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Interpersonal Communications SWK246/586

Professor Carlton Jean

Final Examination

True or False (50 points)

1. **True** The Transactional Communication model does not reflect the fact that people typically send and receive messages simultaneously.
2. **False** The tendency to seek and attend to information that conforms to an existing self-concept has been labeled cognitive conservatism.
3. **False** The perceived self is the way in which we want others to perceive us.
4. **False** In the act of self-disclosure, our text suggests that individuals need not be concerned with how others will view them, but should disclose as much information as possible to maintain an authentic self.
5. **True** Cognitive complexity is the ability to construct a variety of frameworks for viewing an issue.
6. **False** Feelings and Emotions are interchangeable.
7. **False** Facilitative emotions detract from effective functioning.
8. **False** All nonverbal communication is very easy to interpret and has a similar meaning. A discerning person could get it right 100% of the time.
9. **False** Hearing and Listening in our text are used interchangeably.
10. **False** Questions are found to be helpful to the asker when responding to a message, but it does not help the person being asked.

Short Essay Questions (50 points, 12.5 each)

1. *Based on the readings, why do we form relationships?*

According to the text, we desire to experience intimacy and also tend to be attracted to others for various reasons. There are different types of closeness or intimacy we desire: physical, emotional, intellectual and spiritual. We also find ourselves being attracted to other peoples' appearance, their similarities to us and when the attracted is reciprocated. We are also attracted how others complement us, or their competence. In addition, we can also be attracted to another because they are in close proximity or because of a person's level of self-disclosure. Finding the other person can give us rewards that are greater than or equal to the cost, we encounter in dealing with them, is another reason why we form relationships.

2. *Describe the types of friendship discussed on our text*

There are five types of friendships:

- A. *Youthful versus mature*: friendships develop during adolescence and become a central feature of social life. Throughout the teen years, friends are valued for their personal qualities not just as activity companions. And as we mature, we look for qualities such as helpfulness, support, trust, commitment, and self-disclosure. And in older adulthood, friendships are still valuable however there is less time available to support them.
 - B. *Long term versus short term*: these are friendships that last a long time, maybe years or even a lifetime while others are temporary depending on life changes. Some short-term friendships end due to change in values. For example, having a good friend who in the past we enjoyed partying with, later in life we no longer desire to party and so the mutual attraction changes.
 - C. *Relationship oriented versus task oriented*: These types of friendships differ in Mutual liking and social support independent of sharing activities. For example, coworkers versus best friends.
 - D. *High disclosure versus low disclosure*: are the types of friendships which differ in how much we tell our friends about ourselves. We have friends who we do share intimate details with, along with thoughts and ideas. However, we also have acquaintances, where our self-disclosure is generally low.
 - E. *High obligation versus low obligation*: these are friends to whom, we feel a low or high sense of obligation towards. These are also friends who we contact often or occasionally.
3. *Explain the difference between confirming and disconfirming messages and provide two types of each.*

Confirming messages happen when we receive messages that show we are valued by others. And, disconfirming messages are those we receive, that suggest we are devalued and unimportant. The terms used in the text which support confirming messages are: attending, affirming, and accepting communication. And the terms for disconfirming messages are disregarding, disparaging, and denouncing

Confirming messages

- A. attending: focus is on the other person. i.e.: putting phone away while having conversations
- B. affirming: acknowledging the presence of the person. i.e.; walking into the office and saying “good morning”
- C. accepting: showing agreement. i.e.; you’re right

Disconfirming messages

- A. disregarding: ignoring the presence of the other person i.e.; ignoring peoples text message and/or calls
- B. disparaging: showing aggression, discord and disgust. i.e.; name calling- taunting
- C. denouncing: excluded or shunned on purpose. i.e.; silent treatment or ghosted

4. *Describe 2 ways Jack Gibb offers to reduce defensiveness in others.*

According to the text Jack Gibb presented some tools in order to reduce defensiveness. He describes six defensive behaviors: evaluation, control, strategy, neutrality, superiority and certainty. He describes that evaluation is a defense arousing behavior which irritates people in nature. It is related to "you" language. And the supportive behavior to reduce defensiveness, is to use description which focuses on the speakers' thoughts and feelings instead of judging the other person.

Control communication happens when a sender seems to impose a solution on the receiver. And in contrast be supportive behavior would be to use problem orientation focus to find a solution that meets both of the needs of those involved. Gibbs also uses the word strategy to explain defensive communication when the sender is using dishonesty and manipulation to have someone else do as they want. Spontaneity is the behavior the contrast with strategy. Spontaneity means being honest with others rather than manipulating them.

The term neutrality describes another behavior that arouses defensiveness. This word describes the message of indifference that comes across from the sender. And empathy is the supportive behavior to reduce defensiveness and others. Empathy when used means accepting another's feelings and putting ourselves in the place of another. It does not necessarily mean that we agree with them but it does show genuinity care and respect.

Superiority is the fifth behavior that arouses defensiveness. This message comes across as "I am better than you". This can be as simple as, "you don't know what you are talking about ". And the contrast to avoid defensiveness, is to use words or project feelings of equality rather than superiority. Communicators who regard their own opinions with certainty May provoke others to defensiveness. And the defense does supportive behavior to use would be provisionalism, where people may have strong opinions but are willing to acknowledge that they don't know it all and are willing to change or reconsider their stance, if another position seems more reasonable.