

Test Bank

for

Beebe/Beebe/Ivy

Communication: Principles for a Lifetime

Fifth Edition

Prepared by

Leonard Edmonds
Arizona State University

PEARSON

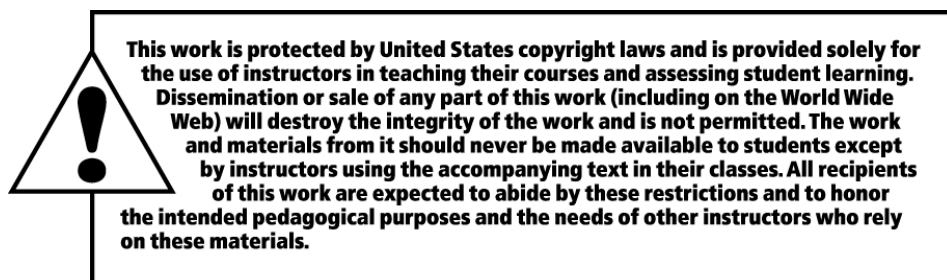
Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Copyright © 2013, 2010, 2007 by Pearson Education, Inc.

All rights reserved. Manufactured in the United States of America. The contents, or parts thereof, may be reproduced with *Communication: Principles for a Lifetime*, Fifth Edition, by Steven A. Beebe, Susan J. Beebe, and Diana K. Ivy provided such reproductions bear copyright notice, but may not be reproduced in any form for any other purpose without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458, or you may fax your request to 201-236-3290.

1 2 3 4 5 6 7 8 9 10—OPM—14 13 12 11



PEARSON

www.pearsonhighered.com

ISBN-10: 0-205-85018-9
ISBN-13: 978-0-205-85018-1

TABLE OF CONTENTS

Test Bank Chapter 1: Foundations of Human Communication.....	2
Test Bank Chapter 2: Self Awareness and Communication.....	18
Test Bank Chapter 3: Understanding Verbal Messages.....	33
Test Bank Chapter 4: Understanding Nonverbal Messages.....	47
Test Bank Chapter 5: Listening and Responding.....	62
Test Bank Chapter 6: Adapting to Others: Diversity and Communication.....	78
Test Bank Chapter 7: Understanding Interpersonal Communication.....	92
Test Bank Chapter 8: Enhancing Relationships.....	107
Test Bank Chapter 9: Understanding Group and Team Performance.....	122
Test Bank Chapter 10: Enhancing Group and Team Performance.....	137
Test Bank Chapter 11: Developing Your Presentation.....	152
Test Bank Chapter 12: Organizing and Outlining Your Presentation.....	167
Test Bank Chapter 13: Delivering Your Presentation.....	182
Test Bank Chapter 14: Speaking to Inform.....	198
Test Bank Chapter 15: Speaking to Persuade.....	211

Test Bank Chapter 1: Foundations of Human Communication

1.1 Multiple Choice

- 1.1-1 **The study of communication is important because of which of the following?**
- a. We can become more employable
 - b. We can improve our interpersonal relationships
 - c. We can improve our health
 - d. All of the above are reasons to study communication

Page Ref: 4–7

Answer: d. All of the above are reasons to study communication

- 1.1-2 **The process of acting upon information is the definition of ____.**
- a. intrapersonal communication
 - b. communication
 - c. interpersonal communication
 - d. human communication

Page Ref: 7

Answer: b. communication

- 1.1-3 **In the textbook, the primary distinction between the definition of communication and human communication involves ____.**
- a. acting upon information
 - b. managing relationships
 - c. interacting simultaneously
 - d. making sense out of the world

Page Ref: 7

Answer: d. making sense out of the world

- 1.1-4 **When we interpret, which of the following may be involved?**
- a. sight and sound
 - b. thoughts, feelings and words
 - c. touch, smell and taste
 - d. all of these can be included in interpreting experiences

Page Ref: 7

Answer: d. all of these can be included in interpreting experiences

- 1.1-5 **According to the textbook, in its broadest sense, communication is the process or which of the following?**
- a. Thinking about information.
 - b. Sending information.
 - c. Acting on information.
 - d. Making sure grammar is correct.

Page Ref: 7

Answer: c. Acting on information.

- 1.1-6 **According to the textbook, human communication is ____.**
- a. is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages.
 - b. is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal messages.
 - c. is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of nonverbal messages.
 - d. is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of intrapersonal messages.
- Page Ref:** 7
Answer: a. is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages.
- 1.1-7 **Kimesha listens privately to her iPod on the way to campus and wears her university T-shirt to class for her Friday lab. Kimesha is expressing her thoughts and feelings through which of the following?**
- a. music
 - b. art
 - c. clothing
 - d. hair-do
- Page Ref:** 7
Answer: c. clothing
- 1.1-8 **Symbols can be**
- a. words
 - b. sounds
 - c. gestures
 - d. all of these
- Page Ref:** 8
Answer: d. all of these
- 1.1-9 **Dr. Johnson posts an announcement on her course web page that she is administering an exam on Thursday. On Thursday, she is surprised to find that over half of her students did not prepare for the exam or did not study the correct material. This misunderstanding illustrates what aspect of communication competence?**
- a. The message should be ethical.
 - b. Emotions are expressed unintentionally.
 - c. Communication is a linear process.
 - d. The message should achieve its intended effect.
- Page Ref:** 9
Answer: d. The message should achieve its intended effect.
- 1.1-10 **Another word for decoding is ____.**
- a. interpretation
 - b. speaking
 - c. creating
 - d. noise
- Page Ref:** 12
Answer: a. interpretation

- 1.1-11 **Noshin is listening to Leah tell a story about what happened in class yesterday. The two are engaging in which actions?**
a. Noshin is encoding and Leah is decoding
b. Noshin and Leah are both encoding
c. Noshin is decoding and Leah is encoding
d. Noshin and Leah are both decoding
Page Ref: 12
Answer: c. Noshin is decoding and Leah is encoding
- 1.1-12 **Prior to class, Ralitza received a phone message alerting her to call home immediately. As a result of receiving this message, Ralitza is unable to focus on the class discussion. Which component of the communication process does this describe?**
a. receiver
b. feedback
c. noise
d. context
Page Ref: 13
Answer: c. noise
- 1.1-13 **The terms *feedback* and *context* are introduced in which of the communication models?**
a. communication as action
b. communication as interaction
c. communication as reaction
d. communication as transaction
Page Ref: 13–14
Answer: b. communication as interaction
- 1.1-14 **On the day Janet was scheduled to give her speech, her class was relocated into an auditorium. Janet couldn't quite overcome the feeling of isolation she felt as she spoke to her twenty classmates in a room that could seat 500. Which of the following elements is most responsible for Janet's reaction?**
a. feedback
b. context
c. information source
d. channel
Page Ref: 13–14
Answer: b. context
- 1.1-15 **Jenny is speaking to Madina about her ideas for a speech. While Jenny is speaking, Madina simultaneously shakes her head and has a puzzled look on her face. Jenny notices this response and stops and explains her ideas in another way. This example is most closely related to which model of communication?**
a. communication as action
b. communication as feedback
c. communication as interaction
d. communication as transaction
Page Ref: 14–15
Answer: d. communication as transaction
- 1.1-16 **The model of communication referred to as 'human communication as action' may be summarized with the phrase ____.**
a. communication takes place when messages are sent and received
b. communication takes place when messages are exchanged
c. communication takes place when meanings are created and maintained

d. communication takes place when human beings are affected by each other

Page Ref: 15

Answer: a. communication takes place when messages are sent and received

1.1-17 **Billie received a series of email messages from an address with which she was not familiar. She tried to track down the sender, but could not determine who he/she was. The sender of these emails to Billie was using which characteristic of mediated communication?**

- a. anonymity
- b. personal appearance
- c. distance
- d. time
- e. relationship

Page Ref: 15

Answer: a. anonymity

1.1-18 **When you use Facebook to send a message to a friend, you are utilizing _____ communication.**

- a. mass
- b. moderated
- c. presentational
- d. mediated
- e. printed

Page Ref: 15

Answer: d. mediated

1.1-19 **The fact that we communicate with others nonverbally even when we may not intend to do so demonstrates that communication is**

- a. inescapable.
- b. irreversible.
- c. emphasizing content.
- d. emphasizing relationships.

Page Ref: 18–19

Answer: a. inescapable.

1.1-20 **Gilberto makes a negative comment about Kristen's new haircut. He quickly recants saying, "I'm sorry, Kristen. You know I didn't mean it." Unfortunately, Kristen still feels hurt. This example demonstrates that communication is _____.**

- a. inescapable
- b. intentional
- c. irreversible
- d. complicated

Page Ref: 19

Answer: c. irreversible

1.1-21 **Dean Barnlund suggested that when we communicate with one other person, there are at least six other "people" involved. This statement suggests that communication is _____.**

- a. relational
- b. complicated
- c. governed by rules
- d. inescapable

Page Ref: 19–20

Answer: b. complicated

- 1.1-22 **According to communication scholar Wiio, which of the following is/are true about communication?**
- a. communication cannot fail
 - b. if a message can be understood in different ways, it will be understood in just the way that does the least harm
 - c. there is never anyone who knows better than you what you meant by your message
 - d. the more communication there is, the more difficult it is for communication to succeed
- Page Ref:** 20
Answer: d. the more communication there is, the more difficult it is for communication to succeed
- 1.1-23 **The aspect of communication that focuses on WHAT is said, including new information, ideas, and suggested actions, is referred to as ____.**
- a. content
 - b. relational
 - c. intention
 - d. implication
 - e. context
- Page Ref:** 21
Answer: a. content
- 1.1-24 **The aspect of communication that focuses on HOW something is communicated, and refers to emotions, attitudes, and power, is describing the ____.**
- a. content of the message
 - b. context of the message
 - c. interaction dimension
 - d. relationship dimension
- Page Ref:** 21
Answer: d. relationship dimension
- 1.1-25 **All communication involves rules that define appropriate behavior. What factors influence these rules?**
- a. The people involved.
 - b. The placement of the people involved.
 - c. The culture in which people are communicating.
 - d. The length of the message.
 - e. Both A and C
- Page Ref:** 21
Answer: e. Both A and C
- 1.1-26 **Chinh knows that when he visits his friend, Rob, he must always call ahead. Rob has never directly told Chinh to do this. This example illustrates a(n) ____.**
- a. explicit rule
 - b. implicit rule
 - c. content rule
 - d. relational rule
- Page Ref:** 21
Answer: b. implicit rule

- 1.1-27 **Which of the following is an example of intrapersonal communication?**
a. talking to a friend about biology class
b. telling your roommate about a personal problem
c. mentally reviewing what you have to do that day
d. ordering a pizza over the phone
Page Ref: 22–23
Answer: c. mentally reviewing what you have to do that day
- 1.1-28 **Sondra is conscious of her tendency to be soft-spoken and withdrawn in communication situations. Based on this example, what characteristic of a competent communicator does Sondra have?**
a. She effectively interprets verbal messages.
b. She appropriately adapts her communication.
c. She is aware of her own communication.
d. She listens and responds thoughtfully.
Page Ref: 22–23
Answer: c. She is aware of her own communication.
- 1.1-29 **Language consists of ____.**
a. symbols and sounds
b. rules and sounds
c. context and rules
d. symbols and rules
Page Ref: 23
Answer: d. symbols and rules
- 1.1-30 **According to the textbook, which of the following statements is most accurate about nonverbal communication?**
a. Cultural differences have little impact on the way we interpret nonverbal messages.
b. People are more likely to believe your verbal communication than your nonverbal.
c. Nonverbal messages have a clear-cut beginning and ending point.
d. Nonverbal messages may be intentional or unintentional.
Page Ref: 23–24
Answer: d. Nonverbal messages may be intentional or unintentional.
- 1.1-31 **Which of the following statements is accurate concerning listening?**
a. Psychological noise helps make effective listening possible.
b. Listening is primarily a passive task.
c. Listening is the easiest communication skill to develop.
d. Effective listeners are other-oriented.
Page Ref: 24
Answer: d. Effective listeners are other-oriented.
- 1.1-32 **Kara's friend states that she did not understand what Kara meant by her previous statement. Kara restates her message by giving an example that is personally relevant to her friend. Kara's behavior best illustrates which of the principles of communication?**
a. Effectively using and interpreting nonverbal messages.
b. Appropriately adapting your messages to others.
c. Being aware of your communication.
d. Effectively adapting to the context of the communication.
Page Ref: 25–26
Answer: b. Appropriately adapting your messages to others.

- 1.1-33 **Which of the following is included in the definition of interpersonal communication as discussed in the textbook?**
a. managing relationships
b. impersonal
c. one-to-many
d. common goal
Page Ref: 26
Answer: a. managing relationships
- 1.1-34 **Which of the following is an attribute of interpersonal communication?**
a. Interpersonal communication is linear.
b. Interpersonal communication is a monologue.
c. Interpersonal involves responding to people's roles.
d. Interpersonal communication involves mutual influence.
Page Ref: 26–27
Answer: d. Interpersonal communication involves mutual influence.
- 1.1-35 **Which of the following could best be described as an example of impersonal communication?**
a. Asking the teller at the bank to cash a check.
b. Discussing skydiving with your English professor after class.
c. Reviewing your notes for your history exam.
d. Talking to your best friend about your job interview.
Page Ref: 26–27
Answer: a. Asking the teller at the bank to cash a check.
- 1.1-36 **Frank and Jesse are involved in a team project at work. During a break from the team meeting, Frank and Jesse move to the hallway and discuss what it is the two of them wish to bring up in the next session. This conversation between Frank and Jesse would be considered what?**
a. Small group communication
b. A presentation
c. Mediated communication
d. Egocentric communication
e. A dyad
Page Ref: 27
Answer: e. A dyad
- 1.1-37 **The textbook describes small group communication as a transactional process among three to fifteen people who**
a. meet often.
b. work in the same context.
c. are “in sync” with each other.
d. share a common goal.
Page Ref: 27
Answer: d. share a common goal.
- 1.1-38 **Which of the following is an example of presentational communication?**
a. a radio talk show
b. Oprah Winfrey delivers a graduation speech.
c. A faculty awards committee meets to select scholarship recipients.
d. muttering to yourself as you study your French
Page Ref: 27–28
Answer: b. Oprah Winfrey delivers a graduation speech.

1.1-39 **Ted is a communication researcher working at a local hospital. He studies how patients and their nurses and doctors communicate. He also studies how the hospital communicates about its new weight loss campaign, "Drop It!" Ted is directly involved in researching which area of communication?**

- a. team communication
- b. small group communication
- c. health communication
- d. mediated communication

Page Ref: 28

Answer: c. health communication

1.1-40 **Aristotle's definition of rhetoric includes _____.**

- a. the process of discovering the available means of persuasion in a given situation.
- b. the use of gimmicks to get what you want.
- c. another term for public communication.
- d. the process of learning about language and symbols.

Page Ref: 28

Answer: a. the process of discovering the available means of persuasion in a given situation

1.2 True/False

1.2-1 **Personnel managers cite oral communication skills as a top factor in helping graduating college students obtain employment.**

Page Ref: 5

Answer: true

1.2-2 **When seeking employment, it is good to know that the top-ranked factor that human resources professionals desire in applicants is the ability to have experience in resume writing.**

Page Ref: 5

Answer: false

1.2-3 **According to research cited in the textbook, communication plays a role in maintaining your emotional, but not your physical health.**

Page Ref: 6

Answer: false

1.2-4 **According to the textbook, a characteristic of competent communication is to achieve a common understanding of the message.**

Page Ref: 9

Answer: true

1.2-5 **The other-oriented perspective is essential for a message to achieve its desired effect.**

Page Ref: 9

Answer: true

1.2-6 **The Pascal quotation, "*There are truths on this side of the Pyrenees, which are falsehoods on the other,*" suggests that there is not a universal code of ethics that is followed by all cultures.**

Page Ref: 9–11

Answer: true

1.2-7 **Brad is angry with Angie, so while she tells him why she wants to go out to a specific restaurant for dinner, he sits perfectly still and makes no eye contact with her. In these ways, Brad is able to confuse Angie by not sending any feedback to**

her.

Page Ref: 12

Answer: false

- 1.2-8 **Someone who is distracted by the thought of an upcoming exam and misses the professor's advice on how best to study is experiencing literal noise.**
Page Ref: 13
Answer: false
- 1.2-9 **According to the textbook, the key problem with the "communication as action" model of communication is that it overlooks the various channels of communication.**
Page Ref: 13
Answer: false
- 1.2-10 **The "communication as transaction" model fails to take into account the simultaneous nature of communication.**
Page Ref: 14–15
Answer: false
- 1.2-11 **When Filiberto returns home from his classes, he finds that there are three emails from his friend Paolo that were sent at various times of the day. These emails illustrate that mediated communication is synchronous.**
Page Ref: 16
Answer: false

1.2-12

The relationship dimension of a message offers cues about the amount of power and control the speaker feels toward the other person involved in the communication.

21

Page Ref:
Answer: true

1.2-13

The relationship aspect of communication is usually explicit in a person's verbal messages.

21

Page Ref:
Answer: false

1.2-14

A nonverbal message may contradict a person's verbal message.

24

Page Ref:
Answer: true

1.2-15

You spend more time listening than performing any other communication activity.

24

Page Ref:
Answer: true

1.2-16

Verbal messages are more believable than nonverbal

Page Ref:	messages.
Answer: false	24
1.2-17	A dyad must have at least three people interacting.
Page Ref:	27
Answer: false	
1.2-18	According to the textbook, an important aspect of a successful group is having a sense of belonging among its members.
Page Ref:	27
Answer: true	
1.2-19	Bert, Ernie, and Oscar are in a serious discussion about their highway trash pickup contract. This is an example of dyadic communication.
Page Ref:	27
Answer: false	
1.2-20	Presentational communication occurs when a speaker addresses a gathering of people to inform, persuade, or entertain.
Page Ref:	27
Answer: true	

1.3 Short Answer

- 1.3-1 **List and explain the three reasons why we study communication as outlined in the text.**
Page Ref: 4–7
Answer: It is important to study communication in order to improve employability. In fact, a survey shows that personnel managers consider communication skills the top factor in graduating college students obtaining employment. Communication can also help improve our relationships whether they be work-related, friendships, romantic, or with family members. Good communication can lead to strong, lasting relationship. Finally, communication can improve physical and emotional health. The lack of close relationships can lead to illness or even death. Good communication can lead to strong relationships that can help us combat stress.
- 1.3-2 **What is the definition of human communication as discussed in the textbook?**
Page Ref: 7
Answer: Human communication is defined in the book as making sense out of the world and sharing that sense with others through verbal and nonverbal messages. We make sense of the world conveyed to us through our senses and attempt to share that meaning with other people. Human beings use both verbal and nonverbal means to share their understandings.
- 1.3-3 **What three criteria should be used to judge communication competence?**
Page Ref: 8–9

Answer: The message should be understood and it was intended. The message should achieve the intended effect of the communicator. The message should be ethical.

1.3-4 **Explain the concept that meaning is co-created.**

Page Ref: 8, 11

Answer: According to the textbook, all individuals involved in the communication process shape how a message is understood by drawing on their own experiences to make sense of the message. The meaning comes from the hearts and minds of both the sender and receiver of the message rather than just one or the other.

1.3-5 **Explain the criteria for ethical communication by defining ethics and explaining some sources for ethical views.**

Page Ref: 9–11

Answer: Because communication can be used for either honorable or dishonorable objectives, the authors of the textbook feel that effective communication should go beyond being understood and accomplishing one's goals. So, an effective message should also be ethical. Ethics are the beliefs, values, and moral principles by which we determine what is right or wrong. Precepts for ethical behavior are communicated through philosophy and religion as well as professional codes of ethical behavior.

1.3-6 **Explain the concept of feedback. What are some possible sources for feedback?**

Page Ref: 13

Answer: The communication as interaction model adds the component of feedback which is the response to the message. Without feedback, communication is less likely to be effective. Feedback can be intentional (a verbal response such as a question or paraphrase or nonverbal response such as applause or a head nod) or unintentional (such as blushing or a yawn or sigh).

1.3-7 **Explain and give an example of what is meant by the term 'context'.**

Page Ref: 13–14

Answer: Context is the environment in which a communication interaction takes place. It may either be a physical environment, such as the room you are in, a historical environment, such as your past relationships and culture, or a psychological environment, which would be what is going on in the minds of the communicators.

1.3-8 **Explain the basic assumption of the "human communication as transaction" model.**

Page Ref: 14–15

Answer: This model looks at communication as the creation of meaning. In addition to the components of the earlier and simpler models, it assumes that communicators interact simultaneously, adapting constantly to each other so that the meaning for the transaction is created together. This is a contrast to the earlier models, which assumed meaning is transferred from one person to another.

1.3-9 **Briefly list and explain the three communication contexts discussed in the text.**

Page Ref: 26–28

Answer: Interpersonal communication is simultaneous communication with another person in an attempt to mutually influence one another in order to manage relationships. Small-group communication are when communication occurs between a group of three to fifteen people who share a common purpose, feel a sense of belonging, and exert influence upon one another. Presentational communication occurs when a speaker addresses a large audience in person.

1.3-10 **Define a dyad.**

Page Ref: 27

Answer: A small group should contain these elements: (1) verbal and nonverbal message transactions (2) approximately 3 to 15 people (3) a common purpose or goal (4) a sense of belonging among group members (5) the ability of group members to exert influence upon one another.

1.4 Completion

- 1.4-1 **The beliefs, values, and moral principles by which we determine what is right or wrong are called our ____.**
Page Ref: 9
Answer: ethics
- 1.4-2 **The pathway through which messages are sent is the ____.**
Page Ref: 12
Answer: channel
- 1.4-3 **The written, spoken, and unspoken elements of communication to which we assign meaning are called ____.**
Page Ref: 12
Answer: messages
- 1.4-4 **Thoughts, worries, and feelings that distract us from the communication process are called ____.**
Page Ref: 13
Answer: psychological noise
- 1.4-5 **The communication as interaction perspective added two dimensions to the study of communication that were not a part of the communication as action model. Those two are ____, which is a response to a message, and ____, which is the communication environment.**
Page Ref: 13
Answer: feedback/context
- 1.4-6 **____ communication often occurs when a time delay occurs between the sending of an email message and the receipt or reading of that message.**
Page Ref: 16
Answer: asynchronous
- 1.4-7 **Rules that are not specifically spelled out are ____ rules.**
Page Ref: 21
Answer: implicit
- 1.4-8 **A followable prescription that indicates what behavior is obligated, expected, preferred, or prohibited in a specific situation is a ____.**
Page Ref: 21
Answer: rule
- 1.4-9 **Communication that occurs within yourself is referred to as ____ communication.**
Page Ref: 22
Answer: intrapersonal
- 1.4-10 **To be ____ is to consider the needs, motives, desires, and goals of our communication partners while still maintaining our integrity.**
Page Ref: 24
Answer: other-oriented
- 1.4-11 **The process of using symbols to influence or persuade others is ____.**

1.5 Matching Questions

1.5-1 *Match these terms to the definitions given below:*

- | | |
|---|----------|
| a. Response to a message. | Feedback |
| b. A process of translating ideas, feelings, and thoughts into a code. | Encoding |
| c. Encompasses the physical and psychological environment. | Context |
| d. Person who decodes a message and attempts to make sense out of what the source has encoded. | Receiver |
| e. Originator of a thought or emotion who puts it into a code that can be understood by a receiver. | Source |
| f. Interference with the accurate reception of the message. | Noise |
| g. Pathway through which messages are sent. | Channel |
| h. The process of interpreting ideas, feelings, and thoughts that have been translated into a code. | Decoding |

Page Ref: 12–13

Answer: a. Feedback/b. Encoding/c. Context/d. Receiver/e. Source/f. Noise/g. Channel/h. Decoding

1.5-2 *Match these terms to the definitions given below:*

- | | |
|--|------------------------------|
| a. The process of creating meaning among three to fifteen people who share a common goal. | Group communication |
| b. Part of the message that offers cues about the emotional attitudes of the speaker. | Relationship dimension |
| c. Communication that occurs when a speaker addresses a large audience in person. | Presentational communication |
| d. The process of interacting simultaneously with another person and mutually influencing each other, usually for the purpose of managing relationships. | Interpersonal communication |
| e. Unspoken communication that is the primary means for conveying feelings and attitudes. | Nonverbal communication |
| f. Process of communicating that responds to people's roles rather than who they are as individuals. | Impersonal communication |
| g. Communication that occurs within yourself. | Intrapersonal communication |
| h. Communication that is carried out using some channel other than face to face. | Mediated communication |

Page Ref: 15–27

Answer: a. Group communication/b. Relational dimension/c. Presentational communication/d. Interpersonal communication/e. Nonverbal communication/f. Impersonal communication/g. Intrapersonal communication/h. Mediated communication

1.5-3 **Match these terms to the definitions given below:**

- | | |
|--|----------------|
| a. Effectively use and interpret verbal messages. | Principle Four |
| b. Listen and respond thoughtfully to others. | Principle Five |
| c. Appropriately adapt messages to others. | Principle One |
| d. Be aware of your communication with yourself and others. | Principle Two |

Page Ref: 21

Answer: a. Principle Four/b. Principle Five/c. Principle One/d. Principle Two/a.

1.6 Essay Questions

- 1.6-1 **In a well-developed essay, explain why it is useful to study interpersonal communication. Use examples taken from the life of a typical college student to illustrate the points you make.**

Page Ref: 6

Answer: Studying interpersonal communication may help you improve your relationships with family, friends, and colleagues, and improve your own physical and mental health. The communication of our family helps to shape our self-concept and influences how we interact with others. If our parents have been patient and supportive, we will likely have a positive self-concept and treat others with patience and support. Outside of our family, developing friendships and loving relationships with others is a major source of satisfaction and happiness for the individual. Friends and lovers can help us weather stressful situations and provide guidance in times of decision. Being able to establish supportive and caring relationships with others is vital to our overall well-being. Even though we do not always have a choice in our professional relationships, we can help to improve those relationships to make our jobs easier. Effective interpersonal communication can help us manage conflict, improve problem solving, and generate a less stressful environment. We also know that loneliness can have disastrous effects on a person's health. People who feel alone and alienated are more prone to stress related diseases, depression, and even death. Strong relationships with caring partners can improve one's physical and mental health.

- 1.6-2 **Discuss how communication can be an important factor in the improvement of our health**

Page Ref: 6–7

Answer: Social support systems, created through communication, tend to make a difference in our quality of life and our health. Stress is managed more effectively through our intimate relationships and our relationships with our good friends, contributing to our emotional and our physical health. The separation for a romantic partner through death or divorce can contribute to serious illnesses, while opportunities for intimacy and stress-managing communication diminish without companions and close friends. Clearly, having a social support system through effective communication can lead to improved health.

- 1.6-3 **Compare and contrast the three models of communication presented in the textbook: communication as action, communication as interaction, communication as transaction. Explain the basic components of each model and identify how each model is different and/or more realistic than the other models.**

Page Ref: 11–15

Answer: The communication as action model is comprised of a source or the originator of a thought or emotion who encodes a message and sends it to the receiver via a channel. This message may encounter noise or interference which may prevent clear understanding. The receiver decodes the message by trying to make sense out of it. Interpretation of the message may be affected by literal or psychological noise. The communication as action model is flawed because it views communication as a linear input/output process. It does not take into account that the receiver may or may not understand the message the way the source intended. Essentially, the source transfers the message into the receiver without regard for the receiver's level of understanding. The model does not account for the complexity of the communication process. The communication as interaction model is similar to the communication as action model, but it adds in the concepts of feedback and context. Feedback is the response to a message. Context is the physical and psychological communication environment. Unlike the communication as action model, this model allows the receiver to respond to message to ensure that mutual understanding has occurred. While this model appears to take into account all the factors in communication, it fails to acknowledge the fact that communication is a simultaneous process with both senders and receivers simultaneously encoding and decoding messages rather than a step by step linear process. The communication as a transaction model again takes into account all the concepts of the previous two models but also acknowledges that we are constantly reacting to what our communication partner is saying. In other words, we send and receive messages simultaneously. Both communication partners work together to clarify and co-create meaning. This is the most accurate description of human communication.

1.6-4 **Discuss how personal appearance might impact mediated communication differently than it might in a face-to-face conversation.**

Page Ref: 15–16

Answer: In mediated communication, we can only guess what the person looks like on the “other end” of an email or what he/she is doing, unless there is a camera to see them as they communicate. We cannot make judgments about the person based on appearance. We cannot see what the sender is physically doing while emailing. Thus, there are not the possibilities of contradictions between the verbal and the nonverbal communication that is going on. When reading an email, we can only read the verbal message; there are no nonverbals to go along with, support, or contradict those words.

1.6-5 **Explain the five fundamental principles of human communication outlined in your text and give an example of each principle.**

Page Ref: 21–26

Answer: (1) Principle one deals with being aware of your communication with yourself and others. Intrapersonal communication or communication with self impacts our communication with others. Competent communicators are aware of their communication with others and with self, and they are able to monitor their behavior rather than reacting mindlessly. For example, Kara is aware that her tendency to use animated facial expressions and gestures is often overwhelming to some people. (2) Principle two encompasses being able to effectively use and interpret verbal messages. Verbal messages include words that form a language. It is important that as communicators, we can use words that create an accurate meaning in the minds of our listeners, and that we can accurately interpret the words of others. This results in shared meaning. An example of verbal communication include using words such as, “I love you,” to convey a message to a listener. (3) Principle three is effectively using and interpreting nonverbal messages. Nonverbal communication is communication other than written and spoken language. Nonverbal communication is the primary way we communicate feelings, is more believable than verbal communication, and is often difficult to understand because it is continuous. An example of nonverbal communication would be making eye contact with someone to

convey an interest in talking to him/her.

(4) Principle four is listening and responding thoughtfully to others. This principle takes into account that both the receiver and the source bear the responsibility for communication. Listening is an active process that requires an other-oriented perspective. An example of effective listening would be listening to a friend tell you about her problem and attempting to see the problem from her perspective.

(5) Principle five is appropriately adapting messages to others. Adapting deals with tailoring your communication to reach your communication goals while maintaining your integrity and honesty. It means that you must take your audience into account. For example, in presenting your position in a persuasive presentation, you relate the information to your audience's experiences and background, but you do not provide information that is false to persuade your audience.

1.6-6 **Explain what it means to be “other-oriented” and why you should be other-oriented.**

Page Ref: 24

Answer: According to the text, when you are other-oriented, you consider the needs, motives, desires, and goals of your communication partners while still maintaining your own integrity. The choices you make in both forming the message and selecting when to share it should take into consideration your partner's thoughts and feelings.

Communication can be more effective when we are less self-focused and consider the thoughts and feelings of the other person.

1.6-7 **Compare and contrast the differences between impersonal and interpersonal communication.**

Page Ref: 26–27

Answer: Interpersonal communication is a particular type of human communication that focuses on simultaneous interaction between people in relationships in which they attempt mutually influence one another, usually for the purpose of managing their relationship. For example, a discussion between best friends about the state of their friendship would be an interpersonal exchange. Impersonal communication is the type of communication that occurs when we treat others as objects or that responds only to the role the person is playing. When you order pizza, you are communicating on an impersonal level.

Test Bank Chapter 2: Self Awareness and Communication

2.1 Multiple Choice

- 2.1-1 **Danielle is able to observe and reflect upon her own mental states, thus exhibiting**
a. Self-awareness
b. Self-image
c. Self-expectations
d. Self-fulfilling prophecy
Page Ref: 36
Answer: a. Self-awareness
- 2.1-2 **Jenny sees herself as a caring person. She communicates this perception of herself to a career counselor; therefore, the counselor recommends that she enter the field of nursing. Jenny's interaction with the counselor demonstrates what dimension of Jenny's self-awareness?**
a. Material self-awareness
b. Subjective self-awareness
c. Objective self-awareness
d. Symbolic self-awareness
Page Ref: 36–37
Answer: d. Symbolic self-awareness
- 2.1-3 **According to Maslow's framework on the process of becoming self-aware, a person whose communication skills are effective and are second nature is working at which level?**
a. Unconscious incompetence
b. Conscious incompetence
c. Conscious competence
d. Unconscious competence
Page Ref: 37
Answer: d. Unconscious competence
- 2.1-4 **Juan has recently noticed that when he works with his group on the group project, they dismiss his suggestions. He has no idea how to go about getting them to listen to his ideas. In which level of self-awareness is Juan with regard to his communication skills?**
a. Unconscious incompetence
b. Conscious incompetence
c. Conscious competence
d. Unconscious competence
Page Ref: 37
Answer: b. Conscious incompetence
- 2.1-5 **Meriella's self-concept or inner identity will**
a. change dramatically as she ages.
b. change quite a lot as she meets new people.
c. remain relatively stable.
d. be directly changed as her family changes.
Page Ref: 38
Answer: c. remain relatively stable
- 2.1-6 **Alfonso is very tall and thin and cannot seem to add any muscle, although he works out in the gym four days every week. While at the gym, Alfonso compares his lack of muscle with the muscles of other men who work out at the gym.**

Alfonso's concern with this discrepancy is attributed to his focus on

- a. material self.
- b. subjective self.
- c. objective self.
- d. symbolic self.

Page Ref: 38–40

Answer: a. material self

2.1-7 **Maria does not feel confident with her academic abilities in Calculus class; however, she feels at ease with her abilities in her drawing class. This example illustrates which of the following?**

- a. Self
- b. Self-concept
- c. Self-image
- d. Self-fulfilling prophecy

Page Ref: 38

Answer: c. Self-image

2.1-8 **Brian expresses his dislike for Chinese food. Brian's dislike demonstrates which component of self-concept?**

- a. Belief
- b. Attitude
- c. Value
- d. Behavior

Page Ref: 38

Answer: b. Attitude

2.1-9 **Jaclyn thinks life exists on other planets. This example illustrates which component of self-concept?**

- a. Belief
- b. Attitude
- c. Value
- d. Behavior

Page Ref: 38

Answer: a. Belief

2.1-10 **Athena thinks that killing animals for food is morally wrong. Athena's convictions would be which of the following?**

- a. An attitude
- b. A belief
- c. A value
- d. A behavior

Page Ref: 38

Answer: c. A value

2.1-11 **Jason spends nearly two hours each day calling and texting his family as well as using Facebook to contact friends. According to James' theory of the self, Jason is taking care of his**

- a. material self.
- b. social self.
- c. spiritual self.
- d. emotional self.

Page Ref: 40

Answer: b. social self

- 2.1-12 **Which of the following statements most accurately describes the social self?**
a. You are represented by the things you own.
b. You are what you have.
c. You have different selves in relation to different people.
d. You attempt to answer for yourself, "Why am I here?"
Page Ref: 40
Answer: c. You have different selves in relation to different people.
- 2.1-13 **Natasha contemplates her place in the universe, but not from a religious standpoint. Natasha is exploring which component of self?**
a. Material self
b. Social self
c. Spiritual self
d. Emotional self
Page Ref: 40
Answer: c. Spiritual self
- 2.1-14 **Aisha noticed at work that Vincent and Michelle kept asking her advice on office procedures. Soon, she began to see herself as competent and knowledgeable. Which of the following statements best describes the means by which Vincent and Michelle influenced Aisha's self-concept?**
a. Communication with others
b. Association with groups
c. Roles we assume
d. Self-labels
Page Ref: 40–41
Answer: a. Communication with others
- 2.1-15 **Jose was raised in a Cuban-American community. Although he had many college friends from other co-cultures, he proudly maintained his Cuban roots by sprinkling his speech with Spanish phrases. In addition, he enjoyed sharing examples of cultural norms from his family and neighborhood in his communication class. These examples show which kind of influence on Jose's self-concept?**
a. Communication with others
b. Association with groups
c. Roles we assume
d. Self-fulfilling prophecy
Page Ref: 41
Answer: b. Association with groups
- 2.1-16 **When Maury is asked to describe herself, her first response is that her friends often call her an overachiever. This describes her ____.**
a. avowed identity
b. assumed role
c. ascribed identity
d. aspect of her spiritual self
Page Ref: 41
Answer: c. ascribed identity
- 2.1-17 **As Ellen was nearing graduation, she thought back over her college career. Although she had wanted to be more involved in extra-curricular activities, she had focused more on her studies and tended to describe herself first as a student. What aspect of the formation of self-concept does this describe?**
a. Assumed role
b. Cyber selves

- c. Avowed identity
- d. Association with groups

Page Ref: 41

Answer: c. Avowed identity

2.1-18 **When thinking in terms of assumed roles and self-concepts, men describe themselves in terms of which of the following?**

- a. Gifted
- b. Powerful
- c. Vulnerable
- d. A and B only

Page Ref: 42

Answer: a. Self-reflexiveness

2.1-19 **Priscilla feels that she is unattractive and unlovable following a break-up with her boyfriend. Prior to this incident, Priscilla had a healthy view of her worth. Priscilla experienced a decrease in which of the following?**

- a. Self-reflexiveness
- b. Self-concept
- c. Self-esteem
- d. Self-consciousness

Page Ref: 42

Answer: c. Self-esteem

2.1-20 **The assessment of your worth or value as reflected in your perceptions of such things as your skills, abilities, appearance and talents is ____.**

- a. self-esteem
- b. self-expectations
- c. material self
- d. ascribed identity

Page Ref: 42

Answer: a. self-esteem

2.1-21 **Cindi has lost a good deal of self-esteem because she does not see herself to be as pretty as the girls on television. This may be largely due to which of the following?**

- a. self-analysis
- b. communication with others
- c. images in the media
- d. groups

Page Ref: 43

Answer: c. images in the media

2.1-22 **The statement, "I'm not intelligent because my roommate makes better grades than I do," illustrates which of the following?**

- a. Self-fulfilling prophecy
- b. Social comparison
- c. Self-expectations
- d. Social expectations

Page Ref: 43

Answer: b. Social comparison

2.1-23 **The term for the psychological and emotional characteristics of individuals that cause them to be masculine, feminine, or androgynous is**

- a. sex
- b. gender

- c. ethnicity
- d. culture

Page Ref: 43

Answer: b. gender

- 2.1-24 **Andrew had plans to be married by the age of 25; however, he turned 30 and was still unmarried. He concluded that he was incapable of maintaining a healthy relationship. Andrew's self-esteem was impacted by which of the following?**

- a. Gender differences
- b. Social comparison
- c. Self-expectations
- d. Self-fulfilling prophecy

Page Ref: 43–44

Answer: c. Self-expectations

- 2.1-25 **People can become stressed out because their self-expectations are**

- a. reframed
- b. too clear
- c. too low
- d. unrealistic

Page Ref: 44

Answer: d. unrealistic

- 2.1-26 **The idea that what we believe will occur in the future is likely to come true because we believe it will come true is called_____.**

- a. social comparison
- b. self-expectation
- c. self-consciousness
- d. self-fulfilling prophecy

Page Ref: 44–45

Answer: d. self-fulfilling prophecy

- 2.1-27 **Christa experienced extreme anxiety about the thought of giving a presentation to her classmates. On the day of the presentation, she repeated in her mind statements such as, "You are well-prepared." and "You have valuable information to share with your audience." What technique was Christa using to boost her self-esteem?**

- a. Positive self-talk
- b. Visualization
- c. Reframing
- d. Losing your baggage

Page Ref: 46

Answer: a. Positive self-talk

- 2.1-28 **Aaron was asked to give a speech to the incoming freshmen about the advantages of serving in student government. He had never given a speech before and was very nervous. A speech professor suggested that in addition to practicing, he could picture himself delivering the speech successfully, and receiving favorable feedback from his audience. Which method did the professor recommend to help Aaron manage his communication apprehension?**

- a. Visualization
- b. Positive self-talk
- c. Reframing
- d. Surrounding himself with positive people

Page Ref: 47

Answer: a. Visualization

- 2.1-29 **Lakesha received a lower grade than she expected on her first history paper. At first she was upset but then she realized that the paper was only 10% of her total grade for that class. Which method did she use in enhancing her self-esteem?**
a. Visualization
b. Reframing
c. Self-fulfilling prophecy
d. Social comparison
Page Ref: 47
Answer: b. Reframing
- 2.1-30 **Paul and Patty are able to talk to one another candidly about one another's faults and strengths. Their self-esteem is improved because of which of the following factors?**
a. They are reframing their experiences.
b. They surround themselves with positive people.
c. They have developed an honest relationship.
d. They engage in positive intrapersonal communication.
Page Ref: 47–48
Answer: c. They have developed an honest relationship.
- 2.1-31 **Edgar wants to develop s healthy self-esteem, so he engages in which of the following?**
a. Compare yourself to others
b. Place a label on yourself based upon one incident
c. Mentally rehearse all possible scenarios, positive and negative
d. Surround yourself with positive people
Page Ref: 48
Answer: d. Surround yourself with positive people
- 2.1-32 **Larry grew up in a family in which his mother and father were constantly fighting and insulting each other. Their divorce was especially messy and mean. The poor quality of their relationship caused Larry to avoid commitment in a loving relationship for many years. Larry finally decides that he can no longer allow his feelings about love and marriage to be colored by his parents' failures. Which technique for improving self-esteem did Larry use?**
a. Developing honest relationships
b. Visualizing
c. Positive messages
d. Losing your baggage
Page Ref: 48–49
Answer: d. Losing your baggage
- 2.1-33 **Perception involves ____.**
a. the arousal of our senses
b. making generalizations about people
c. mentally rehearsing future communication events
d. looking at experiences from a different perspective
Page Ref: 49
Answer: a. the arousal of our senses
- 2.1-34 **The stage of perception in which we put information into patterns is called ____.**
a. attention
b. reframing
c. interpretation
d. organization

Page Ref: 49
Answer: d. organization

- 2.1-35 **Pat is watching TV, and his roommate walks in and tells Pat that he wishes to talk to him. Pat turns off the TV in order to focus on the conversation with the roommate. Pat's decision to focus on the roommate rather than the television illustrates what stage of the perceptual process?**

- a. Attention and selection
- b. Organization
- c. Interpretation
- d. Closure

Page Ref: 49–50
Answer: a. Attention and selection

- 2.1-36 **Assuming a person belongs to a particular group because of his or her clothing is an example of which of the following?**

- a. Selection
- b. Reframing
- c. Closure
- d. Attention

Page Ref: 50
Answer: c. Closure

- 2.1-37 **Barry is driving Suzie home from a party. Barry notices that Suzie has her arms crossed and she is looking out the window of the car and making no attempt to communicate with him. Based on Suzie's nonverbal behavior, Barry infers that she is upset with him. Barry's inference about Suzie's behavior illustrates which stage of the perceptual process?**

- a. Attending and selecting stimuli
- b. Interpreting
- c. Responding and expressing understanding
- d. Organizing stimuli

Page Ref: 51
Answer: b. Interpreting

- 2.1-38 **Chris and Bryan are having a conversation. After a while, Chris stands up to leave, puts on his coat, and moves toward the door. Bryan sees him moving toward the door but continues talking with no signs of wrapping up the conversation. What problem is Bryan having with his perception of the situation?**

- a. Attention and selection
- b. Organization
- c. Closure
- d. Interpretation

Page Ref: 51
Answer: d. Interpretation

- 2.1-39 **Which of the following statements is most accurate concerning stereotypes?**

- a. All stereotypes are negative.
- b. We stereotype people because of our nature to simplify and categorize.
- c. People who use stereotypes are usually doing so intentionally.
- d. It is fairly easy to rid ourselves of harmful stereotypes.

Page Ref: 53
Answer: b. We stereotype people because of our nature to simplify and categorize.

2.1-40 **Robin suspected that her roommate, Julie, wanted to break up with her boyfriend. Rather than asking her specifically, Robin paid close attention to how Julie complained about him, avoided his phone calls, and was late getting ready for dates with him. What method was Robin using to check her perception of Julie's feelings?**

- a. Direct perception checking
- b. Indirect perception checking
- c. Social comparison
- d. Self-fulfilling prophecy

Page Ref: 53–54

Answer: b. Indirect perception checking

2.1-41 **Veronica noticed that her roommate responded with short, one-word answers to her questions. She suspected that her roommate was upset with her, but she didn't know why. She asked her, "It seems like you have been avoiding me all day. When I ask you a question, you answer with only a few words. Have I done something to make you mad at me?" This statement is an example of ____.**

- a. direct perception checking
- b. indirect perception checking
- c. social comparison
- d. self-fulfilling prophecy

Page Ref: 54

Answer: a. direct perception checking

2.1-42 **Which of the following statements is most accurate concerning direct perception checking?**

- a. It relies only on observation and listening.
- b. It can involve asking others for their interpretation of a situation.
- c. It involves asking people to interpret their own actions.
- d. It is primarily a passive process.
- e. Both B and C

Page Ref: 54

Answer: e. Both B and C

2.2 True/False

2.2-1 **Symbolic self-awareness is the unique human ability to develop a representation of oneself and communicate that representation to others through language.**

Page Ref: 36

Answer: true

2.2-2 **According to Layder, the self is a focal point of action and control.**

Page Ref: 37

Answer: true

2.2-3 **Conscious competence is when we are aware that we know or can do something, but it has not yet become an integrated habit.**

Page Ref: 37

Answer: true

2.2-4 **If you are operating in the *unconscious incompetent*, you are unaware of your own incompetence and don't know what you don't know.**

Page Ref: 37

Answer: true

2.2-5 **According to the book, your self-concept varies from situation to situation, and actually changes on a regular basis.**

- Page Ref:** 38
Answer: false
- 2.2-6 **Your “Who am I?” responses are part of your self-image.**
Page Ref: 38
Answer: false
- 2.2-7 **A value is a learned predisposition to respond to a person, object, or idea in a favorable or unfavorable way.**
Page Ref: 38
Answer: false
- 2.2-8 **“I think honesty and truth are important in a relationship.” This statement is an example of an attitude.**
Page Ref: 38
Answer: false
- 2.2-9 **Keeping up with others in relation to our possessions reflects our view of our social self.**
Page Ref: 40
Answer: false
- 2.2-10 **According to William James, having a ‘social self’ means that you communicate differently with different people.**
Page Ref: 40
Answer: true
- 2.2-11 **Your spiritual self is the part of you that attempts to answer, “Why am I here?”**
Page Ref: 40
Answer: true
- 2.2-12 **You have been described by your significant other as a “control freak.” This description is an example of an avowed identity.**
Page Ref: 41
Answer: false
- 2.2-13 **When Melinda describes herself as being a student, she is discussing her ascribed identity.**
Page Ref: 41
Answer: false
- 2.2-14 **The extent to which beliefs about ourselves are clearly and confidently identified and are stable over time is known as self-concept clarity.**
Page Ref: 42
Answer: true
- 2.2-15 **Self-reflexiveness is the human ability to think about what we’re doing while we’re doing it.**
Page Ref: 42
Answer: true
- 2.2-16 **The term sex is more broad and inclusive than the term *gender*.**
Page Ref: 43
Answer: false

2.2-17	Maya believes she will make new friends in college and her predictions come true. This is an example of reframing.
Page Ref: Answer: false	44–45
2.2-18	Visualization has been shown by research to reduce speaking anxiety.
Page Ref: Answer: true	47
2.2-19	Closure is the process of filling in missing information by imposing a pattern or structure.
Page Ref: Answer: true	50
2.2-20	The interpretation stage of perception involves superimposing structure and consistency on what we observe.
Page Ref: Answer: false	51

2.3 Short Answer

2.3-1	Name and explain William James' three components of the self.
Page Ref: Answer: The three components of the self are the material self, the social self, and the spiritual self. The material self is concerning with all of the external, or tangible belongings. The social self consists of that part of you that originates in the various interactions you have with people you know. You interact differently with different people, so you have multi-dimensional selves. Your spiritual self is a result of personal introspection on your values and morals. It asks the question, "Who am I?" and considers your relationship to other forces in the universe.	38–40
2.3-2	Explain the differences among attitudes, beliefs and values.
Page Ref: Answer: An attitude is a learned predisposition to respond to a person, object, or idea in a favorable or unfavorable way. A belief is the way in which you structure your understanding of reality—what is true and what is false. A value is an enduring concept of good and bad or right and wrong.	38
2.3-3	Briefly explain how you might differentiate between a person's spiritual self and what some

might call a “religious self.”

Page Ref:

40

Answer: Your spiritual self is a mixture of your beliefs and your sense of who you are in relationship to other forces in the universe. This aspect of the self is termed “spiritual,” not “religious.” The term *religious* implies adherence to a specific religion or faith, typically accompanied by a belief in a supreme being or creator. However, people who see themselves as spiritual often do not subscribe to any one religion, preferring to develop their views from an array of philosophies and belief systems.

2.3-4 **Explain the concept of mediated social comparison.**

Page Ref: 43

Answer: This concept is based on images of physical attractiveness provided by the media. These pervasive and accessible images can affect self-esteem in both men and women by reinforcing the image of what is considered to be physically attractive. Since this image is next to impossible to attain, this comparison can have a negative effect on men and women.

2.3-5 **Explain the difference between the terms sex and gender as described in the book.**

Page Ref: 43

Answer: Sex is a biological designation of being male or female. Gender is a broader term, which encompasses biological sex (male or female); the psychological characteristics of masculinity, femininity, and androgyny; attitudes about sex; and sexual orientation.

2.3-6 **What is self-fulfilling prophecy, and how is it related to self-esteem?**

Page Ref: 44–45

Answer: Self-fulfilling prophecy is the tendency to make a prediction, and then observe it coming true because of your strong expectations. People with high self-esteem tend to make positive predictions about themselves. People with low self-esteem tend to expect the worst. These predictions are often reinforced, producing a positive or negative spiral of self-esteem and prophecies.

2.3-7 **Define self-talk and visualization. How are they different from each other?**

Page Ref: 46–47

Answer: Self-talk is intrapersonal communication where the person speaks to him or herself in either a positive or negative way. Visualization is a technique of imagining you are performing a task in a certain way. It involves imagining yourself in the situation and acting effectively.

2.3-8 **Briefly explain why surrounding yourself with positive people can help to enhance your self-esteem.**

Page Ref: 48

Answer: Positive people will have less of a tendency than negative people to bring you down, thus helping to enhance self-esteem toward a positive direction.

2.3-9 **Briefly discuss the concept of “losing your baggage.”**

Page Ref: 48–49

Answer: Losing your baggage refers to the ability to mentally inventory past experiences and then decide to let go of and move past those experiences that cause our present day-to-day self-esteem to suffer.

- 2.3-10 **Describe the differences between direct and indirect perception checking.**
Page Ref: 53–54
Answer: Indirect perception checking involves passively seeking information such as carefully observing nonverbal cues and listening closely to verbal messages. This information is used to either confirm or refute your interpretations. Direct perception checking, on the other hand, involves asking others or asking the person you are observing directly whether your interpretations of a perception are correct.

2.4 Completion

- 2.4-1 **Mandi effectively uses public speaking skills without having to concentrate heavily on what she is doing. Mandi is functioning at a level of _____ on Maslow's framework.**
Page Ref: 37
Answer: unconscious competence
- 2.4-2 **_____ are components of self-concept that are expressed in terms of good or bad.**
Page Ref: 38
Answer: Values
- 2.4-3 **_____ are components of self-concept that are expressed in terms of likes and dislikes.**
Page Ref: 38
Answer: Attitudes
- 2.4-4 **_____ are components of self-concept that are expressed in terms of true or false.**
Page Ref: 38
Answer: beliefs
- 2.4-5 **According to William James' model of the self, the _____ self is the part of yourself that is defined through the process of your introspections about your values and moral standards.**
Page Ref: 40
Answer: spiritual
- 2.4-6 **Your _____ identity is one you personally assign to yourself and act out.**
Page Ref: 41
Answer: avowed
- 2.4-7 **An evaluation of one's worth or value that can fluctuate is known as _____.**
Page Ref: 42
Answer: self-esteem
- 2.4-8 **A social construction that encompasses biological sex, psychological characteristics, attitudes about the sexes, and sexual orientation is known as _____.**
Page Ref: 43
Answer: gender
- 2.4-9 **A method for reducing anxiety or boosting your sense of self-esteem by mentally imagining you are performing a particular task in a certain way is _____.**
Page Ref: 47
Answer: visualization
- 2.4-10 **The activity involved in perception when we choose specific stimuli in our environment to focus on is _____.**
Page Ref: 49–50

Answer: selection

- 2.4-11 **A generalization that we apply to persons because we perceive them to have attributes common to a particular group is called a ____.**

Page Ref: 53

Answer: stereotype

- 2.4-12 **Looking for cues in nonverbal behavior, listening carefully to the language a person is using, and paying close attention to the tone of voice of another person are examples of ____ perception checking.**

Page Ref: 53–54

Answer: indirect

2.5 Matching Questions

- 2.5-1 ***Match these terms to the definitions given below:***

- | | |
|---|-------------------------|
| a. Considers who you are in relationship to other forces in the universe. | Spiritual self |
| b. The central inner force, common to all human beings, yet unique in each which is the source of growth. | Self |
| c. Can be characterized by the statement, “You are what you have.” | Material self |
| d. Changes depending on with whom you are interacting. | Social self |
| e. Biological and physiological characteristics that make a person male or female. | Sex |
| f. A unique human ability to develop and communicate a representation of oneself to others. | Symbolic self-awareness |

Page Ref: 36–43

Answer: a. Spiritual self/b. Self/c. Material self/d. Social self/e. Sex/f. Symbolic self-awareness

- 2.5-2 ***Match these terms to the definitions given below:***

- | | |
|---|--------------------------|
| a. Your subjective description of who you are, how you see yourself as a person. | Self-concept |
| b. The human ability to think about what you are doing while you are doing it. | Self-reflexiveness |
| c. Goals you set for yourself. | Self-expectations |
| d. Word referring to one’s inner speech, including communication with the self. | Self-talk |
| e. Measuring your abilities in relation to other people around you. | Social comparison |
| f. The idea that predictions about your future actions are likely to come true because you believe they will come true. | Self-fulfilling prophecy |
| g. Process of redefining events and experiences from a different point of | Reframing |

view.

Page Ref: 37–47

Answer: a. Self-concept/b. Self-reflexiveness/c. Self-expectations/d. Self-talk/e. Social comparison/f. Self-fulfilling prophecy/g. Reframing

2.5-3 **Match these terms to the definitions given below:**

- | | |
|---|-----------------|
| a. The way a person consistently describes himself/herself to others. | Self concept |
| b. How you describe yourself or identity you act out. | Avowed identity |
| c. Learned predisposition to respond to something or someone in a favorable or unfavorable way. | Attitude |
| d. The concept of self that develops through your personal interaction with others and that can be unique with each relationship. | Social self |
| e. The ways in which you structure your understanding of reality - what is true and what is false. | Beliefs |
| f. Enduring concepts of good and bad, right and wrong. | Value |
| g. The way you view yourself in a particular situation. | Self image |
| h. The elements of self reflected in all our tangible things. | Material self |
| i. Your sense of who you are in relationship with other forces in the universe. | Spiritual self |

Page Ref: 38–41

Answer: a. Self concept/b. Avowed identity/c. Attitude/d. Social self/e. Beliefs/f. Value/g. Self image/h. Material self/i. Spiritual self

2.6 Essay Questions

2.6-1 **Define and discuss self-concept. Explain the four basic means through which we develop our self-concept.**

Page Ref: 37–42

Answer: Self-concept is how we consistently describe ourselves to others; it is deeply rooted and slow to change. Self-concept is not a one-dimensional attribute, but is multi-dimensional. That is, we have many selves. One of the many frameworks for describing *who you are* is William James' framework of the three selves: material self, social self, and spiritual self. Basically there are four means through which we develop our self-concept. The first is through **communication with others**. Other people give us feedback about ourselves, either by directly telling us something or through reactions to our behaviors. Because of the strong impact of others on our self concept, people who are raised in a loving, supportive environment may have a higher self-concept than people who are raised in a harsh, over-critical environment. The second influence on our self-concept is our **association with groups**. We label ourselves according to the groups we belong to. We may see ourselves as a Republican, a Catholic, a Texan, or identify with any other group we belong to. In addition, our peer groups have a strong influence on how we see ourselves. The third influence on our self-concept is our **assumed roles**. The roles that we have in society in part determine how others treat us. Therefore, we come to see ourselves in light of that role. Gender is a role that affects how people respond to us from birth, thus our gender role becomes a powerful contributor to our self-concept. The fourth influence on our self-concept is our **self-**

labels. Humans are capable of thinking about themselves (self-reflexiveness), so the labels we use become part of our self-concept. In addition, our beliefs, attitudes, and values become part of our self-labels.

- 2.6-2 **Briefly explain the four levels of self-awareness as described by Abraham Maslow.**
Page Ref: 37

Answer: The four levels of competence are based on whether or not we are competent in a given situation, and our awareness of that competence and what is required to become competent. Level one is unconscious incompetence, in which we are not aware of our own incompetence. Level two is conscious incompetence, in which we are incompetent, but we are aware of that fact. Level three is conscious competence, in which we are aware we can do something, but we don't have the integrated skill or habit. Level four is unconscious competence, in which skills are second nature, so we can use them without concentrating on them.

- 2.6-3 **Explain how avowed and ascribed identities differ.**
Page Ref: 41

Answer: We each have two components of our identity. Our avowed identity is one we personally assign to ourselves and portray, such as student, winner, or friend. Our ascribed identity involves characteristics others attribute or assign to us, but we may or may not agree with the assignment of identity ascribed by others.

- 2.6-4 **John Stewart describes four characteristics of the self, or one's identity. Identify and discuss these four characteristics.**
Page Ref: 41

Answer: According to Stewart, identities are multidimensional and changing. While some aspects of our identities such as gender are stable, others change due to circumstances and our interaction with others. Second, identity involves responsiveness to others and we construct our identities and come to know ourselves through interaction and communication with others. Third, both past and present relationships have an influence on our identities. The early messages (including nicknames) and interactions with our families significantly influence our view of self as do the current relationships we have with friends, coworkers, and significant others. Finally, Stewart found that we have both avowed identities (those we assign to ourselves and act out) and ascribed identities (those assigned to us by others) which we may not agree. These identities are negotiated through our interaction with others.

- 2.6-5 **Derek is attending a large class in an auditorium setting with an enrollment of 400 students. This course is important to his major field of study and he wants to do well. Discuss the ways Derek can use the perception process to improve his performance in class.**
Page Ref: 49–52

Answer: Perception is the arousal of any of our senses, and Derek will certainly be using his senses as he attends the lectures in class. The first stage in the perception process is attention and selection in which we notice and choose to pay particular attention to certain sensations in our environment. For example, when Derek walks in the classroom, there are numerous stimuli to which he can attend such as the space, the music being played, the multitude of people, and the instructions of the teaching assistants. Derek chooses to attend to the teaching assistants rather than the students. He does this by focusing his gaze at his TA and tuning about people talking around him. Next is the stage of organization which involves converting information into understandable patterns. Derek conveniently organizes the lecture into concepts he is familiar with and those that are new to him. In the concepts he doesn't know, he makes notes to review later. Finally, he moves to interpretation. In other words, he assigns meaning to what he has observed. Derek interprets from the lecture that he understands several points well, needs to review and reread others and can combine several

concepts he has learned in previous lectures. These steps will help focus his perception and improve his performance in class.