Interpersonal Communication Relating to Others (Canadian) 7th edition Beebe Solutions Manual

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Part 1
Chapter 2
Interpersonal Communication and Self

CHAPTER 2 LEARNING OBJECTIVES

After studying this chapter, students should be able to:

1. Define, compare, and contrast the meanings of "self-concept" and "self-esteem."

2. Identify factors that shape the development of your self-concept.

3. List and describe strategies for improving your self-esteem.

4. Describe how your self-concept affects your relationships with others.

CHAPTER 2 OUTLINE

(All **key terms** appear in **bold**)

SELF-CONCEPT: WHO DO YOU THINK YOU ARE?

1. A basic question which we all seek to answer is Who Are You?
   a. **Self** is defined as the sum total of who a person is; a person's central inner force.
   b. Your **self-concept** is your subjective self-description of who you think you are – it is filtered through your own perceptions.
   c. We can view self-concept as the labels we consistently use to describe ourselves to others.
   d. Who you are is reflected in your **attitudes**, **beliefs**, and **values**.
   i. An **attitude** is a learned predisposition to respond to a person, object, or idea in a favourable or unfavourable way.
   ii. **Beliefs** are ways in which you structure your understanding of reality.
   iii. **Values** are enduring concepts of good and bad, right and wrong. They are more resistant to change than attitudes or beliefs.

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2. **Mindfulness: Being Consciously Aware**
   Mindfulness. The ability to consciously think about what you are doing and experiencing rather than responding out of habit or intuition. This includes subjective self-awareness, objective self-awareness, and symbolic self-awareness.
   a. **Subjective self-awareness**. Ability to differentiate the self from the social and physical environment.
   b. **Objective self-awareness**. Ability to be the object of one's own thoughts and attention—to be aware of one's state of mind and that one is thinking.
   c. **Symbolic self-awareness**. Uniquely human ability to think about oneself and use language (symbols) to represent oneself to others.

3. **One or Many Selves?**
   a. M**aterial self**. Your concept of self as reflected in a total of all the tangible things you own.
   b. **Social self**. Your concept of self as developed through your personal, social interactions with others.
   c. **Spiritual self.** Your concept of self-based on your thoughts and introspections about your values and moral standards.

4. **How Your Self-Concept Develops**
   a. Advanced theories that suggest we learn who we are through five basic means: 1) our interactions with other individuals, 2) our association with groups, 3) roles we assume, 4) our own labels, and 5) our personalities.

5. **Interaction with individuals**.
   a. We form our self-concept by seeing ourselves in a figurative looking glass when we interact with others.
   b. The **looking-glass self** (or reflected appraisal) is the concept that suggests you learn who you are based on your interactions with others, who reflect your self back to you.
   c. A **reflected appraisal** is another term for the looking-glass self. You learn who you are based on how others treat you.
   i. Frequent: We are more likely to believe another's statements if they repeat something we have heard several times.
   ii. Credible: We are more likely to value another's statements if he or she has already earned our confidence.
   iii. Consistent: We are more likely to incorporate another's comments into our own concept of self if the comments are consistent with other comments and our own experience.

6. **Association with Groups**
   a. We form our self-concept based on attitudes, beliefs, and values of groups with whom we associate.
   b. Some of these groups we are born into; others we choose on our own.

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c. Groups provide important support for people who are not part of the dominant culture.

7. **Roles We Assume**
   a. We form our self-concept based on roles we assume. Cultural conventions and expectations play a major role in shaping our self-concept and our behaviour.
   b. Gender groups exert a powerful influence on role selection.
   c. **Androgynous** roles encompass a greater repertoire of actions and behaviours because they are both masculine and feminine.

8. **Self-Labels**
   a. We form our self-concept based our own attitudes, beliefs, and actions.
   b. Our **self-reflexiveness** is the ability to think about what we are doing while we are doing it.

9. **Your Personality**
   a. **Psychology**. Study of how thinking influences behaviour.
   b. **Personality**. Set of enduring internal predispositions and behavioural characteristics that, as a whole, describe how people react to their environment. There are five major personality traits, the combination of which determines your overall personality:
   i. **Extraversion**: the quality of being outgoing, talkative, and sociable.
   ii. **Agreeableness**: the quality of being friendly, compassionate, trusting and cooperative.
   iii. **Conscientiousness**: the quality of being efficient, organized, self-disciplined and dutiful.
   iv. **Neuroticism**: the quality of being nervous, insecure, emotionally distressed and anxious.
   v. **Openness**: the quality of being curious, imaginative, creative, and adventurous.
   c. **Communibiological approach**. Perspective that suggests that genetic and biological influences play a major role in influencing communication behaviour.
   d. **Shyness**. Tendency not to talk or interact with other people. A discomfort or inhibition in interpersonal situations that interferes with the pursuit of goals.
   e. **Sommunication apprehension**. Fear or anxiety associated with either real or anticipated communication with other people.
   f. **Willingness to communicate**. General characteristic that describes an individual's likelihood that they will talk to others in a variety of situations.

SELF-ESTEEM: YOUR SELF-WORTH

1. **Self-esteem** or **self-worth**
   a. Your evaluation of your worth or value based on your perception of such things as your skills, abilities, talents, and appearance.
   b. Your **self-concept** is your description of who you are.

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c. **Social comparison** helps people measure how well they think they are doing compared with others.

IMPROVING YOUR SELF-ESTEEM

1. **Practise Positive Self-Talk**
   a. Realistic, positive self-talk can have a reassuring effect on your level of self-worth and your interaction with others.
   b. **Intrapersonal communication** is communication within one's own mind, including self-talk.

2. **Visualize a Positive Image of Yourself**
   a. **Visualization** is the technique of imagining that you are performing a particular task in a certain way.
   b. Positive visualization can enhance your self-esteem.

3. **Avoid Comparing Yourself with Others**
   a. Rather than finding others who seemingly are better off, focus on the unique attributes that make you who you are.
   b. Avoid judging your own value by comparing yourself with others.

4. **Reframe Appropriately**
   a. **Reframing** is the process of redefining events and experiences from a different point of view.
   b. Learn and profit from your mistakes.

5. **Develop Honest Relationships**
   a. Having at least one other person who can help you objectively and honestly reflect on your virtues and vices can be extremely beneficial in fostering a healthy, positive self-image.

6. **Let Go of the Past**
   a. Individuals with low self-esteem may be locking on to events and experiences that happened years ago and tenaciously refusing to let go of them.
   b. Becoming aware of the changes that have or may occur in your life can help you develop a more realistic assessment of your value.

7. **Seek Support**
   a. **Social support**. When you express care and concern as well as listen and empathize with others and is especially important to us when we experience stress and anxiety or are faced with a vexing personal problem.
   b. Some of your self-image may be so ingrained that you need professional help to make big changes.
   c. **Talk therapy**. Talking through problems with a skilled listener can help to sort through feelings and can make a difference.

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SELF AND INTERPERSONAL RELATIONSHIPS

1. **Self and Others**
   a. Becoming other-oriented is a requisite for developing quality interpersonal relationships with others.
   b. **Symbolic Interaction Theory** (Mead) states that people make sense of the world based on their interpretation of words or symbols used by others.

2. **Self and Your Future**
   a. **Self-fulfilling Prophecy** is the idea that when people expect their beliefs about themselves to come true, they often do.
   b. Your attitudes, beliefs, and general expectations about your performance have a powerful effect on your behaviour, including your physical health.

3. **Self and Interpretation of Messages**
   a. Low self-esteem can negatively colour how a person interprets messages and interacts with others.
   b. When your sense of self-worth is high you tend to act in positive ways.

4. **Self and Interpersonal Needs**
   a. Our concept of who we are coupled with our need to interact with others profoundly influences how we communicate with others.
   b. Three primary social needs that affect our degree of communication with others are (Schutz):
   (1) **Need for inclusion –** the interpersonal need to be included and to include others in social activities.
   (2) **Need for control** – the interpersonal need for some degree of domination in our relationships as well as the need to be controlled.
   (3) **Need for affection –** the interpersonal need to be included and to include others in social activities.
   c. The greater a person's interpersonal needs for inclusion, control, and affection, the more actively interpersonal relationships will be pursued.

5. **Self and Communication Style**
   a. Each of us has a unique **communication style** (or **social style)** that is identifiable by the habitual way we communicate with others based on personality, self-concept and self-esteem.
   b. Some believe these traits stem from genetics while the ***social learning approach*** suggests we learn styles from interactions with others.
   c. Two primary dimensions underlie how we interact with others.
   (1) **Assertiveness** is the tendency to make requests, ask for information, and generally pursue our own rights and best interests.
   (2) **Responsiveness** is the tendency to be sensitive to the needs of others, including being sympathetic to other's feelings and placing the feelings of others above your own feelings.
   d. There is no one best communication style for every situation.

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SELF AND DISCLOSURE TO OTHERS

1. **Self-disclosure**
   a. Occurs when we purposefully provide information to others that they would not learn if we did not tell them.
   b. People are more likely to self-disclose to someone with whom they trust and are close.

2. **Self-awareness**
   a. Your **self-awareness** is your conscious understanding of who you are.
   b. Your awareness of who you are is influenced by your own level of self-disclosure as well as by how much others share information about you with you.

3. **Understanding How We Learn About Ourselves from Others**:
   The Johari Window model of self-disclosure.
   a. **The Johari Window model** reflects the movement of information about yourself from Blind and Unknown quadrants to Hidden and Open ones.
   (1) **Open: Known to Self and Known to Others**: This quadrant contains information that others know about you and that you are also aware of.
   (2) **Blind: Not Known to Self but Known to Others**: This quadrant contains information that others know about you but that you do not know.
   (3) **Hidden: Known to Self but Not Known to Others**: This quadrant contains information that you know about yourself but that others do not know about you.
   (4) **Unknown: Not Known to Self or Others**: This quadrant contains information that is unknown to both you and others.
   b. We can draw a Johari Window to represent each of our relationships.

APPLYING AN OTHER-ORIENTATION TO SELF AND INTERPERSONAL COMMUNICATION

1. Be aware of the thoughts and feelings of others but remain true to your own ethics and beliefs.

2. Personal beliefs serve as an anchoring point for interactions with others.

CHAPTER 2 ACTIVITIES AND ASSIGNMENTS

ACTIVITY 2.0: DISCUSSION/JOURNAL QUESTIONS

Use the following ideas and questions to help students enhance their understanding.

Who are you?

Ask students to write down five things they are most proud of.

- What five things do you do best?

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- List five things you believe in.
- What else should be included in your picture of "self"? Why?

Discuss with students the influence behind many of these perceptions.

ACTIVITY 2.1: WOULD YOU RATHER?

Ask students to gather into groups of 4-5 and to share their answers to the following question:

Which would you prefer to be: popular, honorable, or wealthy?

Discuss this question in class.

How do values affect communication behaviours?

Objective 1: Define, compare, and contrast the meanings of "self-concept" and "self-esteem."

ACTIVITY 2.2: YOUR SOCIOCOMMUNICATIVE ORIENTATION

Have students introduce themselves to a partner by completing the questions in the *Building Your Skills* section of this chapter concerning "Sociocommunicative Orientation" (page 44). Have a discussion with the as to which statements were the most surprising, and which were the least. The discussions that follow will naturally bridge the material from Chapter Two to Chapter Three dealing with perceptions.

ACTIVITY 2.3: CREATE A "COAT OF ARMS" INCORPORATING PERSONAL VALUES

Ask students to individually rank the list of values on page 49.

Provide a blank template shield for a coat of arms to each student along with coloured pens.

Next, ask students to work in groups of 3-4 and create a coat of arms that incorporates the most important values shared by the members of the group. This can include symbols, mottos, and other depictions of these values. The final product can then be shared to the whole class.

Ask students to record their thoughts about this exercise in their journals. What did they learn about themselves? About others? What were some of the reactions they received from their classmates? Were there any surprises about other groups' shields?

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Objective 2: Identify factors that shape the development of your self-concept.

ACTIVITY 2.4: THE SPIRITUAL SELF

The text authors suggest that the spiritual self is the part of you that answers the question, "Why am I here?"

Ask students to formulate a response to this question.

Difficulty responding can be addressed with discussion of whether they are centered: whether they already have a well defined sense of self.

There are a number of video clips that might be useful to use as launching pads for excellent discussions about the spiritual self. Consider showing Joe Pesci's discussion of the importance of dignity in *With Honors*, and the discussion of the meaning of life between actors Kevin Kline and Danny Glover at the gas station in *Grand Canyon*.

ACTIVITY 2.5: SELF-CONCEPT IS CLOSELY RELATED TO SELF-ESTEEM

Explore the National Association for Self-Esteem whose purpose is "to fully integrate self-esteem into the fabric of American society so that every individual, no matter what their age or background, experiences personal worth and happiness". Their website can be found at http://www.self-esteem-nase.org/

Have students take a self-esteem quiz like that found at:
http://testyourself.psychtests.com/testid/3102

In class, ask students to discuss the benefits of awareness of self-concept and self-esteem to relationships.

Show a clip from the film *October Sky*, based on the memoir *Rocket Boys* by Homer H. Hickam Jr. Students will be able to relate the Homer's struggle to be what his father wishes while struggling to find his own niche.

ACTIVITY 2.6: HOW WE KNOW OURSELVES THROUGH CULTURAL LENSES

Ask students to identify cultural factors that affect the development of their material self. They could bring in toys that represent cultural values as a good starting point. Also ask them to consider television programs, movies, advertisements, literature, and communication of others who serve significant roles in their lives.

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Have them consider whether the transactional communication model suggests that they have choice in whether they accept the values that are communicated to them.

Bring in a *Barbie*® doll and other toys that represent cultural values, e.g., *Power Rangers*®, *My Little Pony*®, *Precious Moments*®, *G.I. Joe*®, *Pokemon Go*® or other. Ask students to discuss how these characters shape our beliefs and thoughts.

Objective 3: List and describe strategies for improving your self-esteem

ACTIVITY 2.7: SELF-ESTEEM CAN BE IMPROVED BY POSITIVE COMMUNICATION

Suggest that students explore how their communication affects others' self-concepts and how they are affected by others' communications. Explore codependent interactions.

There are a number of popular books that may be useful for students to explore: *How to Raise Your Self-Esteem* by Nathaniel Branden; *Breaking the Chain of Low Self-Esteem* by Marilyn J., Ph.D. Sorensen, Marilyn Sorenson; and *Your Child's Self-Esteem* by Dorothy Corkille Briggs.

Tap your students' strengths. Majors in Psychology, Elementary Education, and Childhood Development usually are able to contribute illustrations of the importance of children's interactions with others in the development of their self-concepts.

Ask students to comment upon the following statement by Robert Anthony: "We move towards what we picture in our mind."

If you have athletes in the class, ask them to relate their experiences of using positive imagery/visualization in their training regime. There are a number of books and tapes on this topic as well.

Any segment of the movie *Forrest Gump* complements Chapter Two. Gump – a man with very real handicaps – continuously engages in positive visualization and self-talk and maintains high self-esteem.

Show a clip from the movie *Rudy*, in which Rudy defies his coaches, family, and friend's feedback to prove himself worthy of playing for Notre Dame's football team. Next, discuss the issue of anorexia nervosa and how victims of this disease worry that they are fat despite obvious starvation. Ask students to write for five minutes about the importance of agreement between the "I" and "Me" perspectives.

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Objective 4: Describe how your self-concept affects your relationship with others

ACTIVITY 2.8: WILL SCHUTZ SUGGESTS THAT SOCIAL NEEDS AFFECT OUR COMMUNICATION

Learn more about the FIRO-B (Fundamental Interpersonal Relations Orientation-Behaviour™) at http://www.cpp.com/products/firo-b/index.asp. The FIRO-B is a test that costs approximately $50 US to take and have interpreted.

Ask students to discuss what communicative behaviours one might see from someone who has high need for inclusion, affection, and/or control. What behaviours might be exhibited by someone with a low need for inclusion, affection, and/or control?

ACTIVITY 2.9: THE SOCIAL PENETRATION MODEL HELPS US INTERPRET DISCLOSURE

Ask students to discuss the importance of disclosing incrementally and slowly over time. How important is reciprocity? Here's a useful summary of this theory: http://www.orst.edu/instruct/theory/spt.html

Ask students to draw diagrams using the Social Penetration Theory that represent significant relationships in their lives. Students should be able to identify the topics that are open for discussion and the differing levels that are represented by each relationship.

ACTIVITY 2.10: THE JOHARI WINDOW MODEL

Ask students to complete the questionnaire in the text. Explore the various extreme windowpanes using the PowerPoint presentation resource.

Students may email you their responses.

ACTIVITY 2.11: SELF-DISCLOSURE DEPENDS ON CONTEXT

Drawing their experience with face-to-face and online interactions have students brainstorm a list of (up to 10) guidelines for self-disclosure and which would be more likely to be used in each type of situation.

Recommend that they address issues of responsibility, appropriateness, civility, goodwill, and privacy. Present these recommendations in class.

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OTHER ACTIVITIES: DEMONSTRATING CONCEPTS THROUGH MOVIES AND OTHER MEDIA

Mindfulness

http://www.practicingmindfulness.com/aboutmindfulness/mindfulnessmovies/examples-of-mindfulness-in-movies/

http://www.heroinetraining.com/14-films-that-inspire-minimalism-and-mindfulness/

Self-Esteem

http://www.wingclips.com/themes/self-esteem

Communication

http://www.wingclips.com/themes/communication

Johari Window

http://sinema7.net/tag/johari-window-in-film/

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Interpersonal Communication: Relating to Others

Seventh Canadian Edition



Chapter 2

Interpersonal Communication and Self

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Chapter Objectives

1. Define, compare, and contrast the meanings of “self-concept” and “self-esteem.”
2. Identify factors that shape the development of your self-concept.
3. List and describe strategies for improving your self-esteem.
4. Describe how your self-concept affects your relationships with others.

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"People tell themselves stories and then pour their lives into the stories they tell."

– Anonymous

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Self Concept: Who Do You Think You Are?

- **Self** – is the sum total of who a person is.
- **Self concept** – is a person's subjective description of who they think they are.
- **Attitude** – is a learned predisposition to respond to a person, object, or idea in a favourable or unfavourable way.
- **Beliefs** – ways in which you structure your understanding of reality, true or false.
- **Values** – are enduring concepts of good and bad, right and wrong.

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Mindfulness: Being Consciously Aware

- **Mindfulness** – The ability to consciously think about what you are doing and experiencing rather than responding out of habit or intuition. This includes:
  - **Subjective Self-Awareness** – The ability to differentiate the self from the social and physical environment.
  - **Objective Self-Awareness** – The ability to be the object of one's own thoughts and attention; to be aware of one's state of mind and what one is thinking.
  - **Symbolic Self-Awareness** – The uniquely human ability to think about ourselves, but to use language (symbols) to represent ourselves to others.

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One or Many Selves?

- **Material Self** – Your concept of self as reflected in a total of all the tangible things you own.
- **Social Self** – Your concept of self as developed through your personal, social interactions with others.
- **Spiritual Self** – Your concept of self based on your thoughts and introspections about your values and moral standards.

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How Your Self-Concept Develops

- Interaction with individuals
  - Looking-glass self or reflected appraisal
    - Frequent, credible, consistent
- Association with groups
- Roles we assume
  - Androgynous roles
- Self-labels
  - Self-reflexiveness
- Your personality

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Your Personality (1 of 2)

- **Psychology** – study of how thinking influences behaviour.
- **Personality** – enduring internal predispositions and behavioural characteristics that describe how people react to their environment.
  - Extraversion
  - Agreeableness
  - Conscientiousness
  - Neuroticism
  - Openness

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Your Personality (2 of 2)

- **Communibiological approach** – perspective that suggests that genetic and biological influences play a major role in influencing communication behaviour.
  - Shyness
  - Communication apprehension
  - Willingness to communicate

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Self-Esteem: Your Self-Worth

- **Self-esteem** – is your evaluation of your worth or value as reflected in your perception of such things as your skills, abilities, talents, and appearance.
- **Social comparison** – is the process of comparing yourself to others who are similar to you to measure your worth and value.

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Improving Your Self-Esteem

- Practise positive self-talk.
  - Intrapersonal communication
- Visualize a positive image of yourself.
  - Visualization
- Avoid comparing yourself with others.
- Reframe appropriately.
- Develop honest relationships.
- Let go of the past.
- Seek support.
  - Social support
  - Talk therapy

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Self and Interpersonal Relationships

- Self and Others
  - Symbolic interaction theory
- Self and Your Future
  - Self-fulfilling prophecy
- Self and Interpretation of Messages
- Self and Interpersonal Needs
  - Need for inclusion
  - Need for control
  - Need for affection

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Self and Communication Style

- **Communication Style** or **Social Style** – your consistent way of relating to others based upon your personality, self-concept, and self-esteem.
- **Social Learning Approach** – is a theoretical perspective that suggests the origins of our communication styles lie in what we learn, directly and indirectly, from other people.
  - Assertiveness – pursuing your own best interests
  - Responsiveness – being sensitive to needs of others

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Self and Disclosure to Others

- **Self-disclosur**e is purposefully providing information to others that they would not learn if you did not tell them.
- **Self-awareness** is a person's conscious understanding of who they are.

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Johari Window Model of Self-Disclosure

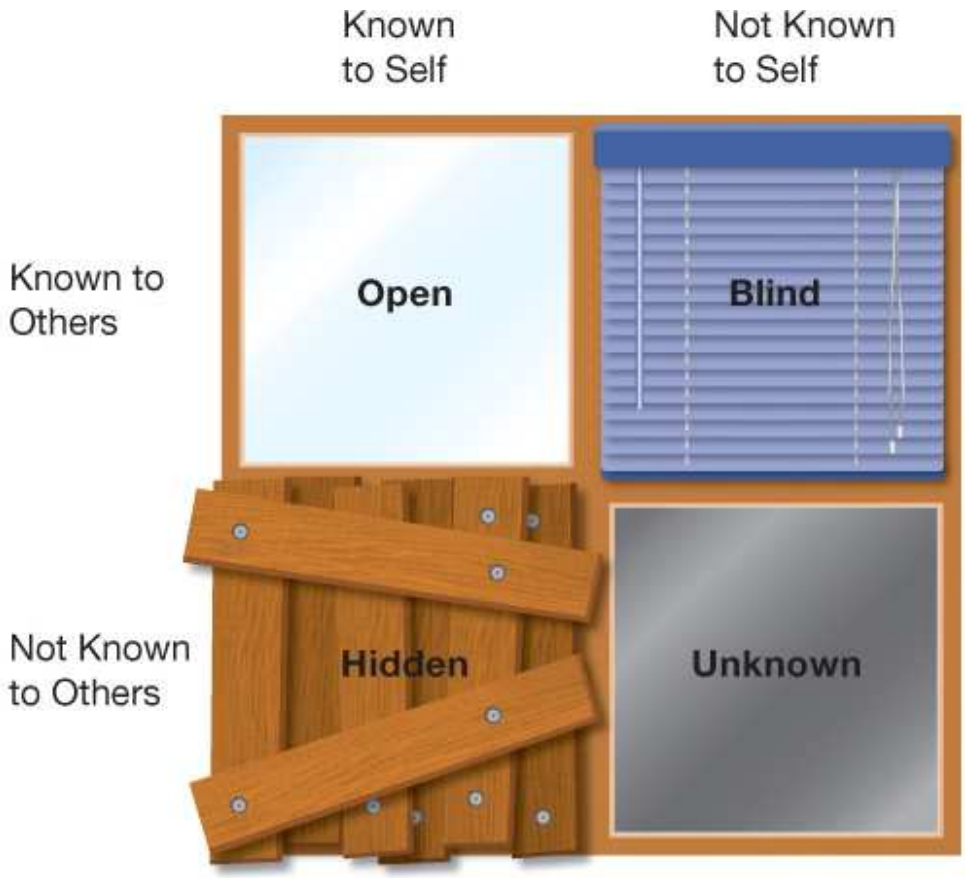


FIGURE 2.2
The Johari Window

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Johari Window

1. **Open Area** contains information that is known to you and others.
2. **Blind Area** contains information unknown to you but known to others.
3. **Hidden Area** contains information known to you but unknown by others.
4. **Unknown Area** contains information unknown to you and unknown by others.

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Applying an Other-Orientation to Self and Interpersonal Communication

- Be aware of the thoughts and feelings of others, but remain true to your own ethics and beliefs.
- Personal beliefs serve as an anchoring point for interactions with others.

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