

## Test Bank Chapter 2: Self Awareness and Communication

### 2.1 Multiple Choice

**TB\_Q2.01 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

**Answer: a**

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.02 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

**Answer: d**

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.03 When Maslow referred to the unconscious competence, he was explaining how people attain \_\_\_\_\_ skills.**

- a. business
- b. physiological
- c. rhetoric
- d. communication

**Answer: d**

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.04 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. At which level of self-awareness is Juan with regard to his skills?**

- a. Unconscious incompetence
- b. Conscious incompetence
- c. Conscious competence
- d. Unconscious competence

**Answer: b**

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.05 Which of the following accurately describes the term self-concept?**

- a. It changes with each person you meet.
- b. It is developed at birth.
- c. It is deeply rooted and slow to change.
- d. It is created quickly.

**Answer: c**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.06 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 \_\_\_\_\_ self.**

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

**Answer: a**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.07 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

**Answer: c**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.08** When Tina saw Carli's new shirt, she said she didn't like it because the color reminded her of seaweed. Tina's response is an example of a(n) \_\_\_\_\_.

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

**Answer:** b

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.09** Jaclyn thinks life exists on other planets. This example illustrates which component of self-concept?

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

**Answer:** a

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.10** 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

**Answer:** c

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.11** When he talks to his roommate, Andrew is more likely to tell him more personal thoughts than he would if he was talking to his professor. According to James's theory of the self, Andrew is demonstrating his \_\_\_\_\_ self.

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

**Answer:** b

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.12 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?"

**Answer: c**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.13 Natasha contemplates her relationship to other forces 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

**Answer: c**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.14 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

**Answer: a**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.15 When Katy was asked to describe herself, she said "I'm a soccer player." When Brian was asked the same question, he said "I'm on the chess team." These examples show which kind of influence on self-concept?**

- a. Communication with others
- b. Association with groups
- c. Roles we assume
- d. Self-fulfilling prophecy

**Answer: b**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.16 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

**Answer: c**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.17 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

**Answer: c**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.18 The human ability to think about what we're doing while we're doing it is called \_\_\_\_.**

- a. self-reflexiveness
- b. self-awareness
- c. ascribed identity
- d. avowed identity

**Answer: a**

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.19 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

**Answer: c**

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.20 The assessment of your worth or value as reflected in your perceptions of such things as your skills, abilities, appearance and talents is called \_\_\_\_.**

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

**Answer: a**

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.21 Ever since she was a little girl, Rhonda knew she wanted to be a teacher. Now that she is applying to college for a degree in education, she can hardly wait until that dream comes true. Her belief has been stable over a long period of time. This is an example of \_\_\_\_.**

- a. self-analysis
- b. self-worth avoidance
- c. self-concept clarity
- d. self-esteem

**Answer: c**

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.22 The statement, "I'm not intelligent because my roommate gets better grades than I do," illustrates which of the following?**

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

**Answer: b**

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.23 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

**Answer: b**

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.24 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

**Answer:** c

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.25 Martin knew he was going to fail the upcoming math test because he felt he wasn't good at math and never had been. Martin's thoughts are an example of \_\_\_\_.**

- a. self-concept clarity
- b. self-expectations
- c. self-awareness
- d. self-fulfilling prophecy

**Answer:** d

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.26 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

**Answer:** d

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.27 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

**Answer:** a

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.28 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

**Answer: a**

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.29 \_\_\_\_\_ refers to an inflated view of one's self, especially about one's own power and importance.**

- a. Ethnocentrism
- b. Narcissism
- c. Reframing
- d. Stereotyping

**Answer: b**

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.30 After Patrice failed the first math quiz, she thought she would fail the whole class. Then she realized it was just one quiz and she would have many more quizzes in the future that would boost her grade. This demonstrates the concept of \_\_\_\_.**

- a. reframing
- b. visualization
- c. narcissism
- d. Stereotyping

**Answer: a**

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.31 Which of the following would help a person develop a more positive self-esteem?**

- 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.

**Answer: d**

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate



Skill Level: Understand the Concepts

**TB\_Q2.32** 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

**Answer:** d

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.33** The first stage in the perception process involves \_\_\_\_.

- a. selection
- b. organization
- c. interpretation
- d. direction

**Answer:** a

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.34** The stage of perception in which we put information into patterns is called \_\_\_\_.

- a. attention
- b. reframing
- c. interpretation
- d. organization

**Answer:** d

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.35 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

**Answer: a**

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.36 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

**Answer: c**

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.37 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

**Answer: b**

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.38 What occurs during the interpretation stage of the perception process?**

- a. Missing information is filled in.
- b. Stimuli is organized.
- c. Certain stimuli are focused on.
- d. Meaning is assigned to stimuli.

**Answer: d**

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.39 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.

**Answer: b**

Learning Objective: LO 2.6 Summarize three communication strategies that can improve your powers of perception.

Topic: Communicate to Enhance Your Powers of Perception

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.40 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

**Answer: b**

Learning Objective: LO 2.6 Summarize three communication strategies that can improve your powers of perception.

Topic: Communicate to Enhance Your Powers of Perception

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.41 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

**Answer: a**

Learning Objective: LO 2.6 Summarize three communication strategies that can improve your powers of perception.

Topic: Communicate to Enhance Your Powers of Perception

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.42 Toni didn't want to ask Molly directly if she was mad, so he asked Michael if he thought Molly was mad. This is an example of \_\_\_\_\_ perception checking.**

- a. indirect
- b. linear
- c. direct
- d. opposite

**Answer: c**

Learning Objective: LO 2.6 Summarize three communication strategies that can improve your powers of perception.

Topic: Communicate to Enhance Your Powers of Perception

Difficulty Level: Moderate

Skill Level: Understand the Concepts

## 2.2 True/False

**TB\_Q2.43 Symbolic self-awareness is the unique human ability to develop a representation of one's self and communicate that representation to others through language.**

**Answer:** true

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.44 Maslow's framework involving unconscious competence is designed to explain a person's values.**

**Answer:** false

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.45 Conscious competence occurs when we are aware that we know or can do something, but it has not yet become an integrated habit.**

**Answer:** true

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.46 If you are operating in the *unconscious incompetence* level, you are unaware of your own incompetence and don't know what you don't know.**

**Answer:** true

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.47 Your self-image can change depending on the situation you are in.**

**Answer:** true

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.48 Your response to the question "Who am I in general?" is part of your self-image.**

**Answer:** false

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.49 A value is a learned predisposition to respond to a person, object, or idea in a favorable or unfavorable way.**

**Answer:** false

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.50 “I like chocolate dipped ice cream cones.” This statement is an example of an attitude.**

**Answer:** true

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.51 Our social self is exemplified in the clothes we choose to wear.**

**Answer:** false

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.52 According to William James, having a “social self” means that you communicate exactly the same with everyone you meet.**

**Answer:** false

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.53 Your spiritual self is the part of you that attempts to answer, “Why am I here?”**

**Answer:** true

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.54 You have been described by your significant other as a “jokester.” This description is an example of an avowed identity.**

**Answer:** false

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.55 When James describes himself as being a flight attendant, he is discussing his**

**ascribed identity.**

**Answer:** false

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.56 The extent to which beliefs about ourselves are clearly and confidently identified and are stable over time is known as self-concept clarity.**

**Answer:** true

Learning Objective: LO 2.3 Describe how gender, social comparison, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.57 Self-awareness refers to your assessment of your worth or values as reflected in your perception of your skills, abilities, talents, and appearance.**

**Answer:** false

Learning Objective: LO 2.3 Describe how gender, social comparison, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.58 The term sex is more broad and inclusive than the term gender.**

**Answer:** false

Learning Objective: LO 2.3 Describe how gender, social comparison, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.59 Maya believes she will make new friends in college and her predictions come true. This is an example of reframing.**

**Answer:** false

Learning Objective: LO 2.3 Describe how gender, social comparison, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.60 Some scholars refer to self-talk as "outside influences."**

**Answer:** false

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Self-Esteem: Communication and the Enhancement of Self-Esteem

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.61 Closure is the process of filling in missing information by imposing a pattern or structure.**

**Answer:** true

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.62 The selection stage of perception refers to the act of perceiving all of the stimuli in your environment.**

**Answer:** false

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

## 2.3 Short Answer

**TB\_Q2.63 Name and explain William James' three components of the self.**

**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 multidimensional 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.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.64 Identify and give an example of attitudes, beliefs and values.**

**Answer:** An attitude is a learned predisposition to respond to a person, object, or idea in a favorable or unfavorable way. If you say you like pizza, it is an example of an attitude. A belief is the way in which you structure your understanding of reality—what is true and what is false. If you trust that your family loves you, it is an example of a belief. A value is an enduring concept of good and bad or right and wrong. An example would be that you value truth and honesty in a relationship.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.65 Briefly explain how you might differentiate between a person's spiritual self and what some might call a "religious self."**

**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.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.66 Explain how our communication with others relates to the development of our self-concept.**

**Answer:** We learn who we are through our communication with others. When we receive feedback, internalize our feelings, or express our emotions, we are learning about ourselves. Parents play a strong role in developing a child's self-concept—conversations about good and bad choices help a child become self-aware. In addition, relationships at school, work, or in the social setting also add to a person's self-concept.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.67 Explain the difference between the terms sex and gender as described in the book.**

**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.

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.68 Identify self-expectations and describe how they relate to self-esteem.**

**Answer:** Self-expectations are the goals we set for ourselves. For example, if a person wants to lose ten pounds by the holidays, he or she has set a self-expectation. While setting goals can be beneficial, when it's time to measure whether the goal has been accomplished, it can be detrimental to a person's self-esteem. When a goal of losing ten pounds turns into a gain of two pounds, the person's self-esteem will be affected negatively.

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.69 Define self-talk and visualization. How are they different from each other?**

**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.

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.70 Briefly explain why surrounding yourself with positive people can help to enhance your self-esteem.**

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



Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

**TB\_Q2.71 Explain the concept of “losing your baggage” and its effect on self-esteem.**

**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.

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.72 Detail the three stages of the perception process.**

**Answer:** Perception is the arousal of any of our senses. This occurs in three stages. The first stage involves the activities of attention and selection, which entails the act of perceiving all stimuli in the environment and then choosing specific stimuli to focus on. The second stage is organization, the process of converting the information into convenient, understandable, and efficient patterns that allow a person to make sense of what they are observing. The final stage in the process is interpretation when we attach meaning to what we observe. Since our interpretations can be off, we may perceive a situation one way when in fact something else is occurring.

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

## 2.4 Fill-in-the-Blank

**TB\_Q2.73 Jillian effectively uses public speaking skills without having to concentrate heavily on what she is doing. Jillian is functioning at a level of \_\_\_\_\_ on Maslow's framework.**

**Answer:** unconscious competence

Learning Objective: LO 2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

Topic: Self-Awareness: How Well Do You Know Yourself?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.74 \_\_\_\_\_ are components of self-concept that are expressed as enduring concepts of good and bad or right and wrong.**

**Answer:** Values

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.75 Your interior identity is one way to describe your \_\_\_\_\_.**

**Answer:** self-concept

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?  
Difficulty Level: Moderate  
Skill Level: Understand the Concepts

**TB\_Q2.76 \_\_\_\_\_ are components of self-concept that are expressed in the ways in which you structure your understanding of reality—what is true and what is false.**

**Answer:** Beliefs

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.77 According to William James's 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.**

**Answer:** spiritual

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.78 Your \_\_\_\_\_ identity is one that others assign to you and you may not agree with.**

**Answer:** ascribed

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.79 An evaluation of one's worth or value that can fluctuate is known as \_\_\_\_\_.**

**Answer:** self-esteem

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.80 A social construction that encompasses biological sex, psychological characteristics, attitudes about the sexes, and sexual orientation is known as \_\_\_\_\_.**

**Answer:** gender

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What Is Your Value?

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.81 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 \_\_\_\_\_.**

**Answer:** visualization

Learning Objective: LO 2.4 Practice six communication strategies for enhancing one's self-esteem.

Topic: Communication and the Enhancement of Self-Esteem

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.82 The activity involved in perception when we convert information into convenient, understandable, and efficient patterns that allow us to make sense of what we have observed is called \_\_\_\_.**

**Answer:** organization

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Moderate

Skill Level: Understand the Concepts

**TB\_Q2.83 A generalization that we apply to persons because we perceive them to have attributes common to a particular group is called a \_\_\_\_.**

**Answer:** stereotype

Learning Objective: LO 2.6 Summarize three communication strategies that can improve your powers of perception.

Topic: Communicate to Enhance Your Powers of Perception

Difficulty Level: Easy

Skill Level: Remember the Facts

**TB\_Q2.84 If you notice that your roommate doesn't make eye contact when he answers your questions and turns his back to you when you enter the room, you have gained information about him through \_\_\_\_ perception checking.**

**Answer:** indirect

Learning Objective: LO 2.6 Summarize three communication strategies that can improve your powers of perception.

Topic: Communicate to Enhance Your Powers of Perception

Difficulty Level: Moderate

Skill Level: Understand the Concepts

## 2.5 Essay Questions

**TB\_Q2.85 Define and discuss self-concept. Explain the four basic means through which we develop our self-concept.**

**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 multidimensional. That is, we have many selves. One of the many frameworks for describing *who you are* is William James's 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.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Difficult

Skill Level: Analyze It

**TB\_Q2.86 Identify the basis for self-fulfilling prophecy and discuss how it can affect a person's self-esteem.**

**Answer:** The self-fulfilling prophecy is the idea that what you believe about yourself often comes true because you expect it to come true. For example, if you think you will fail the math test because you tell yourself you are bad at math, then you have to overcome your deficiencies in math and the low expectations you have assigned to yourself. This is one aspect of self-expectations.

Learning Objective: LO 2.3 Describe how gender, social comparisons, self-expectations, and self-fulfilling prophecies affect one's self-esteem.

Topic: Self-Esteem: What is Your Value?

Difficulty Level: Difficult

Skill Level: Analyze It

**TB\_Q2.87 Explain how self-concept and self-image differ.**

**Answer:** Self-concept refers to your interior identity or your subjective description of who you think you are. Self-concept remains relatively stable despite the presence of change. Self-image is your view of yourself in a particular situation and is therefore a much more narrow description than that of self-concept. While self-concept typically remains stable, self-image can change with each new situation. For example, while you may be extroverted at a party, you are more introverted when speaking one-on-one with another person. A person's self-image is one component of their self-concept.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Difficult

Skill Level: Analyze It

**TB\_Q2.88 Identify and discuss the four characteristics of the self-concept, or one's identity.**

**Answer:** 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, it has been found that we have both avowed identities (those we assign to ourselves and act out) and ascribed identities (those assigned to us by others) with which we may not agree. These identities are negotiated through our interaction with others.

Learning Objective: LO 2.2 Describe the components of our self-concepts and major influences on the development of self-concept.

Topic: Self-Concept: Who Are You?

Difficulty Level: Difficult

Skill Level: Analyze It

**TB\_Q2.89 Mallory has accepted a new job as a marketing coordinator at a Fortune 500 company. She wants to make a good impression and hopes to fit in quickly with the culture**

**of the company. Discuss ways Mallory can use the perception process to achieve her goals.**

**Answer:** Perception is the arousal of any of our senses, and Mallory will certainly be using her senses as she goes to work every day. 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 Mallory walks in the office, there are numerous stimuli to which she can attend such as the space, the music being played, the multitude of people, and the instructions of her manager. Mallory might choose to attend to her manager rather than the other people in the office. Next is the stage of organization which involves converting information into understandable patterns. Mallory will organize the instructions she is given. For the concepts she doesn't grasp, she makes notes to review later. Finally, she moves to interpretation. In other words, she assigns meaning to what she has observed. Mallory interprets from the manager's meeting that she understands several points well, needs to review and reread others and can combine several concepts she has learned from information she learned in a college class. These steps will help focus her perception and improve her performance at work.

Learning Objective: LO 2.5 Explain the three stages of perception and why people differ in their perceptions of people and events.

Topic: The Perception Process

Difficulty Level: Difficult

Skill Level: Analyze It