

Chapter 2: Interpersonal Communication and Self

Multiple Choice Questions

- 1) A learned predisposition to respond to a person, object, or idea in a favorable or unfavorable way is _____.
- A) an attitude
 - B) a belief
 - C) a value
 - D) a motive

Answer: A

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

- 2) Which is most resistant to change?
- A) attitudes
 - B) beliefs
 - C) values
 - D) dislikes

Answer: C

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

- 3) Philosopher William James identified three components of the self: the material, the social, and the spiritual. The material self is based upon _____.
- A) all of the tangible things you own
 - B) that part of you that interacts with others
 - C) your internal thoughts and introspections about your values and moral standards
 - D) your needs and desires

Answer: A

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

- 4) Which of the Big Five Personality Traits does a person exhibit if they are curious, imaginative, creative, adventurous, and inventive?
- A) extraversion
 - B) conscientiousness
 - C) openness
 - D) agreeableness

Answer: C

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 5) This involves the ability to assume the role of both participant and observer of our own actions.
- A) agreeableness

- B) conscientiousness
- C) symbolic self-awareness
- D) self-reflexiveness

Answer: D

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 6) The avoidant attachment style is associated with _____.
- A) receiving too much affection from your childhood caregivers
 - B) developing a strong, trusting, and predictable relationship with your childhood caregivers
 - C) consistently receiving too little nurturing as a child
 - D) growing up in a home with someone other than one's biological parents

Answer: C

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

- 7) A role that is considered both masculine and feminine is called a(n) _____ role.
- A) disparate
 - B) disjunctive
 - C) ambivalent
 - D) androgynous

Answer: D

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

- 8) The set of enduring internal predispositions and behavioral characteristics that describe how you react to your environment is your _____.
- A) self-concept
 - B) true self
 - C) reflexive self
 - D) personality

Answer: D

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

- 9) The ability to think about your own thoughts, even while you are thinking them, is called _____.
- A) self-talk
 - B) objective self-awareness
 - C) self-fulfilling prophecy
 - D) subjective self-awareness

Answer: B

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are
Difficulty Level: Easy
Skill Level: Remember the Facts

10) Although identifying with a group is a significant part of every person's identity, which individuals tend to benefit the most from group associations?

- A) people who exhibit avoidant style characteristics
- B) people who are not a part of the dominant culture
- C) people who assume task-oriented roles
- D) people who are leaders in the dominant culture

Answer: B

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Moderate

Skill Level: Understand the Concepts

11) Which approach suggests that a major factor affecting how people communicate with others is genetic makeup?

- A) implicit personality theory
- B) communibiological approach
- C) socio-communication perspective
- D) warranty principle

Answer: B

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

12) We decide whether to incorporate others' comments into our self-concept by evaluating the feedback using three criteria: frequency of the message, _____, and how consistent the message is with our own experiences and other feedback we've received.

- A) politeness of the feedback
- B) whether we perceive the feedback as credible
- C) whether the feedback was solicited
- D) specificity of the feedback

Answer: B

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Moderate

Skill Level: Understand the Concepts

13) According to William James, which component of self is reflected through our interactions with others?

- A) material self
- B) spiritual self
- C) social self
- D) energetic self

Answer: C

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

14) When we behave in ways that benefit others, it makes us feel better and is called being _____.

- A) prosocial
- B) charitable
- C) conscientious
- D) sociable

Answer: A

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Easy

Skill Level: Remember the Facts

15) Your _____ is a description of who you are.

- A) self-concept
- B) life position
- C) self-esteem
- D) face

Answer: A

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Easy

Skill Level: Remember the Facts

16) The value we place on ourselves in areas such as our skills, abilities, talents, and appearance is known as our _____.

- A) self-awareness
- B) self-concept
- C) self-worth
- D) self-importance

Answer: C

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Easy

Skill Level: Remember the Facts

17) Juell has played the upright bass in a jazz band several years, so she has confidence in her ability to perform well during the concert this weekend. Regarding music performance, Juell has a high level of _____.

- A) self-efficacy
- B) life position
- C) positive face
- D) self-reflexiveness

Answer: A

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Moderate

Skill Level: Apply What You Know

18) Psychologist Eric Berne's concept to describe people's overall sense of their own worth and that of others is called _____.

- A) social comparison
- B) social awareness
- C) positive face
- D) life position

Answer: D

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Easy

Skill Level: Remember the Facts

19) According to research, who is most susceptible to self-esteem damage after receiving negative feedback?

- A) shy people
- B) people who have a high need for approval
- C) those with a secure attachment style
- D) people who are agreeable

Answer: B

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Moderate

Skill Level: Understand the Concepts

20) Jorge is an active member of his high school debate team, but lately he has noticed that his peers are more articulate and score better at tournaments than he does. Feeling that he no longer is valuable, Jorge decides to quit the team. Through which process did Jorge make his decision?

- A) facework
- B) mindfulness
- C) social comparison
- D) reflective competition

Answer: C

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Moderate

Skill Level: Apply What You Know

21) Which type of facework do we engage in when we “save face” by working to improve others’ negative perceptions of us?

- A) positive facework
- B) corrective facework
- C) preventative facework
- D) aggressive facework

Answer: B

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others’ face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Easy

Skill Level: Remember the Facts

22) Alan seems to challenge Alanna’s positive face quite often. Alan is engaging in _____.

- A) positive face
- B) corrective facework
- C) face-threatening acts
- D) politeness

Answer: C

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others’ face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Moderate

Skill Level: Apply What You Know

23) Efforts such as apologizing, denying an event occurred, lying, and using humor to overcome embarrassment are what researchers call attempts to _____.

- A) deceive
- B) save face
- C) project
- D) divert

Answer: B

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others' face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Moderate

Skill Level: Understand the Concepts

24) According to politeness theory, which statement would be least face-threatening to a coworker who violates the dress code?

- A) "Wow! Jeans aren't allowed, you know."
- B) "I've noticed that you keep dressing too casually, and our boss has mentioned it, too."
- C) "You look pretty unprofessional, but perhaps that's the look you want."
- D) "You look casual today. Are you going somewhere after work?"

Answer: D

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others' face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Moderate

Skill Level: Apply What You Know

25) Reilly has accidentally enrolled in a class that starts shortly after his other class, which is on the opposite side of the campus, ends. To save face, Reilly decides to email his professor to apologize in advance for being late to each session. Which type of facework does this best exemplify?

- A) positive facework
- B) preventative facework
- C) corrective facework
- D) protective facework

Answer: B

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others' face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Moderate

Skill Level: Apply What You Know

26) Jeremiah just got called in to see the principal. As he walks to the office he wonders, "What have I done wrong? Of course, it may be nothing. Maybe there is just some information she needs." Jeremiah is engaging in _____.

- A) visualization
- B) intrapersonal communication
- C) letting go of the past
- D) communication apprehension

Answer: B

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

27) Margolis, in anticipating his next public speaking assignment, thinks that while he may not be the most skilled

speaker, he is intelligent, he knows how to research a topic, and if he spends some time practicing he ought to be able to get at least a “C.” Margolis is most likely engaging in which technique for improving self-esteem?

- A) avoiding comparisons
- B) reframing
- C) self-talk
- D) visualization

Answer: C

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

28) Tomas isn't having much success in meeting women. He asks his friend, Tanya, to help identify what he is doing that might be turning off the women he meets. Since Tanya has known him since they were in kindergarten, she tactfully but honestly tells him what she thinks. Tomas' reliance on his relationship with Tanya reflects which strategy for improving one's self-esteem?

- A) developing honest relationships
- B) letting go of the past
- C) visualizing a positive image
- D) avoiding comparisons

Answer: A

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

29) The technique of having a trained person listen as you verbalize your fears, hopes, and concerns is called _____.

- A) open communication
- B) listening therapy
- C) intrapersonal communication
- D) talk therapy

Answer: D

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Easy

Skill Level: Remember the Facts

30) Victoria must complete a high-level mathematics course before graduating from college. With graduation within reach, Victoria imagines herself receiving a passing grade on the final exam, shaking her professor's hand, and smiling in front of a camera while holding her diploma. Through using _____, Victoria has boosted her confidence about passing the class.

- A) self-talk
- B) reframing
- C) visualization
- D) talk therapy

Answer: C

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

- 31) The process of redefining events and experiences from a different point of view is known as _____.
- A) self-reflexivity
 - B) reframing
 - C) social learning
 - D) social support

Answer: B

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Easy

Skill Level: Remember the Facts

- 32) Elvira felt worthless after losing the chess tournament, so she reached out to her friend Lexi to help, Lexi offered her empathy, concern, and positive words, which immediately put Elvira back in good spirits. Which strategy did Elvira use to repair her self-esteem?
- A) letting go of the past
 - B) reframing
 - C) intrapersonal communication
 - D) seeking out support

Answer: D

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

- 33) People with low self-esteem are likely to be more _____.
- A) critical of others
 - B) open to seeking opportunities to improve themselves
 - C) comfortable having others observe them when they perform
 - D) open to admitting to having both strengths and weaknesses

Answer: A

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 34) People who have a high sense of self-worth are more likely to be _____.
- A) comfortable having others observe them when they perform
 - B) overly responsive to praise and compliments
 - C) more sensitive to criticism and negative feedback from others
 - D) more critical of others

Answer: A

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 35) Which dimension of communication social style is described by the tendency to accomplish tasks by making requests, asking for information, and generally looking out for one's own rights and best interests?
- A) assertiveness
 - B) reflexiveness
 - C) responsiveness
 - D) consciousness

Answer: A

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Easy

Skill Level: Remember the Facts

36) Lyndi has an algebra class this semester, one that she has dreaded since beginning college. Math has never been an easy subject for her, so when her first test comes around she is convinced that she'll fail. Sure enough, when her exam is returned she has scored a 56%, which is an F. Lyndi is a victim of her own _____.

- A) social decentering
- B) looking-glass self
- C) communication apprehension
- D) self-fulfilling prophecy

Answer: D

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Moderate

Skill Level: Apply What You Know

37) Your understanding of who you are is your _____.

- A) self-disclosure
- B) self-worth
- C) self-knowledge
- D) self-awareness

Answer: D

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Easy

Skill Level: Remember the Facts

38) Joe tells anybody who will listen to him the most intimate details of his personal life. According to the Johari window, he probably has a relatively large _____ area.

- A) blind
- B) unknown
- C) hidden
- D) open

Answer: D

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Moderate

Skill Level: Apply What You Know

39) Which theory suggests that we make sense of the world based on our interpretation of words used by others?

- A) symbolic interaction theory
- B) communication apprehension theory
- C) life position theory
- D) politeness theory

Answer: A

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Easy

Skill Level: Remember the Facts

40) Each individual has a dominant communication social style, based on analysis of which two dimensions?

- A) openness and closedness
- B) assertiveness and responsiveness
- C) self-awareness and willingness to self-disclose
- D) expression of needs and expression of wants

Answer: B

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Essay

1) Name and define the three attachment styles.

Answer:

- Secure attachment style: Individuals experience greater overall feelings of hope and relationship satisfaction and tend to disclose more personal information about themselves.
- Anxious attachment style: Individuals report feeling more negative emotions and stress when interacting with others, especially a romantic partner.
- Avoidant attachment style: Individuals may experience considerable discomfort and awkwardness when expressing or receiving intimacy and therefore avoid such relationships.

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Easy

Skill Level: Remember the Facts

2) Name and briefly describe the three components of the self that were identified by William James.

Answer:

- The material self, consisting of all the tangible things you own: your body, your possessions, and your home.
- The social self, reflecting that part of you that interacts with others; James said a person has as many social selves as there are people who recognize him or her.
- The spiritual self, consisting of all your internal thoughts and introspections about your values and moral standards.

Learning Objective: 2.1 Define self-concept and identify the factors that shape the development of your self-concept.

Topic: Self-Concept: Who You Think You Are

Difficulty Level: Moderate

Skill Level: Understand the Concepts

3) Describe the concept of self-worth and explain how social comparison affects it.

Answer:

- Self-worth (self-esteem) is your evaluation of your worth or value based on your perception of such things as your skills, abilities, talents, and appearance.
- Social comparison is the process of comparing yourself to others who are similar to you, to measure your worth and value.
- People derive their sense of self-worth from comparing themselves to others.

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 4) List and briefly define the four life positions that Eric Berne developed to describe people's overall sense of their own worth and that of others.

Answer:

- "I'm OK, you're OK," or positive regard for self and others
- "I'm OK, you're not OK," or positive regard for self and low regard for others
- "I'm not OK, you're OK," or low self-regard and positive regard for others
- "I'm not OK, you're not OK," or low regard for both self and others.

Learning Objective: 2.2 Define self-esteem and compare and contrast self-esteem with self-concept.

Topic: Self-Esteem: Your Self-Worth

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 5) Define face and facework, and explain how preventative facework and corrective facework apply to interpersonal communication.

Answer:

- Face is a person's positive perception of himself or herself in interactions with others.
- Facework is using communication to maintain your own positive self-image and to seek approval of your face.
- You are engaged in facework when you support, reinforce, or challenge someone else's face (or self-perception).
 - Preventative facework is an effort to maintain and enhance one's positive self-perceptions.
 - Corrective facework is an effort to remedy what one perceives as a negative perception of oneself on the part of others.

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others' face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Moderate

Skill Level: Understand the Concepts

- 6) Describe politeness theory and provide three examples of how you might express it through your own interpersonal communication.

Answer:

- The politeness theory suggests that people have positive perceptions of others who treat them politely and respectfully.
- Offering compliments, behaving respectfully, and showing concern for others are three examples of how politeness projects a positive face.
- Student examples may vary.

Learning Objective: 2.3 Define facework and discuss how you project your face and protect others' face.

Topic: Facework: Presenting Your Self-Image to Others

Difficulty Level: Moderate

Skill Level: Apply What You Know

- 7) Anthony is a freshman with an excellent academic background. He has begun to have problems with one class, and is really getting down on himself. Because he spends so much time on his school work, he hasn't developed

many friendships and doesn't socialize much. Since you like Anthony and would like to help him, suggest strategies to improve his self-esteem.

Answer:

- The strategies most likely to be helpful include reframing and developing an honest relationship.
- You might also help Anthony understand how his self-talk is affecting him and explain how visualizing completing a goal will add to his overall sense of happiness and well-being.
- It is also possible that Anthony needs to let go of the past. Perhaps the strategies he used successfully in high school are no longer effective in this new environment.
- If Anthony's difficulties are deeply ingrained, ultimately, the best suggestion might be to seek professional support.

Learning Objective: 2.4 Identify and describe seven strategies for improving your self-concept.

Topic: How to Improve Your Self-Esteem

Difficulty Level: Moderate

Skill Level: Apply What You Know

8) Identify and briefly describe the three social needs suggested by Will Schutz.

Answer:

- Schutz identifies three primary social needs that affect the degree of communication we have with others: the need for inclusion, the need for control, and the need for affection.
- Inclusion identifies the degree to which we need to be included in activities with others, and our need to include others in social activities.
- Control reflects the degree to which people need some influence over their relationships. Those with a high need for control are likely to seek leadership roles and are generally more directive in telling others what to do or how to behave.
- Affection identifies the need people have to give and receive love, support, warmth, and intimacy.

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Moderate

Skill Level: Understand the Concepts

9) Name and define the four windows in the Johari window model, then describe each window in detail by providing distinguishing information and examples.

Answer:

- Quadrant 1 is an open area.
 - The open area contains information that others know about you and that you are also aware of—such as your age, your occupation, and other things you might mention about yourself.
 - At first glance, all four quadrants appear to be the same size. But that may not be the case (in fact, it probably isn't).
 - In the case of Quadrant 1, the more information that you reveal about yourself, the larger this quadrant will be. Put another way, the more you open up to others, the larger the open area will be.
- Quadrant 2 is a blind area.
 - This window contains information that other people know about you, but that you do not know.
 - Perhaps when you were in grade school, as a joke someone put a sign on your back that said, "Kick me." Everyone was aware of the sign but you. The blind window represents much the same situation.
 - For example, you may see yourself as generous, but others may see you as a tightwad.
 - Generally, the more accurately you know yourself and perceive how others see you, the better your chances are to establish open and honest relationships with others.
- Quadrant 3 is a hidden area.

- This area contains information that you know about yourself, but that others do not know about you.
- You can probably think of many facts, thoughts, feelings, and fantasies that you would not want anyone else to know.
- They may be feelings you have about another person or something you've done privately in the past that you'd be embarrassed to share with others.
- Quadrant 4 is an unknown area.
 - This area contains information that is unknown to both you and others. These are things you do not know about yourself yet.
 - Perhaps you do not know how you will react under certain stressful situations. Other people may also not be aware of how you would respond or behave under certain conditions.
 - Your personal potential and your untapped physical and mental resources are unknown.
 - You can assume that this area exists, because eventually some (though not necessarily all) of these things will become known to you, to others, or to both you and others.
 - Because you can never know yourself completely, the unknown quadrant will always exist; you can only guess at its current size, because the information it contains is unavailable to you.
- Student examples may vary.

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Difficult

Skill Level: Apply What You Know

10) Create and describe a scenario in which self-fulfilling prophecy is being demonstrated.

Answer:

- Students must describe a scenario in which a person makes a prediction about future actions that is likely to come true because the person believes that it will come true.
 - For example, if you think you will fail the math test because you're convinced that you're not good at math, then you likely will fail, because you must not only overcome your math deficiencies, but also your low expectations of yourself.
- Student examples will vary.

Learning Objective: 2.5 Identify the effects of your self-concept and self-esteem on your relationships with others.

Topic: Self and Interpersonal Relationships

Difficulty Level: Difficult

Skill Level: Apply What You Know