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The first survey helped me learn much more about myself as a young man and an athlete. The most intriguing thing that I learned was that I need to be more assertive. As an undersized point guard on a college basketball team, assertiveness is a necessary skill to be respected and seen. My assertiveness was partially responsible for why I was recruited to play for Alliance University. According to the survey, I am exceptionally responsive. In my life, I can say that I have seen evidence of my responsiveness toward others. The two characteristics that I scored the highest on are sensitivity and sincerity. When talking to my close friends, I make sure to actively listen to their problems. In addition, I love to try to help my friends and family with their life problems. Whenever I know I can't help, I am honest with the person I am talking to. However, I always try to suggest another solution.

On the other hand, the two characteristics that I scored the lowest on are "forceful" and "having a strong personality." I would rarely, if ever, consider any of my interactions to be forceful. Even during heated arguments, I still allow the other person to explain their side. I also have never been known by anyone to have a strong personality. Even since I was very young, I have always been quiet. I usually keep to myself. Even though I am significantly more outgoing, I still wouldn't necessarily describe myself as having a "strong personality." Most of the characteristics in the survey are good characteristics to have as a leader. As a 6'0 point guard, leadership skills are integral to my success as a basketball player.

To be a good leader, I would have to improve my assertiveness. I believe that my responsiveness is adequate, and I am exceptionally good at understanding how people feel. The qualities I am most interested in improving are aggressiveness, acting as a leader, and

dominance. Under the right circumstances, I believe that these characteristics are essential to my success as a leader of my team.

The second survey was particularly intriguing to me because I have been an introverted person for most of my life. Growing up, I would find reasons not to talk to people more often than not. I wasn't particularly fond of social settings, and meeting new people made me uncomfortable. I always thought that social gatherings were taxing on my mind and body. I never really felt the need to put myself out there and make new friends. However, after I started playing basketball seriously, I learned that socializing could be very beneficial and fun. Socializing in a basketball setting can help you develop chemistry with teammates. Chemistry is integral to the quality of performance of a team. When I attended Xavier University, I was more social than I had ever been. I went out to events and parties; I also made a lot of good friends and acquaintances. I had a lot of fun communicating with all different kinds of people.

In this survey, I scored the lowest in the control category. Whenever I am talking to someone, I almost never feel like I am trying to gain anything from them. I almost always try not to manipulate people to get what I want from them. The only positive that I can see from this form of communication is leading a group of people. I haven't yet stepped into that role of being a leader in life and on the basketball court. Having control is an essential aspect of being a leader, but there are several other qualities that are required. The categories I scored the highest in were relaxation and escape. I find it very stress-relieving to talk to a group of people who I trust. Cracking jokes and having fun with people I care about is very relaxing. I also find myself on the phone with my brother or best friend when I am procrastinating. Communication as a means of escape probably isn't the healthiest way to deal with my problems.

Through this survey, I learned that I enjoy communicating for several different reasons. I realized that I should also try to use communication for control under the right circumstances. All of the reasons for communication in this survey can help you understand yourself better. I also learned that I probably shouldn't use communication as a form of escape as often.

In the third survey, I wrote about a friend that I talk to regularly. Matthew is a close friend of mine. We both grew up in Flatbush, a neighborhood in Brooklyn, New York. When Matthew began going to middle school, he moved to Bedford-Stuyvesant (Bed-Stuy for short), a different neighborhood in Brooklyn. Matthew is a year older than me. Initially, Matthew was my older brother, Charles' best friend. Eventually, Matthew became really close with our family, and he ended up becoming my best friend as well. Unlike my brother, Matthew and I are very similar. While Charles is more outgoing, loud, and extroverted, Matthew and I are more introverted and quiet. The survey asks about the similarities between Matthew and me and how I feel about the closeness of our relationship.

The categories that I rated the highest were social class and background. Matthew and I had very similar upbringings. Matthew and I attended the same elementary school, grew up in the same neighborhood, and we went to the same church. Our backgrounds and social class are nearly identical. Our upbringing is almost entirely responsible for why we are so close today. We were in close proximity for more than half of our lives. Even after Matthew moved to Bed-Stuy, we still went to the youth ministry of the Brooklyn Tabernacle Church. The lowest category is status. I would say I have a higher social status than Matthew at this point in my life. Matthew is a student at SUNY Potsdam, while I am a student-athlete at a Division II institution. In

contemporary society, student-athletes typically have a higher social status than regular full-time students.

This survey was relatively easy to complete. Matthew and I are very similar and grew up under similar circumstances. Our families are incredibly close, and he even calls my father 'dad.' This relationship with Matthew helps me understand the type of people that I talk to. I realized that I could have a good relationship with anyone as long as they are respectful. The survey encapsulates why Matthew and I have a solid and long-lasting relationship.

The fourth survey talks about arguments and conflicts. As someone who loves to debate people, I get into disagreements frequently. I have frequent debates with my father and my brother because I enjoy learning about other people's points of view. The main reason why I argue is that I love defending my position. The one place where I tone down my need to debate is in public areas and classrooms. After a fierce debate in my English class, I realized that people may misunderstand you and get offended. My dad and I frequently debate about anything and everything. Most of the time, these arguments end with one of us upset. We are both extremely stubborn, and that is something that I need to improve upon while arguing.

On this survey, I scored a 44, which is one point below Constructive Conflict Orientation. I agree with this score. For the most part, I do find myself favoring positive conflict. However, I do sometimes argue just for the sake of arguing. I had the highest rating on questions 8 and 10. Whenever I have a problem with someone, I always make sure that I talk to them to figure out a solution. Growing up, I rarely had issues with people because I was very non-confrontational; I never wanted to start problems with anyone. However, as I got older, I understood that not everyone would agree with your point of view, and disagreements in life are inevitable.

Whenever I get into a dispute with someone I am close with, I always make an effort to solve the problem as soon as possible.

The prompts that I scored the lowest on are 3, 5, and 6. In these prompts, they describe attacking someone's character or yelling at them. After a lot of trial and error, I learned that this form of communication is ultimately ineffective in getting someone to listen to what you have to say. When people attack my character in an argument, all of their subsequent points are inconsequential. Through taking this survey, I learned that I still need to improve on how I deal with conflicts and that I shouldn't be actively seeking out trouble.

The fifth survey talks about how people maintain their relationships. The questions are geared toward people in relationships. Since I presently do not have a significant other, I replaced her with my brother Charles. My brother is the closest human being to me. He and I have shared a room since we were born. For two decades, I have known Charles to be the kindest, most trustworthy, and most compassionate person I have ever known. It is vital to keep my communication and relationship with Charles healthy. I scored high on Positivity, Openness, Assurances, and Networks. The only category I had a moderate score was tasks. The relationship and communication that I have with my brother have been developing and maturing along with us.

I scored the lowest points on 7, 16, 25, and 28. I slightly disagreed with all of these prompts. Prompt seven says, "I do not criticize my partner." I disagreed with this statement because I do criticize Charles in an attempt to make him better in some way, and Charles does the same with me. Prompts 25 and 28 have to do with tasks and the distribution of work. To be honest, Charles does a little bit more work than I do around the house. Charles is older than me

and has his driver's license. My parents ask more from Charles so he does more work. Every once in a while, I'll ask Charles to do some work for me in exchange for something else. Finally, prompt 16 talks about having periodic discussions about our relationship.

Charles and I's relationship has been growing for so many years that we rarely ever talk about it. A lot of things can go unsaid because we already know each other so well. A lot of our meaningful communication is nonverbal. So Charles and I rarely have to sit down and talk about the direction our relationship is going in. The love I have for Charles is immense, and I always try to work on improving our relationship even after 20 years.

The sixth survey talks about listening roles and skills. Listening is an essential part of interpersonal communication. Without listening skills, communication will fail 100% of the time. I realized that listening can not only improve your cognitive skills but can also aid in getting people to open up to you more often. Having trust is critical in communication, and listening will allow you to build an authentic relationship with someone. Through completing this survey, I learned that I am more of a people and content-oriented listener. In both the people and content-oriented prompts, I scored a 4. This score means I have a high preference for people and the content that they are saying.

The category that I scored the lowest on was action-oriented listening. This category was the only category in which I scored a 1. The prompt asked if I jumped to conclusions before people finished talking, and that is something that I never do. In addition, I don't mind when people speak for too long unless I have somewhere else I need to be. More often than not, I find that I enjoy listening to people. When people trust me with their problems, secrets, and thoughts, it makes me want to listen to what they have to say even more. When I talk to my parents,

siblings, and close friends, I find that I do most of the listening. I love to analyze what people are saying to me and how it's being said. The way I listen to people encapsulates the idea of content-oriented listening. Also, when I talk to people, I intentionally read their body language in order to gauge how they are feeling. This inclination towards analyzing body language coincides with being a people-oriented listener.

Through this survey, I learned the importance of listening and how different kinds of listening can affect a conversation or a relationship. Listening is an integral part of how people communicate, and being able to differentiate the types of listening can benefit how we interact with one another. I think that it is imperative that we learn how to listen so that we can respond more effectively.

The seventh survey talks about how somebody I know communicates. The person that I chose to analyze for this survey is my older brother, Charles. Charles loves to talk; he calls me on the phone early in the morning because he wants to tell me something that happened the night before. Charles is an energetic speaker who uses a lot of emotion to deliver his message. It isn't hard to understand when Charles is elated or upset. He displays his emotions vibrantly. This survey asks questions about how Charles communicates with other people and me.

Charles communicates with his hands and is very expressive. He shows his emotions, and it is challenging to read Charles wrong. Everything from the volume and tone of his voice to the way his body is positioned allows Charles to express his emotions and feelings. Charles loves to smile when talking about topics that he finds interesting, and Charles almost never speaks with a monotone voice. The cadence of his speech is moderately fast. He leans toward people when he talks to them and constantly taps them to make sure that they are listening to what he has to say.

He always positions his body toward people when talking or listening, and he always has something to say. All of this puts Charles above average in the male and female categories. Even though it is good that Charles is excited to communicate with others, sometimes he can be too excited.

Charles can sometimes want to say something so bad he may almost ignore or accidentally disregard what others have to say. He always has something new to tell someone and will go out of his way to tell them. The problem with this is that he calls people really early in the morning and really late at night. In addition, his anger is just as noticeable as his delight. He makes his aggravation known with his body language and vocal tone as well. I love Charles, and I think that he has some room for improvement regarding his communication skills. Regardless, Charles is a wonderful person, and his expressiveness is a quality that is not found in most people.

The eighth survey talks about a recent disagreement that I had with someone close to me. My sister, Charlize, and I are home together for the most part. Since we spend a lot of time together, there is more room for disagreement. My sister and I get into arguments frequently about chores. When I was in middle school, I used to yell until I thought I got my point across. We'd never reach a consensus, and we'd always be at odds with each other. As I got older, my dad told me something that stuck with me; winning an argument isn't always what's best for the relationship. I've noticed that de-escalating an argument with Charlize is much better than trying to win.

In the survey, I said it is rarely important to win an argument against her. Charlize is intelligent and sensitive. She is especially sensitive to vocal tones and body language. One loud

yell may shift her mood in a negative way. In addition, I said I rarely take a powerful stance to win an argument against her. Sometimes, when I begin to argue with her, I gauge how irritated she is. I will respond according to her attitude. On the other hand, I will not always give up what I want just to please her. I won't let Charlize walk over me because she is upset. I will try my best to look at things logically and try to settle things in a fair manner.

Charlize and I had our fair share of arguments growing up. We butt heads frequently because of her strong personality and my love for debating. A lot of the time, I yield to end conflicts with her. I don't do this because she is right all the time or because she's older than me. I yield because I know that being right isn't everything in a relationship.

The ninth survey addresses talking about controversial topics. In this generation, there are a lot of touchy subjects. Abortion, racism, sexism, and immigration are all topics that people tend to avoid. In all honesty, I enjoy an argument over controversial issues in a controlled setting. In class, I never spoke out on controversial topics I didn't fully understand. Topics like the conflict between Israel and Palestine. I didn't have enough information to make a logical argument for either side. I also noticed that people can get offended very quickly. When people are offended, they begin to attack your character rather than your argument. When my character is attacked or questioned, I am no longer interested in arguing or debating with that person.

In the survey, I scored the lowest on questions that asked about avoiding arguments. I almost never try to avoid an argument, especially when the argument is productive and can improve my intelligence. However, I am cautious about having arguments in public settings. I do, however, enjoy debating with friends and family. When I am knowledgeable about a controversial topic, I love to share my point of view and hopefully help people see things the

way I do. According to the score I got on the survey, it says that I have a high motivation to argue. I agree with this assessment because I relish the adrenaline I feel when I have a solid point in an argument. I think that constructive debates and arguments stimulate the mind. In the Bible, it says that "iron sharpens iron," and I think that it applies to debating as well.

I love to test my position against great minds and articulate my arguments in a way that is understandable and professional. Arguments with my brilliant father, Dr. Green is part of the reason I consider myself intelligent. I believe that a well-formulated argument in a heated debate is good for the mental skills that are needed in life.

The tenth survey asks me to express how confident I am in how much I know a particular person. The person that I chose for this survey is my close friend Matthew. Matthew and I grew up together. We know each other incredibly well. Outside of blood relatives, Matthew is the person I speak to the most. As aforementioned, Matthew and I share experiences that shaped who we are today. We grew up in the same neighborhood, went to the same elementary school, and attended the same church. Our families were closer when we were younger, but they began to drift slightly after he moved from Flatbush. In the survey, I put a score of 85 to predict how he will act and his values. These were the two lowest scores for this survey.

The reason I scored this low for these two categories is that I can't say for 100 or even 90 percent certainty that I can predict anyone's actions. Matthew is like my brother and I know almost everything about him; however, I am not sure what he would do in highly stressful situations. Predicting his values are also a little difficult to predict because he has not been attending church regularly for the last few years. Matthew has his struggles. I am happy when he shares them with me, but I'm not 100 percent certain if he is telling me everything.

On the other hand, I was confident in answering the other questions. I ended the survey with a total of 91.86 out of 100. I am confident in my friendship with Matthew, and I believe that we will be friends for many more years to come. One thing that I learned about myself through taking this survey is that I am not confident in my ability to predict someone's behavior. People are inconsistent creatures. It is impossible to absolutely know what someone is going to do under stressful circumstances.

Directions:

The following questionnaire lists twenty personality characteristics. Please indicate the degree to which you believe each of these characteristics applies to you while interacting with others by marking whether you (5) *strongly agree* that it applies, (4) *agree* that it applies, (3) are *undecided*, (2) *disagree* that it applies, or (1) *strongly disagree* that it applies. There are no right or wrong answers. Work quickly; record your first impression.

- 3 1. Helpful
- 4 2. Defends own beliefs
- 4 3. Independent
- 4 4. Responsive to others
- 2 5. Forceful
- 2 6. Has strong personality
- 3 7. Sympathetic
- 4 8. Compassionate
- 3 9. Assertive
- 5 10. Sensitive to the needs of others
- 3 11. Dominant
- 5 12. Sincere
- 3 13. Gentle
- 4 14. Willing to take a stand
- 3 15. Warm
- 3 16. Tender
- 4 17. Friendly
- 3 18. Acts as a leader
- 3 19. Aggressive
- 4 20. Competitive

Scoring Instructions:

To score your responses, add what you marked for each item as follows:

$$\text{Assertiveness} = 2 + 3 + 5 + 6 + 9 + 11 + 14 + 18 + 19 + 20$$

$$\text{Responsiveness} = 1 + 4 + 7 + 8 + 10 + 12 + 13 + 15 + 16 + 17$$

Scores above 34 indicate high assertiveness or responsiveness. Scores below 26 indicate low assertiveness or responsiveness. Scores between 26 and 34 indicate moderate levels of assertiveness or responsiveness.

Assertiveness: 32
Responsiveness: 37

Directions:

Here are several reasons people give for why they talk to other people. For each statement, please circle the number that best expresses your own reasons for talking to others.

	Exactly 5	A lot 4	Somewhat 3	Not much 2	Not at all 1
1. Because it's fun					
2. Because it's exciting					
3. To have a good time					
4. To help others					
5. To let others know I care about their feelings					
6. To thank them					
7. Because I need someone to talk to or be with					
8. Because I just need to talk about my problems sometimes					
9. Because it makes me feel less lonely					
10. To put off something I should be doing					
11. To get away from what I am doing					
12. Because I have nothing better to do					
13. Because it relaxes me					
14. Because it allows me to unwind					
15. Because it's a pleasant rest					
16. Because I want someone to do something for me					
17. To tell others what to do					
18. To get something I don't have					

Scoring Instructions:

#2
Continued

- To compute the Pleasure Motive, add items 1 + 2 + 3.
- To compute the Affection Motive, add items 4 + 5 + 6.
- To compute the Inclusion Motive, add items 7 + 8 + 9.
- To compute the Escape Motive, add items 10 + 11 + 12.
- To compute the Relaxation Motive, add items 13 + 14 + 15.
- To compute the Control Motive, add items 16 + 17 + 18.

Place the total for each motive in the column titled "Score." If your individual motive score is ≥ 9 , then circle *high* in the column titled "Motivation Level." If your individual motive score is ≤ 8 , then circle *low*.

SCORE	MOTIVATION LEVEL	
	Low	High
Pleasure: <u>10</u>	Low	High
Affection: <u>11</u>	Low	High
Inclusion: <u>9</u>	Low	High
Escape: <u>12</u>	Low	High
Relaxation: <u>12</u>	Low	High
Control: <u>5</u>	Low	High

Directions:

#3

On the following scale, indicate your feelings about a recent acquaintance. Circle the number that best represents your feelings. Numbers 1 and 7 indicate a *very strong feeling*. Numbers 2 and 6 indicate a *strong feeling*. Numbers 3 and 5 indicate a *fairly weak feeling*. Number 4 indicates that you are *undecided or don't know*. Please work quickly. There are no right or wrong answers.

Matthew (name of acquaintance)

1. Doesn't think like me	1 2 3 4 <u>5</u> 6 7	Thinks like me
2. Is from a social class similar to mine	<u>1</u> 2 3 4 5 6 7	Is from a social class different from mine
3. Behaves like me	1 2 <u>3</u> 4 5 6 7	Doesn't behave like me
4. Has an economic situation different from mine	1 2 <u>3</u> 4 5 6 7	Has an economic situation like mine
5. Is similar to me	1 <u>2</u> 3 4 5 6 7	Is different from me
6. Has a status like mine	1 2 3 4 <u>5</u> 6 7	Has a status different from mine
7. Is unlike me	1 2 3 4 5 <u>6</u> 7	Is like me
8. Has a background different from mine	1 2 3 4 5 6 <u>7</u>	Has a background similar to mine

Scoring Instructions:

Items 2, 3, 5, and 6 are reversed. Therefore, before adding your score, reverse the number you circled on these items (e.g., change 1 to 7, 2 to 6, 3 to 5, etc.). Now add the circled numbers together for items 1, 3, 5, and 7 to get your attitude homophily score. Add the circled numbers together for items 2, 4, 6, and 8 to get your background homophily score. Scores on each of the two scales should range from 4 to 28.

2,3,5,6: 21
1,4,7,8: 21

Directions:

The following statements concern attitudes about conflict and ways you might choose to deal with it. Indicate how much you agree with each statement. Please circle the number that represents your honest feelings and typical responses.

1 = never true

2 = rarely

3 = sometimes true

4 = often

5 = always true

1. I am careful to avoid attacking a person's intelligence when I critique their ideas.
1 2 3 4 5
2. When someone is stubborn, I often use insults to soften the stubbornness.
1 2 3 4 5
3. If a person I am trying to influence really deserves it, I attack their character.
1 2 3 4 5
4. When I critique a person's ideas, I try not to damage their self-concept.
1 2 3 4 5
5. When people do things that are mean or cruel, I attack their character in order to correct their behavior.
1 2 3 4 5
6. When nothing seems to work in trying to influence someone, I yell and scream in order to get some movement from them.
1 2 3 4 5
7. I am not threatened by conflict.
1 2 3 4 5
8. When people have conflicts, they should try to work with each other to solve them.
1 2 3 4 5
9. Physical fighting is an effective way to deal with conflict.
1 2 3 4 5
10. When I have a conflict with someone, I always discuss it with them as soon as possible.
1 2 3 4 5
11. Overall, I think I handle conflicts effectively.
1 2 3 4 5
12. Sometimes physically fighting it out is healthy.
1 2 3 4 5

Scoring Instructions:

Reverse the score for items 2, 3, 5, 6, 9, and 12, so that if you wrote a 1 you will change it to 5, a 5 will change to a 1, a 2 will become a 4, a 4 will become a 2, and so forth for these 6 items. Once you have reversed the score for these items, now add the values for the twelve items together (including the newly reversed numbers). The lowest possible score is 12. The highest possible score is 60. Higher scores indicate that a person favors constructive or positive conflict; lower scores indicate an inclination to deal with conflict in a negative or destructive manner.

12-27 = Destructive conflict orientation

28-44 = Neither constructive nor destructive conflict is evident

45-60 = Constructive conflict orientation

Directions:

The following items concern things people might do to maintain their relationships. Please indicate the extent to which each of the items describes your current methods of maintaining your relationship (over the past two weeks, for example) with your significant other, a parent, or sibling (just substitute one of your parents or a sibling for "partner" in the questions). Please respond to these items using the following scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = slightly disagree
- 4 = neutral
- 5 = slightly agree
- 6 = agree
- 7 = strongly agree

- 7 1. I attempt to make interactions with my partner very enjoyable.
- 7 2. I am cooperative in the ways I handle disagreements between us.
- 7 3. I try to build up my partner's self-esteem, including giving him/her compliments, etc.
- 6 4. I ask how my partner's day has gone.
- 5 5. I am very nice, courteous, and polite when we talk.
- 7 6. I act cheerful and positive when I am with my partner.
- 3 7. I do not criticize my partner.
- 6 8. I try to be romantic, fun, and interesting when with my partner.
- 7 9. I am patient and forgiving of my partner.
- 6 10. I present myself as cheerful and optimistic around my partner.
- 7 11. I encourage my partner to disclose thoughts and feelings to me.
- 7 12. I simply tell my partner how I feel about our relationship.
- 7 13. I seek to discuss the quality of our relationship with my partner.
- 6 14. I disclose what I need or want from our relationship with my partner.
- 6 15. I remind my partner about relationship decisions we made in the past (to maintain the same level of intimacy).
- 3 16. I like to have periodic talks about our relationship with my partner.
- 4 17. I stress my commitment to my partner.
- 7 18. I imply that our relationship has a future.
- 7 19. I show my love for my partner.
- 7 20. I show myself to be faithful to my partner.
- 7 21. I like to spend time with our same friends.
- 5 22. I focus on our common friends and affiliations.
- 7 23. I show that I am willing to do things with my partner's friends or family.
- 7 24. I include our friends or family in our activities.
- 3 25. I help equally with tasks that need to be done.
- 6 26. I share in the joint responsibilities that face us.
- 5 27. I do my fair share of the work we have to do.
- 3 28. I do not shirk my duties.
- 6 29. I perform my household responsibilities.

Scoring Instructions:

- Positivity: Add the scores for items 1-10 (scores range from 10 to 70) **61**
- Openness: Add the scores for items 11-16 (scores range from 6 to 42) **36**
- Assurances: Add the scores for items 17-20 (scores range from 4 to 28) **25**
- Network: Add the scores for items 21-24 (scores range from 4 to 28) **26**
- Tasks: Add the scores for items 25-29 (scores range from 5 to 35) **23**

Directions:

Think of a specific listening role or situation that you are often in. For example, you may focus on your listening at work, as a friend, as a spouse, as a son or a daughter, or as a parent. (Note: You may complete the instrument more than one time, with different roles and situations in mind.) As you read the series of statements below, keep the particular listening role or situation you have chosen in mind. Circle the appropriate number on your answer sheet using the following key:

#6

- Always 5
- Frequently 4
- Sometimes 3
- Infrequently 2
- Never 1

- 1. I focus my attention on the other person's feelings when listening to them. 5 4 3 2 1
- 2. When listening to others, I quickly notice if they are pleased or disappointed. 5 4 3 2 1
- 3. I become involved when listening to the problems of others. 5 4 3 2 1
- 4. I try to find common areas of interest when listening to new acquaintances. 5 4 3 2 1
- 5. I nod my head and/or use eye contact to show interest in what others are saying. 5 4 3 2 1
- 6. I am frustrated when others don't present their ideas in an orderly, efficient way. 5 4 3 2 1
- 7. When listening to others, I focus on any inconsistencies and/or errors in what's being said. 5 4 3 2 1
- 8. I jump ahead and/or finish thoughts of speakers. 5 4 3 2 1
- 9. I am impatient with people who ramble on during conversations. 5 4 3 2 1
- 10. I ask questions to help speakers get to the point more quickly. 5 4 3 2 1
- 11. I wait until all the facts are presented before forming judgments and opinions. 5 4 3 2 1
- 12. I prefer to listen to technical information. 5 4 3 2 1
- 13. I prefer to hear facts and evidence so I can personally evaluate them. 5 4 3 2 1
- 14. I like the challenge of listening to complex information. 5 4 3 2 1
- 15. I ask questions to probe for additional information. 5 4 3 2 1
- 16. When hurried, I let others know that I have a limited amount of time to listen. 5 4 3 2 1
- 17. I begin a discussion by telling others how long I have to meet. 5 4 3 2 1
- 18. I interrupt others when I feel time pressure. 5 4 3 2 1
- 19. I look at my watch or clocks in the room when I have limited time to listen to others. 5 4 3 2 1
- 20. When I feel time pressure, my ability to concentrate on what others are saying suffers. 5 4 3 2 1

Scoring Instructions:

Tally the number of times you circled 4 or 5 for statements 1–5:

People-oriented = 4

Tally the number of times you circled 4 or 5 for statements 6–10:

Action-oriented = 2

Tally the number of times you circled 4 or 5 for statements 11–15:

Content-oriented = 4

Tally the number of times you circled 4 or 5 for statements 16–20:

Time-oriented = 3

You now have four scores, one for each of the four listener preferences: People, Action, Content, and Time. Now identify the types of listening preferences for which you have the highest scores. These scores say a lot about your preferred style of listening.

To interpret your scores, use the following guidelines:

1. Preference strength is indicated by the number of scores in each of the listening preference types.

4 and 5 responses high preference

3 responses moderate preference

2 and 1 responses low preference

0 responses no preference

2. High scores (4 or 5) in two or more types suggest multiple listening preferences.
3. Zero scores in all the types suggest potential listening avoidance.

Directions:

7

The following statements describe the ways in which some people behave while talking with or to others. Please indicate in the space at the left of each item the degree to which you believe the statement applies to a particular person with whom you have a close personal relationship, using the following scale:

- 0 = never
- 1 = rarely
- 2 = occasionally
- 3 = often
- 4 = very often

- 4 1. He/she uses her/his hands and arms to gesture while talking to people.
- 4 2. He/she touches others on the shoulder or arm while talking to them.
- 1 3. He/she uses a monotone or dull voice while talking to people.
- 2 4. He/she looks over or away from others while talking to them.
- 2 5. He/she moves away from others when they touch her/him while they are talking.
- 5 6. He/she has a relaxed body position when he/she talks to people.
- 1 7. He/she frowns while talking to people.
- 3 8. He/she avoids eye contact while talking to people.
- 1 9. He/she has a tense body position while talking to people.
- 5 10. He/she sits close or stands close to people while talking with them.
- 1 11. Her/his voice is monotonous or dull when he/she talks to people.
- 4 12. He/she uses a variety of vocal expressions when he/she talks to people.
- 5 13. He/she gestures when he/she talks to people.
- 5 14. He/she is animated when he/she talks to people.
- 2 15. He/she has a bland facial expression when he/she talks to people.
- 5 16. He/she moves closer to people when he/she talks to them.
- 5 17. He/she looks directly at people while talking to them.
- 1 18. He/she is stiff when he/she talks to people.
- 4 19. He/she has a lot of vocal variety when he/she talks to people.
- 1 20. He/she avoids gesturing while he/she is talking to people.
- 5 21. He/she leans toward people when he/she talks to them.
- 3 22. He/she maintains eye contact with people when he/she talks to them.
- 2 23. He/she tries not to sit or stand close to people when he/she talks with them.
- 1 24. He/she leans away from people when he/she talks to them.
- 4 25. He/she smiles when he/she talks to people.
- 2 26. He/she avoids touching people when he/she talks to them.

Scoring Instructions:

Step 1. Add the scores from the following items: 1, 2, 6, 10, 12, 13, 14, 16, 17, 19, 21, 22, and 25. **58**

Step 2. Add the scores from the following items: 3, 4, 5, 7, 8, 9, 11, 15, 18, 20, 23, 24, and 26. **20**

Total score = 78 + Step 1 - Step 2. **136-20=116**

Norms:

Female mean = 96.7 S.D. = 16.1 High = > 112 Low = < 81

Male mean = 91.6 S.D. = 15.0 High = > 106 Low = < 77

Combined mean = 94.2 S.D. = 15.6 = > 109 Low

Think of a specific person close to you with whom you have had a recent disagreement. Look at the following questions, and fill in the number from the responses below that best describe how you handled, or typically handle, your conflict with this person:

#8

- 1 = never
- 2 = rarely
- 3 = sometimes
- 4 = frequently
- 5 = always

1. 3 It is important to me to win an argument with this person.
 2. 4 I usually give in during conflict.
 3. 3 I am usually stubborn and hold my position when I have a conflict with this person.
 4. 4 In conflicts, I give up some points I have in exchange for others in order to resolve our differences.
 5. 4 It is important to view conflict as a problem we need to solve together.
 6. 2 It is important to me to win an argument with this person.
 7. 5 I am willing to compromise to solve a conflict with this person.
 8. 4 I try to avoid disagreements with this person.
 9. 5 I will give up what I want in order to end a conflict with this person.
 10. 5 It is important to discuss both of our points of view in a conflict.
 11. 5 I strongly assert my opinions and views in conflict with this person.
 12. 5 I withdraw from disagreements with this person.
 13. 5 I try to find the middle- or common-ground in a conflict with this person.
 14. 5 I will give in to this person in order to end a disagreement.
 15. 5 I try to be cooperative and creative in resolving conflict with this person.
-
16. 3 I shy away from disagreements with this person.
 17. 2 I will give up what I want to please this person.
 18. 2 I take a powerful stance to win during an argument with this person.
 19. 5 I usually will compromise when we are getting nowhere during a conflict.
 20. 5 I try to be open and share all my ideas so that we can work together to resolve disagreements.

Scoring Instructions:

Determining Your Conflict Management Style Score: Place the number you selected (1-5) for each of the items below. Then add your scores together to determine each of your style categories. Your total scores can range from 4-20 in each category, and the highest score is the conflict management style you tend to use. You may discover you fall within more than one conflict management style, which is very common. Circle the style(s) where your score was the highest and refer to the following descriptions for a better understanding of how you communicate when you are managing conflict.

1. <u>3</u>	2. <u>4</u>	3. <u>3</u>	4. <u>4</u>	5. <u>4</u>
8. <u>4</u>	9. <u>5</u>	6. <u>2</u>	7. <u>5</u>	10. <u>5</u>
12. <u>5</u>	14. <u>5</u>	11. <u>5</u>	13. <u>5</u>	15. <u>5</u>
16. <u>3</u>	17. <u>2</u>	18. <u>2</u>	19. <u>5</u>	20. <u>5</u>
<u>15</u>	<u>16</u>	<u>12</u>	<u>19</u>	<u>19</u>
Withdrawal	Accommodation	Forcing	Compromising	Collaborating

Directions:

This questionnaire contains statements about arguing about controversial issues. Indicate how often each statement is true for you personally by placing the appropriate number in the blank to the left of the statement. If the statement is *almost never true* for you, place a 1 in the blank. If the statement is *rarely true* for you, place a 2 in the blank. If the statement is *occasionally true* for you, place a 3 in the blank. If the statement is *often true* for you, place a 4 in the blank. If the statement is *almost always true* for you, place a 5 in the blank. Remember, consider each item in terms of *arguing controversial issues*.

#9

ALMOST NEVER TRUE	RARELY TRUE	OCCASIONALLY TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
1	2	3	4	5

- 3 1. While in an argument, I worry that the person I am arguing with will form a negative impression of me.
- 5 2. Arguing over controversial issues improves my intelligence.
- 2 3. I enjoy avoiding arguments.
- 3 4. I am energetic and enthusiastic when I argue.
- 2 5. Once I finish an argument, I promise myself that I will not get into another.
- 3 6. Arguing with a person creates more problems for me than it solves.
- 5 7. I have a pleasant, good feeling when I win a point in an argument.
- 2 8. When I finish arguing with someone, I feel nervous and upset.
- 5 9. I enjoy a good argument over a controversial issue.
- 2 10. I get an unpleasant feeling when I realize I am about to get into an argument.
- 5 11. I enjoy defending my point of view on an issue.
- 3 12. I am happy when I keep an argument from happening.
- 3 13. I do not like to miss the opportunity to argue a controversial issue.
- 1 14. I prefer being with people who rarely disagree with me.
- 5 15. I consider an argument an exciting intellectual challenge.
- 2 16. I find myself unable to think of effective points during an argument.
- 5 17. I feel refreshed and satisfied after an argument on a controversial issue.
- 4 18. I have the ability to do well in an argument.
- 2 19. I try to avoid getting into arguments.
- 4 20. I feel excitement when I expect that a conversation I am in is leading to an argument.

Scoring Instructions:

To compute the argumentativeness trait score, follow these steps:

- 1. Add scores for items 2, 4, 7, 9, 11, 13, 15, 17, 18, and 20. (A) Total = 44
- 2. Add scores for items 1, 3, 5, 6, 8, 10, 12, 14, 16, and 19. (B) Total = 22
- 3. Subtract your (B) total from your (A) total. 22

If the result is any number between +14 and +40, you have a high motivation to argue. If the result is any number between -4 and +13, you have a moderate motivation to argue. If the result is any number between -5 and -25, you have a low motivation to argue.

Directions:

The questions that follow will ask you to express how confident you are that you know a particular fact about the person who is your good friend. On these questions, the answers should be written as a percentage—anywhere from 0% to 100%. For example, if you are totally confident that you know a particular fact, you might write 100%. If you are slightly less confident, you might put a number such as 83%. On the other hand, if you are not at all confident, you might place a very low percentage, such as 5%, in the answer blank. If you are absolutely unable to answer a question and the answer would be a guess for which you had no basis at all, you might put 0%. Remember, you may use any evidence as a basis for your guess, even if the person has not explicitly told you the answer. The point is for you to report your confidence in the GUESS ONLY; do not give the actual answer to the question.

#10

1. How confident are you of your general ability to predict how he/she will behave? 85
2. How certain are you that he/she likes you? 100
3. How accurate are you at predicting the values he/she holds? 85
4. How accurate are you at predicting his/her attitudes? 88
5. How well can you predict his/her feelings and emotions? 90
6. How much can you empathize with (share) the way he/she feels about himself/herself? 100
7. How well do you know him/her? 95

Scoring Instructions:

Sum all the percentages on items 1–7. Divide the sum by 7. This will be the percentage of attributional confidence you feel toward this person.

91.86