Testbank

**to accompany**

###### Communicating in the 21st Century

###### *4th edition*

**by Eunson**

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# Chapter 1

# Communication today

**Multiple choice questions**

1. Communication is:

a. body language.

b. public speaking and presentation skills.

c. the way people speak.

\*d. the study of the transfer of meaning.

General Feedback:

Factual. Communication is the study of the transfer of meaning.

2. Communications (plural) usually relates to:

a. the knowledge gap that may exist between two entities.

b. a useful way of conceiving the difference between the singular and plural usages of the term communication.

\*c. the study of the transfer of data.

d. the mechanical transmissions that enable the transfer of meaning.

General Feedback:

Factual. Communications usually relates to the physics and mechanics of telecommunications systems, such as telephone networks, satellites and the Internet.

3. Communication that uses mechanical or electronic means or media to transfer meaning is called:

a. electronically mediated communication.

b. engineering communication.

c. data communication.

\*d. technologically mediated communication.

General Feedback:

Factual. Technologically mediated communication is human communication that uses mechanical or electronic means to transfer meaning.

4. The concern that people living in low-technology societies and situations could have a richer experience of interpersonal communication than people living in high-technology cultures is known as:

a. the Foulger model.

\*b. Priestley's paradox.

c. Presley's paradox.

d. the technological paradox.

General Feedback:

Factual. Priestley's paradox states that the more we elaborate our means of communication, the less we actually communicate.

5. Which model of communication might be compared with the mnemonic used by journalists when covering a news story (What, Where, When, Why, Who and How)?

\*a. Lasswell.

b. Shannon and Weaver.

c. Berlo.

d. None of the options listed.

General Feedback:

Factual. Lasswell's model of communication suggested that all communication processes could be understood in terms of a simple process Who? Says what? In what channel? To whom? With what effect?

6. The Shannon-Weaver model of communication introduced the concept of:

a. linear communication.

\*b. noise.

c. senders.

d. channels.

General Feedback:

Factual. Shannon and Weaver introduced the concept of noise, the element that may interfere with the success of a communication process.

7. Berlo's model of communication, which stressed the complex and dynamic nature of communication, is known as the:

a. SMR model.

b. SRM model.

\*c. SMCR model.

d. SMMM model.

General Feedback:

Factual. Berlo's model of communication is the Source, Message, Channel, Receiver (SMCR) model.

8. Which of the following is not an aspect of Foulger's ecological model of communication?

a. Messages are created and consumed using language.

b. 'Senders' need to be redefined as 'creators', as well as being redefined as 'consumers'.

\*c. The message sender does not stay in that one role for long; in most cases, communication is two-way, with sender and receiver switching roles.

d. The roles of consumer and creator are reflexive. People become creators when they reply or supply feedback to other people.

General Feedback:

Factual. Senders and Receivers switching roles is not an aspect of Foulger's model.

9. Mechanical, behavioural and systematic are all types of message:

a. post-editing.

\*b. encoding.

c. decoding.

d. channels.

General Feedback:

Factual. Table 1.3 outlines types of message encoding and divides them into three mechanical, behavioural and systematic.

10. The response from the message recipient that turns one-way into two-way communication is called:

\*a. feedback.

b. noise.

c. context.

d. asynchronous.

General Feedback:

Factual. Feedback transforms a one-way message into two-way communication by allowing the participants in the communication process to switch the roles of sender and receiver.

11. The terms 'asynchronous', 'dyad', 'permanent', 'transient', 'technologically mediated' and 'synchronous' all refer to:

a. message audience or target.

\*b. types of channels by which messages can be communicated.

c. distortions of the message or barriers to communication.

d. a misunderstanding or failure to communicate.

General Feedback:

Factual. There are many types of channels, both traditional and new, by which messages can be communicated. These include those listed above, as well as formal or informal, lean or rich medium, hard copy.

12. The possible tendency of media or message processes to transform or change the content of a message is called:

\*a. variation.

b. reinforcement.

c. adjustment.

d. preferences.

General Feedback:

Factual. The channels or media we use may not necessarily convey a message in a neutral and mechanical way they may affect or transform the content of the message in subtle or significant ways, and these effects may be positive or negative.

13. The media theorist who once famously claimed, 'the medium is the message' is:

a. Harold Lasswell.

\*b. Marshall McLuhan.

c. Baden Eunson.

d. Davis Foulger.

General Feedback:

Factual. Marshall McLuhan made the famous statement in 1964 when he referred to the communication process and the various channels used to transmit and receive messages.

14. When assessing the context of a message, and considering the programming that influences our choice of words and non-verbal communication, you are considering:

a. the relationship between the sender and message receiver.

\*b. cultural factors.

c. the time frame of the communication.

d. the changing nature of the communication process over time.

General Feedback:

Factual. Context issues include considering cultural factors: do the message sender and receiver understand each other's cultural programming, which affects their choice of words and their non-verbal communication.

15. The thought process 'If I don't do it, somebody else will' is an example of:

\*a. a rationalisation we might indulge in to come up with reasons for conduct that is not ethical.

b. creating 'spin' or deceptive impressions when communicating with the public.

c. the type of relationship that exists between the sender and receiver.

d. avoiding message termination.

General Feedback:

Applied. Such rationalisations include 'Everybody's doing it, so why shouldn't I'; 'It's not illegal' and 'They did it to me, so I'm going to do it to them'.

16. Matching the channel to the message and the receiver, audience or target is called:

a. context.

b. reinforcement.

\*c. channel suitableness.

d. preferences.

General Feedback:

Factual. Channel suitableness requires you to choose a channel whose strengths are greater than its weaknesses in terms of the nature of the message and the audience or target.

17. One way to increase the chances of the message getting through is the use of:

a. context.

\*b. reinforcement.

c. noise.

d. preferences.

General Feedback:

Factual. Reinforcement is sending the same message through different channels.

18. When assessing the context of a message and considering who has control or influence over whom, you are considering:

\*a. the power and status relationship between the sender and message receiver.

b. cultural factors.

c. the interpersonal relationship between the sender and message receiver.

d. the time frame of the communication.

General Feedback:

Applied. Context issues include considering power and status relationships, who has control or influence over whom, and what people are trying to achieve in sending a particular message.

19. The thought process 'Everybody's doing it, so why shouldn't I?' is an example of  
Applied. Such rationalisations include 'Everybody's doing it, so why shouldn't I?'; 'It's not illegal' and 'They did it to me, so I'm going to do it to them'.

a. creating 'spin' or deceptive impressions when communicating with the public.

b. the majority always being right.

\*c. a rationalisation we might indulge in to come up with reasons for conduct that is not ethical.

d. avoiding message termination.

20. When organisations deal with ethical dilemmas what is the top-level approach?

a. Defensive.

b. Obstructionist.

\*c. Proactive.

d. Accommodative.

General Feedback:

Factual. Schermerhorn (2005) argues that there are four strategies organisations can adopt when trying to come to terms with ethical dilemmas in meeting social responsibilities.

21. A person who is emotionally dependent on communications systems such as mobile phones and the internet is a(n):

a. information manic.

b. data groupie.

c. infoholic.

\*d. dataholic.

General Feedback:

Factual. Communication technologies may not be neutral. They may be addictive and create dataholics.

22. Denial, self-censorship and spin are all types of message:

a. post-editing.

b. encoding.

c. decoding.

\*d. pre-editing.

General Feedback:

Factual. Table 1.4 outlines types of message pre-editing.

23. Cognitive dissonance, knowledge gap and selective perception are all types of message:

\*a. editing.

b. encoding.

c. decoding.

d. pre-editing.

General Feedback:

Factual. Table 1.5 outlines types of message editing.

24. Memos, emails, formal meetings and focus groups are all examples of:

a. feedback.

b. noise.

c. context.

\*d. channels.

General Feedback:

Factual. Table 1.6 gives the strengths and weaknesses of different information channels.

25. A strength of voicemail and emails is that they are:

a. personal.

b. synchronous.

\*c. asynchronous.

d. lean.

General Feedback:

Page 20. Factual. Table 1.6 gives the strengths and weaknesses of different information channels.

26. Communication about communication and communications is known as:

a. Priestley's paradox.

\*b. meta-communication.

c. interpersonal communication.

d. intrapersonal communication.

General Feedback:

Factual. As we learn about human communication and as the technology of communications seems to accelerate in development every day, it would be a good idea for communication specialists to know more about communications, and it would be an equally good idea for technologists, or communications specialists to know more about human communication.

27. A misunderstanding or failure of communication is known as:

a. communication success.

b. transmitter.

c. noise.

\*d. communication breakdown.

General Feedback:

Factual. Figure 1.5 shows the Shannon-Weaver model of communication which helps to identify where communication breakdown might take place.

28. Information conveyed by any means from one person or group to another person or group is known as:

a. pre-editing.

b. editing.

\*c. messages.

d. encoding.

General Feedback:

Factual. Human communication is varied and often complex. Messages may be written, spoken, nonverbal, graphic or visual.

29. Accent, inflection, pausing and emphasis are what type of message:

a. behavioural.

\*b. mechanical.

c. systematic.

d. verbal.

General Feedback:

Factual. Table 1.3 shows types of message encoding.

30. What communication fields does the editing strategy of selective perception/recall cover?

a. Cognitive dissonance and public.

b. Public and media.

c. Knowledge gap and public.

\*d. Intrapersonal and interpersonal.

General Feedback:

Factual. Table 1.6 shows types of message editing.

31. Faulty eyesight, poor concentration and mispronunciation are all sources of:

a. encoding.

b. decoding.

\*c. noise.

d. context.

General Feedback:

Factual. Noise is anything that interferes with or distorts a message, or creates barriers to communication.

32. A response from message recipient, turning one-way into two-way communication is known as:

\*a. feedback.

b. context.

c. noise.

d. channels.

General Feedback:

Factual. Feedback may entail a raised eyebrow, applause, laughter, disagreement, a spoken response, a physical response, a written response, or a change in social behaviour.

33. The inclination or bias towards one particular communication channel rather than another is known as:

a. reinforcement.

b. suitableness.

c. variation.

\*d. preferences.

General Feedback:

Factual. In order to choose channels we can work with we should not reject other channels that are effective but with which we may not be as comfortable.

34. A strength of texting is that it is:

a. useful as it provides hard copy documents.

\*b. useful for short messages.

c. helps build teamwork.

d. has some authority to follow through.

General Feedback:

Factual. Table 1.8 shows strengths and weaknesses of different information channels.

35. A weakness of using the grapevine as a communication channel is the information is often:

a. correct.

b. credible.

c. fast.

\*d. incorrect.

General Feedback:

Factual. Table 1.8 shows strengths and weaknesses of different information channels.

36. A group of two people is known as a:

a. few.

b. posse.

\*c. dyad.

d. deuce.

General Feedback:

Factual. Dyads involve two people, more than two people is known as a group.

37. What communication field does the pre-editing strategy of gender-based withholding employ?

a. Public.

b. Intercultural.

c. Group.

\*d. Interpersonal.

General Feedback:

Factual. Table 1.5 shows types of message pre-editing.

38. In most cases the sender and the receiver do what in the communication process?

\*a. Switch roles.

b. Create noise.

c. Miscommunicate.

d. Whisper.

General Feedback:

Factual. The message sender does not stay in that role for long. In most cases, communication is two-way, with the sender and receiver switching roles.

39. Who are the receivers in the communication field of public relations?

a. Listeners.

b. Users.

c. Auditors.

\*d. Publics.

General Feedback:

Factual. Table 1.2 shows message receivers in different fields of communication.

40. Puns belong to what type of message encoding?

\*a. Systematic.

b. Behavioural.

c. Mechanical.

d. Biochemical.

General Feedback:

Factual. Table 1.3 shows types of message encoding.

**Short answer questions**

41. Evaluate several messages sent to friends or colleagues. What did you consider in choosing the channels or medium of communication? Did any of these choices affect the success of the communication of the message? What might you have taken into consideration when choosing the medium of communication? What might you change about those communication choices?

Correct Answer:

Students' examples will vary; however the four main criteria for selecting the medium of communication are 1. Reinforcement: use more than one channel; 2. Channel suitableness matches the channel to the message and the receiver, audience or target; 3. Variation is the possible tendency of media or message processes to vary or transform or change the content of a message; 4. Preferences we should not reject other channels that are effective but with which we may not be as comfortable. Context issues are also important and include power and status relationships, cultural factors, interpersonal relationships and time.

42. Think of a message or messages you have sent that have been encoded and decoded. Identify the types of message encoding you used, and then evaluate what kind of pre-editing and/or editing methods you used.

Correct Answer:

Typical ways of encoding or qualitatively transforming messages are divided into 3 areas mechanical, behavioural and systematic, and detailed in Table 1.3. Types of pre-editing (quantitative transformation. and editing are detailed in Table 1.5, and Table 1.6.

43. You are confronted with an ethical dilemma such as embellishing your resume or manipulating a meeting. What strategies and tests should you employ to solve your dilemma?

Correct Answer:

Schermerhorn (2005) argues that there are four levels strategies that organisations can adopt to try to come to terms with ethical dilemmas Proactive, Accommodative, Defensive and Obstructionist. Communicators need to try to operate at the proactive level wherever possible. There are several tests we can employ to check our conduct and thoughts when dealing with ethical dilemmas 1. Are we rationalising? 2. What about the Golden Rule? 3. What about short-term consequences? 4. What about long-term consequences? 5. What about the mirror? 6. What about action?