagues for a business meeting. Which of the following will NOT ensure that Abinaya is multiculturally aware and prepared for her trip?

a. Assuming they are like-minded and have similar ideas since they work for the same company

b. Having conversations with her German colleagues about what to expect

c. Learning some German phrases so that she can communicate

d. Seeking points of agreement among the parties

ANSWER: a

RATIONALE: Abinaya should avoid making assumptions about her German associates and do some research prior to her trip about German culture and how it affects professional thinking and operating. Learning to communicate, at least a little, in a language is a sign of respect.

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POINTS: 1
DIFFICULTY: Moderate
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Becoming Interculturally Proficient
KEYWORDS: Bloom's: Apply
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91. Enzo's supervisor has noticed that Enzo works effectively in teams, has excellent presentation skills, and has strong initiative at resolving problems when they arise. These qualities that Enzo's supervisor appreciates in Juan Jose as an employee are his _____.

a. professional skills
b. technical skills
c. communication skills
d. emotional skills

ANSWER: a
RATIONALE: Professional 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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Apply
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92. The ability to store and manage applications and data in remote locations is known as _____.

a. cloud computing
b. information sharing
c. the Internet of things
d. artificial intelligence

ANSWER: a
RATIONALE: The ability to access data on remote servers with a computer or mobile device is called cloud computer, and has allowed an enormous increase in mobility and information sharing.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False

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LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Remember
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93. Among the five most desirable attributes in job seekers—management, leadership, problem-solving skills, written and oral communication, and teamwork—which one ranked first?

a. Leadership
b. Management
c. Written and oral communication
d. Teamwork skills

ANSWER: c
RATIONALE: Written and oral communication skills ranked first among these five attributes. In poll after poll, communication tops recruiters' wish lists for desired skills among applicants.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.01 - Describe how communication skills can fuel career success in an uncertain world of work.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.09.02 - DISC.ESBC.GULO.23.04.05
TOPICS: Succeeding in a Dynamic Work Environment With Communication Skills
KEYWORDS: Bloom's: Remember
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94. During Maram's interview, the interviewer was interested in learning more about Maram's background and extended the interview an extra 15 minutes. This is an example of what type of nonverbal communication?

a. Space
b. Territory
c. Time
d. Appearance

ANSWER: c
RATIONALE: Eye contact, facial expressions, posture and gestures, space, time, territory, and appearance are all examples of nonverbal communication. Extending the interview time shows that the interviewer is interested in Maram's potential as an employee.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.03 - Discuss how effective nonverbal communication can help you advance your career.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Communicating Nonverbally

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95. The key components of what constitutes culture, as shared by a society, region, or country, involve a complex system of _____.

a. values, traits, morals, and customs
b. beliefs and attitudes
c. language, religion, and social structure
d. social hierarchy and power

ANSWER: a
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Understanding Culture and Communication
KEYWORDS: Bloom's: Remember
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96. According to a model developed by cultural anthropologist Edward T. Hall, context refers to the stimuli, environment, or ambience surrounding an event. When cultures are placed on a continuum from low to high in relation to context, the model becomes especially useful for helping to understand differences in _____.

a. personalities
b. attitudes
c. preferences
d. communication styles

ANSWER: d
RATIONALE: According to a model developed by cultural anthropologist Edward T. Hall, context refers to the stimuli, environment, or ambience surrounding an event and arranged on a continuum from low to high. This model can be used to better understand how different types of cultures communicate, specifically categorized into low and high context cultures.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.02 - DISC.ESBC.GULO.23.05.02
TOPICS: Understanding Culture and Communication
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97. The belief in the superiority of one's own culture, an attitude found naturally in all cultures, is known as _____.

a. stereotyping
b. ethnocentrism
c. intolerance
d. closed-mindedness

ANSWER: b
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.05.01 - DISC.ESBC.GULO.23.05.01
TOPICS: Avoiding Ethnocentrism and Stereotyping
KEYWORDS: Bloom's: Remember
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98. What term describes the oversimplified perception of a behavior pattern or characteristic applied uncritically to entire groups?

a. Stereotyping
b. Ethnocentrism
c. Empathy
d. Intolerance

ANSWER: a
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
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Avoiding Ethnocentrism and Stereotyping
KEYWORDS: Bloom's: Remember
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99. Power distance refers to how people in different societies see and address differences in _____.

a. equality
b. diversity
c. communication style
d. individualism

ANSWER: a
RATIONALE: Power distance refers to how people in societies cope with inequality; in other words, how

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they relate to more powerful individuals.

POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.04 - Explain the primary characteristics and key dimensions of culture.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Power Distance
KEYWORDS: Bloom's: Remember
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100. Tolerance means learning about those who are not like us and being receptive to new experiences. One of the best ways to develop this trait is to practice _____.

a. open-mindedness
b. patience
c. empathy
d. ethnocentrism

ANSWER: c
RATIONALE: Tolerance means learning about those who are not like us and being open-minded and receptive to new experiences. One of the best ways to become tolerant is to practice empathy, which means seeing the world through another's eyes.
POINTS: 1
DIFFICULTY: Easy
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: ESBC.GULO.27.01.05 - Identify strategies for enhancing intercultural communication.
NATIONAL STANDARDS: United States - BUSPROG.ESBC.GULO.23.06.04 - DISC.ESBC.GULO.23.06.04
TOPICS: Developing Tolerance and Open-Mindedness
KEYWORDS: Bloom's: Remember
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Instructor Manual

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Purpose and Perspective of the Chapter

The purpose of this chapter is to provide students with an overview of business communication in the mobile, social, and digital age, and especially as artificial intelligence increasingly affects workplaces. First, we describe how communication skills fuel career success in a challenging digital age marketplace. Next, we explore the importance of listening and provide students with active listening techniques. Then, we discuss how effective nonverbal communication can help you build your credibility and advance your career, and provide students with tools for improving their nonverbal communication. We also describe the key dimensions of culture and how technology and social media shape intercultural communication. Finally, we explain how domestic diversity and global expansion have affected the workplace and identify strategies for enhancing intercultural effectiveness and communication across cultures.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

- Transition Guide (provides information about what's new from edition to edition)
- Educator's Guide (describes assets in the platform with a detailed breakdown of activities by chapter with seat time)
- PowerPoint (provides text-based lectures and presentations)
- Test Bank (contains assessment questions and problems)
- MindTap User Guide (provides information on how to navigate and use MindTap)

Chapter Outcomes

The following outcomes are addressed in this chapter:

1-1 Describe how communication skills can fuel career success in an uncertain world of work.

1-2 Name active listening skills.

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1-3 Discuss how effective nonverbal communication can help you advance your career.

1-4 Explain the primary characteristics and key dimensions of culture.

1-5 Identify strategies for enhancing intercultural communication.

Complete List of Chapter Activities and Assessments

For additional guidance, refer to the Teaching Online Guide.

Chapter Objective	Activity/Assessment	Source (i.e., PPT slide, Workbook)	Duration
1-1	Knowledge Check Activity	PPT slide 17	15 min
1-2	Group Activity	PPT slide 25	60 min
1-3	Class Discussion	PPT slide 34	60 min
1-4	Knowledge Check Activity	PPT slide 45	15 min
1-5	Self-Assessment	PPT slide 53	30 min

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Key Terms

Ad hoc teams: Nontraditional project-based teams that disband after they accomplish their objectives; the opposite of standing teams.

Agentic AI: Machine learning models capable of solving problems with limited supervision.

Brand: How groups, organizations, and individuals present themselves in the virtual world.

Close-ended questions: Questions that require a choice among set answers.

Collectivism: Emphasizes membership in organizations, groups, and teams; it encourages acceptance of group values, duties, and decisions.

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Context: The stimuli, environment, or ambience surrounding an event.

Credibility: Reputation.

Cultural convergence: A lessening of group differences and a trend toward greater global similarity, particularly in higher individualism and lower power distance.

Culture: The complex system of values, traits, morals, and customs shared by a society.

Emotional intelligence (EQ): A concept from a bestselling book by Daniel Coleman arguing that EQ is just as important as the intelligence quotient (IQ) for success; the ability to understand and manage our own emotions as well as the ability to understand and influence the emotions and behavior of others.

Empathetic listening: Listening in an effort to see the world through another's eyes, be less judgmental, and seek common ground.

Empathy: The ability to understand other people's perspectives and emotionally respond to their experiences.

Ethnocentrism: The belief in the superiority of one's own ethnic group.

Gig economy: A sector of the labor market that relies on free agents hired on a project basis or doing short-term independent work.

Groupthink: A reluctance to question the majority view.

High-context cultures: Cultures that assume the receiver of a message does not need much background information (such as those in China, Japan, and Middle Eastern countries).

Humility: Characterized by deep listening, respect for diverse views, and an openness to suggestions and feedback.

Hybrid work: A work week that consists of in-person and remote work.

Individualism: An attitude of independence and freedom from control.

Interpersonal skills, professional skills or **social skills:** A combination of communication, logical reasoning, critical-thinking, teamwork, and management skills.

Lag time or **speech-thought differential:** The difference between our rate of speaking and our rate of listening/thinking.

Linear logic: Thinking pattern used by low-context communicators; they proceed from Point A to Point B to Point C and finally arrive at a conclusion.

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Low-context cultures: Cultures that depend little on the context of a situation and shared experience to convey their meaning (such as those in the United States, Scandinavia, and Germany).

Microcredentials: Short courses that certify a person's expertise in a particular area.

Mindful: Being fully present in an effort to build trust and gain respect.

Monochronic time (M-time): Time perceived as if it were running on a single, linear track.

Nonverbal communication: Includes eye contact, facial expression, body movements, time, space, territory, and appearance, and affects how a receiver interprets, or decodes, a message.

Open-ended questions: Questions without set answers.

People skills or **soft skills:** Powerful social skills employers expect.

Polychronic time (P-time): Time viewed as abundant and nonlinear.

Power distance: How people in different societies relate to more powerful individuals.

Prejudice: When a stereotype develops into a rigid attitude, based on erroneous beliefs or preconceptions, and leads to hurtful, even toxic, behaviors.

Professional skills, interpersonal skills or **social skills:** A combination of communication, logical reasoning, critical-thinking, teamwork, and management skills.

Resilience: The ability to rebound after setbacks.

Sharing economy: An economic model in which individuals rent or borrow assets owned by others through disrupting services such as Uber, Lyft, Bird, Lime, Spin, and Airbnb.

Smartphone apps: Software applications designed to work on mobile devices.

Social skills, professional skills, or **interpersonal skills:** A combination of communication, logical reasoning, critical-thinking, teamwork, and management skills.

Soft skills or **people skills:** Powerful social skills employers expect.

Speech-thought differential or lag time: The difference between our rate of speaking and our rate of listening/thinking.

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Spiral logic: Thinking pattern used by high-context communicators; they circle around a topic indirectly, looking at it from many divergent viewpoints.

Standing teams: Traditional teams whose members don't change and who learn to work well together over time.

Stereotype: An oversimplified, rigid perception of a behavioral pattern or characteristic applied uncritically to groups—whether it be flattering or negative.

Tolerance: Being open-minded and receptive to new experiences and groups of people.

Upskilling: Continual, lifelong, on-the-job learning.

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WHAT'S NEW IN THIS CHAPTER

The following elements are improvements in this chapter from the previous edition:

- Rewrote the chapter from the ground up to reflect the disruptive influence of generative artificial intelligence and automation as well as ongoing political and economic instability and its effects on the world of work.
- Highlighted throughout the need for resilience and adaptability in today's competitive workforce characterized by uncertainty over automation and the role of AI in potential future job losses.
- Presented the latest research arguing the continuing preeminence of writing, speaking, and other interpersonal skills even in the AI-driven workplace awaiting our students.
- Reiterated the need to protect one's personal brand, so that students would safeguard their reputation and credibility on social media.
- Integrated discussions and applications of AI tools throughout the chapter to impress upon students that writing skills remain important if they wish to benefit the most from AI and other digital tools.
- Drew on current statistics and examples to provide students with state-of-the-art practices in business and to offer advice on *future-proofing* their professional skill set.
- Provided at least 40 percent brand-new end-of-chapter activities, a new grammar/mechanics checkup, and recreated the Editing Challenge to reinforce student learning of key chapter concepts.
- Updated the Communication Workshop introducing students to job hunting in the digital age and exploring LinkedIn, the professional social networking tool.

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CHAPTER OUTLINE

In the outline below, each element includes references (in parentheses) to related content. "CH.##" refers to the chapter objective, and "PPT Slide #" refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT (PPT Slide 2) if desired, and if one is provided for this chapter. Review learning outcomes for Chapter 1 (PPT Slide 3).

I. Succeeding in a Dynamic Work Environment With Communication Skills (1-1, PPT Slides 4-17)

a. Rapid technological change, economic inequality, and political instability are reshaping the workplace, with AI both creating opportunities and displacing jobs.
b. Global crises such as pandemics, wars, and climate events quickly disrupt interconnected economies, businesses, and supply chains.
c. Today's competitive job market rewards graduates who are proactive, adaptable, and technologically skilled.
d. Business communication skills—including listening, nonverbal communication, and intercultural competence—remain essential in modern workplaces.
e. Twenty-First-Century Skills and Career Success
    i. Superior communication skills will make you marketable in the workplace of the future, regardless of the economic climate.
    ii. AI and technological literacy, followed by creative thinking, resilience, flexibility, agility, curiosity, and lifelong learning are among the most desirable attributes in job seekers, ahead of management, leadership, problem-solving, and teamwork skills.
    iii. You can learn how to communicate effectively.
f. Why Communication and Other Interpersonal Skills Matter
    i. Even as business enterprises embrace AI, workers communicate more, not less, with the average American worker spending 17.5 hours a week on work e-mail alone.
    ii. Half of employees and more than half of managers report they are overwhelmed and unproductive.
    iii. To be successful, workers need essential twenty-first-century skills such as problem-solving, teamworking, written communication, initiative, strong work ethic, technical expertise, and verbal communication.
g. Safeguarding Your Career and Credibility

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i. Modern careers require adaptability and may involve multiple career changes over time.
ii. How employees **brand** themselves, or present themselves in the virtual world, and their **credibility**, or reputation, may very well determine how successful their career will be.
iii. Techies Communicate Too.
  (1) Technical skills alone are insufficient because they are subject to massive change due to AI.
  (2) Soft skills are desirable and transferable.
iv. Many Grads Are Not Career-Ready.
  (1) Many employers are so frustrated that 90 percent of them say they avoid hiring recent graduates.
  (2) HR leaders cited the following as human skills essential to competition and future readiness:
    (a) Communication skills (98 percent)
    (b) willingness to learn (93 percent)
    (c) collaboration (92 percent)
    (d) creativity (90 percent)
    (e) critical thinking (87 percent)
  (3) Sizable numbers of recent graduates and young professionals report high levels of anxiety, depression, and other mental health challenges, and these struggles clash with employers' demands for **resilience.**
  (4) Employees work remotely and depend on digital meeting tools; therefore, IT departments are much needed, and techs must possess people skills.
  (5) Many employers said new-hires are not workplace ready, as only 56 percent of graduates possessed critical-thinking skills, and only 54 percent had adequate communication skills.
v. Writing Is in Your Future.
  (1) Regardless of the field you choose, you probably will be sending many digital messages. (Model Document 1.1 provides an example of professional e-mail messaging.)

h. Zooming in on "Soft" Skills and Professionalism
i. **Soft skills, people skills,** or **emotional intelligence** are powerful social skills employers expect.
ii. **Interpersonal skills** or **professional skills** can be defined as a combination of collaboration, critical thinking, dependability, and time management.
iii. Projecting a professional image can make a real difference in helping you obtain the job of your dreams.

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(Figure 1.1 reviews areas students can check to be sure they are projecting professionalism.)

i. The Economic Benefit of Your Education
   i. Fewer than half of adults in the United States expressed confidence in higher education.
   ii. Yet, college graduates earn more, suffer less unemployment, and can choose from a wider variety of career options than workers without a college education.
   iii. Graduates with a bachelor's degree or higher earn nearly three times as much as people with less than a high-school education and are more than three times less likely to be unemployed. (Figure 1.2 outlines the benefits of having a college education.)
   iv. In addition to traditional degrees, many employers seek evidence of real-life problem-solving, experiential learning, and **microcredentials**.
   v. **Upskilling**, or lifelong learning when it occurs on the job, can equip one with valuable transferable skills in the job market.

j. Trends and Challenges in the Information-Age Workplace
   i. Disruptive Technologies—AI
      (1) Businesses are embracing AI and using it to create human-sounding output, as well as automating routine tasks.
      (2) Experts estimate that automation will create more jobs (97 million) than it will displace (85 million); AI is expected to generate more wealth than the Internet did.
      (3) **Smartphone apps**, programs or software designed for mobile devices, have contributed to the development of the **sharing economy**, an economic model in which individuals rent or borrow assets owned by others (think Uber or Lyft). (Figure 1.3 illustrates many technologies students will encounter in today's workplace.)
   ii. The Changing Nature of Work
      (1) Post-pandemic, approximately 30 percent of the entire U.S. workforce is employed under a **hybrid work** schedule; among remote-capable positions, over half of employees engage in hybrid work.
      (2) A growing sector of the labor market relies on independent contractors hired on a project basis or short-term independent work, leading to the development of the **gig economy.**
   iii. Anytime, Anywhere: 24/7/365 Availability
      (1) Constant connectedness has also blurred the line between work and leisure.

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(2) Employees in the United States work long hours without extra compensation and receive the shortest paid vacations compared to their international counterparts.

iv. Collaboration and Teams
(1) Many companies have created cross-functional teams to empower employees and boost their involvement in decision making.
(2) Traditional **standing teams** whose members don't change learn to work well together over time; they are best suited for tackling routine processes.
(3) **Ad hoc** teams are project-based teams that disband once they have accomplished their objectives.

v. Flattened Management Layers
(1) Flatter organizations mean fewer managers, which allows organizations to better compete and to reduce expenses.
(2) Frontline employees are making decisions and communicating them to customers, employees, and executives.

vi. Global Competition and Cultural Diversity
(1) Expanding global markets and growing workforce diversity means that you may be interacting with people from many cultures.
(2) Successful business communicators learn about other cultures and develop intercultural skills, including sensitivity, flexibility, patience, and tolerance.

vii. Renewed Emphasis on Ethics
(1) Tales of misconduct have eroded public trust and fed into the perception that all business is dishonest.
(2) In a hyperconnected, always-on professional environment, communication skills are constantly noticed.
(3) Students will need to nurture their reputation and safeguard their *brand* online and off.

(The textbook provides the following examples of ethical misconduct: Disgraced Theranos founder Elizabeth Holmes; Pharma entrepreneur Martin Shkreli; lawsuits for harassment and discrimination against executives of companies like McDonald's, Google, Amazon, Pinterest, and Johnson & Johnson.)

k. **Knowledge Check 1: 15 minutes total.** *Review Twenty-First-Century Communication Skills.*

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i. Using the Knowledge Check 1 Activity provided (PPT Slide 17), review key terms and concepts related to soft skills and interpersonal communication.
ii. Answers:
1. Soft skills, people skills, or emotional intelligence are powerful social skills employers expect.
2. Interpersonal skills or professional skills can be defined as a combination of communication, logical reasoning, critical-thinking, teamwork, and management skills.
3. A sharing economy is an economic model in which individuals rent or borrow assets owned by others.
4. Our future gig economy may rely on free agents who will be hired on a project basis rather than traditional full-time jobs.

II. Practice Active Listening (1-2, PPT Slides 18-26)
a. Numerous studies suggest that good listeners make good managers.
b. Active, **empathic listening**— when we sincerely strive to understand others' viewpoints—is the most effective form of listening, researchers tell us.
c. When we are **mindful**, or fully present, we build trust and gain respect.
d. Listening skills are important for career success, organizational effectiveness, and worker satisfaction.
e. Identifying Barriers to Effective Listening
i. Experts say that most people recall only between 25 and 50 percent of what they hear, which means your boss, coworkers, and customers retain only half or less of the conversation.
ii. Physical barriers
(1) Physical impediments to listening include hearing disabilities, poor acoustics, and noisy surroundings.
(2) It is also difficult to listen if you are ill, tired, or uncomfortable.
iii. Psychological barriers
(1) If other ideas run counter to our cultural, ethical, and personal values, we tend to tune out speakers and thus fail to receive their messages.
iv. Language problems
(1) Unfamiliar words can destroy the communication process because they lack meaning for the receiver.
(2) When emotion-laden, or charged, words cause an intense emotional impact, a listener may be unable to focus on the words that follow.
v. Nonverbal distractions

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(1) Unusual clothing or speech mannerisms, body twitches, or a radical hairstyle can prevent us from hearing what the speaker has to say.

vi. Thought speed
(1) Listeners can process between 400 and 800 words per minute.
(2) Because speakers talk about 125 to 175 words per minute, we can become bored and allow our minds to wander.
(3) The **lag time**, or difference between our rate of speaking and our rate of listening/thinking is called the **speech-thought differential**.

vii. Faking attention
(1) Faked attention seriously threatens effective listening because it encourages the mind to engage in flights of unchecked fancy. Those who fake attention often find it hard to concentrate even when they want to.

viii. Grandstanding
(1) Because our own experiences and thoughts are most important to us, we may fail to listen carefully when we are just waiting politely for the next pause so that we can have our turn to speak.

f. Building Powerful Listening Skills
i. Stop talking.
ii. Control the listening environment.
iii. Listen between the lines and validate emotion.
iv. Distinguish between facts and opinion.
v. Ask clarifying questions.
(1) Use **open-ended questions** (those without set answers) to draw out feelings, motivations, ideas, and suggestions.
(2) Use **close-ended questions** (those that require a choice among set answers) to identify key factors in a discussion.
vi. Paraphrase to increase understanding.
vii. Capitalize on lag time.
viii. Take selective notes.
ix. Adopt an empathic, humble attitude.
(Figure 1.4 provides a list of qualities associated with trained and untrained listeners.)

g. **Group Activity: 60 minutes total.** *Practicing Active Listening.*
i. Using the Group Activity provided (PPT Slide 25), have students get into pairs and practice actively listening to each other.
(1) One person will tell the other a story—it doesn't have to be especially personal or complex—while the other actively listens.

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(2) After the storyteller completes the tale, the listener will attempt to retell the story in as much detail as possible.
(3) Give each student a chance to play the role of storyteller and listener.

ii. **Group Activity Debrief**
(1) What did you learn about yourself from this activity?
(2) Which of the powerful listening skills did you employ?
(3) Which listening barriers did you fall prey to?

iii. Answers:
(1) Answers will vary.

III. Communicating Nonverbally (1-3, PPT Slides 27-35)

a. Nonverbal cues include eye contact, facial expression, body movements, time, space, territory, and appearance and affects how a receiver interprets, or decodes, a message.

i. Defining Nonverbal Communication
(1) **Nonverbal communication** includes all unwritten and unspoken messages, whether intended or not.

ii. Reconciling Words and Nonverbal Cues
(1) Researchers have long held that humans resolve clashes between verbal and nonverbal messaging by trusting the nonverbal component more than the words spoken.
(2) Cues broadcast by body language can help receivers understand the feelings and attitudes of senders.
(3) Be careful before attaching specific meanings to gestures or actions because behavior and its interpretations strongly depend on context and on one's cultural background.

b. Our Bodies Send Silent Messages

i. Eye contact
(1) In North American culture, sustained eye contact suggests trust and admiration; brief eye contact signals fear or stress.
(2) Prolonged eye contact or staring, though, can be intrusive and intimidating.
(3) Good eye contact enables the message sender to see whether a receiver is paying attention, showing respect, responding favorably, or feeling distress.
(4) Good eye contact, in North American culture, reveals the speaker's sincerity, confidence, and truthfulness.

ii. Facial expression
(1) The human face can display over 250,000 expressions.
(2) To hide their feelings, some people can control these expressions and maintain so-called poker faces.

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(3) In North America most of us display our emotions openly and often unintentionally.
(4) Raising or lowering the eyebrows, squinting the eyes, swallowing nervously, clenching the jaw, and smiling broadly can enhance or entirely replace verbal messages.

iii. Posture and gestures
(1) Leaning toward a speaker suggests attentiveness and interest; pulling away or shrinking back denotes fear, distrust, anxiety, or disgust.
(2) The meanings of some movements differ in other cultures.
(3) When speaking, make sure your upper body is aligned with the person to whom you are talking.
(4) Erect posture can send a message of confidence, competence, diligence, and strength.
(5) Avoid tilting your head to the side when listening or making an important point.

c. Time, Space, and Territory Send Silent Messages
i. Time
(1) How we structure and use time tells observers about our personality and attitudes.
ii. Space
(1) How we organize the space around us reveals something about us and our objectives.
iii. Territory
(1) Each of us has a certain area that we feel is our own territory, whether it is a specific spot or just the space around us. We all maintain zones of privacy in which we feel comfortable.
(Figure 1.5 categorizes the four zones of social interaction among Americans, as formulated by anthropologist Edward T. Hall.)

d. Appearance Sends Silent Messages
i. Eye Appeal of Business Documents
(1) Sloppy e-mails send a nonverbal message that the writer is in a terrific hurry or does not care about the receiver.
(2) Envelopes—through their postage, paper quality, and printing—can suggest that the messages they carry are routine, important, or junk mail.
ii. Personal Appearance
(1) The way you look—your clothing, grooming, and posture—transmits an instant nonverbal message about your status, credibility, personality, and potential.

e. Developing Nonverbal Skills

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i. Establish and maintain eye contact.
ii. Use posture to show interest.
iii. Reduce or eliminate physical barriers.
iv. Improve your decoding skills.
v. Probe for more information.
vi. Interpret nonverbal meanings in context.
vii. Associate with people from different cultures.
viii. Appreciate the power of appearance.
ix. Observe yourself on video.
x. Enlist friends and family.

f. **Class Discussion Activity: 60 minutes total.** *Mastering Nonverbal Communication.*
   i. Using the Discussion Question Activity provided (PPT Slides 34-35), lead the class in a discussion about nonverbal communication.
      (1) What are nonverbal cues?
      (2) What are some nonverbal cues you should employ to become a more effective communicator?
      (3) What are some nonverbal cues you should avoid?
   ii. Answers:
      (1) Nonverbal cues can include eye contact, facial expression, body movements, time, space, territory, and appearance, and affect how a receiver interprets, or decodes, a message.
      (2) To become an effective communicator:
         (a) Establish and maintain eye contact.
         (b) Use posture to show interest.
         (c) Reduce or eliminate physical barriers.
         (d) Improve your decoding skills.
         (e) Probe for more information.
   iii. Use the following questions to debrief students on the class discussion:
      (1) Why are nonverbal cues important? How do they affect the way we communicate with and understand each other?
      (2) How might cultural diversity affect nonverbal communication?
   iv. Answers:
      (1) Researchers have long held that humans resolve clashes between verbal and nonverbal messaging by trusting the nonverbal component more than the words spoken.
      (2) Behavior and its interpretations strongly depend on context and on one's cultural background.

IV. Understanding Culture and Communication (1-4, PPT Slides 36-45)

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a. When different cultures come together, significant misunderstandings can occur; therefore, special sensitivity and skills are necessary.
b. **Culture** may be defined as the complex system of values, traits, morals, and customs shared by a society.
c. Globalization, growing diversity, and social networking demand that we adjust and adopt new attitudes.
d. There are five key dimensions of culture: context, individualism, time orientation, power distance, and communication style.
e. High and Low Context
    i. **Context** refers to the stimuli, environment, or ambience surrounding an event.
    ii. **Low-context cultures** (such as those in North America, Scandinavia, and Germany) depend little on the context and assume messages should be explicit.
    iii. **High-context cultures** (such as those in China, Japan, and Middle Eastern countries) assume that the listener does not need much background information.
    (In Figure 1.6, low-context and high-context cultures are arranged on a continuum.)
f. Low-context cultures
    i. Tend to prefer direct verbal interaction
    ii. Tend to understand meaning at only one sociocultural level
    iii. Are generally less proficient in reading nonverbal cues
    iv. Value individualism
    v. Rely more on logic
    vi. Say *no* directly
    vii. Communicate in highly structured, detailed messages with literal meanings
    viii. Give authority to written information
g. High-context cultures
    i. Tend to prefer indirect verbal interaction
    ii. Tend to understand meanings embedded at many sociocultural levels
    iii. Are generally more proficient in reading nonverbal cues
    iv. Value group membership
    v. Rely more on context and feeling
    vi. Talk around point, avoid saying *no*
    vii. Communicate in sometimes simple, sometimes ambiguous messages
    viii. Understand visual messages readily
h. Individualism and Collectivism
    i. **Individualism** refers to an attitude of independence and freedom from control.

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ii. Members of low-context cultures, particularly North Americans, tend to value individualism.
iii. **Collectivism** emphasizes membership in organizations, groups, and teams; it encourages acceptance of group values, duties, and decisions.
iv. Members of high-context cultures are more collectivist.
v. Newer research suggests **cultural convergence**, a lessening of group differences, and a trend toward greater global similarity, particularly in higher individualism and lower power distance. (Figure 1.7 shows selected countries ranked according to their expression of collectivism and individualism as well as power distance.)

i. Time Orientation
   i. **Monochronic time** or **M-Time** is time perceived as if it were running on a single, linear track.
   ii. Western cultures tend to be monochronic and view time as a precious commodity associated with productivity, efficiency, and money.
   iii. **Polychronic time** or **P-Time** is viewed as abundant and nonlinear.
   iv. Most Asian, South American, and Native American cultures are polychronic and view time as an unlimited resource to be enjoyed; it is open and flexible.

j. Power Distance
   i. **Power distance** measures how people in different societies cope with inequality—in other words, how they relate to more powerful individuals.
   ii. High-power-distance countries maintain formal hierarchies and embrace relatively authoritarian, paternalistic power relationships.
   iii. Low-power-distance cultures promote feelings of equality, encourage subordinates to voice opinions and participate in decision making, and tend to be more democratic, egalitarian, and informal.
   iv. While many Asian countries have high-power distance cultures, most Western cultures have low-power distance.

k. Communication Style
   i. People in low-context cultures rely heavily on words in contracts and negotiations.
   ii. People in high-context cultures place more emphasis on the surrounding context than on the words describing a negotiation.
   iii. North Americans are uncomfortable with silence, impatient with delays, value straightforwardness, are suspicious of evasiveness,

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and distrust people whom they perceive as having a hidden agenda or playing their cards too close to the chest.

l. **Knowledge Check 2: 15 minutes total.** *Understanding low-context and high-context cultures.* Using the Knowledge Check 2 Activity provided (PPT Slide 45), review the characteristics of low-context and high-context cultures.

i. All of the following are qualities of a low-context culture EXCEPT:

A. Tend to prefer direct verbal interaction
B. Avoid saying *no*
C. Value individualism
D. Rely more on logic

ii. Answer: B. Avoid saying *no*

iii. All of the following are qualities of a high-context culture EXCEPT:

A. Are generally more proficient in reading nonverbal cues
B. Rely more on context and feeling
C. Understand visual messages readily
D. Give authority to written information

iv. Answer: D. Give authority to written information

V. Becoming Interculturally Proficient (1-5, PPT Slides 46-53)

a. Avoiding Ethnocentrism and Stereotyping

i. **Ethnocentrism** is the belief in the superiority of one's own ethnic group.

ii. A **stereotype** is an oversimplified, rigid perception of a behavioral pattern or characteristic applied uncritically to groups.

(1) When a stereotype develops into a rigid attitude and when it is based on erroneous beliefs or preconceptions, then it is hurtful, even toxic, and should be called a **prejudice**.

iii. **Tolerance**, learning about those who are not like us and being open-minded and receptive to new experiences, is crucial as global markets expand and our society becomes increasingly multiethnic.

iv. To become tolerant, practice empathy; try to see the world through another's eyes and be less judgmental and more eager to seek common ground.

v. One way of promoting greater understanding is to work toward a common goal.

b. Refining Oral Communication With Intercultural Audiences

i. Use simple English.

ii. Speak slowly and enunciate clearly.

iii. Encourage accurate feedback.

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iv. Check frequently for comprehension.
v. Observe eye messages.
vi. Accept blame.
vii. Listen without interrupting.
viii. Smile when appropriate.
ix. Follow up in writing.

c. Perfecting Written Communication With Intercultural Audiences
   i. When you write to someone from a different culture, you can improve your chances of being understood by following the following suggestions:
      (1) Consider local styles and conventions.
      (2) Observe titles and rank.
      (3) Hire a translator.
      (4) Use short sentences and short paragraphs.
      (5) Avoid ambiguity.
      (6) Cite numbers carefully.

d. Growing Workforce Representation
   i. The domestic workforce is becoming more diverse.
   ii. Underrepresented groups—including Black American, Hispanic American, Latin American, Asian American, and Native American communities—comprise 40 percent of the U.S. population.
   iii. By 2045, experts predict that communities of color will represent just over half the U.S. population.
   iv. Women comprise nearly 47 percent of the workforce.
   v. The share of the population over 65 will jump from 15 percent now to almost 22 percent in 2050. Many of these older people will remain in the workforce.
   vi. Thanks to technological advances, more individuals with disabilities are joining the workforce.

e. Embracing Varied Perspectives and Experiences at Work
   i. As society and the workforce become more diverse, successful communication among the various identity groups brings distinct advantages in three areas.
      (1) Consumers. A diverse staff is better able to respond to the increasingly diverse customer base in local and world markets.
      (2) Work Teams. Diversity enhances creativity because inclusive teams bring novel perspectives to the table, resulting in better decision making and problem solving.
      (3) Businesses. Organizations gradually realize that inclusivity is a critical bottom-line strategy to increase revenue, engage employees, and spur innovation.

f. Communicating in a Multicultural Workplace

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i. The following suggestions can help you find ways to improve communication and interaction:
   (1) Seek training.
   (2) Understand the value of difference.
      (a) Sameness fosters an absence of critical thinking called **groupthink**.
   (3) Learn about your cultural self.
   (4) Make fewer assumptions.
   (5) Build on similarities.

g. **Self-Assessment Activity: 30 minutes total.** *Mastering Intercultural Effectiveness.*
   i. Using the Self-Assessment Activity Provided (PPT Slide 53), ask students to answer the following questions, independently and later, in class discussion:
      (1) How is diversity affecting the workforce?
      (2) How can you ensure success in your oral communication with intercultural audiences?
      (3) How can you ensure success in your written communication with intercultural audiences?
      (4) What are some things you can do to improve your interactions with others in a culturally diverse work environment?
   ii. Answers:
      (1) Underrepresented groups—including Black American, Hispanic American, Latin American, Asian American, and Native American communities—now make up almost 40 percent of the U.S. population. Projections indicate that 2045 will mark the point at which these groups will together represent just over half the population. This demographic shift has already occurred among youth under 18 and is expected by 2027 for adults between 18 and 29. Women comprise nearly 47 percent of the workforce. Moreover, the share of the population over 65 will jump from 15 percent now to almost 22 percent in 2050. Many of these older people will remain in the workforce. Thanks to technological advances, more people with disabilities are also joining the workforce.
      (2) To ensure success in your oral communication with intercultural audiences:
         (a) Use simple English.
         (b) Speak slowly and enunciate clearly.
         (c) Encourage accurate feedback.

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(d) Check frequently for comprehension
(e) Observe eye messages.
(f) Accept blame.
(g) Listen without interrupting.
(h) Smile when appropriate.
(i) Follow up in writing.

(3) To ensure success in your written communication with intercultural audiences;
(a) Consider local styles and conventions.
(b) Observe titles and rank.
(c) Hire a translator.
(d) Use short sentences and short paragraphs.
(e) Avoid ambiguity.
(f) Cite numbers carefully.

(4) To improve your interactions with others in a culturally diverse work environment:
(a) Seek Training.
(b) Understand the value of difference.
(c) Learn about your cultural self.
(d) Make fewer assumptions.
(e) Build on similarities.

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Additional Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: *Succeeding in a Dynamic Work Environment with Communication Skills* (Critical Thinking #11, 1.1, PPT Slide 14) Duration 10 minutes.
    a. Discuss the downsides of the always-on workplace and increasing collaboration.
        i. Answer: The always-on workplace can blur the boundary between work and personal life, leading to stress, burnout, and reduced overall well-being.
        ii. Constant connectivity also creates pressure to respond immediately, which can decrease productivity and focus.
        iii. Increased collaboration, while beneficial, can result in excessive meetings, interruptions, and reliance on others, slowing decision-making and reducing individual efficiency.

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B. Discussion: *Practice Active Listening* (Critical Thinking #12, 1.2, PPT Slide 19) Duration 5 minutes.
    a. According to experts, we ignore, forget, distort, or misunderstand 75 percent of everything we hear. Why are we such poor listeners?
        i. Answer: We are poor listeners because of numerous barriers, including distractions in our environment, personal biases, and emotional reactions to words or topics. Our brains process information faster than people speak, causing our minds to wander.
        ii. Additionally, many people focus on preparing their own responses instead of truly listening, or they pretend to listen without fully engaging, leading to misunderstanding and poor retention.
C. Discussion: *Communicating Nonverbally* (Critical Thinking #13, 1.3, PPT Slide 28) Duration 10 minutes.
    a. What arguments could you give for the idea that body language is a science with principles that can be interpreted accurately by specialists?
        i. Answer: Researchers have long held that humans resolve clashes between verbal and nonverbal messaging by trusting the nonverbal component more than the words spoken.
    b. What arguments could you give against the idea that body language is a science with principles that can be interpreted accurately by specialists?
        i. Answer: Behavior and its interpretations strongly depend on context and on one's cultural background.
D. Discussion: *Understanding Culture and Communication* (Critical Thinking #14. 1.4, 1.5, PPT Slides 37, 47) Duration 10 minutes.
    a. Canadians are polite, the French are rude, Italians are passionate, Australians are laid back, Germans are humorless, Chinese people are studious, the Japanese are punctual and polite—these are just a few stereotypes of many. As we discussed, a stereotype is an oversimplified perception of a behavioral pattern or characteristic applied to entire groups. In what way are such stereotypes harmless or harmful?
        i. Answer: Stereotypes can be somewhat harmless when they serve as general starting points for understanding cultural differences. However, they are often harmful because they oversimplify complex individuals, promote inaccurate assumptions, and can lead to bias, prejudice, or discrimination. Relying on stereotypes in communication can damage relationships, reduce trust, and prevent meaningful intercultural understanding.
E. Discussion: *Becoming Interculturally Proficient* (Critical Thinking #15. 1.5, PPT Slides 47, 52) Duration 15 minutes.

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a. If a coworker kept spouting the worst ethnic and racial stereotypes, how would you respond? Would you remain silent and change the subject, or would you speak up?
    i. Answer: Answers may vary. Lead the class in a discussion of the pros and cons of speaking up and remaining silent.
b. What other options would you have in dealing with such a coworker?
    i. Answer: You could model practicing tolerance and rejecting stereotypes and ethnocentrism in the workforce. If the offender is not your boss, you suggest the need for sensitivity training.
c. Consider whether your answer would change if the offender were your boss.
    i. Answer: Answers may vary, but you could consider contacting your organization's human resources department and filing a complaint.

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Additional Activities and Assignments

1. **Activities and Cases:**
    a. Putting AI to the Test: A Universally Applicable Activity (Activities and Cases #1, 1-1 to 1-5)
        i. As you work through the chapters of this textbook, you're building your own voice and style as a communicator. You're also learning to analyze messages for clarity, conciseness, and appropriateness—skills that every business professional needs. Here is your opportunity to let gen AI legitimately assist you with a writing assignment under the guidance your instructor provides. Tools such as ChatGPT, Claude, and Gemini are becoming part of how businesspeople create and refine messages on the job. Becoming a proficient writer will make you a more sophisticated AI user.
        ii. This activity allows you to examine how AI tools can provide clear, engaging responses or sometimes fall short. One frequent criticism has focused on tone, meaning how AI-generated prose sounds. Critics have called it "bland" or "robotic." You'll have a chance to find out how well AI chatbots understand the point of a case scenario or assignment prompt. You'll be able to decide whether their writing measures up to your standards. Think of it as a real-world test of what AI can (and can't) do for business communicators. Studying Chapters 2, 3, and 4 in particular will help you become a better judge of gen AI output. Your AI proficiency will grow with your writing skills.
        iii. Student Directions: Choose any end-of-chapter activity, case scenario, or writing prompt from this textbook. Run it through at least one generative AI tool—such as ChatGPT, Claude, Gemini, or Copilot. Analyze the output using criteria such as the following:
            - Does the AI-generated output address the assignment fully and effectively?
            - How concise and clear is the writing? Are any portions of the text redundant? Do they sound bland?
            - When you're asked to use more than one AI tool, compare their outputs. Which one addresses the case scenario more fully and is written more clearly? Is one more concise than the other?
            - Consider how the AI response might differ from your own work. What insight into your own writing does it offer?

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iv. You may ask students to share their findings in a class discussion (or discussion board), a brief memo, or a social media post.

b. Interpersonal Skills: Critical Thinking About AI Tool Use (Activities and Cases #2, 1-1)
   i. As generative artificial intelligence (AI) enters workplaces, executives are taking advantage of AI writing tools such as ChatGPT, Gemini, or Claude. From e-mails on sensitive topics to bullet points for slide decks, bosses are turning to AI to craft their messages. But is it ethical to use AI without disclosing the source, or to rely on chatbot output without knowing and checking its origin? Is this good business?
   ii. This issue arises because most executives consider excellent communication skills as part of their job, so they are reluctant to admit borrowing from AI. In fact, the practice has caused trouble for some leaders. For instance, an associate dean at Vanderbilt used AI to draft a response to a serious public safety event at another campus. When the truth emerged, the administrator was placed on leave.
   iii. Still, some believe that using AI to improve efficiency is fair. One executive drafted one overly long e-mail and then used ChatGPT to cut redundancies. Others, unsure of their own writing skills, turn to AI for help. Carefully proofreading AI results, even if they are a bit formulaic, can reassure executives who are insecure about their messages.
   iv. Executives whose first language is not English also benefit. A CEO based overseas says he uses AI writing tools but adds his own voice to ensure his messages sound authentic.
   v. Still, most executives wouldn't want employees to suspect their messages are bot-generated. After all, that could suggest the bosses are not thinking for themselves—or worse, that they are simply lazy.
   vi. A KPMG survey found that almost two-thirds of executives aren't sure how best to use AI, but they believe it will play a key role in their businesses within three to five years. This uncertainty highlights why AI use can spark both excitement and skepticism in the workplace.
   vii. Student Directions: Write a thoughtful e-mail or memo to your instructor discussing the following questions:
      1. Would it bother you if your boss (whether your current instructor or your future manager) used AI tools without acknowledging them?

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2. What arguments can you make for and against executives' using AI to write a message or speech without giving credit to the source?
3. What impact might AI have on your intended profession?
4. When does use of AI writing tools cross the line from occasional help to overreliance?

c. First Things First: Introductions (Activities and Cases #3, 1-1)
   i. Your instructor wants to know more about you, your motivation for taking this course, your career goals, and your writing skills.
   ii. Student Directions: Send an e-mail or write a memo of introduction to your instructor. See Chapter 5 for formats and tips on preparing e-mails. In your message, include the following:
      1. Your reasons for taking this class
      2. Your career plans and goals (both temporary and long term)
      3. A brief description of your employment, if any, and your favorite activities
      4. An evaluation and discussion of your current communication skills, including your strengths and areas that need improvement
   iii. Alternatively, you may ask students to create a profile within a learning-management system (e.g., Blackboard, Canvas, Moodle, or Brightspace) to introduce themselves to their classmates as well. You may challenge them to compose their introduction in 140–280 or fewer characters (see Chapter 5 for tips on writing tweets and other microblogging messages). As an option, you may ask students to create a brief business-like video introduction.

d. Active Listening: Introducing Teammates (Activities and Cases #4, 1-1, 1-2)
   i. Teamwork is the lifeblood of many business organizations today. To help you develop coveted speaking, listening, and teamwork skills, your instructor may assign team projects. One of the first jobs in any team is selecting members and becoming acquainted.
   ii. Student Directions: Your instructor will divide your class into small groups or teams. At your instructor's direction, either (a) interview another group member and introduce that person to the group or (b) introduce yourself to the group. Think of this as an informal interview for a team assignment or a job. You may want to prepare notes from which to speak. Your introduction should include information such as the following:
      - Where did you grow up?
      - What work and extracurricular activities have you engaged in?

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- What are your interests and talents? What are you good at doing?
- What have you achieved?
- How involved and familiar are you with communication technology and social media?
- What are your professional and personal goals? Where do you expect to be five years from now?
- Name one thing about you that others might not guess when they first meet you.

iii. To develop listening skills, team members should practice the listening techniques discussed in this chapter and take brief notes when other students are presenting. Teams should be prepared to discuss three important facts as well as remember details about each speaker.

iv. In virtual classes, you may form groups in the forum or discussion board of your course management system. You may assign other means by which students can introduce one or more teammates.

e. Interpersonal Skills: Taking Stock of Your Assets (Activities and Cases #5, 1-1)

i. When hiring future workers, employers look for technical skills, which are those we learn, such as mastery of software applications or accountancy procedures. However, as we have seen in this chapter, businesses are desperate for job candidates equipped with interpersonal skills; some recruiters value interpersonal skills even more than technical skills. Recall that these interpersonal skills include strengths such as communication, social skills, and other psychological assets a person possesses. Studies have divided interpersonal skills into four categories:

- Thinking and problem solving
- Oral and written communication
- Personal qualities and work ethic
- Social skills and teamwork

ii. Student Directions: Using the four categories to guide you, identify your own interpersonal skills, paying attention to those attributes you think a potential employer would value. Prepare lists of at least four items in each of the four categories. For example, as evidence of problem solving, you might list a specific workplace or student problem you recognized and solved. You will want to weave these words and phrases into cover letters and résumés, which are covered in Chapter 13.

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f. Listening Survey: Measure Your Listening Skills (Activities and Cases #6, 1-2)
    i. "When people talk, listen completely. Don't be thinking what you're going to say. Most people never listen. Nor do they observe," is a view the writer Ernest Hemingway articulated in his novel *Across the River and into the Trees*. Psychologists say that listening is an act of connection. Even if we can't touch or see others, we feel connected hearing their voices. In relationships, listening is an act of love, we are told.
    ii. In business, assertiveness and strong opinions tend to rule and drown out other voices. Leaders wishing to exude decisiveness speak more than they listen and are not even aware of their domineering behavior. Yet researchers note that active, empathic listening is key to being successful in teams and in leadership roles. They advise businesspeople to examine their bad habits, validate opinions of others, verify what is being said, watch for speakers' nonverbal cues, and control their own reactions and body language.
    iii. Ask students: How do you measure up? Do you know how good your listening skills are?
    iv. Student Directions 1: Score yourself on the following question as 1 (the statement is not true for me at all), 2 (I mildly disagree), 3 (I partly agree and partly disagree with the statement), 4 (I mildly agree), or 5 (the statement is totally true for me).
        - I prefer talking to listening to what others may say.
        - It mostly doesn't occur to me to ask questions.
        - When others are talking, I'm often thinking about what I'll say next.
        - The main point of talking is to impress people, or at least to entertain them.
        - My perspective is usually right, so if others disagree, I convince them to see it my way.
        - It bothers me when people get their facts wrong.
        - It's important to point out when people are wrong about something.
        - Most people are boring, so I usually do most of the talking.
        - When my body tries to talk to me with pain or other discomforts, I tune my body out.
    v. Student Directions 2. Record your score. Your instructor will share the interpretation of the results with you. Did you score high or low? Try the following experiment at home with your loved ones: Select an object, a "listening stick" or a "listening

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stone," that will indicate turn-taking. Only the person in possession of the listening object will be allowed to speak. Not until the speaker is ready to give up the stick or stone can another person talk. Is it difficult for you to remain silent until you get your hands on the listening object? Are you truly present during the conversation? Do you listen without waiting impatiently to speak? Share your observations in class. The instructor may ask you to submit your findings and/or report in writing. What could you do to further improve your listening skills?

g. Becoming a Better Listener With TED (Activities and Cases #7, 1-2)
    i. Reading this chapter, did you wonder how much you are able retain from a conversation—50 percent? Twenty-five percent without notes?
    ii. TED Talks are opportunities to learn from the best minds in tech, entertainment, and design. With this assignment, you can practice listening and retention. Oscar Trimboli is a well-known authority on deep listening, focusing on how to truly hear what others are saying beyond words.
    iii. Student Directions: Choose one of Oscar Trimboli's talks on his favorite subject of "Deep Listening: Impact Beyond Words" on YouTube. Find a quiet space free from distractions. Turn off your notifications to avoid interruptions. Watch Oscar Trimboli's entire talk attentively without taking notes. After it ends, jot down what you recall from the presentation—preferably taking notes by hand. Alone or with teammates, review your notes.
    iv. Watch the TED talk again to establish what important points you may have left out. In class or on your learning-management platform, chat about your observations. Estimate how much you remembered from the talk. Discuss your insights from Oscar Trimboli's presentation. Share his recommendations, and comment on your ability to recall his main points. You may be asked to summarize your findings in a memo or a social media post. Other experts could be assigned for this activity.

h. Professional Presence: Evaluating Nonverbal Cues (Activities and Cases #8, 1-2)
    i. Your classroom is more than just a place to learn—it's also a chance to practice projecting a professional image. Next time you're in your business communication class (or any other business course), take a few minutes to observe the nonverbal cues of your classmates and yourself.
    ii. Student Directions:

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- Watch your classmates: Are they sitting up straight and showing interest? Are they slouching, fidgeting, or seem distracted?
- Reflect on your own behavior: How are you sitting? Are you engaged and attentive, or do your nonverbal signals suggest boredom or lack of interest?
- Consider this: Instructors notice these behaviors, just as managers do in the workplace. What impressions might you be creating?
- Write a short reflection (one or two paragraphs) about what you observed and how it connects to the expectations you'll face in a professional setting.

iii. Consider leading students in class discussion. Ask: Is it fair to say that classroom conduct is naturally different from workplace behavior? Or should the classroom be seen as a professional environment where good habits start?

i. Nonverbal Communication: Ambiguous by Definition (Activities and Cases #9, 1-3)
   i. Can body language be accurately interpreted? Take eye contact. Many people think that avoiding eye contact means a person is lying, but nonverbal language expert Steven Keyl explains that, depending on context, eye contact can be ambiguous. For example, shy or nervous people may avert their eyes.
   ii. In some cultures, locking eyes with an authority figure is viewed as disrespectful. Paradoxically, brazen liars tend to engage in more eye contact than normal to appear truthful. Too much eye contact, therefore, might raise suspicions. Prolonged eye contact, i.e., staring, can seem threatening, or it can indicate romantic interest.
   iii. Sitting casually so that the soles of the shoes are showing, while harmless in the United States or Western Europe, amounts to a major insult in Arab and some other Middle Eastern or Asian cultures.
   iv. Student Directions. What attitudes do the following nonverbal signals suggest to you? Do these nonverbal signals always mean the same thing? What part does context play in your interpretations?
   v. Write up your analysis in a format your instructor requests. Come up with 2–3 additional nonverbal cues and contexts that show their ambiguity.
      a. Covering the mouth while speaking
      b. Touching the nose
      c. Pointing with one finger

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d. Tapping the foot
e. Tilting the head to the side
f. Wringing hands, tugging ears
g. Twitching, sweating
h. Fidgeting, darting eyes

j. Nonverbal Communication: What to Wear at Work (Activities and Cases #10, 1-3)
   i. Although many employers allow casual attire, not all employers and customers are happy with the results. To learn more about the implementation, acceptance, and effects of casual-dress programs, select one of the following activities, all of which involve some form of interviewing.
   ii. Student Directions:
      a. In teams, gather information from human resources directors to determine which local companies allow casual or dress-down days, how often, and under what conditions. The information may be collected by personal or virtual interviews, e-mail, telephone, or instant messaging.
      b. In teams, conduct inquiring-reporter interviews. Ask individuals in the community how they react to casual dress in the workplace. Develop a set of standard interview questions.
      c. Compare and contrast the effects of business-dress standards on such factors as the projected image of the company, the nature of the interactions with customers and coworkers, the morale of employees, and the productivity of employees. What generalizations can you draw from your findings?

k. Nonverbal Communication Around the World (Activities and Cases #11, 1-3, 1-4)
   i. Whenever people communicate, gestures play an important role. Because culture shapes the meaning of gestures, miscommunication and misunderstanding can easily result in international situations.
   ii. Student Directions. Use the Internet to research the meanings of selected gestures. Make a list of ten gestures (other than those discussed in the text) that have different meanings in different countries. Consider the fingertip kiss, nose thumb, eyelid pull, nose tap, head shake, and other gestures. How are the meanings different in other countries? Can you name neutral symbols that have changed meaning because they were appropriated by a certain political group (think the index-finger-thumb pinch—the

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OK sign)? Which gestures that are innocent in the United States are considered vulgar and offensive in other countries?

l. Intercultural Communication: Decoding Corporate Clichés (Activities and Cases #12, 1-4)
    i. The language of business is rife with jargon and clichés—once-fashionable idiomatic expressions that become stale and lose meaning. They sound particularly murky to the uninitiated.
    ii. Student Directions. Translate the annoying buzzwords into plain English. Assume that you are explaining them to English language learners.
        a. synergy
        b. touch base
        c. pivot
        d. take this offline
        e. deep dive
        f. bandwidth
        g. on the same page
        h. boil the ocean
        i. leverage
        j. blue-sky thinking
        k. circle the wagons
m. Intercultural Communication: Examining Cultural Stereotypes (Activities and Cases #13, 1-4, 1-5)
    i. Almost all of us at some point in our lives are subject to stereotyping by others, whether it's because of where we're from, how tall we are, what we do for a living, or being tourists within the United States and abroad. Negative stereotypes sting. However, even presumably positive stereotypes can offend or embarrass because they ignore our individuality and flatten our uniqueness.
    ii. Student Directions. Think about a culture or country you know well—maybe your own, or one you have visited or studied. In one column, list three positive stereotypes you have heard about this culture. In another column, list three negative stereotypes. How do they feel to you? Which do you find amusing, and which are more hurtful?
    iii. Now consider a culture you don't know very well. For example, you may not know much about Brazil, but you might picture samba, soccer, Carnival, and the Amazon rainforest. Or you may think of Thailand as temples, street food, tropical beaches, and the traditional Thai greeting called the "wai." What else comes to mind? How might these simple images limit your understanding of real people and their experiences?

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iv. Jot down a few "positive" or "negative" stereotypes you might hold, even if you're not sure how accurate they are. Think about how those stereotypes might affect how you perceive people from that culture—or how they might perceive you. Share your notes and thoughts with your team or the class, as your instructor directs. You can also explore how other cultures perceive you by checking out the BBC News Country Profiles or other global news sources. Your instructor may ask you to summarize your observations in writing.

n. Intercultural Communication: Roman Holiday Madness (Activities and Cases #14, 1-4, 1-5)
   i. Few intercultural encounters can be as contentious as rowdy tourists. After the COVID-19 pandemic, international visitors in Italy appeared to have abandoned all self-control. An American smashed two precious sculptures in the Vatican. A Saudi visitor drove a rented Maserati down the Spanish Steps in Rome. An Australian buzzed around Pompeii on a motorbike. Skinny-dipping Americans and other tourists went for an illicit swim in the Grand Canal in Venice. A Czech traveler sunbathed in the buff. Vandals defaced monuments and treated the fragile environment of the city as if it were the beach.
   ii. Local authorities blame "overtourism," the negative impact from too many visitors, for the seeming increase in unruly behavior and high housing prices. Venice is so packed during high season that the authorities have decided to regulate tourist flows to prevent as many as 88,000 visits a day. The picturesque city narrowly escaped being blacklisted by UNESCO as an endangered world heritage site by banning large cruise ships. The most popular European cities have responded with tourist taxes, bans of Airbnb, stiff fines, access limitations, and prohibitions of bar hopping. What could explain the poor behavior in Venice and other tourist destinations? Have you witnessed "ugly tourist" behavior here at home in the United States and abroad?
   iii. Student Directions:
      a. In small groups, discuss why you think these "ugly tourist" incidents keep happening in places such as Italy or Spain. How do social media fuel or amplify this behavior? Think about your own travel experience too—have you witnessed anything similar in the United States or abroad? Be ready to share a few key ideas with the class.
      b. Write a short journal entry reflecting on this scenario. Have you ever noticed or maybe even participated in this kind of behavior while traveling? What do you think causes it—

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cultural misunderstandings, stereotypes, or just people letting loose? How do you think locals feel when they experience such behavior? Keep it honest. There is no right or wrong answer here.

o. Learning from Epic Intercultural Fails (Activities and Cases #15, 1-4, 1-5)
   i. As business organizations become increasingly global in their structure and marketing, they face communication problems resulting from cultural misunderstandings. They also must deal with culture clashes and radically different values around the world.
   ii. Student Directions. Based on what you have learned in this chapter, describe several broad principles that could be applied in helping the brands involved understand what went wrong in the following events. What suggestions could you make for preventing such problems?
      - Fashion retailer Zara released a UK ad campaign featuring mannequins with missing limbs wrapped in white sheets amid rubble. Supposedly, the company was aiming for an artistic effect, wishing to evoke unfinished sculptures in an artist's studio, not reference world events. However, many viewers felt the imagery was in poor taste. They believed it resembled scenes from global conflicts, particularly the war in Gaza and found these perceived references insensitive. Prompted by the public outcry, Zara stated it regretted the "misunderstanding." In vain, the company attempted to clarify that the ad campaign had been created before the Gaza conflict erupted. However, Zara ultimately removed the controversial campaign from its website and social media accounts after calls for a boycott grew louder.
      - Shein, the world's largest online fashion retailer, caused great consternation for selling a necklace featuring a swastika pendant. The company explained the design was based on the Buddhist symbol of good fortune, but most consumers were put off by the symbol's association with the Nazis. Not surprisingly, the product listing sparked outrage on social media. Like other embattled brands, Shein at first attempted to explain its intentions, something that sounded to some as though the company were trying to excuse its poor choice, rather than apologize unequivocally. Ultimately, though, Shein responded by removing the product, calling the necklace and pendant "a mistake," and apologizing publicly.

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- Apple released an ad campaign in Thailand as part of its "Apple at Work" series that did not land as planned. The campaign promoting several Apple products featured a comedy plot of a scrappy American team on their first overseas business trip in Thailand. Critics argued that the ad campaign portrayed Thailand in a stereotypical way as a mere backdrop for silly Western antics instead of accurately and authentically representing Thai culture. Apple received its share of social media criticism. Some viewers even stated that this depiction made the "brand feel old."
- Italian fashion house Dolce & Gabbana exhibited poor taste in releasing three commercials before its planned Shanghai show. The "Eating With Chopsticks" videos ran on Weibo, a Chinese social media network, and featured a model attempting to eat Italian food with chopsticks. Perhaps the Italians had thought the ads were funny, but the Chinese weren't laughing. People called the ads racist, sexist, and plain disrespectful. Within 24 hours, the commercials disappeared, and Domenico Dolce and Stefano Gabbana posted a remorseful seeming apology video to Weibo. However, Stefano Gabbana's angry Instagram exchange with another user became public. In it, the fashion designer berated the Chinese viewers and defended the videos. The fallout was such that the fashion show had to be cancelled as retailers, models, and celebrities backed out. Gabbana then claimed his account had been hacked. The fiasco cost Dolce & Gabbana a 20-percent drop in brand value.

p. Intercultural Blunders Blow Up on Social Media (Activities and Cases #16, 1-4, 1-5)
   i. Once a gaffe goes viral on social media, it's difficult to contain. Consider the worst, most embarrassing intercultural misstep, and then imagine it amplified a thousand-fold or millionfold on the Internet for everyone to dissect. What follows is a list of diversity and inclusion blunders and awkward social media slip-ups with intercultural implications.
   ii. Student Directions. Consider the gravity of each offense; then, individually or in groups, discuss each for its takeaway, the lesson to be learned from it.
      - The Australian toothpaste brand White Glo recently experienced a severe backlash on social media. Its advertising campaign featured the slogan "Make the White

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Choice" on trams in Melbourne and buses in Sydney. Critics called the catchphrase racially insensitive because, as they put it, it promoted whiteness as superior. The campaign quickly went viral as social media users condemned the brand for its lack of cultural awareness. White Glo apologized, stating it meant no harm, and the company explained that the slogan was intended as a play on "Make the Right Choice" to highlight the brand's effective whitening products. Despite the apology, many members of the public felt it failed to address an apparent "systemic blind spot," in the words of an Australian communication strategist.

- Hong Kong carrier Cathay Pacific Airlines fired three flight attendants accused of mocking mainland Chinese people for their apparent lack of English language skills on a flight from Chengdu to Hong Kong. An audio clip surfaced that captured the cabin crew as they were making fun of passengers who had asked for a "carpet" instead of a "blanket." The recording drew widespread condemnation on Chinese social media platforms. Cathay Pacific issued multiple apologies and suspended the crew members. Eventually, they were dismissed. The airline's CEO, Ronald Lam, pledged to personally lead a taskforce to review the company's processes and to overhaul staff training to prevent such incidents in the future.
- Amazon's Swedish website launch astonished audiences. The machine-translated Swedish version of Amazon's portal went live with embarrassing blunders. For example, the AI substituted the Argentinian flag for the Swedish flag (although they really don't look much alike!) and featured embarrassingly inaccurate product descriptions. Let's just say that the word rooster was replaced with the Swedish word for male genitalia.
- Coca-Cola failed miserably in New Zealand when it attempted to combine Māori, the indigenous language, and English. Vending machines full of Coca-Cola bottles greeted Māori consumers with "Kia ora, mate"—a banner that translated as "Hello, Death" in the indigenous language. "Mate" was supposed to suggest friendliness since it is a friendly form of address common in Australia and New Zealand, but in Māori, the word "mate" means death.

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- Burger King's U.K. division had the best intentions, but its attempt to entice more women to become professional chefs misfired, although the fast-food chain was offering scholarships as incentives. The problem? On International Women's Day, the company posted on X, "Women belong in the kitchen." The slogan fell flat. Apparently, the public was not willing to consider the context in which the prototypical sexist phrase was used.

q. Intercultural Communication: Aussie Humor Falls Flat in Bangkok (Activities and Cases #17, 1-4, 1-5)
   i. An Australian employee transferred to a company office in Bangkok.93 He engaged in the joking style he had enjoyed with his coworkers back home—some playful teasing and light banter. It did not occur to him that his personal style could cause harm. He was in for a surprise. In Thailand, people generally prefer to keep interactions extremely polite and avoid embarrassing each other, especially at work.
   ii. His joking, which in Australia was normal to build team spirit, made his Thai colleagues uncomfortable. They felt the constant ribbing was disrespectful and rude. The ill feelings escalated quickly. Eventually, complaints were filed, and the employee was called in by HR. In small teams or as a class, discuss this incident. If your instructor directs, write a discussion forum post or an e-mail evaluating what happened. Draw on lessons you have learned in this chapter about power distance, communication style, and low-context as well as high-context cultures. Here are a few questions to guide you:
      - What cultural differences caused the misunderstanding?
      - Could the Australian employee have acted differently? How?
      - Do you find the Thai colleagues' reaction understandable?
      - How might a company help staff adapt to a new culture?

r. Intergenerational Clash? Five Generations at Work (Activities and Cases #18, 1-5)
   i. For the first time in history, the workforce in the United States is comprised of up to five generations,94 so it's no surprise that each group's unique perspectives have organizations hustling to adjust to this new phenomenon. A variety of factors come into play when different aged people are thrown together. After all, historical events, personal values, and an ever-changing world affect the way each generation perceives the world and workplace.

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ii. Broadly speaking, the traditionalists (Silent Generation), born between 1924 and 1945, primarily crave respect and recognition. Baby boomers (1946–1964) believe that success at work comes only after paying one's dues. The Gen X (1965–1980) cohort led us into the age of technology and does not hesitate to switch jobs. Millennials (1981–1996) and Gen Z (1997–2012) value their free time more than work and expect praise and attention from their bosses. Conflict often arises from differing expectations regarding work-life balance, career advancement, technological skills, and communication styles.
iii. These differences can lead to conflict. Such was the case when the venerable publisher of children's literature, Golden Books, was sold in the early 2000s. Many of the editorial staff at that time were in their fifties and sixties, either from the Silent Generation or the earliest wave of boomers. Most had been with the company decades. When the new management added several hundred recent graduates, immediate conflicts erupted and eventually led to the mass exit of veteran employees. A former HR manager later explained, "What was left was a group of high-energy amateurs that lacked the industry knowledge as well as the discipline to negotiate attractive deals with the writers." After more than 50 years in business, the company went bankrupt.
iv. Nevertheless, currently at 36 percent of the workforce, millennials are the largest generational cohort, and the share of their younger Generation Z coworkers is growing rapidly.96 With more mature workers retiring, organizations must adapt in order to attract and keep younger employees. It's clear that employers face a host of challenges, not the least of which is how to help people with divergent ideas work harmoniously. From boomers who want recognition for their experience to millennials and Gen Z angling for more influence, the multigenerational workforce is charting unknown territory.
v. Student Directions:
    a. Reflect on your own work preferences. Which aspects of work do you value? What motivates you the most? Is it work that's meaningful and the opportunity for growth? Is it compensation and perks? Have you experienced clashes in your work experience that you believe may have been generational? Discuss your actual as well as desired work experience with your classmates, and if asked, summarize your values and expectations in writing.
    b. In class or small groups, discuss the Golden Books scenario. Could the intergenerational clashes and

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bankruptcy have been prevented? How can intergenerational differences be overcome? Following reflection and discussion, write up your findings at your instructor's discretion.

2. **Grammar/Mechanics Checkup 1**
   These checkups are designed to improve student grammar and mechanics skills, which include punctuation, spelling, capitalization, and number use. The checkups systematically review all sections of the Grammar/Mechanics Handbook. You can find accompanying student resources at www.cengage.com.
   a. Nouns
      i. Students should review Sections 1.02–1.06 in the Grammar/Mechanics Handbook. Then, they should select the correct form to complete each of the statements provided in the textbook. Students should record their answer and the appropriate Grammar/Mechanics section to illustrate the principle involved. When finished, students should compare their responses with those at the bottom of the page. If their answers differ, students should study carefully the principles shown in parentheses.
3. **Editing Challenge 1**
   a. Every chapter provides an editing exercise to fine-tune your grammar and mechanics skills. These are the skills that employers frequently find lacking in employees.
      i. The sample e-mail requires edits in proofreading, grammar, spelling, punctuation, capitalization, word use, and number form. See the guidelines in the Grammar/Mechanics Handbook in Appendix D, including the lists of Confusing Words and Frequently Misspelled Words.
      ii. Student Directions. Edit the sample email by (a) inserting corrections in your textbook or on a photocopy using the proofreading marks in Appendix C or (b) downloading the message from www.cengage**.**com and correcting on your computer using Microsoft Word Markup. Hint: You should make about 30 edits. Your instructor may ask you to use Track Changes in MS Word as you edit. Refer to the Communication Workshop in Chapter 4 for more information about using Track Changes. Your instructor may show you a possible solution.
4. **Communication Workshop: Technology**
   a. Job Hunting in the Digital Age: The LinkedIn Advantage
      i. Where are the jobs? The job market has changed dramatically over the past few years, with a mix of remote, hybrid, and on-site roles now more common than ever. This has led to greater

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competition for some positions but also new opportunities in emerging industries. Without the usual face-to-face networking, LinkedIn and other online job search tools have become even more critical places to find and be found. Even before the shift to more remote work, surveys showed that 87 percent of recruiters worldwide use LinkedIn to locate skilled and educated candidates, and the platform is used by 92 percent of Fortune 500 companies.

ii. Although it has significantly fewer monthly active users than Facebook, LinkedIn is the leading professional social networking site. One reason for its popularity is the 69 million companies and their millions of job openings listed there.100 Other platforms, such as Glassdoor, Indeed, and emerging tools such as Handshake and ZipRecruiter, also help job seekers manage their search directly from their devices. LinkedIn is an excellent place to learn about job availability, qualifications needed, and salary expectations. If you haven't done so already, you will need to develop an effective, professional LinkedIn profile sooner or later.

iii. Career Applications.
   1. Students should study online job advertisements in their field. What's available? How much is the salary? What are the requirements?

iv. Student Directions:
   - Visit LinkedIn.
   - Study the opening page.
   - Select keyword, category, city, and state.
   - Study the job listings.
   - Explore popular job boards.
   - Select the best ads.
   - Analyze the skills required.

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APPENDIX

GENERIC RUBRICS

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

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Customize these rubric templates as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

Standard Writing Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all questions in the assignment. 15 points	The assignment partially addresses some or all questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent. 0 points
Research	The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work. 5 points	The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work. 3 points	The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work. 0 points
References/ Works Cited	The assignment follows the required citation guidelines. 5 points	The assignment follows some of the required citation guidelines. 3 points	The assignment does not follow the required citation guidelines. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

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Standard Discussion Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete

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Participation	Submits or participates in discussion by the posted deadlines. Follows all assignment instructions for initial post and responses. 5 points	Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points	Does not participate in discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in discussion. 0 points

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