Communication in the Real World Version 2 0 2nd edition Jones Solutions Manual

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Communication in the Real World Version 2 0 2nd edition Jones Solutions Manual

Instructor's Manual for *Communication in the Real World v2 by: Richard G. Jones, Jr.*

Chapter 2—Communication and Perception, Section 1—Perception Process

Section Outline with Key Terms and Definitions:

I. Perception Process

Learning Objectives

1. Define perception.
2. Discuss how salience influences the selection of perceptual information.
3. Explain the ways in which we organize perceptual information.
4. Discuss the role of schemata in the interpretation of perceptual information.

A. Perception—the process of selecting, organizing, and interpreting information
B. Selecting Information
    1. Selecting—the first part of the perception process in which we focus our attention on certain incoming sensory information
    2. Salience—the degree to which something attracts our attention in a particular context.
        a. We tend to find salient things that are visually or aurally stimulating and things that meet our needs or interests. Expectations also affect what we find salient.
    3. Visual and Aural Stimulation
        a. Stimuli can be attention-getting and distracting
        b. We use this knowledge to our benefit by minimizing distractions when we have something important to say
    4. Needs and Interests
        a. We pay attention to information we perceive to meet our needs in some way
        b. We find salient information that interests us
    5. Expectations
        a. We can find expected things salient in that if we expect something, we may be on the lookout for it.
        b. We find unexpected things salient if they meet a certain threshold of unusualness.
        c. Within the middle area, between things we are on the lookout for and things that are really unusual, routine experiences may go unnoticed when we are on autopilot and just take for granted that things will be the same as we have experienced them previously.
C. Organizing Information
    1. Organizing—the second part of the perception process in which we sort and categorize information that we perceive based on innate and learned cognitive patterns
    2. Three ways we sort things into patterns:
        a. Proximity: we tend to think that things are close together, go together

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b. Similarity: we tend to think similar looking or acting things belong together
c. Difference: we assume that the item that looks or acts differently from the rest doesn't belong with the group

3. We also organize interactions and interpersonal experiences based on our first-hand experiences
a. Punctuation—refers to the structuring of information into a timeline to determine cause (stimulus) and effect (response) of our communication interactions
b. Punctuation differences can often escalate conflict

D. Interpreting Information
1. Interpretation—the third part of the perception process in which we assign meaning to our experiences using mental structures known as schemata
2. Schemata—databases of stored, related information that we use to interpret new experiences
a. We have complicated schemata that have developed over time
b. They are like lenses that help us make sense of the perceptual cues around us based on previous knowledge and experience
c. We have schemata about individuals, groups, places, and things
d. Schemata filter our perceptions before, during, and after interactions

Pedagogical Features:

1. "Getting Real" Police Officers, Schemata, and Perception/Interpretation

This feature box focuses on careers in law enforcement and how police officers rely on schema to help them assess situations and suspects. To extend this discussion, instructors could show a clip from a show like COPS (on Fox and in syndication) or Locked Up and analyze what cues the officers look for when dealing with suspects.

Answers to Select Exercises from this Section:

2. As we organize information (sensory information, objects, and people) we simplify and categorize information into patterns. Identify some cases in which this aspect of the perception process is beneficial. Identify some cases in which it could be harmful or negative.

> Answer: Organizing and simplifying sensory information can help us when we are in a dangerous situation and need to take in visual, aural, and other information in order to know how to react. Organizing and simplifying objects can help us when we are organizing a desk or pantry. Organizing and simplifying people can be useful when we are meeting many new people for the first time and need to remember their names and key information about them. Organizing and simplifying information can be harmful when it is important to acknowledge or understand the complexity of a situation. For example, with sensory information, sometimes we need to open ourselves up to a total experience, in which we just experience something (like a concert or a sunset) without over thinking it. With objects, we can fail to see that some things that aren't similar might still be better placed together instead of separately, for example in a new kitchen you

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might put aluminum foil with your baking dishes instead of in a separate drawer. In terms of people, the organization and simplification can become problematic when we fail to account for and adapt our organization to individuals that may not conform to our expectations.

Assignment/Activity Ideas:

1. Discussion, Journal, Writing Prompt:

One of the ways we organize information is by determining what goes together and what doesn't. As noted in the section, we assume that the item that looks or acts differently from the rest doesn't belong with the group. Reflect on a time when you mistakenly perceived that someone or something didn't belong. What do you think led you to the wrong perception?

Answer: One time there was a young girl (about 16) sitting in my college classroom on the first day. I thought she might be someone's kid, but she was actually a college student taking classes while she was still in high school. I made this perceptual error because I was organizing based on age, and since she was younger than everyone else, I assumed she wasn't a college student like us.

2. Perception checking exercise:

The video below is a perception test that basically asks viewers to count the number of basketball passes made. During the play, a bear dances across the screen. Most students don't notice it because they are so busy counting the passes. This can be used to illustrate how expectations can affect perception. Since we aren't expecting to see a bear, we don't see it because our attention is elsewhere.

http://www.youtube.com/watch?v=Ahg6qcgoay4

3. Discussion/Journal/Writing Prompt: Schemata and College

Think about how your schemata about college was formed and changed over time. Before you actually experienced college, how was your schema formed? Where did the information come from? When you got to college, were there any discrepancies between your pre-existing schemas and your experiences? How did you have to adapt your schema to fit your actual experiences?

Answer: Answers will vary, but may be parallel to the example below.

Much of the information I received about college, before I went, was from friends, family, and the media. As I received this information, I started my database, or schema about college. When I arrived at college, some people, places, and experiences matched up with my schema for college and some didn't. I expected a close community to form quickly in my residence hall but found that relationships didn't form as quickly as I thought. I also thought the classes would be similar to high school, but there was much more independence, which I had to adjust to.

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Chapter 2—Communication and Perception, Section 2—Perceiving Others

Section Outline with Key Terms and Definitions:

II. Perceiving Others

Learning Objectives

1. Differentiate between internal and external attributions.
2. Explain two common perceptual errors: the fundamental attribution error. and the self-serving bias.
3. Discuss how the primacy and recency effects relate to first and last impressions.
4. Discuss how physical and environmental factors influence perception.
5. Explain the horn and halo effects.
6. Recognize roles that culture and personality play in the perception of others

A. Attribution and Interpretation
    1. Key psychological processes that play into how we perceive others' behaviors:
    2. Attribution
        a. Internal attributions—connect the cause of behaviors to personal aspects such as personality
        b. External attributions—connect the cause of behaviors to situational factors
        c. Fundamental attribution error—we are more likely to explain others' behaviors using internal rather than external attributions
        d. Self-serving bias—perceptual error through which we attribute our successes to internal personal factors while attributing our failures to external factors beyond our control

B. Impressions and Interpretation
    1. First and Last Impressions
        a. Primacy effect—leads us to place more value on the first information we receive about a person
        b. Recency effect—leads us to put more weight on the most recent impression we have of a person's communication over earlier impressions
    2. Physical and Environmental Influences on Perception
        a. We have general schema regarding how to dress and groom for various situations
        b. The degree to which we perceive people to be attractive influences our attitudes about and communication with them
        c. The material objects and people that surround a person influence our perception
    3. The Halo and Horn Effects
        a. Halo effect—occurs when initial positive perceptions lead us to view later interactions as positive as well
        b. Horn effect—occurs when initial negative perceptions lead us to view later interactions as negative as well

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C. Culture, Personality, and Perception
1. Our cultural identities and our personalities affect our perceptions
2. We have a tendency to favor our cultural perceptions and personality traits and sometimes even project them onto others
3. Knowing more about how these forces influences our perception can help us become more aware and competent regarding impressions we form about others
4. Culture
    a. Race, gender, sexual orientation, class, ability, nationality, and age all affect the perceptions that we make
    b. Schemata through which we interpret what we perceive are influenced by our cultural identities
    c. How we perceive even basic sensory information is influenced by culture such as through sight, sound, touch, taste, and smell
    d. There is also cultural variation in how we perceive more complicated constructs, like marriage, politics, and privacy
5. Gender
    a. We are socialized to perceive differences between men and women
    b. We see stereotypes and differences we are told to see, which helps to create a reality in which the differences actually exist
    c. People who have trouble adjusting their scheme will likely have difficulty functioning in uncertain situations
    d. People who view their culture as superior to others, known as ethnocentrism, will also likely experience perceptual barriers
6. Personality
    a. Personality—refers to a person's general way of thinking, feeling, and behaving based on underlying motivations and impulses
    b. These underlying motivations and impulses form our personality traits
    c. The "Big Five" personality traits:
        i. Extraversion: a person's interest in interacting with others
        ii. Agreeableness: a person's level of trustworthiness and friendliness
        iii. Conscientiousness: a person's level of self-organization and motivation
        iv. Neuroticism: a person's level of negative thoughts regarding him/herself
        v. Openness: a person's willingness to consider new ideas and perspectives
    d. Assumed similarity—refers to our tendency to perceive others a similar to us

Answers to Select Exercises from this Section:

1. Think of a recent conflict and how you explained the behavior that caused the conflict and subsequently formed impressions about the other person based on your perceptions. Briefly describe the conflict situation and then identify internal and external attributions for your behavior and the behavior of the other person. Is there any evidence of the fundamental attribution error or self-serving bias in this conflict encounter? If so, what?

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Answer: Answers will vary, but may be similar to the example below.
A co-worker and I recently disagreed over a proposed change to the scheduling policy. I agreed with the change but she did not. I attributed her behavior to internal qualities. I already had a slightly negative view of her because I consider her a "drama queen" so I connected this to her personality and thought that she wanted to go against what other employees thought, just to get attention. There is evidence of the fundamental attribution error here, because I didn't consider external attributions. She has family commitments that might make a scheduling change more difficult for her than it would be for me. In this case, I over-attributed something that I perceived as negative to internal causes and under-attributed external causes.

Assignment/Activity Ideas:

1. Personality Test:

Take the personality test at the following link: http://www.outofservice.com/bigfive/. Before you look at your answers, think about how you would rate yourself on the Big Five traits. For example, how extraverted, agreeable, conscientious, neurotic, and open are you? Once you look at the test results, take note of anything that surprised you.

Answer: Answers will vary by student.

2. Discussion/Journal/Writing Prompt:

Discuss a time when you experienced the horn or halo effect.

Answer: Answers will vary by student, but may be similar to the example below.

When I first interviewed for a job I had a really bad impression of the assistant manager. She was short with me and didn't seem to like her job much. I got the job and tried to avoid her based on my initial impression. Over time, I realized that she was actually pretty nice. She must have just been having a bad day on the day I interviewed, but the horn effect stayed with me for a while.

Chapter 2—Communication and Perception, Section 3—Perceiving and Presenting Self

Section Outline with Key Terms and Definitions:

III. Perceiving and Presenting Self

Learning Objectives

1. Define self-concept and discuss how we develop our self-concept.
2. Define self-esteem and discuss how we develop self-esteem.
3. Explain how social comparison theory and self-discrepancy theory influence self-perception.

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4. Discuss how social norms, family, culture, and media influences self-perception.
5. Define self-presentation and discuss common self-presentation strategies.

A. Self-Concept
    1. Self-concept—refers to the overall idea of who a person thinks he or she is
        a. Each person has an overall self-concept that might be encapsulated in a short list of overarching characteristics that you find important
        b. Each person's self-concept is also influenced by context
    2. Looking glass self—we see ourselves reflected in other people's reactions to us, and then form our self-concept based on how we believe other people see us
    3. Social comparison theory—we describe and evaluate ourselves in terms of how we compare to other people
        a. Social comparisons are based on two dimensions:
            i. Superiority/inferiority: evaluate characteristics like attractiveness, intelligence, athletic ability, etc.
            ii. Similarity/difference: factors like age and personality may influence whether or not we want to fit in or stand out

B. Self-Esteem
    1. Self-esteem—refers to the judgments and evaluations we make about our self-concept
        a. How we judge ourselves affects our communication and our behaviors
        b. The effects of our evaluations vary based on how much weight we put on an evaluation Self-esteem varies across our life span and contexts
    2. Self-efficacy—refers to the judgments people make about their ability to perform a task within a specific context
        a. Judgments about our self-efficacy influence our self-esteem, which influences our self-concept
        b. Verbal and nonverbal feedback we get from people affects our feelings of self-efficacy and our self-esteem
    3. Self-discrepancy theory—people have beliefs about and expectations for their actual and potential selves that do not always match up with what they actually experience
        a. Actual self—consists of the attributes that you or someone else believes you actually possess
        b. Ideal self—consists of the attributes that you or someone else would like you to possess
        c. Ought self—consists of the attributes you or someone else believes you should possess
        d. These different selves can conflict with each other in various combinations:
            i. Discrepancies between actual and ideal/ought selves can be motivating and prompt people to act for self-improvement
            ii. Discrepancies between ideal and ought selves can be especially stressful
            iii. Discrepancies between selves can cause cognitive unease and lead to emotional, behavioral, and communicative changes

C. Influences on Self-Perception

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1. Larger, more systematic forces influence our self-perception
2. Social and Family Influences
    a. Parents and peers shape our self-perceptions in positive and negative ways
    b. Feedback we get from significant others can lead to positive views of self
    c. Motivation is the underlying force that drives us to do things
        i. Intrinsically motivated: we want to do something for the love of doing it or the internal satisfaction that results
        ii. Extrinsically motivated: we do something to receive a reward or avoid punishment
3. Culture
    a. Self-enhancement bias—we tend to emphasize our desirable qualities relative to other people
        i. Degree to which people in engage in self-enhancement varies
        ii. Has also been tied to economics in that people in countries with more economic inequality tend to engage in more self-enhancement than in countries with more economic equity
    b. Race and gender also affect self-perception, but the research is largely based on generalizations that should be examined as such.
4. Media
    a. Representations we see in media affect self-perception
        i. Include idealized images of attractiveness
        ii. Offer us guidance on what is acceptable or unacceptable and valued or not valued in our society
    b. Mediated messages reinforce cultural stereotypes
        i. Marginalized groups must look harder for positive representations of their identities in media
        ii. Becomes important to think critically and question media messages
    c. Advertising encourages people to engage in social comparison by sending us messages that imply we are inferior without a certain product and that products can make us happy and popular

D. Self-Presentation

1. Self-presentation—the process of strategically concealing of revealing information about our self in order to influence others' perceptions
    a. We engage in this process daily and for different reasons
    b. Helps meet our instrumental, relational, and identity needs
2. Consciously and competently engaging in self-presentation can have benefits because we can provide others with a more positive and accurate picture of who we are
    a. People skilled at impression management are typically ore engaging and confident
    b. Self-presentation skills and self-monitoring skills combine, increasing our communication competence
3. Two types of self-presentation:
    a. Pro-social self-presentation—entails behaviors that present oneself as a role-model and behaviors that make oneself more likeable and attractive

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b. Self-serving self-presentation—entails behaviors that present oneself as highly skilled and behaviors that present oneself as welling to challenge others and someone not to be messed with

Pedagogical Features:

1. "Getting Critical" Body Image and Self-Perception

This feature box examines how narrow representations of beauty and attractiveness online, and in magazines, television shows, and movies can create self-perception issues ranging from low self-esteem to eating disorders. Advertising perpetuates a "culture of lack" which leads us to feel like we are lacking something - something that the product in the advertisement can give us.

To extend this content, instructors could bring in resources, like the ones listed below, or have students do their own research on an aspect of media and perception.

11 Facts About Body Image: http://www.dosomething.org/tipsandtools/11-facts-about-body-image#

Our Bodies Ourselves, Resource Center: http://www.ourbodiesourselves.org/book/excerpt.asp?id=2

2. "Getting Plugged In" Self-Presentation Online: Social Media, Digital Trails, and Your Reputation

This feature box focuses on new media and how it creates new challenges for self-control and impression management. People feel compelled to share things online, through social media, since these tools are becoming a primary way to socialize, connect with friends, and make new friends. As we post personal things, we sometimes forget how accessible they are or that they might be permanently available even if we delete them.

Instructors can extend this content by focusing on how employers, organizations, and schools are beginning to enforce "social media policies." You can view some sample policies through the links below and then ask students if they think the policies are fair or not. You can also have students create their own policy for social media use, which they think is appropriate for them.

IBM's 12 Guidelines (scroll down once you're on the page): http://www.ibm.com/blogs/zz/en/guidelines.html

Best Buy's Social Media Policy: http://forums.bestbuy.com/t5/Welcome-News/Best-Buy-Social-Media-Policy/td-p/20492

Answers to Select Exercises from this Section:

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2. Discuss at least one time in which you had a discrepancy or tension between two of the three selves described by self-discrepancy theory (the actual, ideal, and ought selves). What effect did this discrepancy have on your self-concept and/or self-esteem?

Answer: Answers will vary, but may be similar to the following example:

Actual vs. Ideal: When I joined a new choral group in college, I realized that I wasn't as advanced a singer as I thought. I was one of the best singers in high school, and ideally I see myself as an excellent singer. In the college level group though, many people are as good as or better than me. This made me readjust my opinion of my "actual" self in relation to the idea.

Actual vs. Ought: My family was really excited about the possibility of me becoming a pre-med student in college. They were disappointed when I decided to major in music. This made me feel the discrepancy between what others thought I ought to do and what I actually did.

4. Getting integrated: Discuss some ways that you might strategically engage in self-presentation to influence the impressions of others in an academic, a professional, a personal, and a civic context.

Answers: Answers will vary, but may be similar to the following examples:

Academic: I would want my professor to think that I am a smart and capable student, so I attend class every day and sit in the front row and raise my hand often to participate.

Professional: I would want my coworkers to see me as helpful and dependable so I often ask them if there's anything I can help them with.

Personal: Even though I'm really stressed out with school, I don't bring that up around my partner, because I want to be perceived as positive and capable or handling this new commitment.

Civic: I might bring up the political science professors I have had classes with in college when speaking at a city council meeting so that people know I am knowledgeable and engaged in politics.

Assignment/Activity Ideas:

1. Self-Esteem Test:

Based on what you learned in this section, how would you rate your overall self-esteem? Take a self-esteem test online, a suggested link is below, and see how the score matches up with your perception. Remember that your score on any self-esteem test doesn't reflect on you as a person, it is only one way that a professional might assess your self-esteem.

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Link to sample test: http://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm

Answer: Answers will vary from student to student.

Chapter 2—Communication and Perception, Section 4—Improving Perception

Section Outline with Key Terms and Definitions:

IV. Improving Perception

Learning Objectives

1. Discuss strategies for improving self-perception.
2. Discuss strategies for improving perception of others.
3. Employ perception-checking to improve perception of self and others.

A. Improving Self-Perception
   1. Context specific self-perceptions vary depending on the person with whom we are interacting, our emotional state, the subject matter being discussed, etc.
   2. Becoming aware of the process of self-perception and the various components will help you understand and improve your self-perceptions
   3. Changes to your overall self-concept or self-esteem can come from:
      a. Life-changing events
      b. Concerted effort aimed at becoming a more competent communicator through self-monitoring and reflection
   4. When you change or improve your self-concept, your communication will also change
   5. Avoid Reliance on Rigid Schema
      a. Sometimes schemata become so familiar we use them as scripts
      b. It's important to remain mindful and note contradictory information that may warrant a revision of a schema
   6. Be critical of Socializing Forces
      a. Socializing forces include peers, family, sociocultural norms, and media
      b. These powerful forces cannot be completely avoided and can have positive and negative effects on self-perception
   7. Beware of Self-Fulfilling Prophecies
      a. Self-fulfilling prophecies—thought and action patterns in which a person's false belief triggers a behavior that makes the initial false belief actually or seem to come true
         i. Concept was originally developed to be applied to social inequality and discrimination
         ii. Has since been applied to other contexts, including interpersonal communication
      b. Some people are chronically insecure
         i. They are very concerned about being accepted by others
         ii. They constantly feel that other people will dislike them

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iii. Chronic insecurity can affect relationships based on feelings of inferiority resulting from social comparison with others perceived to be more secure and superior
iv. People often end up reinforcing their belief others will dislike them because of the behaviors triggered by their irrational belief

8. Create and Maintain Supporting Interpersonal Relationships
   a. Find interpersonal support
   b. When people find themselves in negative relational cycles it is difficult to break out of those cycles
   c. It can also be negative to surround yourself with people who only validate you and do not constructively challenge you
9. Beware of Distorted Patterns of Thinking and Acting
   a. Patterns involve:
      i. Self-esteem and overcompensation
      ii. Unrealistic goals and not meeting them
      iii. Lacking accurate information about themselves

B. Overcoming Barriers to Perceiving Others
1. Develop Empathetic Listening Skills
   a. Our fast-paced lives and cultural values emphasize speaking over listening
   b. We shouldn't underestimate the power of listening to make someone else feel better and to open our perceptual field to new sources of information
   c. Empathetic listening can also help us expand our self and social awareness
2. Beware of Stereotypes and Prejudice
   a. Stereotypes—sets of beliefs that we develop about groups, which we then apply to individuals from that group
      i. Represent a schema that is taken too far
      ii. Used to project generalized characteristics of a group onto an individual which reduces and ignores that person's individuality and the diversity present within any group of people
      iii. Can be based on cultural identities, physical appearance, behavior, speech, beliefs, and values, among others
      iv. Often caused by a lack of information about the target person or group
      v. Can be positive, negative, or neutral
   b. Positive stereotypes also have negative consequences
   c. When stereotypes negatively influence our overall feelings and attitudes about a person or group, prejudiced thinking results
      i. Prejudice—negative feelings or attitudes toward people based on their identity or identities
      ii. Can have individual or wide-spread negative effects
3. Engage in Self-Reflection
   a. Being aware of our thoughts and actions can allow us to review and reflect on them before, during, and after communication encounters
   b. Your self-reflection will be much more useful if you are aware of and can recount your thoughts and actions
   c. Can help us increase our cultural awareness
      i. Requires us to get out of our comfort zones

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ii. Listening to people who are different from us is a key component of developing self-knowledge

d. We can also become more aware of how our self-concepts influenced how we perceive others

C. Perception Checking

1. Perception checking—strategy to helps us monitor our reactions to and perceptions about people and communication
   a. Includes internal and external strategies
   b. Being aware of what influences are acting on your perceptions makes us more aware of what is happening in the perception process
2. We have to walk a line between being reactionary and being too cautious that is difficult to manage

Pedagogical Features:

1. "Getting Competent" Perception Checking

This feature box asks students to learn more about the useful practice of perception checking. One question in this feature asks students to think about the practicality of perception checking in various contexts. Possible answers to this question are included below.

Question: Getting integrated: Give an example of how perception checking might be useful to you in academic, professional, personal, and civic contexts.

Answer:

Academic: When I get a bad grade from my professor, I should think about the attributions that I am making and consider what role I had to play in earning that grade before I confront the professor, which will likely not help my case.

Professional: If I needed to give someone that I supervise constructive criticism. I would want to focus on describing the behavior rather than evaluating the person, which could lead to defensiveness and conflict.

Personal: When a conflict emerges with my roommate, I should be aware of punctuation. Maybe something started this for her a week or so back, but I am just now learning about it. Before I react, I could ask some clarifying questions to make sure that we are talking about the same thing.

Civic: If I write a letter to the student body president about recent instances of hate speech on campus, I shouldn't assume that she doesn't care about it. She may already be working on the issue. I can still express my concerns without assuming things about her.

Answers to Select Exercises from this Section:

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1. Which barrier(s) to self-perception do you think present the most challenge to you and why? What can you do to start to overcome these barriers?

Answer: Answers will vary but may be similar to the following:

The barrier that is most challenging for me to overcome in order to improve my self-perception is self-fulfilling prophecies. In new or challenging situations, I often have a little voice inside my head that questions my abilities and sometimes even predicts that I will fail. I should work on trying to think more positive thoughts, but this is easier said than done.

2. Which barrier(s) to perceiving others do you think present the most challenge to you and why? What can you do to start to overcome these barriers?

Answer: Answers will vary but may be similar to the following:

The barrier that I need to most overcome to help me better perceive others is empathetic listening. I am actually pretty good at acknowledging stereotypes and engaging in self-reflection. I have a hard time concentrating on others for long periods of time, which makes me more prone to telling my own stories as a way to relate to the other person. I know that this isn't the best, and that I should play the listening role better. To help with this, I could paraphrase what was just said or ask for more information instead of inserting my own story.

Assignment/Activity Ideas:

1. Media Application:

Think about a reality television show that you watch or that you know is popular. What stereotypes does this show portray? How might these stereotypes influence a person's self-perception or affect how they perceive others?

Note to instructors: You could have students identify their own show and do this as a homework assignment, journal, or online discussion board. You could also assign a show to watch and have them watch it outside of class or show a brief clip in class.

Some shows that work well with this assignment are:

MTV's *Real World*
Beauty and the Geek: http://www.youtube.com/watch?v=SIBMRMKD1VU
Real Housewives of New Jersey: http://www.bravotv.com/the-real-housewives-of-new-jersey/videos

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Communication in the Real World: An Introduction to Communication Studies, V2.0

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CHAPTER 2
Communication and Perception

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LEARNING OBJECTIVES 2.1

1. Define perception.
2. Discuss how salience influences the selection of perceptual information.
3. Explain the ways in which we organize perceptual information.
4. Discuss the role of schemas in the interpretation of perceptual information.

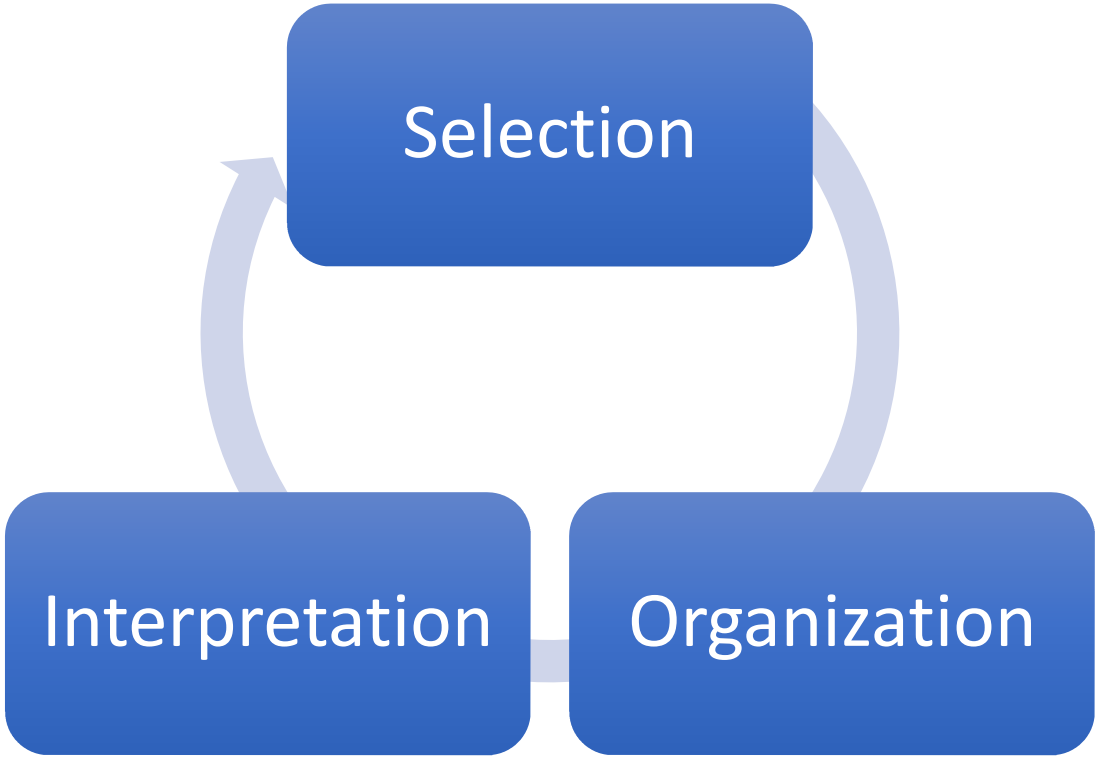
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DEFINING PERCEPTION

- Perception:
  - The process of selecting, organizing, and interpreting information

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PERCEPTION PROCESS



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SELECTION AND SALIENCE

- Selecting is the first part of the perception process, in which we focus our attention on certain incoming sensory information
- Salience:
  - The degree to which something attracts our attention in a particular context

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SALIENCE AND PERCEPTION

- We tend to find salient:
  - Things that are visually and/or aurally stimulating
  - Things that meet our needs or interests
- Expectations affect salience in more complex ways. We find salient:
  - Something that is out of the routine that we are expecting
  - Something that is very out of the routine

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ORGANIZING INFORMATION

- Organizing is the second part of the perception process, in which we sort and categorize information that we perceive based on innate and learned cognitive patterns
- We use the following to organize information:
  - Proximity
  - Similarity
  - Difference

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PUNCTUATION

- Punctuation:
  - The structuring of information into a timeline to determine the cause (stimulus) and effect (response) of our communication interactions

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INTERPRETATION

- Interpretation is the third part of the perception process, in which we assign meaning to our experiences using mental structures known as schemas
- Schemas:
  - Databases of stored, related information that we use to interpret new experiences

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LEARNING OBJECTIVES 2.2

1. Differentiate between internal and external attributions.
2. Explain two common perceptual errors: the fundamental attribution error and the self-serving bias.
3. Discuss how the primacy and recency effects relate to first and last impressions.
4. Discuss how physical and environmental factors influence perception.
5. Explain the horn and halo effects.
6. Recognize the roles that culture and personality play in the perception of others.

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ATTRIBUTION

- Internal attributions connect the cause of behaviors to personal aspects such as personality traits
- External attributions connect the cause of behaviors to situational factors

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ATTRIBUTION ERRORS

- Fundamental attribution error:
  - Our tendency to explain others' behaviors using internal rather than external attributions
- Self-serving bias:
  - A perceptual error through which we attribute our successes to internal personal factors while attributing our failures to external factors beyond our control

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IMPRESSIONS AND INTERPRETATION

- The primacy effect leads us to place more value on the first information we receive about a person
- The recency effect leads us to put more weight on the most recent impression we have of a person's communication over earlier impressions

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PHYSICAL AND ENVIRONMENTAL INFLUENCES

- Physical characteristics (e.g., personal style, dress, and grooming affect impressions)
- Physical body features affect perceived attractiveness
- Environmental factors (e.g., material objects or other people)

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HALO AND HORN EFFECTS

- Halo effect:
  - Occurs when initial positive perceptions lead us to view later interactions as positive.
- Horn effect:
  - Occurs when initial negative perceptions lead us to view later interactions as negative.

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CULTURE AND PERCEPTION

- Race, gender, sexual orientation, class, ability, nationality, and age affect perception
- Schemas through which we interpret what we perceive are influenced by our cultural identities
- Gender affects perception, but men and women are more similar than they are different

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PERSONALITY AND PERCEPTION

- Personality:
  - A person's general way of thinking, feeling, and behaving based on underlying motivations and impulses
- Assumed similarity:
  - Our tendency to perceive others as being similar to us

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LEARNING OBJECTIVES 2.3

1. Define self-concept and discuss how we develop our self-concept.
2. Define self-esteem and discuss how we develop self-esteem.
3. Explain how social comparison theory and self-discrepancy theory influence self-perception.
4. Discuss how social norms, family, culture, and media influence self-perception.
5. Define self-presentation and discuss common self-presentation strategies.

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SELF-CONCEPT

- Self-concept:
  - The overall idea of who a person thinks he or she is
- The looking glass self:
  - We see ourselves reflected in other people's reactions to us
  - We then form our self-concept based on how we believe other people see us
- Social comparison theory:
  - We describe and evaluate ourselves in terms of how we compare to other people

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SELF-ESTEEM AND SELF-EFFICACY

- Self-esteem:
  - The judgments and evaluations we make about our self-concept
- Self-efficacy:
  - The judgments people make about their ability to perform a task within a specific context

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INFLUENCES ON SELF-PERCEPTION

- Society and Family
  - Example: praise or criticism from parents
- Cultural
  - Example: via the self-enhancement bias, we emphasize our desirable qualities relative to other people (varies by culture)
- Media
  - Example: representations of attractiveness can affect body image

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SELF-PRESENTATION

- Self-presentation:
  - The process of strategically concealing/revealing personal information in order to influence others' perceptions
- Pro-social self-presentation:
  - Behaviors that present a person as a role model, more likeable, and attractive
- Self-serving self-presentation:
  - Behaviors that present a person as highly skilled and willing to challenge others

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TO IMPROVE SELF-PERCEPTION

- Avoid reliance on rigid schema
- Be critical of socializing forces
- Beware of self-fulfilling prophecies
  - **Self-fulfilling prophecy**: a thought and action pattern in which a person's false belief triggers a behavior that makes the initial false belief actually or seem to come true
- Create and maintain supporting relationships
- Beware of distorted patterns of thinking and acting

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TO IMPROVE PERCEPTION OF OTHERS

- Develop empathetic listening skills
- Beware of stereotypes and prejudice
  - **Stereotypes**: sets of beliefs that we develop about groups, which we then apply to individuals from that group
  - **Prejudice**: negative feelings or attitudes toward people based on their identity or identities
- Engage in self-reflection

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PERCEPTION CHECKING

- Perception checking is a strategy to help us monitor our reactions to and perceptions of people and communication
  - Step 1: Describe the behavior or situation without evaluating or judging it.
  - Step 2: Think of possible interpretations of the behavior (being aware of attributions).
  - Step 3: Verify what happened and ask for clarification from the other person's perspective.

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