

Reflections and Applications

This section of the book is intended to involve you in looking at yourself and your relationships. We gain more by thinking and writing than just by reading. Be honest and strive for a deeper understanding of your life—and enjoy the process!

SELF-APPRAISAL

Before you read the book and complete the other activities in this section, use the following scale and rate yourself honestly in these areas. Each reflects the potential benefits of learning from this book and continuing to improve your interpersonal skills.

- 5 = Perfect (could not improve)
- 4 = Very good (almost to the desired level)
- 3 = Average (could be improved)
- 2 = Below average (could be much better)
- 1 = Poor (needs a great deal of improvement)

1. _____ How well do I really know and understand myself?
2. _____ How much regard do I have for myself?
3. _____ What do I think about my ability to change?
4. _____ How effectively do I manage stress?
5. _____ How well do I cope with crises?
6. _____ How do I rate my personal relationships (friendships, significant other)?
7. _____ How do I rate my family relationships?
8. _____ How do I rate my work or school relationships?
9. _____ How well do I handle my emotions?
10. _____ How happy am I?

Total your scores and divide by 10 to get an average score. If you have less than a 5.0 average, this book will help you. If you scored a 5.0 (perfect), you can benefit from learning what this book has to teach about perfectionism.

Honestly reflect on what you hope to gain from this book and then write your ideas below and on the back of this sheet. Be specific. After you have read the book, come back to what you wrote and see what you have accomplished.

Chapter 1

SELF-CONCEPT INVENTORY

Complete the inventory about yourself (two sides) and have at least two other people (preferably a male and a female) fill out similar inventories *about you*. One two-sided inventory for another person is provided from which you can make copies.

Descriptors: Describe yourself in the following four areas of self using at least four different descriptors for each (specific words, phrases, or sentences).

Physical (appearance, condition of body, health):

Mental (abilities, preferred ways of learning, attitude or mental outlook):

Emotional (usual feelings or typical ones in certain situations, mood):

Social (statuses, behaviors around others, preferences of social activities and interactions):

If I were to achieve my ideal self, would these descriptors be different and, if so, in what ways? Use other paper, if needed.

Physical:

Mental:

Emotional:

Social:

Complete the following sentences.

Some relationships that are important to me are

Two of my skills or talents are

Two characteristics or behaviors I appreciate in myself are

One thing I would like to improve about myself is

I am proud of myself for

A goal I have for myself is

What do I value? Name at least four.

For the next three questions, use other paper to answer each completely.

During an average weekday, specifically how do I spend my time?

What would I do with one million tax-free dollars?

If I were told that I had only 1 to 3 months to live, what would I do during that time?

The X on the continuum below shows how I assess my attitude.

Very negative Negative Average Positive Very positive

How do I rate my current level of self-esteem?

1 = very low 2 = low 3 = average 4 = high 5 = very high

What am I doing or what will I do to build or strengthen a positive attitude and self-esteem?

Identify one belief or thought about self that “comes true” in my behavior (a self-fulfilling prophecy).

Behavior(s) that demonstrate(s) this belief:

If this self-fulfilling prophecy is negative, how can I change it?

I have self-efficacy expectations about (list three):

SELF-CONCEPT INVENTORY

Please answer the following questions about _____.

My relationship to this person is as a(an) _____.

Descriptors: Describe this person in the following four areas of self using at least four descriptors for each (specific words, phrases, or sentences).

Physical (appearance, condition of body, and health):

Mental (abilities, preferred ways of learning, attitude or mental outlook):

Emotional (usual feelings or typical ones in certain situations, mood):

Social (behaviors around others, preferences for types of social activities, interactions):

If this person were to achieve his or her ideal self, would these descriptors be different and, if so, in what ways?

Physical:

Mental:

Emotional:

Social:

Complete the following sentences.

Some relationships that are important to this person are

Two of this person's skills or talents are

Two characteristics or behaviors this person appreciates about himself or herself are

One thing about himself or herself this person would like to improve is

One thing about himself or herself this person is proud of is

One of this person's goals is

What does this person value? Name at least four values.

For the next three questions, use other paper if you want.

During an average weekday, specifically how does this person spend her or his time?

What would this person do with one million tax-free dollars?

If this person had only 1 to 3 months to live, what would he or she do during that time?

Thinking of attitude as a broad outlook on life, place an X on the continuum to describe this person.

Very negative Negative Average Positive Very positive

Thinking of self-esteem as a value placed on the self or genuine regard for whom one is, what is this person's current level of self-esteem?

1 = very low 2 = low 3 = average 4 = high 5 = very high

THANK YOU VERY MUCH FOR YOUR HELP!

Chapter 2

PERSONALITY: THE CORE OF SELF

Drawing from mental, emotional, and social descriptors of the self as well as common behaviors, describe your personality using five or more words or phrases.

In what ways, if any, is your personality similar to the personality of other family members? Identify the person and the characteristics. If your personality is not at all like that of anyone in your family, speculate or explain why it isn't. Use other paper if necessary.

Disregarding chronological age, in which of Erikson's psychosocial stages do you think you are? Why?

What challenges or difficulties have you encountered or are you encountering in any of the stages?

Give an example of when you behaved from these ego states. Describe what you did or said.

(1) "parent"

(2) "child"

(3) "adult"

Monitor both positive and negative strokes given and received for a few days. Give examples of any or all types. Describe briefly what you learned from doing this.

Circle what you think (or know) your four MBTI preferences to be. For each preference describe some of your behaviors that support it. If you have none that do, explain why you think you tend to be more the opposite preference.

Extraversion	Introversion
Sensing	Intuition
Thinking	Feeling
Judgment	Perception

Identify a personality trait about yourself you especially like and one that is related to one of the MBTI preferences. Identify the preference. Describe how it helps you and for what reason(s) you like it.

Do the same with a personality trait about yourself you would like to change. Be sure to identify the MBTI preference.

CAREER CHOICES BASED ON MYERS-BRIGGS TYPE INDICATOR

Knowing your personality type can help you with career planning at every stage from your choosing your subjects and majors to choosing your first career. Students often have difficulty defining what kind of career they want and defining specific areas of a profession or the work environment they are most comfortable with. Personality type is a practical tool for investigating what satisfies your preference. Even when circumstances make it necessary for you to do work that you have not chosen or that you must do as part of your overall job description, knowledge and understanding of your personality type can help you discover and use your strengths to accomplish the work.

The following activity may assist you further in making career choices!!

Go to: <http://www.geocities.com/lifeexplore/mbcareer.htm>.

Find your Myers-Briggs type and review the career list that best matches your type and answer the following questions.

1. Do the careers listed match what you want to do for your career?
2. How does the Myers-Briggs assessment help you decide a course of study in school?
3. What additional information do you need to decide on a career choice?

Chapter 3

VALUES AND CHOICES

Use the same four values you identified in the Chapter 1 activity and describe as follows:

<i>Value</i>	<i>Received by Which Method(s)</i>	<i>Influence</i>
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My 10-year decade was _____.

What significant event(s) occurred at that time and how were you influenced?

What significant event has influenced you in the past 5 years? How were your values affected?

Give any examples of values being transmitted to you by:

Moralizing

Laissez-faire or hands-off

Identify any of the recommended ways your values were developed.

As a parent, what are you doing or will you do to transmit values?

HOW WELL DO YOU MANAGE YOUR TIME?

Respond to the following statements and see how well you manage your time.

	YES	NO
1. I think making lists and using planning guides are a waste of time.	___	___
2. I have clear academic goals.	___	___
3. I often complete assignments at the last minute.	___	___
4. I am good at organizing my time.	___	___
5. I need to be more motivated.	___	___
6. When people stop by when I am studying it is easy for me to keep the visit short.	___	___
7. I enjoy unannounced visitors.	___	___
8. I am able to focus on important activities and not spend time on unimportant ones.	___	___

9. I try to be a perfectionist. _____
10. I have time to pursue leisure activities of my choosing. _____

Scoring: Even-numbered statements: 1 point for each NO
Odd-numbered statements: 1 point for each YES

If your score is:

- 8–10 You have good time management skills.
- 8–11 You are treading water—struggling daily to manage time.
- 8–12 Managing your time well is a problem and causes you daily stress.
- 8–13 You are on the verge of chaos—take steps to manage your time better NOW!

MAKING CHANGES. . . IT'S UP TO YOU!!

Pick any area of your life in which you might benefit from making a change. See how these steps can help you make a desired change.

STEP 1: COMMIT YOURSELF!!

Define the desired change—the goal to achieve. Be specific.

STEP 2: CHANGE HABITS!!

Identify a current HABIT that may hinder you from making the desired change or achieving your goal.

What change will you make? _____

STEP 3: ACTION... one step at a time!!

Identify steps you will take—create a timeline for these steps.

1. _____
2. _____
3. _____

STEP 4: NEVER give up. . . focus on the positives of the GOAL. . . now it is time to EVALUATE.

1. Steps completed: _____

2. Steps not completed: _____

3. Reevaluate—What are the barriers preventing me from achieving this step?

4. Reward yourself for what you have accomplished!!

Chapter 4

HAPPINESS—IT IS UP TO ME!

Finish these statements.

On a scale of 1 to 5 (1 = very unhappy, 2 = unhappy, 3 = moderately happy, 4 = happy, 5 = very happy), currently I rate myself _____.

In order to be satisfied, I need

An example of a time when life seemed especially wonderful was

An example of a time when life seemed extremely difficult was

From the rest of your life (80 percent for most readers of this text), describe a time when you created your own reality by making the situation happier or unhappier.

Decide to create your own happiness by:

Initiating Pleasure and "Smelling Roses"

In the first column, write a pleasurable activity and/or ways of "smelling roses" in your life. Then fill in the other columns. Continue on a sheet of paper, as this can be quite an eye-opening exercise.

PLEASURE	HOW OFTEN DO I DO?	WHEN DID I LAST DO?
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An example of the last time I enjoyed the "present" or "now" was

Use yourself, someone you know, or make up an example of:

"faturizing"

"pasteurizing"

Giving to Others

One way I "give to life" is

A nourishing, rewarding relationship I have is with

The last time I let her or him know how much I value this relationship was when I

Thinking and Acting Positively

Write an excuse you have made or one you could have made. Then reword it to reflect the truth.

Catch yourself using “cannot/could not” when not literally true. Write how you used it and what is actually true. Do the same for “should/should not” (or “have to,” “must,” “need to” or “ought”).

Decrease the number of “bummer” words you use and increase the positives. Fill in the following blanks:

Instead of saying _____, I did (or can) say _____.

Briefly describe a situation or event in your past or present life. Show that you can consider alternatives by listing several choices you had or have. Do not evaluate a choice at this time and don’t think “I cannot do that.”

Briefly describe a problem or bothersome situation from your past. List any positive action steps you took in an effort to solve or change it. If you took no action, what *could* you have done?

The last time I procrastinated was

This example of procrastination was (positive or negative) because

Chapter 5

EMOTIONAL MONITORING AND LEARNING

Over a period of a week, keep an emotional diary. Whenever you become aware of a particular feeling, list the emotion, the reason for it, your physiological arousal (if apparent), and the way you expressed the emotion (verbally, nonverbally, or both).

List two emotions you commonly experience and then describe how you express them.

With whom do you feel most comfortable expressing these emotions? If you experience discomfort expressing them, with whom does this occur?

Finish these statements.

When I am slightly annoyed, I usually

When I am angry, I usually

I show my affection to _____ by

When I am happy, others know it because I

When I am proud, I usually

I am afraid of

I show fear by

When I am sad, I usually

I get sad when

I don't show affection to _____ because

As a result of your gender role, what idea did you receive regarding emotional expression?

From the following sources, list one message (verbal or nonverbal) you received concerning emotional expression.

Family

Peers

Ethnic group and/or religion

RATIONAL EMOTIVE BEHAVIOR THERAPY

Fill in the A, B, C boxes regarding an event in your life.

The Way It Was

Activating Event

Belief

*Consequences
(emotions and behaviors)*

The Way It Could Have Been Using Thought-Changing

Activating Event

Belief

*Consequences
(emotions and behaviors)*

Practice using REBT at least once a day and enjoy the results.

BEHAVIOR CHANGES

Describe a situation in which you could have or you did change your behavior, which resulted in a change in emotion or mood.

As silly as it might seem, try changing your facial expression and see if your emotion or mood changes. Especially try smiling when you aren't particularly happy or in a good mood. Don't give up too soon!

List ways in which you can usually elevate your mood. Check the ones that work the best and then don't forget to use them!

DEATH ANXIETY

Take the Death Anxiety Questionnaire (DAQ). Add up your score. (Your score will be between 0 and 30.) According to Conte, Weiner, and Plutchik, the average

score for most people, regardless of age, is 8.5. What was your score? Was it higher or lower than the average score these researchers found? Why do you think this is so?

The DAQ identifies four specific aspects of death anxiety: fear of the unknown (items 1, 2, 12, 14, and 15), fear of suffering (items 3, 4, and 5), fear of loneliness (items 6 and 7); and fear of personal extinction (items 10, 11, and 13). Items 8 and 9 stand alone as other aspects of death anxiety.

How did you score on each of the four aspects? Reflect on what you learned from this exercise.

DEATH ANXIETY QUESTIONNAIRE

For each of the following items, indicate your response according to the following scale.

0	1	2
not at all	somewhat	very much

- _____ 1. Do you worry about dying?
- _____ 2. Does it bother you that you may die before you have done everything you wanted to do?
- _____ 3. Do you worry that you may be very ill for a long time before you die?
- _____ 4. Does it upset you to think others may see you suffering before you die?
- _____ 5. Do you worry that dying may be very painful?
- _____ 6. Do you worry that the persons closest to you won't be with you when you are dying?
- _____ 7. Do you worry that you may be alone when you are dying?
- _____ 8. Does the thought bother you that you might lose control of your mind before death?
- _____ 9. Do you worry that expenses connected with your death will be burden to other people?
- _____ 10. Does it worry you that your instructions or will about your belongings may not be carried out after you die?
- _____ 11. Are you afraid that you may be buried before you are really dead?
- _____ 12. Does the thought of leaving loved ones behind when you die disturb you?
- _____ 13. Do you worry that those you care about may not remember you after your death?

- _____ 14. Does the thought worry you that with death you may be gone forever?
- _____ 15. Are you worried about not knowing what to expect after death?

Conte, H. R., Weiner, M. B., and Plutchik, R. (1982). Measuring death anxiety: Conceptual, psychometric, and factor-analytic aspects. *Journal of Personality and Social Psychology*, 43, 775–785.

Chapter 6

CALCULATING YOUR LONGEVITY

Respond to each item honestly and sum the various positive and negative factors to arrive at the appropriate number of years more (or less) than average you are likely to live.

PUT YOUR BEGINNING LIFE EXPECTANCY HERE (FROM HANDOUT 17-4)

For each grandparent who lived past 80, add 1 year. _____

For each grandparent who lived to 70 but not 80 add 1/2 year. _____

If your mother lived past 80, add 4 years. _____

If your father lived past 80, add 2 years. _____

For each grandparent, parent, or sibling who died of any type of heart disease before age 50, subtract 4 years. _____

For each such relative dying of heart disease between age 50 and 60, subtract 2 years. _____

For each such relative who died of diabetes or ulcers before age 60, subtract 3 years. _____

Women: for each sister or mother who died of breast cancer before age 60, subtract 1 year. _____

If your intelligence is *superior*, add two years. _____

HEALTH HISTORY

If your mother was younger than 18 or older than 35 at your birth, subtract 1 year. _____

If you are the first born in your family, add 1 year. _____

Women: if you have had no children (or plan no children) subtract 1/2 year. _____

If you have an annual physical exam, add 2 years. _____

CURRENT HEALTH

If your weight is 10 to 30 percent above ideal weight shown in standard tables, the amount you must subtract depends on your age and gender.

For women, subtract 5 years if you are between 20 and 30; 4 years if you are between 30 and 50, and 2 years if you are over 50. For men, subtract 10 years if you are between 20 and 30, 4 years if you are between 30 and 45, and 2 years for any age over that. _____

If your weight is more than 30 percent above standard tables: Women, subtract 6 1/2 years if you are between 20 and 30, 5 years if you are between 30 and 50, and 4 years thereafter. Men, subtract 13 if you are between 20 and 30, 6 if you are between 30 and 40, and 4 years thereafter. _____

If your diet is genuinely low in fat and sugar, and you never eat past the feeling of fullness, add 1 year. _____

If you smoke 2 or more packs a day, subtract 12 years; if you smoke 1 to 2 packs a day, subtract 7 years; if you smoke less than 1 pack a day, subtract 2 years. _____

If you never drink, neither add nor subtract; if you are a heavy drinker, subtract 8 years; if you are a moderate drinker add 3 years, if you are a light drinker, add 1 1/2 years. _____

If you do some aerobic exercise at least 3 times a week, add 3 years. _____

If you sleep more than 10 or less than 6 hours per night, subtract 2 years. _____

If you have intimate sexual relations once a week or twice a week, add 2 years. _____

If you have a chronic health condition (e.g., high blood pressure, diabetes, ulcer, cancer) or are frequently ill, subtract 5 years. _____

YOUR CURRENT LIFE

If you have 4 or more years of college, add 3; if you have 1 to 3 years of college, add 2; if you have completed high school and gone no further, add 1; if you have less than an eighth-grade education, subtract 2. _____

if your occupation is at a professional, technical, or managerial level, add 1 year; if you work at unskilled work, subtract 4. _____

If your family income is above average for your education and occupation, add 1 year; if it is below average, subtract 1. _____

If your job is a physically active one, add 2; if it is sedentary, subtract 2. _____

If you now live in an urban area and have lived in urban areas most of your life, subtract 1; if you have spent most of your life in a rural area, add 1. _____

If you are married and living with your spouse, add 1. _____

If you are separated or divorced, subtract 9 if you are a man, 4 if you are a woman. _____

If you are widowed, subtract 7 if you are a man, 4 if you are a woman. _____

If you are a never-married woman, subtract 1 year for each decade unmarried past 25. _____

If you are a never-married man and living with family, subtract 1 year for each decade unmarried past 25; if you live alone, subtract 2 years for each decade unmarried past 25. _____

If you have at least two close friends in whom you can confide, add 1. _____

If your personality is noticeably aggressive and hostile and you feel regularly under time pressure, subtract 2 to 5 depending on how much the description fits _____

If you are a calm, relaxed, easygoing person who adapts well to whatever happens, add 1 to 3 depending on how well the description fits. _____

If you are a basically happy person and have a lot of fun, add 2. _____

If you have had an episode of being depressed or very tense, guilty, or worried that lasted as long as a year or more, subtract 1 to 3 depending on how severe the depression was. _____

If you take a lot of risks, subtract 2; if you generally avoid risks, add 1. _____

Life Expectancy Table

Your Age in 1999	White		Black	
	Male	Female	Male	Female
10	74	80.2	67.1	75.3
12	74.1	80.3	67.3	75.4
14	74.3	80.3	67.6	75.5
16	74.4	80.4	67.5	75.6
18	74.6	80.4	68.2	75.7
20	74.7	80.5	68.5	75.5
22	74.9	80.6	68.8	76
24	75	80.6	69.1	76.2
26	75.2	80.7	69.5	76.4
28	75.4	80.8	70	76.6
30	75.6	80.9	70.4	76.8
32	75.8	81	70.9	77
34	76	81.1	71.4	77.3
36	76.2	81.2	71.9	77.5
38	76.4	81.4	72.4	77.8
40	76.7	81.5	73	78.2
42	77	81.7	73.6	78.5
44	77.3	82	74.3	78.9
46	77.7	82.2	74.9	79.4
48	78.2	82.6	75.7	79.8
50	78.7	82.9	76.4	80.4

Source: *Statistical Abstract of the United States, 1992*, U.S. Department of Commerce, p. 77.

Additional Website Activity

The following website can be used to calculate your longevity.

<http://www.icmarc.org/xp/rc/planning/tools/retirement/longevity.html>

Chapter 7

HOW WELL DO YOU LISTEN?

Using the scale, answer the following questions:

5 = almost always 4 = usually 3 = about half the time 2 = sometimes
1 = hardly ever

1. _____ I am interested in other people.
2. _____ I ask questions about other people's interests.
3. _____ The opinions of others are of interest to me.
4. _____ I am able to focus my attention on what someone is saying.
5. _____ I put aside my thoughts and feelings and concentrate on what is being said.
6. _____ I try to create a positive listening environment by getting rid of distractions and other obstacles.
7. _____ I realize I have a psychological filter and check it periodically so that it does not interfere with my listening.
8. _____ I approach others with the idea that they have something of value to contribute to a conversation.
9. _____ When listening, I face the person who is talking.
10. _____ I keep an open body position.
11. _____ When listening, my body is relaxed yet attentive.
12. _____ I maintain eye contact at least three-quarters of the time. When I look away, I quickly bring my eyes back to the speaker's face.
13. _____ When listening, my facial expression registers what I am thinking and feeling.
14. _____ My facial expression changes during a typical conversation.
15. _____ When listening, I nod my head affirmatively an appropriate number of times.
16. _____ During conversation I am comfortable with appropriate touching.
17. _____ When listening, I use brief verbal responses that show interest.
18. _____ I ask encouraging questions of the speaker.
19. _____ When listening, I try to find ways to clarify the speaker's point.
20. _____ I avoid negative listening behaviors.

Total your score. Give yourself a grade as follows:

95-100 = A+ 90-94 = A 85-89 = B+ 80-84 = B 75-79 = C+ 70-74 = C
65-69 = D+ 60-64 = D 59 or below = Unsatisfactory

Most importantly, what can you do to improve your listening?

Observe two other people who are in a listening role. Briefly describe and evaluate their listening behaviors.

Listen for and then describe these types of listening.

Empathic:

Receptive:

Directive:

Chapter 8

IDENTIFYING CLOSED COMMUNICATION

Use the following letters to identify closed communication types. If the statement has more than one type, use more than one letter.

D = dogmatic C = commando G = grandiose

1. _____ That man has an obnoxious personality.
2. _____ He needs to listen more to other people's opinions.
3. _____ Jane always thinks of other's feelings.
4. _____ I think you should quit that job.
5. _____ It seems to me that he will never learn good money management skills unless he has his own income.
6. _____ Nobody appreciates what I do.

USING OPEN COMMUNICATION

Rewrite each of the statements above in the open style.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Listen for any example of closed communication, write it, and then reword it in the open style.

Ask someone to listen to you for any uses of fillers.

UNDERSTANDING PARALANGUAGE AND BODY LANGUAGE

While listening to a conversation, be aware of examples of paralinguistic and body language. Describe some of these. Disregarding what was actually being said as much as possible, briefly explain what could be interpreted from the paralinguistic and body language examples.

Pretend you are writing a script for a play. Write a short scene between two or more characters. Write the lines to be said and after each describe briefly the paralanguage and body language you want the characters to demonstrate.

Carry on a conversation with someone and try not to vary your body language during the time (same posture, facial expression, etc.). Hopefully, you will see how this creates a negative communication environment.

Chapter 9

SELF-DISCLOSURE

Using the following, identify each self-disclosing statement.

BD = basic data P = preference B = belief F = feeling

_____ I was concerned when he was late coming home.

_____ I thought he might have had an accident.

_____ My opinion on that candidate is a positive one.

_____ I graduated from high school last year.

_____ I voted in the last election.

_____ I enjoyed the concert.

_____ I am disappointed because you don't want to go with me.

_____ I don't think that was a wise choice.

_____ I didn't like that restaurant.

_____ I was quite proud of my grade.

Now write one statement disclosing about yourself on each level.

BD _____

P _____

B _____

F _____

Fill in the blanks about your self-disclosure.

I enjoy sharing preference statements with _____ because

_____.

I am comfortable disclosing my beliefs with _____.

One person who shares beliefs with me is _____,

whereas _____ seems reluctant to do so.

My feelings in most situations are easy to disclose to _____

because _____.

One person who discloses feelings to me is _____.

A person who does not reveal feelings to me is _____.

SENSING, INTERPRETING, OR FEELING?

Tell which is provided in the statements using the following code.

S = sensing I = interpretation F = feeling

_____ It seems to me that she is upset.

_____ I am happy.

_____ I think that taking time to visit her was good for me.

_____ I heard what he said.

_____ I noticed that she didn't talk to him.

PERCEPTION CHECKING

Write what to say using perception checking. Because each scenario contains only sensing *or* interpretative information, you are to make up what is missing.

Your friend Jack tells you that he has seen your roommate and another person looking at apartments. Use perception checking in talking to your roommate about this.

- 1.
- 2.
- 3.

You think that your supervisor at work is unhappy with your performance. Use perception checking to speak to him or her about this.

- 1.
- 2.
- 3.

FEELING STATEMENT

Write a feeling statement about the supervisor situation described above. Remember that your feeling is related to your interpretation.

GIVING CRITICISM

A family member disturbs you by telling very negative, derogatory stories about a minority group. Write what you would say using recommendations for delivering criticism.

POSITIVE RESPONSES TO CRITICISM

Your employer has said to you, “You don’t seem to care about your job.” First, write the two-step response if you *understand the reason* for the criticism.

- 1.
- 2.

Then write the two-step response if you *do not understand the reason* for the criticism.

- 1.
- 2.

DIMENSIONS OF AWARENESS

Read the scenario regarding Terri and Matt in the Fair Fighting activity in this section of Reflections and Applications for Chapter 11. Pretend you are Matt before the fight begins. Write statements of awareness that he could have used in discussing the situation with Terri.

Sensing

Thinking

Feeling

Wanting

Acting

You might also try doing the same for Terri's dimensions of awareness. Use a separate sheet of paper.

Indicate several ways you can improve in the area of content (what you say) related to this chapter.

Chapter 10

FRIEND TO FRIEND

With a friend, talk about the following and then write a short summary of your discussion in each category.

SOCIAL EXCHANGE

What does each of us receive from our friendship? What more, if anything, would we like to receive from this friendship?

ATTRACTION FACTORS

Describe briefly how any of the following are involved in your friendship.

Proximity

Similarities

Complementarity

Reciprocity

CHARACTERISTICS AND BEHAVIORS

How would each of us describe a best friend? Which of the behaviors and characteristics do we possess? What do we like about each other?

EXPECTATIONS

What do we expect of each other in this friendship?

IMPROVING RELATIONSHIPS

Identify any situation in which you have or could have demonstrated the following positive characteristics.

Tolerance, acceptance, or appreciation of diversity

Empathy

Sensitivity

Cooperation

Assertiveness

Negotiation skills

COMPLETE THE FOLLOWING SENTENCES.

To me, a person is being difficult when he or she

I usually deal with this by

An effective way to deal with it might be to

I probably am “difficult” to others when I

UNLOAD YOUR GUNNYSACK

Using “I” statements, describe a resentment and then tell how you feel and what you want.

Resentment
(*I resent it when you*)

Feeling
(*When this happens, I feel*)

Want
(*I want you to*)

CONFLICT RESOLUTION

Think of a conflict that you have had with another person in the past 6 months. Use the eight-step approach to conflict resolution to evaluate how you managed the conflict and what you could have done differently to resolve the conflict. For example, Step One: Deal Effectively with Anger. Was there anger in the conflict? How did you deal with the anger (either yours or the person you were in conflict with)? What could you have done differently to help come to a resolution?

Step One: Deal Effectively with Anger:

Step Two: Do Your Homework (think before you approach):

Step Three: Set a Positive Tone:

Step Four: Use Ground Rules:

Step Five: Discuss and Define the Problem:

Step Six: Brainstorm Possible Solutions:

Step Seven: Evaluate and Choose Solutions:

Step Eight: Follow Up:

Chapter 11

ASSETS AND LIABILITIES

Your assets are what you have to offer a potential employer. These are strong points that will help you get and keep a job. Your liabilities are drawbacks or limitations that could hinder you from getting or keeping a job. Consider the following categories.

Interests	Education	Work Experience	Personality
Skills	Goals	Volunteer Work	Work Habits

In each of the areas, list assets and then liabilities. Use other paper and make long lists. Consider ideas from Chapter 10 (i.e., the table of positive personal qualities and work habits and the characteristics employers have identified as positive).

Now select what you consider to be your top six assets and your top three liabilities. Practice discussing your assets so that you can use them to answer interview questions, such as “Why should we hire you?” or “What do you have to offer?” Think about your liabilities and decide how you could discuss them if that is ever required. If you have any liabilities that can be changed before your job search, set a goal to do so.

JOB SATISFACTION

List as many as possible under the following columns.

What I Like to Do What I Do Well

Circle any that you either *do* at your present job or those that you believe you *will be doing* at a future job.

The more you like to do and do well that you can actually *do* at work adds up to job satisfaction!

Chapter 12

NEEDS FULFILLMENT

Think of any relationship you have or want to have. In the left column, write five needs you would like to have fulfilled in the relationship and then describe them in behavioral terms. In the right column corresponding with each need, describe what the other person must be like and/or do in order to satisfy that need. Use the following example as a guide.

Need	Person
Companionship and enjoyable experiences. Both of us will have fun together on a regular basis because we enjoy each other's company and have several mutually enjoyable activities.	She (or he) will have many of the same interests as I do and enjoy several of the same activities. She (or he) will have a personality I like, and we will be able to have fun together by ourselves and in the company of others.

Need	Person
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Now looking back, write about any of your needs that were not fulfilled in a past relationship. Or do so for a present relationship. Use your own paper.

FAIR FIGHTING

Read the following scenario. Then using the fair fighting criteria described in Chapter 11, identify all the ways in which this was an unfair fight. Jot these down in the margin.

Matt and Terri, who are engaged to be married, attended a wedding and reception together. At the reception Terri spent a great deal of time talking with friends of hers from high school whom Matt did not know and then she danced a few times with a former boyfriend. After the reception, they had the following conversation.

Terri: You are mad, I can tell.

Matt: No, I am not.

Terri: Come on, Matt. You have been quiet since we left the reception. I know you are.

Matt: I am surprised you even noticed.

Terri: What is that supposed to mean?

Matt: You were so busy having a great time.

Terri: What else are you supposed to do at a reception . . . sit alone and not talk to anyone like you do?

Matt: Like I do, huh? You were not exactly the friendliest person in the world when we went to my class reunion last summer!

Terri: No wonder. They were all so boring. At least my high school friends are fun.

Matt: You looked like you were having *a lot* of fun dancing with Paul.

Terri: So that's it! You are so insecure sometimes. I can't believe you would be jealous just because I danced with him. Remember when you danced with several old girlfriends at your reunion? Did I get jealous? No!

Matt: You would not ever get jealous because you think you are so much better than anyone else. Besides that, you do not show me enough affection. I give and give and do not get a lot in return unless you happen to be in the mood to really pay attention to me. You talk to your other friends more than you do to me and seem to enjoy their company more. You do not act like you're ready to get married; in fact, you do not even seem to really be in love with me. And every time we fight, you want to have the last word.

Terri: You sure seem to have a lot of complaints! And of course there's *nothing* wrong with you. Why don't you just find someone else?

Matt: Maybe I will! I hope you're satisfied that you have won another one.

Could you rewrite this scenario using positive, open communication and fair fighting suggestions?

Chapter 13

FAMILY PICTURE

Using any figures you want (human-like, stick figures, circles, squares, etc.), draw a diagram of your family. Label each figure with the person's name and relationship to you.

If possible, compare your diagram to others and think about how your concept of family is similar or different.

PARENTING BEHAVIORS

What do you want or would you like your child to be like when he or she is a young adult? First list or describe the characteristic in the left-hand column and then describe what would be advisable for you to do or not do in terms of parenting behaviors. Use other paper if necessary. **Use this as a guide now or in the future.**

Description of Young Adult	Parenting Behaviors
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Write a brief summary of how applying the concepts, techniques, and skills from this book can make someone a better parent.

