Reflect and Relate An Introduction to Interpersonal Communication 3rd edition McCornack Solutions Manual

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Chapter 2: Considering Self

Lecture Outline

I. The **self** is an evolving composite of self-awareness, self-concept, and self-esteem.

A. The first component of self is **self-awareness**—the ability to reflect on your thoughts, feelings, and behaviors.

1. One way we develop a sense of self is by monitoring our own behaviors and forming impressions of who we are from such observations.

2. A greater sense of self develops as we consider our behavior relative to the behavior of others, a process known as **social comparison**.

3. You can greatly enhance your self-awareness and, ultimately, your interpersonal communication skills by practicing *critical self-reflection*. Learn to ask five questions about your communication behavior:

a. What am I thinking and feeling?

b. Why am I thinking and feeling this way?

c. How am I communicating?

d. How are my thoughts and feelings affecting my communication?

e. How can I improve my thoughts, feelings, and communication?

B. The second component of self is your **self-concept**, your overall perception of who you are.

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1. Your self-concept is based on the beliefs, attitudes, and values you have about yourself.

   a. *Beliefs* are convictions that certain things are true.

   b. *Attitudes* are evaluative appraisals.

   c. *Values* represent enduring principles that guide your interpersonal actions.

2. One of the biggest influences on your self-concept is how you think others see you. Cooley (1902) referred to this phenomenon as the **looking-glass self**. For example, do you think others see you as attractive? Talented? Athletic?

3. **Self-concept clarity** is the degree to which you have a clearly defined, consistent, and enduring sense of self.

4. Our self-concept may lead us to make **self-fulfilling prophecies**, predictions about future outcomes that cause us to behave in ways that ensure the interaction unfolds as we predicted. Some self-fulfilling prophecies set positive events in motion, while others set negative events in motion.

C. The third component of self is **self-esteem**, the overall value we assign to ourselves. This evaluation can be positive or negative. Your self-esteem strongly shapes your interpersonal communication, relationships, and physical and mental health.

1. **Self-discrepancy theory** suggests that your self-esteem is determined by how you think about yourself along the lines of two mental standards.

   a. The first is your *ideal self*, comprising the characteristics you want to possess.

   b. The second is your *ought self*, the person others (i.e., family, friends, society) wish and expect you to be.

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c. Self-discrepancy theory maintains that self-esteem improves as we reduce discrepancies between our ideal and ought selves.

2. *Focus on Culture: How Does the Media Shape Your Self-Esteem?*

a. Standards informing our ideal and ought selves are shaped by the media.

b. Although the media present digitally enhanced images, we are prone to compare ourselves with such images.

c. The internalization of such standards can contribute to low self-esteem.

3. Your self-esteem can start to improve only when you reduce discrepancies between your ideal and ought selves. Methods of achieving this goal include the following:

a. Assessing your self-concept

b. Analyzing your ideal self

c. Analyzing your ought self

d. Revisiting and redefining your standards

e. Creating an action plan for resolving any self-discrepancies

II. Gender, family experiences, and cultural factors are three outside sources that also shape our sense of self.

A. **Gender** is the composite of social, psychological, and cultural attributes that characterize us as male or female.

1. Gender differs from *biological sex*, the physical characteristics with which we are born, in that gender is largely learned.

2. Immediately after birth, we begin a lifelong process of gender socialization, learning from others what it means to be "male" or female."

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3. Boys are usually taught masculine behaviors (e.g., assertiveness, competitiveness, independence), whereas girls are typically taught feminine behaviors (e.g., compassion, nurturing, sensitivity).

B. Early family experiences affect how we come to see ourselves and shape our beliefs regarding the functions, rewards, and dependability of interpersonal relationships.

1. These beliefs help shape two dimensions of our thoughts, feelings, and behavior: attachment anxiety and attachment avoidance.
    a. *Attachment anxiety* is the degree to which a person fears rejection by relationship partners.
    b. *Attachment avoidance* is the degree to which someone desires close interpersonal ties.
2. Four attachment styles derive from these two dimensions.
    a. Individuals with **secure attachment** have low anxiety and avoidance regarding relationships with others, seek closeness, and have confidence in their abilities to handle problems.
    b. People with **preoccupied attachment** are high in anxiety and low in avoidance. They desire closeness but are plagued with fear of rejection. They may use sexual contact to satisfy their need to feel loved.
    c. People with **dismissive attachment** have low anxiety but high avoidance. They view close relationships as unimportant.
    d. Individuals with **fearful attachment** are high in both attachment anxiety and avoidance. They avoid relationships because they fear closeness will only result

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in pain. They may develop a relationship only if there is a guarantee that their partners must rely on them; but even then, they will still harbor doubts.

C. Culture is the third outside source of self. Culture is an established, coherent set of beliefs, attitudes, values, and practices shared by a large group of people.

1. Culture may include nationality as well as ethnicity, religion, gender, sexual orientation, physical and mental ability levels, and even age.

2. Most of us belong to more than one culture, and this may lead to internal conflict.

III. Whenever we communicate with others, we present our self to them. Sometimes we present a public self that mirrors our private self, and sometimes we do not.

A. Your public self—your **face**—is how you want others to see and know you.

B. A **mask** is a public self designed to hide one's private self.

1. Masks can be subtle, dramatic, or crafted to inflate our abilities.

2. We often form a strong emotional attachment to our face because it represents the person we most want others to see.

3. Sometimes after we've created a certain face, we reveal information that contradicts it, causing us to lose face. This is known as **embarrassment**.

a. You can maintain your face by engaging in communication and behaviors that mesh with the knowledge that others already have about you.

b. You can remedy an embarrassing situation (restore your face) by acknowledging that the event happened, accepting responsibility for your actions, and apologizing, if necessary.

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C. How you present your self online is very important in our technology-dominated world. This includes everything from what you say online to the images you post and even what others say about you.

1. Presenting yourself online provides unique benefits and challenges.

   a. A major benefit of online interaction is the ability to control the information you share with others. For example, many people present themselves in ways that amplify positive personality characteristics such as warmth and friendliness.

   b. A drawback is that online presentation makes it easier to deceive—to represent your self differently from who you actually are. The authenticity of someone's self-presentation is difficult to assess without meeting in person.

   c. **Warranting value** is the level of trustworthiness of someone's online self-description, as determined by whether or not it can be verified by others.

2. You can improve your online self-presentation in several ways:

   a. Select an appropriate screen name.

   b. Make wise choices about the words and images you use.

   c. Beware of allowing content on your Web page that diminishes your self-image.

   d. Routinely search for what others are posting online about you.

   e. Modify your online self-presentation if it fails the *interview test.*

3. Current and future employers may use the Internet to "research" you, so make sure your online self-presentation matches what you want them to see.

IV. Developing strong relationships is dependent on making our selves known to others. This isn't easy. Exposing yourself to others can make you feel vulnerable, provoking uneasiness between how much to reveal versus how much to veil.

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A. **Social penetration theory** explains how we reveal our self in layers. The social penetration model draws an analogy between the self and an onion.

1. At the *outermost, peripheral layers* of self are demographic characteristics such as birthplace, age, gender, and ethnicity.
2. At the *intermediate layers* reside attitudes and opinions.
3. The deepest levels are the *central layers*, which include core characteristics such as self-awareness; self-concept; self-esteem; and personal values, traits, and fears.

B. You develop closer relationships by revealing more personal aspects of your self to others.

   a. *Breadth* is the number of different aspects of self each partner reveals.

   b. *Depth* involves how deeply into one another's self the partners have penetrated.

   c. The rate at which social penetration occurs in relationships isn't consistent. The speed with which people grant another access to the broader and deeper aspects of their selves depends on a variety of factors.

   d. **Intimacy** (a feeling of closeness and "union" that exists between us and our partners) increases the more we penetrate into each other's selves.

C. Another means of thinking about how we manage revealing ourselves in relationships is the Johari Window, which suggests that some aspects, or quadrants, of our selves are open to self-reflection and sharing with other people, while others remain hidden—both to ourselves and to others.

1. During the early stages of a relationship our *hidden* area is relatively large compared with the *public* area. We reveal information that was previously hidden in order to become better acquainted with others.

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2. Yet the *unknown* and *blind* areas remain fairly stable.

3. To improve ourselves, we must learn about our blind area and then change the aspects within it that contribute to ineffective communication and relationship challenges.

D. Revealing private information about your self to others is known as **self-disclosure**.

1. According to the **interpersonal process model of intimacy**, the closeness we feel toward others in our relationships is created through two things: self-disclosure and responsiveness of listeners.

   a. Relationships are intimate when *both* partners share private information with each other *and* both people respond to their partners' disclosures with understanding, caring, and support.

   b. Relationships are less intimate and can be undermined by listeners who are non-supportive in response to disclosures, or people disclose information that is perceived as problematic.

2. Research studies suggest five important facts regarding self-disclosure:

   a. In any culture, people vary widely in the degree to which they self-disclose.

   b. People across cultures differ in their self-disclosure.

   c. People disclose more quickly, broadly, and deeply when interacting online than when interacting face-to-face.

   d. Self-disclosure appears to promote mental health and relieve stress.

   e. Contrary to stereotypes, both men and women disclose deeply and broadly.

3. Competent self-disclosure involves skills that can be developed and improved.

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a. Know yourself. Before disclosing, make sure that you are ready and certain about the aspects of yourself that you are going to reveal.

b. Know your audience. Think about how others will perceive your disclosure and how it will impact their thoughts and feelings about you.

c. Don't force others to self-disclose. Simply state your willingness and availability to listen to the other.

d. Don't presume gender preferences. Some men more readily disclose than do some women.

e. Be sensitive to cultural differences. When interacting with people from different backgrounds, disclose gradually.

f. Go slowly. Share intermediate and central aspects of yourself gradually and only after thorough discussion of peripheral information.

E. *Making Relationship Choices: Workplace Self-Disclosure.* Workplace connections are essential to happiness and success on the job. But they can also be tricky, especially when it comes to disclosing personal information.

1. Imagine that you are having a workplace romance, against your company's policy. You tell Jonathan, another one of your coworkers and your long-time friend, about your romantic relationship. The next day, your manager learns about your romance and fires you.
2. Do you think it was a good idea to disclose your romantic relationship to Jonathan? How would you have handled the situation?
3. Reflect on yourself and on Jonathan's perspective.
4. Determine the optimal outcome and the roadblocks to achieving the outcome.

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5. Use the concepts of face, mask, openness, and the recommendations for competent self-disclosure in charting your course.

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Chapter 2: Considering Self

Instructor Resources

OBJECTIVES

- Identify the components of self.
- Examine how critical self-reflection can be used to improve communication and self-esteem.
- Explain the ways that gender, family, and culture influence our sense of self.
- Explore how to present and maintain a positive self when interacting with others.
- Understand the importance of online self-presentation.
- Discuss the challenges of managing the self in relationships.
- Explore various considerations related to self-disclosure.

DISCUSSION QUESTIONS

1. In the opening story about Eric Staib, we learn that Eric's opinion of his learning difficulties changed for the better when he was diagnosed as dyslexic. How significant do you think labels are in forming self-concept? What are some examples that you know about? Using some of these examples, how might one rethink labels and take positive steps to overcome limitations?

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- Initial responses may be drawn from family life (e.g., students who grew up being referred to as "the baby" or "the family clown"). Additional illustrations might be drawn from grade school and high school (e.g., clique classifications such as "the geek" or "the jock").
- Take any given example(s) that resonates with the entire class and trace the possible limitations that such labels can impose on a person's self-image and behavior.
- Finally, have the group recast the label into positive terms (e.g., "the geek" is a person whose aptitudes are in high demand given the right setting).

2. Self-awareness is important to developing your self, your communication, and your relationships. One example of not understanding your self very well is repeating the same mistakes over and over. What other personal and interpersonal problems can occur if you don't know your self very well?
   - Limited self-awareness affects personal happiness when we don't know what we really want in life or what satisfies our needs.
   - We may make poor choices in selecting friends and romantic partners.
   - We may fail to recognize how our behavior contributes to relationship problems.
   - We can have difficulty explaining our motives and reactions.
3. What is an example of a self-fulfilling prophecy you've experienced in school or your social life? Trace the sequence of events that made the original prediction come true.
   - Self-fulfilling prophecies are predictions about future interactions that lead us to behave in ways that ensure the interaction unfolds as predicted.
   - Some examples of self-fulfilling prophecy in school life might include: "I can (or cannot) do well in math"; "I'm good (or not good) at making friends"; or, "I will (or will not) be successful in auditioning for the choir/band." Some examples of self-fulfilling prophecy

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in social life might include: “She will (or won’t) find me attractive”; “I like (or dislike) meeting new people”; or, “I will (or won’t) enjoy spending time with other couples.”

- Take one of the examples offered by the group and trace the sequence of events in terms of how an initial prediction might lead to behaviors that increases the likelihood of the predicted outcome.

4. Advertisers use tactics to suggest that we “ought” to be cool or that we “ought” to be young. For example, ads from Apple imply that it is fashionable to be seen with its sleek new iPhone or the latest iPad. Alternately, Clairol ads depict the horror of graying hair, explaining how the company’s dyes can “subtract years” from your appearance. How much of an impact does the media have in determining how we “ought” to be? What other examples can you provide?

   - Further probe students by asking them to consider the trendy public appetite for such expensive items as Louis Vuitton handbags and Christian Louboutin shoes. Why aren’t low-budget handbags or heels from discount stores considered viable options?

   - Peer/social pressures combine with media messages to affect the standards of how we “ought to be.”

5. What does it mean when we say that gender is social, psychological, and cultural? What kinds of messages have you heard from your family and from your cultural upbringing about what it means to be a man? A woman? How have these messages changed from generation to generation? What experiences have you had living and traveling in cultures that possess different viewpoints about gender?

   - Concepts of masculinity and femininity are learned through socialization and interpersonal experiences.

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- Students can recount stereotypical messages such as: “Little girls don’t talk like that”; “You’re getting too big to cry”; and, “You should be helping out in the kitchen.”

* Over the past few decades, Americans have made great strides in accepting and adjusting to new definitions of gender roles. The increase in the number of stay-at-home fathers, female CEO’s, and family-friendly corporate policies give credence to these attitude changes.

- Students who have spent time in non-Western cultures may offer either some very rigid sex-role expectations or more expansive (or even reversed) sex-role definitions.

6. What is the importance of attachment styles in helping you think about interpersonal relationships?

   - Attachment styles are concerned with the type of emotional bond we develop with our caregivers that serve as the foundation for future interpersonal relationships. The four styles are: 1) *secure attachment*, a perception that love is desirable and dependable; 2) *preoccupied attachment*, a desire for closeness but anxiety about acceptance; 3) *dismissive attachment*, a preference for limited relationships and high value placed on self-reliance; and 4) *fearful attachment*, a belief that love only causes unhappiness.
   - Consider how these four attachment styles describe problems of trust, relational satisfaction, and anxiety, then make a prediction about how a person representing each attachment style each would handle an emotional crisis.

7. In what ways do the masks we wear serve us in various interpersonal settings? For example, how many of you work in customer-service settings where masks are important? Why is this? When do masks present problems interpersonally?

   - Masks maintain order and civility in social settings.

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- In a customer-service setting, a mask is important to maintain the image that the company wants to project to its customer. As an employee, you are the "face" of the company, so you must pretend "the customer is always right" no matter your personal opinion of the customer and/or the customer's behavior.
- Masks present problems when they mislead others, compromise the trust in a relationship, or misrepresent our fundamental values.

8. One criticism of social media (e.g., Web sites such as Facebook) is that people feel they must post status updates and photos of themselves looking happy and having fun in order to seem cool and/or popular. (This tendency led Facebook to earn the pejorative nickname "Bragbook.") What if your online self-presentation doesn't match up with this type of face? What affects could that cause to your view of self?
   - Social comparison may contribute to "Facebook depression." When you compare your life to that of others, based on what they have posted, it may appear that their lives are happier and more successful than yours.

9. What happens in Vegas stays on Facebook! Social media has transformed interpersonal communication, because many people blog, tweet, and post to Facebook, etc. without considering the appropriateness of the information they are sharing. Working with a classmate, list types of information you feel are inappropriate for disclosure via social media. Why do you feel they are inappropriate? What is appropriate to share? Why?
   - Responses will vary, as some students may not yet recognize the potential harm of posting certain types of messages online.

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- Types of information that are appropriate might include status updates; pictures of friends, family, and pets; information about favorite bands; movie trailers; and YouTube clips.
- However, most students will agree that images containing nudity, pictures of illegal activities, and bullying posts would be inappropriate.

10. What kinds of things do you talk about with a classmate you are just getting to know? Let's organize these topics according to breadth and depth of disclosure. Then, let's consider someone you have been dating for several months: In what ways are the topics similar? How might the breadth and depth of these topics change? What topics might be introduced as the relationship develops?
    - Topics discussed with a classmate might include opinions about the class and the teacher, information about other classes, plans for the weekend, and information about work. It is unlikely that any of these would be discussed in depth.
    - With a person you've been dating for several months, topics might include school, mutual friends, family, future plans, hobbies, and the relationship itself. The amount of depth on each issue will vary depending on the level of trust that has been established in the relationship. The amount of risk-taking and trust affect the management of what we talk about and how deeply we talk.

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THINK PAIR SHARE

Think Pair Share prompts support the active engagement of students in the learning experience. The prompts can be particularly useful in punctuating the lecture presentation of chapter concepts.

1. Explain the differences among self-awareness, self-concept, and self-esteem.
2. What is an example of a characteristic that would represent a discrepancy between your ideal self and your ought self?
3. What is the difference between face and mask? Think about your most embarrassing moment. Explain the moment to your partner using the concepts of face and mask to interpret the situation.
4. What are one or two examples of self-information that can be found in each of the four quadrants of the Johari Window?
5. Together with your partner, name three or four characteristics that people you've known seemed blind to about their selves.
6. Consider the benefits and risks of self-disclosure. Together with your partner, create a list of at least five benefits and five risks of self-disclosure. Each dyad should share their list with the whole class in order to create an overall list of "benefits" and "risks" of self-disclosure.
7. Consider the skills of self-disclosure. Discuss with your partner the skill(s) you believe you excel at, and review those skills in which you believe you need more experience or improvement.

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JOURNAL PROMPTS

1. What could others learn about you by knowing the kinds of television programs you watch, the types of Web sites you visit the most, and the music you enjoy? Do you believe media influences how we see ourselves?
2. Of the four attachment styles discussed in the chapter, which one describes your style? Provide an example of a current relationship to support your description.
3. Describe a time when you lost face and were embarrassed in a situation. What did you do to restore face, and how does your response compare with the steps outlined in the chapter?
4. Identify a label (positive or negative) that affects how you see yourself. What kind of impact has the label had on your self-concept and how you present yourself in relationships?
5. Examine all the elements of how you present your self online (photos, personal profile, videos, comments, blogs, etc.). If a current or future employer were to use social media to investigate you, what impressions would they form about you? Would they discover anything that might cause them to question whether they should hire you? What, if anything, might you change?
6. According to *The American Academy of Pediatrics,* being shunned on a social networking Web site can be more harmful than if a child is ignored by their friends in real life. Why do you think this might be?

   [Note: Instructors may want to consult the CNET podcast "Is There Really 'Facebook Depression'?" (http://news.cnet.com/8301-19518_3-20048148-238.html) or the *Pediatrics* clinical report "The Impact of Social Media on Children, Adolescents, and Families" (http://pediatrics.aappublications.org/content/early/2011/03/28/peds.2011-0054.full.pdf+html) as a way to supplement this discussion.]

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7. According to the social penetration theory, there are many layers of the self that we share or disclose to others. However, the rate at which we share isn't consistent. Sometimes people share too much information, too soon. This may result in alienation. Has "too much too soon" ever been a reason for terminating one of your relationships? If so, explain what happened. If not, how do you think you would deal with a friend or date who shared too much early in the relationship? What topics would you consider "too much too soon"?

EXPERIENTIAL ACTIVITIES

EXERCISE: IDENTIFYING AND OVERCOMING NEGATIVE SELF-FULFILLING PROPHECIES

Objective: To apply the concept of positive self-talk in disrupting negative self-fulfilling prophecies.

Directions to Students:

a. Using the Overcoming Negative Self-Fulfilling Prophecies Worksheet, identify a situation in your life where a negative self-fulfilling prophecy seems to operate—for example, "I have trouble speaking to someone whom I'm attracted to," or "I can't talk to my dad, because we never see eye-to-eye."
b. Now, write down the kinds of things you think about or say to yourself when you are faced with the situation—for example, "He or she's going to think I'm weird," or "I'm still a kid in his eyes."
c. Compare the list of "Stinkin' Thinkin'" to the list of thoughts that you just generated. Identify those thoughts on your list that have characteristics of "Stinkin' Thinkin'."
d. Brainstorm how you can disrupt negative thinking by taking steps to prepare for the next time that you are in the situation.

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STINKIN' THINKIN' HANDOUT*

1. **Perfectionism:** settling for nothing short of perfection in your behavior or a situation

   "I missed the extra credit question. Otherwise, I would've had the highest score in the class."

   "I'm going to have to start all over. The middle tile has a scratch on it."

2. **Mind-reading/Fortune-telling Error:** arbitrarily concluding that a person is reacting negatively toward you or anticipating a negative outcome

   "I can't do math. This semester is going to be miserable."

   "I can tell that she can't stand me."

3. **Awfulizing:** exaggerating the outcome of a negative situation

   "I can't believe I said that to her!"

   "The pizza fell in my lap. The whole evening was a catastrophe."

4. **Disqualifying the Positive:** explaining away positive experiences or messages

   "You're just saying that because we're friends."

   "Anyone can do this if they just take time."

5. **Self-labeling:** attaching negative descriptions to yourself

   "I'm such a loser."

   "I'm a terrible golfer."

*Adapted from *Feeling Good: The New Mood Therapy*, by David D. Burns (Harper, 1999)

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Overcoming Negative Self-Fulfilling Prophecies Worksheet

Negative self-fulfilling prophecy	**Thoughts I have or ways that I talk to myself**	**Type of "Stinkin' Thinkin'"**	**Positive steps to take**
Example: Talking to women I find attractive	"She's going to think I'm weird." "She just talked to me because she felt sorry for me."	Mind reading Fortune-telling Disqualifying the positive	Most people find me interesting when I talk to them. I need to continue talking to women regardless of whether I am attracted to them. The practice will serve me well.

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EXERCISE: ADVERTISING AND SELF-IMAGE

Objective: To analyze the subtext of advertising and self-image.

a. Each student should bring to class two or three magazine, newspaper, or Internet advertisements that contain images of people.

b. Working in groups, look at the array of images in terms of gender, age, ethnicity, socioeconomic status, and physical attractiveness. What qualities of appearance are most notable in the advertisements your group collected?

c. Debriefing:

   1. Do you agree with the textbook assertion that we live in an "appearance culture"?
   2. Do your images support this claim?
   3. How might these images affect the self-images of those who do not fit the profile?

d. If you have an Internet connection in the classroom, take students to the About Face Web site (www.about-face.org). About Face is an advocacy organization that promotes self-esteem in women from all walks of life through media education and outreach. Examine the "Gallery of Winners" to discuss how the media are now designing ads that eradicate appearance stereotypes and images.

EXERCISE: OPEN AND HIDDEN SELVES

Objective: To apply the Johari Window as a means of explaining the management of self-disclosure in relationships.

a. Consider two different relationships: one that is fairly new and one that is well established.

b. Use the Johari Window diagrams to identify the kinds of information in the open areas of each relationship, and a sampling of information that is hidden in each relationship.

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c. Working in groups, discuss the following: What similarities and differences are there between your own two relationships? What similarities and differences do you notice among the group members' responses? Try to identify patterns of information that most people share willingly. What kind of information stays hidden, even in some well-established relationships? What factors influence our willingness to self-disclose?

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Open and Hidden Selves Worksheet

CLASSMATE	
What are some things the person already knows about you or could guess?	
What are some things that you have not shared with this person?	
ESTABLISHED RELATIONSHIP	
What are some things the person already knows about you or could guess?	
What are some things that you have not shared with this person?	

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EXERCISE: SELF-DISCLOSURE

Objective: To consider how self-disclosure works for a variety of topics and to analyze your levels of comfort with different types of disclosure.

Directions: There are two parts to this activity. Part 1 is to be completed in groups. Part 2 is to be completed individually.

Part 1: Below are fifteen questions (adapted from *The Book of Questions* by Gregory Stock) which may challenge some of your attitudes, morals, values, and beliefs. Discuss these questions and your answers to them in groups of four or five individuals. You do not have to answer a question if you do not want to or are not comfortable doing so. Group members may not pressure anyone to answer the questions. You do not have to write down your answers to the questions in Part 1.

1. You discover your wonderful one-year-old child is, because of a mix-up at the hospital, not yours. Would you exchange the child to correct the mistake?
2. You are given the power to kill people simply by thinking of their deaths and twice repeating the word "goodbye." The people would die natural deaths, and no one would suspect you. Are there any situations in which you would use this power?
3. If you could wake up tomorrow having gained any one ability or quality, what would it be?
4. You are offered $1 million for the following act. Before you are ten pistols, only one of which is loaded. You must pick up one of the pistols, point it at your forehead, and pull the trigger. If you can walk away, you do so a millionaire. Would you accept the risk?
5. Would you like your spouse to be both smarter and more attractive than you?
6. If you could have free, unlimited service for five years from an extremely good cook, chauffeur, housekeeper, masseuse, or personal secretary, which would you choose?

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7. For $20,000, would you go for three months without washing, brushing your teeth, or using deodorant? Assume you could not explain your reasons to anyone, and that there would be no long-term effect on your career.
8. Would you like to be famous? In what way?
9. Would you have one of your fingers surgically removed if it somehow guaranteed immunity from all major diseases?
10. Would you be willing to reduce your life expectancy by five years to become extremely attractive?

Part 2: On a separate sheet of paper, answer the following questions. Turn it your answers at the next class period.

1. What types of questions made you feel uncomfortable? Why?
2. What types of questions were you willing to answer? Why?
3. Were you always truthful? If you lied or did not answer, why did you do so?
4. Were you more willing to disclose positive or negative information? Why?
5. Are there some questions that you wish you had not answered? If so, why?
6. Did any of your perceptions about the other group members change? Explain.
7. Is there anything that someone disclosed that you wish you could "un-know?" (No names, please.)
8. As a listener, are there certain topics you would rather not hear about from certain people?
9. Is there any member of your group to whom you feel closer after the discussion? Why? (No names, please.)
10. Is there any member of your group who alienated you during the group discussion? Why? (No names, please.)

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VIDEO RECOMMENDATIONS

About a Boy (2002, 101 minutes) stars Hugh Grant as a shallow playboy in an odd yet enduring friendship with a young misfit. The film offers a brilliant depiction of social penetration theory.

Hancock (2008, 93 minutes) tells the story of a reckless and hated superhero, John Hancock, played by Will Smith, who is coached by a public relations expert to improve his image. The film is an excellent depiction of self-esteem, self-discrepancy theory, and self-presentation.

Lars and the Real Girl (2007, 106 minutes) is a film about Lars (Ryan Gosling), a young man who, because of early family experiences, has difficulty with any level of intimacy as an adult. Lars creates a relationship with a life-sized, anatomically correct doll he orders online and introduces to his brother, coworkers, and townspeople as his girlfriend. Aware of Lars's difficulties, everyone responds to the doll as though she were real, and, as time passes, Lars begins interacting with more people. This film offers a vivid example of fearful attachment anxiety resulting from family experience.

The Pursuit of Happyness (2006, 109 minutes) is set in 1981 San Francisco and is based on the true story of the efforts made by Chris Gardener (played by Will Smith) to improve life for himself and his five-year-old son, Christopher (played by Smith's real-life son, Jayden Smith). We see Chris struggle through an unpaid internship at a brokerage firm while he and his son become homeless. The film offers a good opportunity to examine how Smith's character maintains the mask of a successful broker while destitute. The film also explores self-presentation and the tensions between ought self and ideal self.

Precious (2010, 109 minutes) is based on the novel *Push*, by Sapphire. Precious (Gabourey Sibide) is a poor, illiterate, overweight teenager who is pregnant for the second time (by her father). Her home life is unimaginable—she is abused physically and psychologically by her mother (Mo'Nique) —and her future looks bleak. A nurturing and supportive teacher from the alternative school in which Precious enrolls provides encouragement for Precious to make something of herself. While the film is often difficult to

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watch, it contains several useful examples of how positive and negative messages are internalized, impacting self-concept.

Elf (2003, 95 minutes) tells the story of Buddy (Will Ferrell), a young orphan who is raised to believe he is an elf. When Buddy discovers he is not really an elf, he goes on a journey to New York City to find his true identity. Several clips from the film can be used to illustrate how communication, specifically through social comparison, shapes the lead character's identity.

Almost Famous (2000, 122 minutes) is about a high school boy given an opportunity to write a story for *Rolling Stone* magazine about a 1970s rock band and their groupies. In one scene, the band's tour plane is caught in a terrible storm and it appears death is imminent. Facing this prospect, several member of the band engage in self-disclosure, revealing secrets and feelings they had previously kept hidden. This scene demonstrates characteristics of self-disclosure, such as reciprocity and the irreversibility of communication.

Shrek (2001, 90 minutes) is about an ogre who becomes an unlikely hero and rescues a princess who is more than she appears at first glance. The movie applies aspects of social penetration theory. Ogres (and people) are like onions, as Shrek explains in this clip: https://www.youtube.com/watch?v=_bMcXVe8zIs.

Silver Linings Playbook (2012, 122 minutes). An unexpected romantic relationship forms between two emotionally challenged people. As is sometimes the case, the act of sharing information a partner finds inappropriate and perplexing can undermine intimacy. Pat (Bradley Cooper) almost drives away his love interest Tiffany (Jennifer Lawrence) by disclosing too much too soon.

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WEB RESOURCES

About Face

www.about-face.org

About Face is an advocacy organization that promotes self-esteem in women from all walks of life through media education and outreach. The Web site contains a Top Ten gallery of companies whose media advertisements diminish and degrade women and their self-esteem, as well as companies whose advertisements support a more accepting vision of body image and self-esteem.

BBC News: "Magazines 'Harm Male Body Image'"

http://news.bbc.co.uk/2/hi/health/7318411.stm

Research suggests that young men may be psychologically harmed by the images of perfect male physiques that are found in men's magazines. This article discusses how these pictures impact one's body image.

"Bic Pens for Women"

https://www.youtube.com/watch?v=eCyw3prIWhc

A humorous monologue and commercial from the *Ellen* show about Bic Pens for women.

MentalHelp.net: Self-Esteem

http://mentalhelp.net/poc/center_index.php?id=96&cn=96

MentalHelp.net is a Web site designed and maintained by clinical psychologists for the purpose of educating the public about mental health, wellness, and relationship issues. This page on self-esteem contains basic information on self-esteem and depression, plus tips for improving self-esteem and changing negative thoughts.

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***Psychology Today:* Gender Roles Test**

http://www.psychologytoday.com/tests/personality

Psychology Today offers tests for men and women to assess how they view gender roles.

Susan Boyle's First Appearance on *Britain's Got Talent*

http://www.youtube.com/watch?v=RxPZh4AnWyk

In this clip from *Britain's Got Talent*, the judges and audience scoff at Susan Boyle during her audition, based on her unassuming appearance. They are subsequently shocked at how talented she is. This clip provides a useful example of how first impressions are often incorrect, and how the feedback from others can shape one's self-esteem.

Dove Real Beauty Sketches

https://www.youtube.com/watch?v=litXW91UauE.

In 2010, the Dove company launched a campaign to improve the self-esteem of women throughout the globe. This clip demonstrates how our self-perceptions sometimes differ from others.

"In Changing America, Gay Masculinity Has 'Many Different Shades'"

http://www.npr.org/2014/08/22/339831032/in-changing-america-gay-masculinity

-has-many-different-shades

This 2014 podcast from NPR examines the changing landscape of gay masculinity and identity.

"5 Minutes of What the Media Actually Does to Women"

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http://www.upworthy.com/5-minutes-of-what-the-media-actually-does-to-women-8?c=upw1

This five minute trailer for *"Killing Us Softly 4"* effectively demonstrates how the media portrays women.

Interactive Johari Window

http://kevan.org/johari

This Web page allows students to create a personalized Johari Window, mapping qualities they believe describe themselves against qualities their friends and family choose to describe them. After picking five or six terms to describe themselves, students send their personalized Web link to family and friends, who will pick five or six terms to describe the student. The result is mapped out on the student's personalized Johari Window.

PostSecret

http://www.postsecret.com/

Run by Frank Warren, this Web site presents a collection of anonymous secrets mailed into the site via postcards. The site is updated every Sunday, and there are several coffee-table books featuring past submissions. You might visit this site in class (or have students do so outside of class), then discuss the types of secrets that are revealed and the motivations for keeping them secret. A word of caution: Some of the postcards contain "colorful" language and images.

MUSIC RECOMMENDATIONS

The following music examples have been included for illustrating interpersonal communication concepts addressed in this chapter. It is recommended that the instructor preview songs before

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using them, as some contain adult language. Each instructor must decide what is appropriate for his or her class.

"The Greatest Love of All," performed by Whitney Houston

http://www.youtube.com/watch?v=IYzlVDlE72w

"At Seventeen," performed by Janis Ian

http://www.youtube.com/watch?v=k39P2MK6WPo

"Hold On," performed by Wilson Phillips

http://www.youtube.com/watch?v=XQBvMob3YOE

"What Doesn't Kill You (Stronger)," performed by Kelly Clarkson

http://www.youtube.com/watch?v=Q4Y-FbeCX14

"Could You," performed by Morgan Visconti

https://www.youtube.com/watch?v=_8DDstzthbg

"Try," performed by Colbie Callait

https://www.youtube.com/watch?v=GXoZLPSw8U8

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“Video,” performed by India.Arie

https://www.youtube.com/watch?v=Mq86e4Fhja0

“Pretty Hurts,” performed by Beyoncé

https://www.youtube.com/watch?v=LXXQLa-5n5w

“All About That Bass” performed by Meghan Trainor

https://www.youtube.com/watch?v=7PCkvCPvDXk#t=27

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