Essential Communication 3rd edition Adler Test Bank

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Test Bank

to accompany

Essential Communication, Third Edition

Adler • Rodman • du Pré

Chapter 2
The Self, Perception, and Communication

Multiple Choice

1. What is a set of relatively stable perceptions that each of us holds about ourselves?
a. Self-concept
b. Self-esteem
c. Perceived self
d. Presenting self
Answer: a
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 1. Remembering

2. Brandt is very muscular, but thin. This makes him feel like a weakling when he's around his bodybuilder friends at the gym. He feels this way because of his
a. significant other.
b. self-esteem.
c. perceived self.
d. presenting self.
Answer: b
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 2. Understanding

3. Kerry tends to take the initiative in beginning relationships with others and also tends to show affection to others. This is likely due to Kerry's
a. high self-esteem.
b. supportive self-concept.
c. perceived self.
d. presenting self.
Answer: a
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 2. Understanding

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4. Mary tends to think of herself as shy, thoughtful, serious and compassionate. These characteristics are known as
a. belief systems.
b. social traits.
c. social roles.
d. defining interests.
Answer: b
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 1. Remembering

5. James regards being a father to his new-born twins as the most important thing about him. He is therefore emphasizing one of his
a. social roles.
b. social traits.
c. talents.
d. belief systems.
Answer: a
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 1. Remembering

6. Ashley considers herself as someone fearful of public speaking. She is asked to speak to the school board about a new project she's working on. When she speaks to the school board, she is nervous and stumbles on her words. This is likely because
a. self-esteem influences the self-concept.
b. significant others influence the self-concept.
c. culture influences the self-concept.
d. the self-concept influences communication with others.
Answer: d
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 3. Applying

7. Jared describes himself as a thin, muscular, and talented surfer. His friend Joseph also surfs and affirms that Jared is a good surfer. Jared feels good about his body because being thin and muscular is considered a norm in surfing culture. Which part(s) of this description convey(s) Jared's self-concept?
a. Joseph is his friend.
b. He values Joseph's opinion.
c. He describes himself as a thin, muscular, and talented surfer.
d. Being thin and muscular is a norm in surfing culture.
Answer: c
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 4. Analyzing

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8. Janet knows her job very well. She considers herself an expert in her field. As a result, she is frequently able to help her co-workers. Even when someone has trouble understanding an idea, Janet doesn't think poorly of them. Taking all this into account, chances are Janet
a. has high self-esteem.
b. has low self-esteem.
c. is driven by defining interests.
d. has an unstable perception of herself.
Answer: a
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 4. Analyzing

9. People with _____ are less willing to communicate, more likely to be critical of others and expect rejection from them, and more likely to be critical of their own performances and perform poorly when being watched.
a. intermediate self-esteem
b. high-self-esteem
c. low-self-esteem
d. insecure belief systems
Answer: c
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 2. Understanding

10. The term _____ describes how we develop an image of ourselves from the way we think others view us.
a. self-concept
b. self-esteem
c. perceived self
d. reflected appraisal
Answer: d
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 1. Remembering

11. A _____ occurs when a person's expectation of an outcome, and their subsequent behavior, make the outcome more likely to occur than would otherwise have been the case.
a. self-concept
b. reflected appraisal
c. perceived self
d. self-fulfilling prophecy
Answer: d
Textbook Reference: Communication and the Self-Concept

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Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 1. Remembering

12. Ashley gives a speech to the school board and stumbles on her words. The next time she speaks to the school board, she expects to stumble on her words again, which makes her nervous. Her nervousness causes her to stumble on her words again. This is likely the result of
a. self-serving bias.
b. a self-fulfilling prophecy.
c. her perceived self.
d. her presenting self.
Answer: b
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 3. Applying

13. Lorie has a teacher whose opinion she highly values. This shows the importance of a
a. reflected appraisal.
b. self-fulfilling prophecy.
c. significant other.
d. self-serving bias.
Answer: c
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 2. Understanding

14. Significant others have a notably prominent role in the formation of
a. social traits.
b. social roles.
c. reflected appraisal.
d. culture.
Answer: c
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 2. Understanding

15. Mass media, significant others, expectations, and _____ are some of the factors influencing people's sense of self.
a. culture
b. prophesies
c. biases
d. concepts
Answer: a

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Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's: 1. Remembering

16. Rosa is from Honduras. Her upbringing there has greatly influenced the person she is today. Her father was also a great influence. He was stoic and brave and as a result she is too. Her father believed in her and encouraged her to be brave in the face of adversity. Now she believes she can be brave in almost any situation, and that confidence usually results in her success. Which part of this description conveys reflected appraisal?
a. She is from Honduras.
b. Her father was a great influence.
c. Her father was stoic and brave and now she is.
d. Her father believed in her and that helped her to believe in herself.
Answer: d
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 4. Analyzing

17. Esperanza was predicted and expected to do poorly in a math class. At the end of the semester, Esperanza got an F in math. This is an example of
a. social traits.
b. a self-fulfilling prophecy.
c. self-concept.
d. self-esteem.
Answer: b
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 2. Understanding

18. Psychologists call the process of attaching meaning to behavior
a. the halo effect.
b. self-serving bias.
c. gravitation to the familiar.
d. attribution.
Answer: d
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 1. Remembering

19. The tendency for us to judge ourselves in the most generous terms possible is called
a. confidence.
b. self-serving bias.

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c. self-fulfilling prophecy.
d. attribution.
Answer: b
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 1. Remembering

20. Judy interviewed a recent college graduate named Steve who was perfectly qualified for the job, but she didn't hire him because he had a bit of a stutter. In this case, Judy was
a. more influenced by the negative traits.
b. equally influenced by the positive and negative traits.
c. more influenced by the positive traits.
d. perception checking.
Answer: a
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 4. Analyzing

21. LaTonya is on a date with Dan. Dan has been polite and kind the whole night. He looks at her when she speaks and really seems to care about what she has to say. At the end of the night, he sneezes into his hand rather than in a napkin. Although LaTonya does this herself quite often, she suddenly decides she won't go out with him again. This is likely because
a. we often judge ourselves more charitably than others.
b. we are all capable of self-fulfilling prophesies.
c. we tend to assume others are similar to us.
d. we tend to think we're better than everyone.
Answer: a
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 2. Understanding

22. People who assume that an individual who is taller than average is also likely to be more intelligent than average are demonstrating
a. self-esteem.
b. self-concept.
c. perception.
d. the halo effect.
Answer: d
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 1. Remembering

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23. Harpreet knew who she wanted to vote for in the election, so she only talked with people who were going to vote for the same candidate because she believed they were better informed than other voters. This illustrates what form of misattribution?
a. We often judge ourselves more charitably than others.
b. We pay more attention to negative impressions than positive ones.
c. People gravitate to the familiar.
d. People tend to overgeneralize.
Answer: c
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 2. Understanding

24. If you find explanations outside yourself when you suffer a setback, but tend to blame others' problems on their personal flaws, you are exhibiting
a. overgeneralization.
b. self-serving bias.
c. the halo effect.
d. miscommunication.
Answer: b
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 1. Remembering

25. A person's biological category such as male, female, and intersex is referred to as
a. their sex.
b. their gender.
c. androgyny.
d. attribution.
Answer: a
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 1. Remembering

26. A socially constructed set of expectations about what it means to be "masculine" or "feminine" is referred to as
a. sex.
b. gender.
c. androgyny.
d. attribution.
Answer: b
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.

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Bloom's Level: 1. Remembering

27. Which term below goes beyond the dichotomy of masculine and feminine by describing a combination of masculine and feminine traits?
a. Sex
b. Gender
c. Androgynous
d. Attribution
Answer: c
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 1. Remembering

28. Masculine and feminine behaviors are part of
a. our biology.
b. a stereotype.
c. an unvarying set of qualities.
d. multidimensional set of qualities.
Answer: d
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 1. Remembering

29. The outdated view that genders are "opposite" to each other involved a(n) _____ system of understanding genders.
a. binary
b. androgynous
c. undifferentiated
d. transgender
Answer: a
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 1. Remembering

30. Samuel has long hair that some people think is girly. He dresses nicely and is concerned about his looks. While he likes sewing and baking, he is also a die-hard football fan who spends a lot of time restoring classic muscle cars. If you are to base your perception of Samuel on American cultural stereotypes, what gender is he?
a. He is male.
b. He is female.
c. He is androgynous, having both masculine and feminine traits.
d. He is intersex.
Answer: c

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Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 4. Analyzing

31. People who consider it appropriate and normal for men, but less so for women, to compete assertively in the workplace, are demonstrating which element of gendered communication?
a. Gender roles are rooted in biology.
b. Gender roles are learned.
c. Gender roles cannot change.
d. Gender roles are binary.
Answer: b
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 2. Understanding

32. The ability to re-create another person's perspective, to experience the world from the other's point of view is referred to as
a. self-perception.
b. sympathy.
c. empathy.
d. understanding.
Answer: c
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

33. A person who keeps calm by counting to 10 before addressing an emotional issue is demonstrating
a. self-awareness.
b. self-regulation.
c. internal motivation.
d. empathy.
Answer: b
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

34. It's important to attempt to understand others accurately, and not to jump to conclusions. We can do this by
a. self-perception.
b. self-regulation.
c. empathy.

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d. perception-checking.
Answer: d
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

35. The theory of emotional intelligence, according to the psychologist who popularized it, has the following five dimensions:
a. self-awareness, self-perception, internal motivation, empathy, and social skills.
b. self-awareness, self-regulation, internal motivation, sympathy, and social skills.
c. self-awareness, self-regulation, sympathy, empathy, and social skills.
d. self-awareness, self-regulation, internal motivation, empathy, and social skills.
Answer: d
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 2. Understanding

36. Janine has not been smiling much the past few days and her husband, Andy, feels that she may be upset. Andy feels like he should talk to her about it. If Andy used a perception check to ask Janine about how she's been, what is he likely to ask?
a. "What's wrong with you?"
b. "Why are you so sad?"
c. "It seems like something is wrong with you. Am I right?"
d. "I noticed you haven't been smiling much lately. I was wondering if something has been bothering you or whether you might be upset with me. Are we okay?"
Answer: d
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 2. Understanding

37. Jorge is in line at the department store when he hears another customer complaining loudly. He has been unhappy with the customer service at this particular store as well and he really feels the guy's pain. How would you classify his reaction?
a. As a self-perception
b. As sympathy
c. As empathy
d. As understanding
Answer: c
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 3. Applying

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38. A tool for helping to understand others accurately instead of assuming that your first interpretation is correct is called
a. self-perception.
b. cognitive checking.
c. empathy.
d. perception checking.
Answer: d
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

39. Which of the following statements about perception checking is true?
a. Nonverbal behavior has no effect on perception checking.
b. Perception checking is a one-step process.
c. Perception checking minimizes defensiveness.
d. Perception checking has no effect on the accuracy of perceptions.
Answer: c
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 2. Understanding

40. Which of the following statements about empathy is true?
a. It is impossible to achieve total empathy.
b. It requires the equal coexistence of your opinion with another's.
c. It requires critical judgment of another person.
d. It requires reliance on initial assumptions.
Answer: a
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 2. Understanding

41. Carlos's friend Albert is in a predicament. He was trying to make some quick cash and invested his money in a risky stock. Albert is emotionally wrought because he needed that money to pay rent for his family's home. Carlos feels sorry for Albert, and can understand why, in the circumstances, he made a choice that other people would criticize: in Albert's place, he would feel exactly the same way. Which selection below best characterizes how Carlos responds to Albert's situation?
a. Carlos is perception checking.
b. Carlos has often been short of cash himself.
c. Carlos empathizes with Albert.
d. Carlos is showing the value of friendship.
Answer: c
Textbook Reference: Emotional IQ and Communication

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Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 4. Analyzing

42. Suspending judgment, genuine concern, perception checking, and _____ are the four dimensions we can use to develop empathy.
a. listening
b. sympathy
c. self-regulation
d. understanding
Answer: a
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

43. Self-regulation and internal motivation are two of the five proposed dimensions of
a. perception checking.
b. empathy.
c. emotional intelligence.
d. good social skills.
Answer: c
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

44. The communication strategies people use to influence how others view them is are called
a. self-serving bias.
b. identity management.
c. emotional intelligence.
d. attribution.
Answer: b
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

45. The verbal and nonverbal ways we act to show a positive image of ourselves to others are called
a. facework.
b. the private self.
c. attribution.
d. the presenting self.
Answer: a
Textbook Reference: Identity Management

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Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

46. The person you believe yourself to be in moments of honest self-examination is referred to as the _____ self.
a. empathic
b. presenting
c. monitored
d. perceived
Answer: d
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

47. Sometimes we disclose to others how we honestly feel about our bodies and sometimes we don't. This is because of the private nature of
a. facework.
b. identity management.
c. the presenting self.
d. the perceived self.
Answer: d
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

48. In the same day you may be a joking friend and a consoling parent. This is because
a. identity management can be conscious or unconscious.
b. identity management is collaborative.
c. we have multiple identities.
d. people differ in their degree of identity management.
Answer: c
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

49. Identity-related communication is a kind of drama in which we perform like actors and connect with other such actors trying to create their own characters—to improvise scenes in which our characters mesh. This is because
a. identity management can be conscious or unconscious.
b. identity management is collaborative.
c. we have multiple identities.
d. people differ in their degree of identity management.

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Answer: b
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 2. Understanding

50. High self-monitors are usually more aware of their identity management behaviors, while low self-monitors are not. This is because
a. identity management can be conscious or unconscious.
b. identity management is collaborative.
c. we have multiple identities.
d. people differ in their degree of identity management.
Answer: d
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

51. Read the following dialogue and choose the statement it best represents.
"I guess you weren't able to make it. Did something come up? I never heard from you."
"Yeah, I meant to be there, but my brother came by unexpectedly and sabotaged my day."
a. Identity management can be conscious or unconscious.
b. Identity management is collaborative.
c. We have multiple identities.
d. People differ in their degree of identity management.
Answer: b
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 3. Applying

52. Anton is a highly dependable employee at his job. He is always focused and serious at work. When he's with his friends, he's considered a carefree jokester who is chronically late. Which of the following statements might best explain the difference?
a. Identity management can be conscious or unconscious.
b. Identity management is collaborative.
c. We have multiple identities.
d. People differ in their degree of identity management.
Answer: c
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 3. Applying

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53. When Shawna speaks to Trish, she is thoughtful about the things she says and carefully considers Trish's reactions. Trish on the other hand blurts out her thoughts without much thought to how they are received. What best explains the differences between Shawna and Trish?
a. Identity management can be conscious or unconscious.
b. Identity management is collaborative.
c. We have multiple identities.
d. People differ in their degree of identity management.
Answer: d
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 3. Applying

54. To all of her friends, Andrea is a fun carefree friend. Despite her friends' characterization, she knows she is often quite sad and bombarded with stress. Andrea's understanding of herself primarily relates to
a. her perceived self.
b. her presenting self.
c. facework.
d. attribution.
Answer: a
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 3. Applying

55. If you normally wear casual clothes, but dress more formally to attend a traffic court in the hope of being treated more sympathetically, you are showing that
a. identity management may be deliberate or unconscious
b. identity management is not necessarily dishonest
c. identity management can be goal-oriented
d. you have both a perceived self and a presenting self
Answer: c
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

56. Ahmed has only been in the United States for a year and has not completely adjusted to new social norms. He notices his friend has had an acne breakout and says, "Your face looks terrible." His friend is very unhappy with the comment. What could Ahmed have done to better manage his identity to follow social rules?
a. He could have told his friend on social media.
b. He could have told his friend that he was having a breakout rather than that he looked terrible.
c. He could have made an excuse for his comment.
d. He could have chosen not to say anything to avoid making his friend uncomfortable.

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Answer: d
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 4. Analyzing

57. Hannah wants people to perceive her as fashionable and trendy. How might Hannah engage in identity management online?
a. She could strategically post photos on Instagram that depict upscale brands like Chanel.
b. She could post photos of herself wearing a wide range of clothes.
c. She could keep reminding people about her Instagram page.
d. She could follow a variety of accounts that fashion models also follow.
Answer: a
Textbook Reference: Identity Management and Social Media
Learning Objective: 2.7 Analyze the challenge of using social media to present a favorable image while still being authentic.
Bloom's Level: 4. Analyzing

58. Sonja posted about her recent health struggles on Facebook and was grateful for all of the support from people who lived far away from her. She started to feel better about herself. This demonstrates that
a. social media can boost self-esteem.
b. being genuine leads to benefits.
c. self-esteem can enhance emotional resilience.
d. people tend to pay attention to emotional stories on social media.
Answer: a
Textbook Reference: Identity Management and Social Media
Learning Objective: 2.7 Analyze the challenge of using social media to present a favorable image while still being authentic.
Bloom's Level: 4. Analyzing

59. Mitch wants people to perceive him as attractive and socially engaged. So, he tends to only post carefully edited photos that make him seem perfect. When his close friends point out that this is not an accurate picture, what are they asking him to consider?
a. Social media can boost self-esteem
b. Being genuine matters most.
c. Self-esteem can enhance emotional resilience.
d. Social media can reach an unexpectedly large audience.
Answer: b
Textbook Reference: Identity Management and Social Media
Learning Objective: 2.7 Analyze the challenge of using social media to present a favorable image while still being authentic.
Bloom's Level: 2. Understanding

60. Which of the following statements about identity management and social media is *false*?
a. Self-esteem is boosted by posting unrealistically positive images of oneself.

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b. Healthy self-esteem can enhance resilience to things like cyberbullying.
c. It is important to try to be genuine on social media.
d. Ultimately, confidence stems from showing the world "the real you."
Answer: a
Textbook Reference: Identity Management and Social Media
Learning Objective: 2.7 Analyze the challenge of using social media to present a favorable image while still being authentic.
Bloom's Level: 2. Understanding

61. Susan found herself facing criticism online from others, yet it didn't seem to have a negative impact on her when she described the criticism to her friends. This is likely because Susan has
a. low emotional intelligence.
b. high emotional intelligence cues.
c. low self-esteem.
d. high self-esteem.
Answer: d
Textbook Reference: Identity Management and Social Media
Learning Objective: 2.7 Analyze the challenge of using social media to present a favorable image while still being authentic.
Bloom's Level: 4. Analyzing

Short Answer

62. What is the self-concept?
Answer: A set of relatively stable perceptions that each of us holds about ourselves.
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 1. Remembering

63. What are four factors covered in the chapter that affect and reflect people's sense of self?
Answer: 1. Significant others. 2. Mass media. 3. Culture. 4. Expectations.
Textbook Reference: Communication and the Self-Concept
Learning Objective: 2.2 Analyze ways that communication both influences and reflects the self-concept.
Bloom's Level: 1. Remembering

64. What are the four psychological misconceptions about gender and communication discussed in the chapter?
Answer: 1. Sex and gender are the same. 2. Communication styles are either masculine or feminine. 3. There is an "opposite" sex. 4. Gender roles are rooted in biology.
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 1. Remembering

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65. What is perception checking?
Answer: Perception checking is a communication technique for helping to understand others accurately instead of assuming that your first interpretation is correct. Perception checking is a communication technique to enhance empathy and emotional intelligence.
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 1. Remembering

66. Define facework.
Answer: The verbal and nonverbal ways we act to maintain our own positive presenting self.
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 1. Remembering

Essay

67. Discuss the similarities and differences between the self-concept and self-esteem.
Answer: The main point is that the self-concept and self-esteem are related, and both have a role in communication, but they are not the same things.
Answers will vary but must include:
a) Both the self-concept and self-esteem affect the way we communicate.
b) The self-concept is the set of perceptions we hold about ourselves, while self-esteem is how those perceptions make us feel.
c) Self-esteem is an element of the self-concept.
Answers will vary but may include:
a) The self-concept is grounded in the ways we feel we both resemble and differ from others.
b) High self-esteem brings particular communication benefits, but if taken to extremes can be off-putting to others.
c) Examples of the self-concept and self-esteem.
Textbook Reference: The Self-Concept Defined
Learning Objective: 2.1 Explain the self-concept and its relation to self-esteem.
Bloom's Level: 2. Understanding

68. Define the term "attribution" and describe the perceptual errors your book mentions that can lead to inaccurate attributions—and to troublesome communication.
Answer: The main point is that common inaccurate perceptual errors can lead to troublesome communication.
Answers will vary but must include:
a) Attribution is the process of attaching meaning to behavior.
b) Uncharitable attitudes toward others can affect communication. Your harsh opinions of others can lead to judgmental messages, and self-serving defenses of your own actions can result in a defensive response when others question your behavior.

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c) We pay more attention to negative impressions than positive ones. Expecting perfection can lead us to reject people on superficial qualities that might not matter very much once we get to know them.
d) We tend to be drawn to those we assume are similar to us. Assuming others have similar thoughts and attitudes to ours can lead to inaccurate expectations of how they might react to our communication.
Answers will vary but may include:
a) One of many possible examples of attribution is when we see someone on the street with rumpled clothes and assume he or she is a bum.
b) We usually judge ourselves more charitably than others. In an attempt to convince ourselves and others that the positive face we show to the world is true, we tend to judge ourselves in the most generous terms possible.
c) People with low self-esteem imagine that others view them unfavorably, whereas people who like themselves imagine that others do too.
Textbook Reference: Mistaken Attributions and Communication
Learning Objective: 2.3 Recognize tendencies that lead to distorted perceptions of yourself and others and how those distortions affect communication.
Bloom's Level: 3. Applying

69. Describe the dimensions of empathy.
Answer: The main point is that empathy is the willingness and ability to experience and understand situations from another person's perspective.
Answers will vary but must include:
a) Empathy involves suspending our own opinions and judgments.
b) Empathy involves listening carefully to what another has to say, in order to appreciate their emotions: fear, joy, sadness, and so on.
c) Communication techniques such as perception checking can promote empathy by making us clarify our understanding and avoid hasty conclusions.
d) Empathy entails a genuine concern for the other person's experience that goes beyond thinking about them and feeling for them.
Answers will vary but may include:
a) Empathy is recognized as one of the five dimensions of emotional intelligence (E.I.).
b) Although complete understanding of another person is not possible, cultivating empathy can give a good idea of how they are likely to experience the world.
c) Empathizing allows you to understand and identify with how another person may be experiencing mixed or complex emotions (such as joy and fear) in response to a single situation.
Textbook Reference: Emotional IQ and Communication
Learning Objective: 2.5 Explain dimensions of empathic communication and emotional intelligence, and practice the technique of perception checking.
Bloom's Level: 2. Understanding

70. Identify three things to keep in mind in order to effectively perceive people in regards to their sex and gender. Be sure to briefly describe each one.
Answer: The main point is that there are cultural assumptions about sex and gender that can lead to inaccurate perceptions of people.
Answers will vary but must include:

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a) Sex and gender are not the same. Sex is biological, while gender is socially and culturally constructed. People from both genders have varying levels of the attributes often attributed to the other gender.
b) Whether people are male or female, they might be seen as generally masculine, feminine, androgynous, or undifferentiated, based on society's definitions.
c) The most recent conceptualization of gender, according to the textbook, is that it is a multidimensional collection of qualities, and that people are consequently far less easily categorized than was previously assumed.
Answers will vary but may include:
a) The term "cisgender" describes a person whose current gender is the same as the biological sex attributed to them at birth; while "transgender" means that their current gender is not the same as the biological sex attributed at birth.
b) Physical attributes and hormone levels mean that – biologically speaking – no person is entirely masculine or feminine.
c) Gender roles are learned and can therefore be changed.
Textbook Reference: Myths About Gendered Communication
Learning Objective: 2.4 Counteract myths about gendered communication with more accurate information.
Bloom's Level: 4. Analyzing

71. Identity management is collaborative. What are the implications of this for communication?
Answer: The main point is that almost all interactions provide an arena in which communicators construct their identities in concert with and in response to the behavior of others.
Answers will vary but must include:
a) We manage our own identities while others do the same.
b) Your attempt to manage your identity a certain way may be accepted or rejected by the other(s) involved and vice versa.
c) Your attempt to manage your identity a certain way may be frustrated by factors beyond your control—particularly cultural assumptions about gender, age, ethnicity, appearance, etc.
Answers will vary but may include:
a) More than one party must be involved in identity management concurrently, because it is never a solo enterprise.
b) The collaborative nature of identity management means that no one individual's efforts at presenting a desired self can be perfect.
c) Cooperative identity management can be particularly effective in enabling people to save face during potentially embarrassing situations.
Textbook Reference: Identity Management
Learning Objective: 2.6 Describe how personal behavior and the actions of others influence identity management.
Bloom's Level: 4. Analyzing

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