

IN MIXED COMPANY

TEST BANK, 10th edition

This Test Bank has now grown to almost **600** questions, about evenly divided between multiple-choice and true-false. In addition, sample exams for the movies “*Twelve Angry Men*” and “*The Dream Team*” push the total number of Test Bank questions to almost **700**. Please note that multiple-choice questions at the beginning of the main set are all single answer questions; those at the end of the set are multiple answer questions. Traditionally, multiple-choice questions have only a single right answer, so the bulk of this Test Bank is composed of single-answer multiple-choice questions. *Why allow more than one answer to be correct on some multiple-choice questions?* There are at least two reasons cited earlier but repeated here in case you overlooked the previous rationale in the Instructors Manual:

1. Departing from the standard single-response to a multiple-choice question requires precise knowledge from students. Guessing is minimized. In the standard format, a student doesn’t need to read all the answers once the correct answer is ascertained. If they know “a” is correct, why read any further? No critical thought need be exercised concerning answers b, c, and d. Thus, these answers become mere filler.
2. Most importantly, students receive credit for everything they do know. In the standard single-answer format, a student might know that answers “a” and “b” are incorrect but be uncertain whether “c” or “d” is correct. If the student answers “c” but “d” is correct, he or she loses all points for that question. The multiple-response format in which more than one answer may be correct gives credit for everything students know (wrong answers left unselected or correct answers circled).

Simply put, the multiple-response version of multiple-choice questions seems more precise, challenging, and fair than the standard single-answer only version. Nevertheless, if instructors still prefer the standard format, test questions included in the test bank can be rewritten to allow only a single correct answer, or questions with only a single correct answer already included in the test bank can be chosen for the exam.

Another possible variation some may wish to try is requiring explanations for all FALSE answers on true-false questions. (There is no point in asking for an explanation of true answers). If you choose this option, you may want to wait until the second exam to implement it. This permits students to get used to the examination format, especially if you choose cooperative testing.

I have included a sample exam for Chapters 1-3 and for 4-8 in cooperative exam format. The “Twelve Angry Men” or “Dream Team” exams provide test questions for the remaining chapters, and can serve as a comprehensive final exam. Correct answers are boldfaced to serve as an exam key. PLEASE NOTE: Questions for these sample exams are taken from the ensuing test bank.

SMALL GROUP EXAM I (Cooperative)

Names: (Signatures of members)

Choose the correct answer or answers for each statement. There may be as many as 4 correct answers for each statement. Each question is worth 4 points.

1. The We-not-Me orientation of the communication competence model means that
 - a. your family rarely makes sacrifices for any individual family member
 - b. your individual goals should not be met within a group context
 - c. your independence is more important than the well-being of your relationship with your group members
 - d. **when your personal goal to spend time alone hiking in Death Valley clashes with your family's goal to spend time together at the beach tossing a frisbee and watching the family dog chase seagulls, the family goal will usually receive priority.**

Chapter 1, pp. 13+

2. Hindsight bias is
 - a. giving too much emphasis to information that is current and not enough emphasis to information that is older.
 - b. letting past accomplishments overly influence present choices made in groups
 - c. allowing past events to dictate present decisions
 - d. **the tendency to look back after the fact or when an outcome has been revealed and say, "I knew that all along"**

Chapter 1, p. 5

3. When one group member says to another in a frustrated tone of voice, "Your report must be on my desk tomorrow," she/he
 - a. exhibits communication incompetence
 - b. engages in unethical communication
 - c. **may be communicating incompetently, but it can't be determined until the context is known**
 - d. none of the above

Chapter 1, pp. 21-24

4. Commitment is one of the general ways to improve your communication competence in groups. This commitment means
- a. knowing a lot about group communication
 - b. exhibiting skillful communication in a variety of contexts
 - c. exhibiting sensitivity to other group members
 - d. demonstrating a passion for excellence, a strong desire to improve your communication with other group members**

Chapter 1, pp. 22-23

5. Which of the following contributes strongly to group cohesiveness?
- a. Frequent meetings that accomplish little.
 - b. Conducting group meetings incompetently
 - c. Social loafing of some members
 - d. All of the above**

Chapter 1, pp. 1

6. The individualism-collectivism continuum is an important dimension for comparing cultures. According to research, the following can be said regarding this continuum:
- a. Most people in the world live in strongly individualist cultures
 - b. Individualist cultures tend to emphasize the autonomy of the individual and collectivist cultures tend to emphasize commitment to groups**
 - c. Americans should strive to be far more collectivist than individualist
 - d. In most cultures, either individualism or collectivism tends to predominate**

Chapter 1, pp. 16-18

7. "Communication is transactional" means that
- a. senders transmit information to receivers but not vice versa
 - b. senders and receivers enter into a relationship any time they communicate**
 - c. communication involves both content and relationship dimensions of messages**
 - d. each party to the communication acts as either a sender or a receiver but not both

Chapter 1, pp. 7-8

8. Your group has a difficult group member. He complains repeatedly, bullies group members into supporting his positions during discussions, and dominates the discussion, often interrupting other members. Your group should address this difficult individual by
- a. **confronting the difficult member about his unacceptable behavior**
 - b. trying to change the difficult member into a likeable person
 - c. allowing the troublemaker to voice complaints to the entire group whenever disgruntled, hoping he will “run out of steam”
 - d. letting the troublemaker have his way so these initial “victories” might incline him to be less combative

Chapter 2, pp. 38-41

9. Which of the following about "bad apples" in groups is supported by research?
- a. **Bad apples can reduce group productivity by 30%-40%**
 - b. **There are three main types of bad apples according to Dr. Will Felps: jerks, slackers (loafers) and depressive pessimists (cynics)**
 - c. Bad apples are an example of the negative synergy effect in groups
 - d. All of the above

Chapter 2, pp. 38-41

10. As group size increases, which of the following typically occurs?
- a. Simplicity increases
 - b. **Factions develop**
 - c. Efficiency of the group increases
 - d. The number of nonparticipating members decreases

Chapter 2, pp. 45-50

11. Entropy is
- a. a measure of the degree of movement within a system toward greater organization
 - b. an example of throughput
 - c. **a measure of a system's movement toward disorganization and eventual termination**
 - d. the end effect of increasing input into a system

Chapter 2, p. 30

12. Synergy occurs in groups primarily by

- a. group members working competitively to achieve a common goal
- b. deep diversity within the group membership**
- c. looking for group members who have very narrow, specialized skills, knowledge, and abilities
- d. happenstance; it's mostly luck

Chapter 2, pp. 33-34

13. Dynamic equilibrium

- a. is a range in which systems can manage change effectively to promote growth and success without destroying the system with too much instability**
- b. recognizes that there is a perfect balance point between stability and change in a system
- c. is sustained in a system by regulating the degree, rate, and consistency of change
- d. is synergy at work

Chapter 2, pp. 37-38

14. Groups establish boundaries and thus regulate change by

- a. speaking a group lingo or specialized language**
- b. making some members feel like outsiders and not real group members**
- c. establishing roles for members**
- d. creating membership requirements**

Chapter 2, pp. 41-45

15. You're a member of a Dark Beer Drinking Social Group. You observe a pattern of behavior among group members that discourages loud talking and laughter during discussions. This shows

- a. an explicit norm
- b. secondary tension
- c. an implicit norm**
- d. entropy