

## Chapter 1: Foundations of Interpersonal Communication

### Multiple Choice Questions

1. What are the two major benefits of interpersonal communication?
- a) intellectual and practical
  - b) connection and consciousness
  - c) educational and professional
  - d) personal/social and professional

Answer: d

Learning Objective: 1.1 Explain the personal and professional benefits of the study of interpersonal communication.

Topic: Why Study Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

2. In a survey of 1,001 individuals, 53 percent cited \_\_\_\_\_ as the major cause of marriage failure.
- a) insufficient income
  - b) in-law interference
  - c) lack of effective communication
  - d) debt

Answer: c

Learning Objective: 1.1 Explain the personal and professional benefits of the study of interpersonal communication.

Topic: Why Study Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Remember the Facts

3. The objective of the text, *Interpersonal Messages*, is to \_\_\_\_\_.
- a) provide a formula for behavior
  - b) improve your interpersonal skills
  - c) focus on relevant theory
  - d) allow you to analyze others' behavior

Answer: b

Learning Objective: 1.1 Explain the personal and professional benefits of the study of interpersonal communication.

Topic: Why Study Interpersonal Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

4. Communication may be \_\_\_\_\_.

- a) synchronous and asynchronous
- b) only asynchronous
- c) androgynous
- d) synchronous and androgynous

Answer: a

Learning Objective: 1.2 Define *interpersonal communication*.

Topic: The Nature of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

5. In a linear view of communication, \_\_\_\_\_.

- a) the speaker speaks and the listener listens
- b) speaking and listening are simultaneous
- c) speaker and listener are interdependent
- d) the speaker is addressing himself

Answer: a

Learning Objective: 1.2 Define *interpersonal communication*.

Topic: The Nature of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

6. The transactional view of interpersonal communication \_\_\_\_\_.

- a) is an exchange of money
- b) is static
- c) involves interdependency
- d) has a clear-cut end

Answer: c

Learning Objective: 1.2 Define *interpersonal communication*.

Topic: The Nature of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

7. Which of the following is a major element of interpersonal communication?

- a) cell phones
- b) context
- c) empathy
- d) clothing

Answer: b

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Remember the Facts

8. In every interpersonal interaction that Edward has, he is presented with \_\_\_\_\_.

- a) challenging moments
- b) crisis communication
- c) image concerns
- d) choice points

Answer: d

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Moderate

Skill Level: Apply What You Know

9. Which of the following is an encoder?

- a) writer
- b) listener
- c) reader
- d) audience

Answer: a

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

10. When Juan introduces information about messages before he sends the message, it is \_\_\_\_\_.

- a) feedback
- b) decoding
- c) feedforward
- d) psychological noise

Answer: c

Learning Objective: 1.3 Diagram a model of communication containing source–receiver,

messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

11. Channels in communication \_\_\_\_\_.

- a) are the media through which message signals pass
- b) are usually used independently of one another
- c) put ideas into words
- d) may be physical, psychological, and semantic

Answer: a

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

12. Physical noise is \_\_\_\_\_.

- a) external to the speaker and receiver
- b) psychological
- c) semantic
- d) internal to the speaker and receiver

Answer: a

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

13. You can hear the growling of the stomach of the student seated next to you. This is an example of which kind of noise from where you are seated?

- a) physical
- b) psychological
- c) semantic
- d) temporal

Answer: a

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

14. Context is the environment that \_\_\_\_\_.

- a) influences the form of communication
- b) is always nonverbal
- c) includes eight dimensions
- d) is universal throughout all cultures

Answer: a

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

15. Which type of noise is created by barriers within the sender or receiver and includes impairments such as loss of vision and hearing?

- a) physical
- b) physiological
- c) psychological
- d) semantic

Answer: b

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

16. Ezra is from England; when he thinks of a lift, he thinks of an elevator. However, his American roommate, Allen, thinks a lift means to give someone a ride somewhere. This is an example of \_\_\_\_\_ noise.

- a) physical
- b) physiological
- c) psychological
- d) semantic

Answer: d

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

17. Technostress is defined as \_\_\_\_\_.

- a) rude e-mails that require additional time to respond to because the receiver is stressed
- b) spam e-mails that crash computer systems in the workplace
- c) fear and concern of older adults about how to use technology
- d) anxiety over the amount of information and the inability to manage it in the time available

Answer: d

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

18. Sheila can't hear a thing that her teacher is saying because there is a noisy classmate next to her. This is an example of \_\_\_\_\_ noise.

- a) physical
- b) physiological
- c) psychological
- d) semantic

Answer: a

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

19. Lisa is a technology teacher at the local college. Colleagues come to her with questions about their technology issues. In the eyes of the colleagues, what type of power does Lisa have?

- a) legitimate
- b) expert
- c) reward
- d) coercive

Answer: b

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

20. What does the statement “We cannot *not* communicate” mean?

- a) every aspect of behavior communicates
- b) with effort you can avoid communication
- c) in every interaction, someone is strong enough to force another to communicate
- d) you can drop out of a communication situation

Answer: a

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

21. Saying that communication is irreversible means we \_\_\_\_\_.

- a) need to monitor our commitment messages
- b) have to choose carefully the messages we wish to withdraw
- c) cannot withdraw a message
- d) sometimes need to defend or justify our behavior

Answer: c

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

22. Your interpersonal competence is \_\_\_\_\_.

- a) your knowledge of all the relevant theory
- b) your ability to communicate effectively
- c) your ability to put thoughts and feelings into a code
- d) a special type of message

Answer: b

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Easy

Skill Level: Understand the Concepts

23. One way to increase mindfulness is to \_\_\_\_\_.

- a) look around the room when others are speaking

- b) be open to new information and points of view
- c) rely heavily on first impressions
- d) be close-minded when it comes to new points of view

Answer: b

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Easy

Skill Level: Understand the Concepts

24. \_\_\_\_\_ is the study of what is morally right and wrong.

- a) Ethics
- b) Social rules
- c) Interpersonal competence
- d) Context

Answer: a

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Easy

Skill Level: Remember the Facts

25. Interpersonal interaction involves the exchange of both verbal and \_\_\_\_\_ messages.

- a) spoken
- b) nonverbal
- c) oral
- d) uttered

Answer: b

Learning Objective: 1.2 Define *interpersonal communication*.

Topic: The Nature of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

### True/False Questions

26. Interpersonal communication is communication that only takes place between two people with an intimate relationship.

Answer: False



Learning Objective: 1.2 Define *interpersonal communication*.  
Topic: The Nature of Interpersonal Communication  
Difficulty Level: Easy  
Skill Level: Understand the Concepts

27. Interpersonal communication is a transactional process in which all elements are interdependent.

Answer: True  
Learning Objective: 1.2 Define *interpersonal communication*.  
Topic: The Nature of Interpersonal Communication  
Difficulty Level: Easy  
Skill Level: Understand the Concepts

28. For interpersonal communication to occur, meanings must be encoded and decoded.

Answer: True  
Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.  
Topic: The Elements of Interpersonal Communication  
Difficulty Level: Moderate  
Skill Level: Understand the Concepts

29. One of the problems with information overload is that it absorbs an enormous amount of time for workers only at the higher levels of management.

Answer: False  
Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.  
Topic: The Elements of Interpersonal Communication  
Difficulty Level: Moderate  
Skill Level: Understand the Concepts

30. Feedforward is when we plan our remarks before we make them.

Answer: False  
Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.  
Topic: The Elements of Interpersonal Communication  
Difficulty Level: Easy  
Skill Level: Remember the Facts

31. The tag line after your name on your social media site is an example of feedforward.

Answer: True

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Remember the Facts

32. “Noise” is always physical disruption of a message.

Answer: False

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

33. The four types of noise discussed in the text are semantic, physical, emotional, and psychological.

Answer: False

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Remember the Facts

34. The temporal or time dimension has to do with where a particular message fits into a sequence of communication events.

Answer: True

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Remember the Facts

35. One of the purposes of communication is *to play*.

Answer: True

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

36. An ambiguous message is a communication that can be interpreted as having only one meaning.

Answer: False

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

37. Some employers and colleges ask candidates to open their social networking accounts during the interview.

Answer: True

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

38. Communication is irreversible.

Answer: True

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Understand the Concepts

39. Communications that prove effective in one culture will by definition prove effective in another culture.

Answer: False

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Moderate  
Skill Level: Understand the Concepts

### Fill-in-the-Blank Questions

40. \_\_\_\_\_ is the verbal and nonverbal interaction between two interdependent people.

Answer: Interpersonal communication

Learning Objective: 1.1 Explain the personal and professional benefits of the study of interpersonal communication.

Topic: Why Study Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

41. \_\_\_\_\_ communication occurs in real time; \_\_\_\_\_ communication occurs at different times.

Answer: Synchronous; asynchronous

Learning Objective: 1.2 Define *interpersonal communication*.

Topic: The Nature of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

42. Your ability to communicate effectively is your interpersonal \_\_\_\_\_.

Answer: competence

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Moderate

Skill Level: Understand the Concepts

43. A(n) \_\_\_\_\_ is a message about another message.

Answer: metamessage

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

44. Four dimensions of the context of communication are physical, social–psychological, temporal, and \_\_\_\_\_.

Answer: cultural

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Difficult

Skill Level: Remember the Facts

45. A(n) \_\_\_\_\_ message focuses on the real world, something external to the speaker and listener; a(n) \_\_\_\_\_ message focuses on the connection between the individuals.

Answer: content; relationship

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

46. The communication \_\_\_\_\_ theory holds that speakers will adjust their communication style to that of their listeners to gain social approval and greater communication efficiency.

Answer: accommodation

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

47. \_\_\_\_\_ is a state of awareness in which you are conscious of your reasons for thinking or behaving.

Answer: Mindfulness

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Moderate

Skill Level: Understand the Concepts

48. On the television show “I Love Lucy,” Ricky Ricardo often began his sentences in English but ended them in Spanish. This is an example of \_\_\_\_\_.

Answer: code switching

Learning Objective: 1.5 Define *communication competence* and explain the essential interpersonal communication competencies.

Topic: Interpersonal Competence

Difficulty Level: Moderate

Skill Level: Apply What You Know

49. The principle of \_\_\_\_\_ states that interpersonal communication can take place only to the extent that the people talking share the same communication system.

Answer: adjustment

Learning Objective: 1.4 Explain the principles of interpersonal communication, and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Easy

Skill Level: Remember the Facts

### Essay Questions

50. What are the essential elements of interpersonal communication? How does the concept of transactional communication tie these elements together?

Answer: The ideal answer should include:

1. The essential elements of interpersonal communication include source-receiver, messages, feedback, feedforward, channel, noise, and context.

2. In the transactional view of communication, each person sends and receives messages at the same time.

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Analyze It

51. Define synchronous and asynchronous communication and give an example of each.

Answer: The ideal answer should include:

1. Synchronous communication is communication that occurs in real time.

Examples of synchronous communication might include having face-to-face or phone conversations with someone or communicating via instant message.

2. Asynchronous communication is communication that does not take place in real time. Examples of asynchronous communication might include e-mails in which the communicators are not responding at the same time, written correspondence exchanged through the mail, or posts made on an online discussion forum.

Learning Objective: 1.2 Define *interpersonal communication*.

Topic: The Nature of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Understand the Concepts

52. What are four types of noise and an example of each noise?

Answer: The ideal answer should include:

1. Physical noise—an example is the siren from a fire truck
2. Physiological noise—an example is the loss of vision
3. Psychological noise—an example is bias toward a topic or prejudice against a speaker
4. Semantic noise—an example is “phat” versus “fat”

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

53. Discuss the impact of context on communication. Give examples of impact from two different dimensions of context.

Answer: The ideal answer should include:

1. Communication always takes place within a context, an environment that influences the form and the content of communication. The dimensions of context are cultural, social–psychological, physical, and temporal.

2. A physical context is created from our environment. For example, the communication in face-to-face conversation may be different from online communication. The social–psychological context involves status in the relationship, such as a teacher/student relationship. The temporal context involves when the communication takes place. For example, if a speaker tells a joke about death to a friend just after the friend’s mother died, then that joke would be very differently received than it might be at a different time. The cultural dimension focuses on norms, beliefs, and attitudes. For example, in various cultures, eye contact is perceived and interpreted differently.

Learning Objective: 1.3 Diagram a model of communication containing source–receiver, messages, channel, noise, and context, and define each of these elements.

Topic: The Elements of Interpersonal Communication

Difficulty Level: Moderate

Skill Level: Apply What You Know

54. What are the six different types of power? Give an example of each power.

Answer: The ideal answer should include:

1. Legitimate—the judge in a courtroom
2. Referent—your younger brother wants to be like you
3. Reward—teachers control grades
4. Coercive—a supervisor can fire you
5. Expert—medical doctors have expertise in the medical field
6. Information or persuasion—researchers and scientists are regarded as informed critical thinkers

Learning Objective: 1.4 Explain the principles of interpersonal communication and give examples of each.

Topic: Principles of Interpersonal Communication

Difficulty Level: Difficult

Skill Level: Apply What You Know