Close Encounters Communication in Relationships 5th edition Guerrero Test Bank

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Chapter 2: Communicating Identity

Test Bank

Multiple Choice

1. Compared to prior generations, the current generation Y, also called millennials, is _____.
A. less sexually active
B. lacking in confidence
C. more narcissistic
D. less preoccupied with image or identity
Ans: C
Learning Objective: 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: "Talkin' 'Bout Your Generation:" Millennials and Generation Z-ers' Identity
Difficulty Level: Easy

2. According to the book, *Generation MySpace,* discussed in Chapter 2, which of the following is true of the current millennial generation?
A. *If you've got it, don't flaunt it*. Be selective in what you post.
B. *Success equals money.* A great job is fine; but, a great salary is what really counts.
C. *Happiness is about contentment.* Inner peace is the ultimate goal.
D. *Entertainment rules!* Life is about video games and social networking.
Ans: D
Learning Objective: 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Talkin' 'Bout Your Generation:" Millennials and Generation Z-ers' Identity
Difficulty Level: Easy

3. Which of the following is true of identity gaps? Identify gaps _____.
A. are abnormal
B. prevent growth in relationships
C. exist when there is conflict between identity lenses
D. remain consistent throughout life
Ans: C

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Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Communication and Identity
Difficulty Level: Easy

4. Social networking sites are used differently by extroverts and introverts. Introverts use it primarily _____.
A. to promote their own image
B. for social enhancement
C. to substitute for interacting in face-to-face situations
D. to enhance their face-to-face relationships
Ans: C
Learning Objective: 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Social Networking and Identity
Difficulty Level: Easy

5. _____ use social networking sites to send one-to-many messages and interact infrequently on their sites.
A. Interactors
B. Spies
C. Broadcasters
D. Mediators
Ans: C
Learning Objective: 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Social Networking and Identity
Difficulty Level: Easy

6. _____ refers to the qualities we understand ourselves to possess.
A. Self-esteem
B. Self understanding
C. Facework
D. Identity
Ans: D
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Identity and Hierarchical Structure
Difficulty Level: Easy

7. _____ refers to how positively or negatively we view ourselves.
A. Self-esteem

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B. Self understanding
C. Facework
D. Identity
Ans: A
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Knowledge
Answer Location: Identity, Perception, and Self-Esteem
Difficulty Level: Easy

8. Charles Horton Cooley's classic belief that our identity is affected by the feedback we receive from others is termed _____.
A. self-reflexiveness
B. looking-glass self
C. interpersonal reinforcement
D. peer pressure
Ans: B
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Knowledge
Answer Location: Identity and the Looking Glass Self
Difficulty Level: Easy

9. A/an _____ occurs when an expectation exists that something will happen, and a person behaves in a way (often unconsciously) that actually makes it more likely that the anticipated event will occur.
A. interpersonal reinforcement
B. front-stage activity
C. self-fulfilling prophecy
D. demand-action pattern
Ans: C
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Comprehension
Answer Location: Identity, Expectations, and Behavior
Difficulty Level: Medium

10. Anika considers herself to be a very athletic person. After a game one day, her coach congratulates her on her performance during the game. However, she hears some of her teammates saying that they think she is not very athletically skilled. Which instance(s) of feedback is Anika likely to attend to?
A. only her teammates' feedback—we attend to feedback from our peers more frequently than from those of a different status
B. only her coach's feedback—we usually attend to feedback that is consistent with our own perception of identity
C. both her coach and her teammates' feedback—we always consider both positive and negative evaluations before determining which to believe
D. neither her coach nor her teammates' feedback—once we have a perception of our own identity, we do not attend to any feedback on that identity

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Ans: B
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Analysis
Answer Location: Identity and the Interpretation of Feedback
Difficulty Level: Hard

11. In the textbook, the authors note that in dating relationships, we tend to prefer _____ feedback on our identity, yet in marriage relationships we tend to prefer _____ feedback on our identity.
A. positive, authentic
B. authentic, positive
C. overt, covert
D. covert, overt
Ans: A
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Comprehension
Answer Location: Identity and Relationships
Difficulty Level: Medium

12. _____ provides an explanation for how our identities are developed and maintained as well as how our identity is intricately linked to group memberships.
A. The communication theory of identity
B. Self-expansion theory
C. The dramaturgical perspective
D. Social identity theory
Ans: D
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Knowledge
Answer Location: The Development of Personal Identity
Difficulty Level: Easy

13. According to _____, identity construction can be viewed through personal, enactment, relationship, and communal frames.
A. the communication theory of identity
B. self-expansion theory
C. the dramaturgical perspective
D. social identity theory
Ans: A
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light.
Cognitive Domain: Knowledge
Answer Location: Communication and Identity
Difficulty Level: Easy

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14. When we view ourselves through an *enactment frame,* our identity is constructed through _____.
A. group memberships
B. communication with others
C. evaluation of our strengths and weakness
D. the types of relationships we share with others
Ans: B
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded.
Cognitive Domain: Knowledge
Answer Location: Communication and Identity
Difficulty Level: Easy

15. Pat has spent weeks preparing for the dance recital. On the opening night, Pat tells everyone "I twisted my ankle and might not be able to dance tonight." Pat is nervous and afraid of a potentially poor performance. Pat just used _____ as a method of preventive facework.
A. disclaiming
B. going off-record
C. verbal handicapping
D. cognitive repairing
Ans: C
Learning Objective: 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Application
Answer Location: Preventive and Corrective Facework
Difficulty Level: Medium

16. The way we would greet a potential boss and try to impress her/him by discussing ideas of ethics and company loyalty illustrates which aspect of Goffman's dramaturgical perspective?
A. condition of interaction
B. negative face
C. backstage behaviors
D. front-stage behaviors
Ans: D
Learning Objective: 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehension
Answer Location: Frontstage Versus Backstage
Difficulty Level: Medium

17. Which of the following is the best example of trying to protect *negative face*?
A. Hayley walks into a lamppost and hopes no one saw her.
B. Sam doesn't want to feel obliged to go to his girlfriend's house for thanksgiving.

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C. Kelly tries to prevent people from thinking that she is a “computer nerd.”
D. Colin wants to prove that he is a better golfer than his brother.
Ans: B
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehensive
Answer Location: Positive Face Versus Negative Face
Difficulty Level: Medium

18. Terry claims not to care what people think about him. Sue manages her identity to make her appear socially competent. They both say they don’t care how an audience reacts to them. Terry and Sue are _____ people.
A. autonomous
B. competent
C. aware
D. strategic
Ans: A
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Application
Answer Location: To What Extent Is Self-Presentation a Deliberate, Conscious Activity?
Difficulty Level: Medium

19. There are several elements that affect the severity of a face threatening act (FTA). Which of the following is NOT one of these elements?
A. the importance of the rule being violated
B. the power the receiver has over the sender
C. the esteem levels of the receiver and the sender
D. the responsibility of the actor for the behavior
Ans: C
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehension
Answer Location: Positive Face Versus Negative Face
Difficulty Level: Medium

20. Which of the following strategies for enacting a face threatening act (FTA) is typically used, when task efficiency is a priority and the power/status difference between individuals is large?
A. negative politeness strategy
B. going off the record strategy
C. positive politeness strategy

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D. bald on-record strategy
Ans: D
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehension
Answer Location: Facework Strategies
Difficulty Level: Hard

21. Which of the following strategies for enacting a face threatening act (FTA) involves little attention to the task but primary attention to face?
A. going off the record strategy
B. positive politeness strategy
C. bald on-record strategy
D. negative politeness strategy
Ans: A
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehension
Answer Location: Facework Strategies
Difficulty Level: Medium

22. If Natalie begins a statement by saying “I know this might not make you happy, but . . .”, she is engaging in which kind of preventative facework strategy?
A. hedging
B. appeal for suspended judgment
C. cognitive disclaimer
D. sin license
Ans: C
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Application
Answer Location: Preventative and Corrective Facework
Difficulty Level: Medium

23. If your friend pretends not to see you stumble over your own feet as you walk down the street together, which corrective facework strategy is being employed?
A. avoidance
B. accounts
C. physical remediation
D. tactful recovery
Ans: A

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Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehension
Answer Location: Preventative and Corrective Facework
Difficulty Level: Medium

24. People seek out relationships in order to gain more experience. They terminate these relationships when they perceive that their identities are no longer growing. This is the basic premise behind _____.
A. impression management theory
B. positive face theory
C. self-expansion theory
D. face preservation theory
Ans: C
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Comprehensive
Answer Location: Expanding Identity
Difficulty Level: Medium

25. According to the text, the ability to manage your self-presentation flexibly in a variety of contexts is one important aspect of _____.
A. relational maintenance
B. communication competence
C. uncertainty reduction
D. backstage behaviors
Ans: B
Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Comprehension
Answer Location: How is Self-Presentation Related to Communication Competence
Difficulty Level: Medium

True/False

1. For young people, the number of friends they have on a Facebook site is incredibly important to their identity.
Ans: T
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge

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Answer Location: “Talkin’ ‘Bout Your Generation:” Millennials and Generation Z-ers’ Identity
Difficulty Level: Easy

2. Social networkers are composed of people who are similar in terms of ethnicity, religion, age, and country of origin.
Ans: T
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Social Networking and Identity
Difficulty Level: Easy

3. Self-esteem refers to how positively or negatively a person views oneself.
Ans: T
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded.
Cognitive Domain: Knowledge
Answer Location: Identifying Perception and Self-Esteem
Difficulty Level: Easy

4. Rather than having two completely separate identities, people in close relationships tend to merge identities.
Ans: T
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Expanding Identity
Difficulty Level: Easy

5. The feedback we receive from others does little to shape our identities.
Ans: F
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Communicating Identity
Difficulty Level: Easy

6. According to your textbook, “identity” has little to do with the type of feedback we receive from others.
Ans: F
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Knowledge
Answer Location: Identity and the Interpretation of Feedback
Difficulty Level: Easy

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7. In good relationships, a person should always help maintain a partner's former identity.
Ans: F
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Comprehension
Answer Location: Expanding Identities
Difficulty Level: Medium

8. Many gay, lesbian, and transgendered people closet their real identities because of fears of rejection and possible violence.
Ans: T
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Expanding Identities
Difficulty Level: Easy

9. Identity incorporates expectations and guides behavior.
Ans: T
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Knowledge
Answer Location: Identity, Expectations, and Behavior
Difficulty Level: Easy

10. According to self-expansion theory, a successful relationship depends on partners' ability to broaden each other's identity.
Ans: T
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Comprehension
Answer Location: Expanding Identity
Difficulty Level: Medium

11. According to your textbook, "identity" is rarely communicated by a person's Facebook site.
Ans: F
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Knowledge
Answer Location: Social Networking and Identity
Difficulty Level: Easy

12. Identity is independent of our social relationships.
Ans: F

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Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Comprehension
Answer Location: Identifying Perception and Self-Esteem
Difficulty Level: Medium

Essay

1. Social network sites help people establish and maintain connectedness; however, there are potential dangers to networking. Identify two examples of the dark side of social networking sites and discuss their impact on users.
Ans: Answers should include two of the following: excessive attention seeking; true identity; evaluative social comparisons; addiction to social media; defriending/denying/ignoring; profanity, nudity, manipulated images. Discussion of impact varies.
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Analysis
Answer Location: Social Networking and Identity
Difficulty Level: Medium

2. How does identity guide behavior? Why is it difficult to assume another identity or to behave in a way that is inconsistent with one's identity?
Ans: Answer should ideally include: identity formed in interactions with other people; no force as powerful in shaping identity as feedback and self-image; group identity. Discussion of difficulty to assume another identity varies: unable to pretend/fake experiences; no group experiences.
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Analysis
Answer Location: Communication and Identity
Difficulty Level: Hard

3. There have always been shifts in communication patterns between generations. The use of technology has changed the way Millennials and Generation Z-ers communicate. Identify and compare three ways technology has changed the way they establish their identity.
Ans: Millennials (1980–1995): use of technology was developing and expanding—e-mail, the Internet, cell phones, social networking sites. Generation Z-ers (1996–2010): grew up immersed in these forms of communication; Millennials grew up adapting; Generation Z are natives. Millennials: Image is indispensable; entertainment rules; success is about consumption; change is essential; mediated presence is essential; everyone is present; no gatekeepers; privacy is uncool if not impossible; jobs need to make a difference. Generation Z-

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ers: Social networks display popularity and extend beyond one's social network; communication through technology is seamless; visual communication is valued; instant, frequent contact is valued; crowdsourcing is used to elicit opinions; people are emotionally attached to their social media.
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded. | 2-2: Understand how culture and generation influence identity.
Cognitive Domain: Analysis
Answer Location: "Talkin' 'Bout Your Generation": Millennials and Generation Z-ers' Identity
Difficulty Level: Hard

4. What is self-expansion theory? What does it have to do with the shaping of our identities?
Ans: Self-expansion theory explains how identity influences the development of close relationships after first impressions. People seek to expand their self-identity; people enter into relationships to expand their identities; people in close relationships tend to merge identities. Relationship success depend on the ability of the relationship to expand the partners' experiences and sense of self.
Learning Objective: 2-1: Describe what identity is and how it is developed and expanded.
Cognitive Domain: Analysis
Answer Location: Expanding Identity
Difficulty Level: Medium

5. According to the Principles of Identity Management Theory, identity impacts how we perceive ourselves, how we perceive how others see us, how we behave, and how we manage our relationships. Select and explain three of the principles from this theory.
Ans: Answers should ideally include: identity and hierarchical structure; identity and the looking-glass self; identity and the interpretation of feedback; identity expectations, and behavior; identity and self-evaluation; identity and goal achievement; identity and relationships.
Learning Objective: 2-3: Describe the seven principles of identity management.
Cognitive Domain: Analysis
Answer Location: 7 Principles of Identity Management Theory
Difficulty Level: Medium

6. What is positive face and negative face? Why is it important to preserve your own positive face and that of others?
Ans: Positive face: favorable image that people portray to others for validation; Negative face reflects our desire to be free from imposition and restraint and have control over our territory, possessions, time, space, and resources. Positive face is best face; negative face is the part of us that wants to do what we want to do or say without concern about what others would like us to do or say.

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Learning Objective: 2-4: Understand what self-presentation is as well as the issues related to presenting oneself in a positive light. | 2-5: Know the ideas and concepts that are part of the dramaturgical perspective and politeness theory.
Cognitive Domain: Analysis
Answer Location: Positive Versus Negative Face
Difficulty Level: Medium

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