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| **Unit 1 Communication (Verbal / Non-Verbal) - STUDY GUIDE** |

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| **1.** | Which is ***not*** a tool that people use when participating in discussions? |
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|  | |  |  | | --- | --- | | **A.** | Pointing out missing information | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | Sharing a personal experience | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | Building on someone else's comment | |
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|  | |  |  | | --- | --- | | **D.** | Helping the group summarize what has been said | |
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| **2.** | What type of communication style is usually appropriate for evaluation or counseling interviews with employees? |
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|  | |  |  | | --- | --- | | **A.** | Casual | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | Formal | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | Routine | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | Technical | |
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| **3.** | To be able to explain and defend their ideas objectively to others, individuals usually need to have which type of effective skills? |
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|  | |  |  | | --- | --- | | **A.** | computer | |
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|  | |  |  | | --- | --- | | **B.** | technical | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | verbal | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | reading | |
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| **4.** | When Steven asks questions in an open-minded way, he avoids: |
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|  | |  |  | | --- | --- | | **A.** | stating his own opinion. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | attacking someone else's idea. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | suggesting a better way to do something. | |
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|  | |  |  | | --- | --- | | **D.** | mentioning the truth. | |
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| **5.** | In order to be understood on the telephone, a business's employees should ***always***: |
|  |
|  | |  |  | | --- | --- | | **A.** | speak from notes. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | use technical terminology. | |
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|  | |  |  | | --- | --- | | **C.** | enunciate clearly. | |
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|  | |  |  | | --- | --- | | **D.** | speak rapidly. | |
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| **6.** | All calls coming into a business should end as pleasantly as possible in order to: |
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|  | |  |  | | --- | --- | | **A.** | provide callers with accurate information. | |
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|  | |  |  | | --- | --- | | **B.** | make the best use of an employee's time. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | help an employee get a good review. | |
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|  | |  |  | | --- | --- | | **D.** | leave a good last impression with callers. | |
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| **7.** | Individuals who are able to defend their ideas objectively provide others with: |
|  |
|  | |  |  | | --- | --- | | **A.** | personal opinions. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | emotional information. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | logical evidence. | |
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|  | |  |  | | --- | --- | | **D.** | unrelated statistics. | |
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| **8.** | When Dawn answered the front desk telephone at her property, a female caller who sounded very upset said, "My daughter, Susan Smith, is staying at your hotel, and I need to reach her immediately because of a family emergency. Would you please give me her room number?" Dawn quickly answered, "Ms. Smith is in room 224. I will connect you." What did Dawn do wrong? |
|  |
|  | |  |  | | --- | --- | | **A.** | She forgot to listen attentively to the caller. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | She did not take written notes about the call. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | She gave out a guest's room number. | |
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|  | |  |  | | --- | --- | | **D.** | She did not answer the caller with enough courtesy. | |
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| **9.** | When organizing information to present in a business report, it is effective to: |
|  |
|  | |  |  | | --- | --- | | **A.** | remain objective. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | interpret the data. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | develop an outline. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | determine the purpose. | |
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| **10.** | Which is an example of a textual graphic that is used in a business report? |
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|  | |  |  | | --- | --- | | **A.** | Pie chart | |
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|  | |  |  | | --- | --- | | **B.** | Pictograph | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | Map | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | Flowchart | |
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| **11.** | Why is it often important to take notes during meetings or presentations? |
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|  | |  |  | | --- | --- | | **A.** | The audience needs something to do. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | The speaker is difficult to understand. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | This information will be needed later. | |
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|  | |  |  | | --- | --- | | **D.** | Writing keeps the mind focused. | |
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| **12.** | Which is a reason why it is important to organize information before preparing a business report? |
|  |
|  | |  |  | | --- | --- | | **A.** | to investigate the cause of the problem | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | to understand the purpose of the report | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | to identify the target audience | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | to arrange findings in a logical manner | |
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| **13.** | As Kevin edits a professional report, he is not sure whether to italicize or underscore a book title. To obtain the correct information, Kevin should: |
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|  | |  |  | | --- | --- | | **A.** | refer to the appropriate publisher's style manual. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | ask his coworker for advice. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | look up the information in a current dictionary. | |
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|  | |  |  | | --- | --- | | **D.** | identify the readers' preferences. | |
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| **14.** | Which is a formatting characteristic of a full-block business letter? |
|  |
|  | |  |  | | --- | --- | | **A.** | double-spacing within the paragraph | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | no paragraph indents | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | indented first paragraph | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | using a right justification for all paragraphs | |
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| **15.** | A business that writes letters to customers to confirm their orders or requests should make sure that the letters contain: |
|  |
|  | |  |  | | --- | --- | | **A.** | product ratings and grades. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | all the necessary information. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | exchange rates. | |
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|  | |  |  | | --- | --- | | **D.** | a map of all business locations. | |
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| **16.** | The following information appears at the end of all of Molly"s outgoing e-mails:   /files/assess_files/784261fb-1a80-41f7-9fe7-8afcd20ba079/images/54056.png |
|  |
|  | |  |  | | --- | --- | | **A.** | carbon copy. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | attachment. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | signature. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | etiquette. | |
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| **17.** | The primary reason the business benefits when salespersons practice good customer relations is that it: |
|  |
|  | |  |  | | --- | --- | | **A.** | develops repeat customers. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | prevents customer objections. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | promotes quality service. | |
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|  | |  |  | | --- | --- | | **D.** | segments the business's market. | |
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| **18.** | It is easier for employees to develop positive customer/client relations if employees understand that each customer is: |
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|  | |  |  | | --- | --- | | **A.** | a possible problem. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | a unique individual. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | in a hurry. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | like most others. | |
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| **19.** | The primary reason customers give for ***not*** returning to a business is a lack of: |
|  |
|  | |  |  | | --- | --- | | **A.** | courtesy from salespeople. | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | available parking. | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | advertised merchandise. | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | customer-service personnel. | |
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| **20.** | When businesses need to formalize the information provided to employees, customers, or other businesses, they often use which type of communication? |
|  |
|  | |  |  | | --- | --- | | **A.** | upward | |
|  |  |
|  | |  |  | | --- | --- | | **B.** | lateral | |
|  |  |
|  | |  |  | | --- | --- | | **C.** | written | |
|  |  |
|  | |  |  | | --- | --- | | **D.** | verbal | |
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