

## Chapter 02

### The Self in a Social World

1. The belief that others are paying more attention to one's appearance and behavior than they actually are is referred to as the \_\_\_\_\_ effect.
- A. transparency
  - B. audience
  - C. spotlight**
  - D. halo

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

2. Assuming that everyone else is staring at the pimple on your chin is an example of the
- A. false consensus effect.
  - B. audience effect.
  - C. spotlight effect.**
  - D. halo effect.

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*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

3. A study by Gilovich et al. (2000) had undergraduate students wear Barry Manilow T-shirts. Which of the following concepts did this study explore?
- A. transparency effect
  - B. audience effect
  - C. spotlight effect**
  - D. halo effect

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

4. The illusion that our concealed emotions leak out and can be easily read by others is referred to as the illusion of
- A. transparency.**
  - B. self-efficacy.
  - C. knowledge.
  - D. awareness.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Illusion of Transparency*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

5. Assuming that everyone thinks you are slack and absent-minded because you forgot to show up at a dinner party with a gift for the host would most likely be considered an example of the \_\_\_\_\_ effect.
- A. false consensus
  - B. audience
  - C. spotlight**

D. halo

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*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

6. The fact that we usually attribute more responsibility to our partners than to ourselves when problems arise in a relationship is an example of how

- A.** self-interest colors our social judgment.
- B. social surroundings affect our self-awareness.
- C. self-concerns motivate our social behavior.
- D. social relationships help to define our self.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 30

7. In Savitsky and Gilovich's study, public speakers who were informed about the illusion-of-transparency phenomenon felt

- A. more nervous while speaking.
- B.** better about their speech and appearance.
- C. worse about their appearance while speaking.
- D. no different about their speech.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Illusion of Transparency*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 29

8. According to the studies conducted by Savitsky and Gilovich, when you give a presentation in class and feel extremely nervous you will tend to \_\_\_\_\_ what others think about your nervousness.

- A. underestimate
- B.** overestimate
- C. successfully predict
- D. analyze

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 29

9. In the context of the spotlight effect and the illusion of transparency, no topic in psychology today is more researched than

- A. the society.
- B. social judgment.
- C.** the self.
- D. collectivism.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Self-Concept*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 30

10. Which of the following terms denotes what we know and believe about ourselves?

- A.** self-schema

- B. Schadenfreude
- C. altruism
- D. self-concept**

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

Feedback: Self-Concept: Who Am I?, 31

11. \_\_\_\_\_ is defined as the beliefs about the self that organize and guide the processing of self-relevant information.

- A. Self-actualization
- B. Self-schema**
- C. Self-esteem
- D. Self-realization

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 31

12. In the context of self-concept, \_\_\_\_\_ are mental templates by which we organize our worlds.

- A. attributes
- B. efficacies
- C. schemas**
- D. perspectives

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 31

13. The element of self-concept that we dream of or dread are called our

- A. consequent selves.
- B. transparent selves.
- C. possible selves.**
- D. terminal selves.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 42

14. Ron remembers Phil's birthday which is in the same month as his but fails to recall Alex's birthday which is in a different month. Though both of them are his friends, Ron's ability to recall Phil's birthday but not Alex's can be best explained through the concept of

- A. self-schema.**
- B. social comparison.
- C. Schadenfreude.
- D. individualism.

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*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 31

15. The extent to which one evaluates one's abilities and opinions by comparing oneself with others is called
- A. comparative analysis.
  - B. competitive comparison.
  - C. social ranking.
  - D. social comparison.**

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 31

16. Which of the following statements is true about self-control?
- A. One cannot get tired by using up too much self-control.
  - B. Self-control requires only physical energy not mental energy.
  - C. Effortful self-control depletes ones limited willpower reserves.**
  - D. Self-control is innate and cannot be improved.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand self-concept through examination of the self in action.*

*Topic: Self-Concept*

Feedback: What Does It Mean To Have "Self-Control"?, 59

17. You prefer that professors post exam scores (by identification number), rather than returning them individually. It makes you feel better to see how you did among other students in your class. Which of the following social psychology phenomenon does this exemplify?
- A. social preference
  - B. social comparison**
  - C. social bias
  - D. social engagement

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*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 31

18. According to Myers' discussion on social comparison, people typically \_\_\_\_\_ the standards by which they evaluate their own attainments when they experience a(n) \_\_\_\_\_ in affluence, status, or achievement.
- A. raise; decrease
  - B. raise; increase**
  - C. lower; decrease
  - D. lower; increase

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 32

19. An example of how social comparisons can actually breed misery, rather than satisfaction, is when we
- A. underestimate others' appraisal against our own.
  - B. perceive other competitors to be at a disadvantage.
  - C. raise the standards by which we evaluate our own attainments.**
  - D. stop comparing ourselves with others doing even better.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 32

20. When facing competition, we often protect our self-concept by perceiving
- A. ourselves as superior to the competitor.
  - B. the competitor as inefficient and disorganized.
  - C. the competitor as disadvantaged in comparison to us.
  - D.** the competitor as advantaged in comparison to us.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 32

21. Under individualism, becoming an adult means \_\_\_\_\_.
- A. living with relatives
  - B.** becoming self-reliant
  - C. defining one's social, dependent self
  - D. uniting with parents

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

22. Our use of how we think others perceive us as a mirror for perceiving ourselves, is described by sociologist Charles H. Cooley as
- A. a self-fulfilling prophecy.
  - B. self-realization.
  - C. self-justification.
  - D.** the looking-glass self.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Perception*

Feedback: Self-Concept: Who Am I?, 32

23. Giving priority to one's own goals over group goals and defining one's identity in terms of personal attributes rather than group identifications is the definition of
- A. socialism.
  - B. communism.
  - C. collectivism.
  - D.** individualism.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

24. Which of the following maxims best represents the concept of individualism?
- A. Two heads are better than one.
  - B.** To thine own self be true.
  - C. Father knows best.
  - D. It takes a village to raise a child.

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*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

25. Giving priority to the goals of one's group, such as one's family or workplace, and defining one's identity accordingly is known as

- A. individualism.
- B. narcissism.
- C. collectivism.**
- D. hedonism.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

26. A person from a(n) \_\_\_\_\_ culture is more likely to say, "We completed the job together," and a person from a(n) \_\_\_\_\_ culture is more likely to say, "I completed the job on my own without any help from anyone."

- A. individualistic; collectivistic
- B. collectivistic; individualistic**
- C. narcissistic; egocentric
- D. egocentric; narcissistic

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

27. In the U.S., those living in Hawaii and the deep South exhibit more \_\_\_\_\_ than those living in the Mountain West states.

- A. individualism
- B. collectivism**
- C. narcissism
- D. hedonism

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

28. Political conservatives tend to be economic \_\_\_\_\_ and moral \_\_\_\_\_.

- A. individualists; collectivists**
- B. collectivists; individualists
- C. progressives; traditionalists
- D. traditionalists; progressives

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

29. Political liberals tend to be economic \_\_\_\_\_ and moral \_\_\_\_\_.

- A. individualists; collectivists
- B. collectivists; individualists**
- C. progressives; traditionalists
- D. traditionalists; progressives

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APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self and Culture

Feedback: Self-Concept: Who Am I?, 33

30. You overhear a neighbor say that she believes gay marriage should be illegal and she favors tax cuts for the wealthy. Knowing what you do about individualism and collectivism, you can conclude that your neighbor is most likely to be a political

A. liberal.

**B.** conservative.

C. independent.

D. anarchist.

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APA Learning Outcome: 1.3 Describe applications of psychology

Bloom's Level: Apply

Difficulty: High

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self and Culture

Feedback: Self-Concept: Who Am I?, 33

31. You overhear a neighbor say that she believes gay marriage should be legal, and she opposes tax cuts for the wealthy. Knowing what you do about individualism and collectivism, you can conclude that your neighbor is most likely to be a political

**A.** liberal.

B. conservative.

C. theocrat.

D. neo-fascist.

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APA Learning Outcome: 1.3 Describe applications of psychology

Bloom's Level: Apply

Difficulty: High

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self and Culture

Feedback: Self-Concept: Who Am I?, 33

32. People are more likely to be self-critical and focus less on positive self-views in a(n) \_\_\_\_\_ culture.

A. individualistic

**B.** collectivistic

C. narcissistic

D. egocentric

Accessibility: Keyboard Navigation

APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self and Culture

Feedback: Self-Concept: Who Am I?, 33

33. Self-esteem is more personal and less relational for people in a(n)\_\_\_\_\_ culture.

**A.** individualistic

B. collectivistic

C. interdependent

D. socialistic

Accessibility: Keyboard Navigation

APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self and Culture

Feedback: Self-Concept: Who Am I?, 36

34. In what type of culture would a threat to our personal identity most likely cause us to be more upset than a threat to our group identity?

- A.** individualistic
- B. collectivistic
- C. interdependent
- D. socialistic

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

35. Kitayama and Markus (2000) found that, for American students, happiness comes from feeling

- A. close and friendly.
- B.** superior and proud.
- C. emotionally engaged with their groups.
- D. included and wanted.

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*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 37

36. In the context of culture and self-esteem, self-esteem \_\_\_\_\_ among Japanese exchange students after spending 7 months at the University of British Columbia, suggesting that self-concepts become more individualized after visiting Western countries.

- A. decreased
- B.** increased
- C. peaked and then dropped sharply
- D. remained constant

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 37

37. Which of the following statements is true of the interdependent self?

- A. The interdependent self is hardly embedded in social membership.
- B. With an interdependent self, one's personal identity is established by individual traits and goals.
- C.** With an interdependent self, one has a greater sense of belonging.
- D. The interdependent self creates social barriers as it disapproves of conformity and adopts egotism.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 35

38. Which statement about predicting your own behaviors or relationships is true?

- A. You are the best predictor of your own behaviors.
- B. You can predict the fate of your relationships but not your behaviors.
- C.** The people who know you or your peers can probably predict your behaviors better than you.
- D. Creative scientists are the best predictors of your own behaviors.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 38-39

39. According to Wilson and Gilbert (2003), people have the greatest difficulty predicting \_\_\_\_\_ of their future emotions.
- A. reliability
  - B. frequency
  - C. the intensity and the duration**
  - D. the stability and permanency

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 40

40. According to Woodzicka and LaFrance (2001), women reported that they would feel angry if asked sexually harassing questions during a job interview. When actually asked such questions, women more often experienced
- A. annoyance.
  - B. rage.
  - C. fear.**
  - D. irritation.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

Feedback: Self-Concept: Who Am I?, 40

41. In the context of predicting our behavior, the planning fallacy is the tendency to
- A. overanalyze the significance of any task that is required for completion.
  - B. avoid making any specific plans for a short-term goal.
  - C. predict accurately the number of people required in completing a task.
  - D. underestimate how long it will take to complete a task.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 39

42. Studies of "affective forecasting" as conducted by Wilson and Gilbert in 2003, required participants to predict their future
- A. school performance.
  - B. family situation.
  - C. thoughts.
  - D. emotions.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 40

43. You just broke up with someone you had been dating for a few months. You are surprised at how upset you are over the breakup, given that the relationship was not that serious. This is an example of how people have difficulty predicting the
- A. type of their future emotions.
  - B. sequence of their future emotions.
  - C. frequency of their future emotions.
  - D. intensity of their future emotions.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

Difficulty: High

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 40

44. Identify the true statement about self-monitoring.

- A. People low in self-monitoring are externally guided and are less likely to talk and act as they believe.
- B. People high in self-monitoring are more committed to their relationships.
- C.** People low in self-monitoring care less about what others think.
- D. People high in self-monitoring are less likely to be dissatisfied in their marriages.

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APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains

Bloom's Level: Understand

Difficulty: Medium

Learning Objective: Identify self-presentation and see how impression management can explain behavior.

Topic: Self-Presentation

Feedback: How Do People Manage Their Self-Presentation?, 57

45. People are prone to “impact bias,” or \_\_\_\_\_ the enduring impact of emotion-causing events.

- A. disregarding
- B. denying
- C. underestimating
- D.** overestimating

Accessibility: Keyboard Navigation

APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 41

46. In the context of the dual attitude system, identify the type of attitude that represent the consciously controlled attitudes regarding someone or something.

- A.** explicit
- B. implicit.
- C. interdependent.
- D. intradependent.

Accessibility: Keyboard Navigation

APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 41

47. The state of a “dual attitude system” exists when we have differing \_\_\_\_\_ and \_\_\_\_\_ attitudes toward the same object.

- A. direct; indirect
- B. internal; external
- C.** explicit; implicit
- D. positive; negative

Accessibility: Keyboard Navigation

APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 41

48. In the context of the dual attitude system, identify the type of attitudes that represent the unconscious attitudes regarding someone or something.

- A. internal
- B. external
- C.** implicit
- D. explicit

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APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 41

49. Which statement is most accurate regarding self-analysis?
- A. We are incapable of comparing ourselves with others.
  - B. We can predict the intensity and duration of our feelings accurately.
  - C. We know and can predict our behavior better than others can.
  - D. We are unaware of much that goes on in our minds.**

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APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains

Bloom's Level: Understand

Difficulty: Medium

Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 41

50. Our sense of self-worth is also called our
- A. self-realization.
  - B. self-efficacy.
  - C. self-esteem.**
  - D. self-knowledge.

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APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand self-esteem and its implications for behavior and cognition.

Topic: Self-Esteem

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 42

51. A \_\_\_\_\_ study is one in which the same people are studied over an extended period of time.
- A. cross-sectional
  - B. longitudinal**
  - C. transversal
  - D. prevalence

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APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology

Bloom's Level: Remember

Difficulty: Low

Learning Objective: Understand self-esteem and its implications for behavior and cognition.

Topic: Self-Esteem

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 45

52. Identify the true statement about people with low self-esteem.
- A. They prefer understanding responses even if they are negative.**
  - B. They are most likely to ignore and neglect others' worst behaviors.
  - C. They usually choose less desirable partners.
  - D. They are usually less prone to loneliness and eating disorders.

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APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains

Bloom's Level: Understand

Difficulty: Medium

Learning Objective: Understand self-esteem and its implications for behavior and cognition.

Topic: Self-Esteem

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 45

53. Most people with high self-esteem value individual achievement and relationships with others. Narcissists with high self-esteem are most likely to value
- A. individual achievement.**
  - B. group welfare.
  - C. relationships with others.

D. self-sacrifice and kindness.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 46

54. People with low self-esteem are more likely to

- A. be satisfied with their relationships.
- B.** take a negative view of everything.
- C. believe that their partner likes them.
- D. have an inflated sense of self.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 45

55. People high in both self-esteem and narcissism tend to be \_\_\_\_\_.

- A. similar to those with low self-esteem
- B. more altruistic
- C. focused on having positive relationships
- D.** more aggressive

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 46

56. A sense that one is competent and effective refers to one's

- A. self-esteem.
- B. self-aggrandizement.
- C. self-worth.
- D.** self-efficacy.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 47

57. Children and adults with strong feelings of self-efficacy are more \_\_\_\_\_.

- A.** persistent
- B. anxious
- C. depressed
- D. inconsistent

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 47

58. You notice that your niece is unusually persistent when working on her homework. She rarely claims that she is unable to complete an assignment and is academically successful. You would be correct in speculating that she likely has strong feelings of

- A.** self-efficacy

- B. narcissism
- C. collectivism
- D. transparency

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 47

59. Identify a true statement about self-efficacy.

- A. People with low feelings of self-efficacy are usually less depressed.
- B.** It is better to focus on self-efficacy than self-esteem when encouraging someone to perform better.
- C. Children with high feelings of self-efficacy are more anxious.
- D. A strong sense of self-efficacy creates difficulties when problems arise.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 47

60. Most cultures native to Asia, Africa, and Central and South America place a greater value on \_\_\_\_\_.

- A. individualism
- B. narcissism
- C.** collectivism
- D. hedonism

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

61. Identify a true statement about growing individualism within cultures.

- A. Chinese citizens in their earlier twenties are less likely than older Chinese to agree with individualistic statements.
- B. Today's young Americans report significantly less positive self-views than young people did in the 1960s and 1970s.
- C.** The more individualistic the time or the place, the more children receive unique names.
- D. In individualistic cultures, being different and standing out is seen as a detriment.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

62. Miguel is a new recruit at an apparel store. His team has 10 members and he adapts himself according to the needs of his team. He places more importance on the goals of his team over his and tries to identify himself with the identity of the team. The traits exhibited by Miguel are most similar to those belonging to a(n) \_\_\_\_\_ culture.

- A.** collectivistic
- B. individualistic
- C. hedonistic
- D. narcissistic

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

63. In collectivist cultures, self-esteem is more likely to be \_\_\_\_\_.

- A. malleable
- B. stable
- C. personal
- D. less rational

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

64. Morela thinks that her peers view her as being tidy and prim. She then continues to imagine that her friends possibly think that she is the best dressed girl among her group. This is an example of \_\_\_\_\_.

- A. the looking-glass self
- B. impact bias
- C. hindsight bias
- D. the self-handicap effect

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 32

65. Identify a characteristic that is most commonly identified with individualistic cultures.

- A. They emphasize personal achievement.
- B. They appreciate conformity.
- C. They encourage positive social engagement.
- D. They disapprove egotism.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

66. Belicia chooses a designated driver to drive her home whenever she goes out for a party. She believes that this virtue of hers is exceptional and that no one else is as precautious as she is. This scenario best exemplifies

- A. the false consensus effect.
- B. impact bias.
- C. the false uniqueness effect.
- D. hindsight bias.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 54

67. Who among the following in the United States achieve the most academically as students and earn the highest median income as adults, yet have the lowest self-esteem?

- A. African-Americans
- B. Native Americans
- C. Latin-Americans
- D. Asian-Americans

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 45

68. Deunoro believes that he has incredible academic abilities and that he would easily get a job when he completes college. He also believes that he would never remain unemployed based on his academic qualifications. This is an example of \_\_\_\_\_.

- A.** unrealistic optimism
- B. collective narcissism
- C. defensive pessimism
- D. egoistic individualism

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 51-52

69. Identify the true statement about illusory optimism.

- A. It enables people to take sensible precautions in any circumstances.
- B.** It increases the level of vulnerability in people.
- C. It encourages people to be more proactive than reactive.
- D. It is otherwise known as the planning fallacy.

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*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 52

70. Isabel says "Even though 70 percent of marriages end in divorce, I know mine will be enduring joy." This is an example of \_\_\_\_\_.

- A.** unrealistic optimism
- B. planning fallacy
- C. collective narcissism
- D. self-handicapping

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 54

71. The tendency to perceive oneself favorably is referred to as

- A. impact bias.
- B. in-group bias.
- C. the self-deprecating bias.
- D.** the self-serving bias.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 49

72. According to the self-serving bias, we most likely tend to attribute our successes to \_\_\_\_\_ and our losses to \_\_\_\_\_.

- A. chance; skill
- B.** skill; chance
- C. hoped-for possible selves; feared possible selves
- D. feared possible selves; hoped-for possible selves

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 49

73. Blaming the tree for getting in your way after you crashed the car is an example of

- A. poor self-control.
- B. projection bias.
- C. poor self-esteem.
- D.** self-serving bias.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 49

74. In the context of self-serving attributions, saying “I earned an A on my psychology test” versus “My instructor gave me a C on my psychology test” exemplifies how we

- A. attribute negative outcomes to ourselves and positive outcome to others.
- B.** attribute positive outcomes to ourselves and negative outcomes to others.
- C. associate ourselves with rewards and distance ourselves from punishment.
- D. associate ourselves with punishment and distance ourselves from rewards.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 49

75. On subjective, socially desirable, and common dimensions, most people

- A. view others as superior.
- B. view everyone as relatively average.
- C. ignore their strengths.
- D.** see themselves as better than the average person.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 50

76. Compared with people in general, most people perceive themselves as

- A. less intelligent than others.
- B. less attractive than others.
- C.** less prejudiced than others.
- D. less insightful than others.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 50

77. Which of the following statements best exemplifies unrealistic optimism?

- A. If I study enough, I'll do well on this exam.
- B.** I'm sure I'll get a great job when I graduate.
- C. The stock market is a very risky place.
- D. If I quit smoking, I'll lower my risk of cancer.

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APA Learning Outcome: 1.3 Describe applications of psychology  
Bloom's Level: Apply  
Difficulty: High  
Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.  
Topic: Self-Serving Bias

Feedback: What Is Self-Serving Bias?, 51-52

78. Vincent was an addictive cigarette smoker and had recently quit smoking. He roams around with his friends who are regular smokers and on many occasions he is tempted to smoke. He reiterates that he has high will power that would easily overcome his temptation to smoke even though he clearly struggles to hide his temptation to smoke. This is an example of

- A. false consensus
- B. illusory optimism**
- C. collective narcissism
- D. defensive optimism

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APA Learning Outcome: 1.3 Describe applications of psychology  
Bloom's Level: Apply  
Difficulty: High  
Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.  
Topic: Self-Serving Bias

Feedback: What Is Self-Serving Bias?, 52

79. Barbara was really shocked when her candidate was not elected. She had assumed that everyone felt as she did and supported her candidate's ideas. This is an example of

- A. the false consensus effect.**
- B. the self-serving bias.
- C. unrealistic optimism.
- D. defensive pessimism.

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.3 Describe applications of psychology  
Bloom's Level: Apply  
Difficulty: High  
Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.  
Topic: Self-Serving Bias

Feedback: What Is Self-Serving Bias?, 53

80. Which of the following statements best reflects the false consensus effect?

- A. The devil made me do it.
- B. I don't cheat on my income tax.
- C. Everyone does it!**
- D. No one is better than me.

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains  
Bloom's Level: Understand  
Difficulty: Medium  
Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.  
Topic: Self-Serving Bias

Feedback: What Is Self-Serving Bias?, 53

81. The false uniqueness effect is

- A. the anticipation of problems to motivate effective action.
- B. the unrealistic optimism about future life events.
- C. the tendency to underestimate the commonality of one's abilities.**
- D. the tendency to see oneself as superior to others.

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology  
Bloom's Level: Remember  
Difficulty: Low  
Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.  
Topic: Self-Serving Bias

Feedback: What Is Self-Serving Bias?, 53

82. Self-serving bias can be adaptive in that it

- A. enables us to exhibit realistic optimism about our futures.

- B. decreases our vulnerability through illusory optimism.
- C.** allows us to savor the good things that happen in our lives.
- D. prevents us from blaming others when things go wrong.

*Accessibility: Keyboard Navigation*  
*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*  
*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 55

83. Assuming that other people are as prejudiced against a certain group as we are can easily be explained by
- A. unrealistic optimism.
  - B. the self-serving bias.
  - C. the false uniqueness effect.
  - D.** the false consensus effect.

*Accessibility: Keyboard Navigation*  
*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*  
*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 53

84. John is nervous about his tennis match, but he still stays out late instead of getting a good night's sleep the night before the match. If he loses he believes he could say that his lack of sleep caused his poor performance. This is an example of
- A.** self-handicapping.
  - B. self-serving bias.
  - C. impact bias.
  - D. hindsight bias.

*Accessibility: Keyboard Navigation*  
*APA Learning Outcome: 1.3 Describe applications of psychology*  
*Bloom's Level: Apply*  
*Difficulty: High*  
*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*  
*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 55

85. In the context of impression management, self-monitoring involves
- A. protecting one's self-image by creating an excuse for later failure.
  - B. disparaging oneself (false modesty) to elicit reassurance.
  - C. self-introspection to attain self-realization and self-actualization.
  - D.** adjusting one's performance to create the desired impression.

*Accessibility: Keyboard Navigation*  
*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*  
*Bloom's Level: Remember*  
*Difficulty: Low*  
*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*  
*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 57

86. Asian cultures place more emphasis on \_\_\_\_\_, and that emphasis may pay off with better performance.
- A.** self-improvement
  - B. individualism
  - C. narcissism
  - D. self-esteem

*Accessibility: Keyboard Navigation*  
*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*  
*Bloom's Level: Remember*  
*Difficulty: Low*  
*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*  
*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 45

87. Which of the following statements about self-concept across cultures is FALSE?

- A. 8 percent of girls born in the United States in 2010 received one of the 10 most common names.
- B. Compared to 20 years ago, fewer love songs today are considered “sappy love songs.”
- C. U.S. children today report more positive self-views than those in the 1960s and 1970s.
- D.** Popular song lyrics today are more likely to use “we” and “us” than 20 years ago.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology’s content domains*

*Bloom’s Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

88. Jill just began a new relationship with Pete. Her last relationship ended after 6 months and she is strongly motivated to make this relationship last longer. In the context of predicting our behavior, who is most likely to make the best prediction of how long Jill’s new relationship will last?

- A. Jill
- B. Pete
- C.** Jill's roommate
- D. Pete's parents

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom’s Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 38-39

89. According to the study conducted by Bushman et al. (2011), college students are most likely to prefer

- A. eating their favorite food.
- B. receiving a paycheck.
- C. engaging in their favorite sexual activity.
- D.** receiving a self-esteem boost.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom’s Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What is the Nature and Motivating Power of Self-Esteem?, 43

90. Greenberg (2008) argues that, to manage their fear of death and feel that their lives are not in vain, people seek to pursue self-esteem by meeting the standards of their society. This is known as

- A. collective narcissism.
- B.** the terror management theory.
- C. defensive pessimism.
- D. the false consensus effect.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom’s Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*

*Topic: Self-Esteem*

Feedback: What is the Nature and Motivating Power of Self-Esteem?, 44

91. Which part of the brain is significantly involved in maintaining our sense of self?

- A. the left hemisphere
- B. the corpus callosum
- C.** the right hemisphere
- D. the brain stem

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom’s Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 31

92. When asked “Tell me something about yourself” Juanita answers, “I am athletic and intelligent.” Juanita's answer most likely describes her
- A. locus of control.
  - B. ideal self.
  - C. possible self.
  - D. self-schema.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 31

93. Persons from western cultures (e.g., America, England), relative to persons from eastern cultures (e.g., China, Korea), tend to
- A. have more interdependent selves.
  - B. be more collectivistic.
  - C. be happier when the members of their group succeed.
  - D. believe in the power of their personal control.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

94. Cathy has forgotten to do her laundry this week. Since she is running late for class she wears the only clean shirt she has, a “New Kids on the Block” T-shirt leftover from 1988. As she wanders around campus she is convinced that everyone is staring at her. Cathy is most likely experiencing
- A. the spotlight effect.**
  - B. the illusion of transparency.
  - C. the self-reference effect.
  - D. hindsight bias.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

95. Kevin is hanging out with his friends at the mall when he bumps into his ex-girlfriend and her new boyfriend. He is devastated. He feels like his heart has been torn open, and he is on the verge of tears. Although he has only said “hi” to her, he believes that his friends, his ex-girlfriend, and her new boyfriend can clearly see his heartache. This phenomenon is known as
- A. the terror management theory.
  - B. the illusion of transparency.**
  - C. the self-reference effect.
  - D. the false uniqueness effect.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Illusion of Transparency*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

96. Our sense of self is often influenced by how we imagine important people in our lives perceive us. According to Charles Cooley and George Herbert, this is referred to as our
- A. self-role.
  - B. looking-glass self.**

- C. self-efficacy.
- D. social identity.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Social Comparison*

Feedback: Self-Concept: Who Am I?, 32

97. Joe was delighted when his favorite team won the Super Bowl. After the winning touchdown was scored, he said “This has made my month and nothing is going to bring me down from this!” The next morning, however, his mood returned to normal. This is an example of

- A. hindsight bias.
- B. an interdependent self.
- C. immune neglect.
- D. impact bias.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 41

98. Paul commutes to and from work each day. Although he drives by himself he often speeds along in the carpool lane on the highway. When confronted with his behavior he argues “Well, half the drivers in that lane are alone too.” Paul's response demonstrates

- A. the false uniqueness effect.
- B. the self-serving bias.
- C. the false consensus effect.**
- D. the defensive pessimism.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 53

99. Jack is very nervous about meeting his future in-laws for the first time. On the day they arrive at his home to meet him, he greets them in ripped sweat pants and a stained T-shirt. Later, his fiancé tells him that her parents were unimpressed with him. Which of the following best describes Jack's behavior?

- A. He is self-handicapping.**
- B. He is demonstrating false modesty.
- C. He is demonstrating false pride.
- D. He is self-monitoring.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*

*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 55

100. Benjamin is able to alter his behaviors so that he can fit in with any group of people. Benjamin would likely receive a high score on a scale measuring

- A. self-handicapping.
- B. self-monitoring.**
- C. self-actualization.
- D. self-realization.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*  
*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 57

101. Who are MOST likely to have an independent sense of self?

- A. People who live in a collectivistic culture.
- B. People who live in a socialistic culture.
- C.** People who live an individualistic culture.
- D. People who live an altruistic group culture.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

102. What is the similarity between self-control and muscular strength?

- A. Both are stronger after exertion.
- B. Both are weakened by exercise.
- C.** Both are replenished with rest.
- D. Both remain tireless upon excessive use.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand self-concept through examination of the self in action.*

*Topic: Self-Concept*

Feedback: What Does It Mean To Have "Self-Control"?, 59

103. Which of the following statements is FALSE of self-concept across cultures?

- A. People in individualistic countries persist more when they are succeeding.
- B. For Japanese college students, happiness comes with positive social engagement.
- C. Individualists make comparisons with others to boost their self-esteem.
- D.** Asian collectivists are more likely to make downward social comparisons than individualists.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

104. Carmen was assigned a term paper at the start of her Social Psychology class. She figured it would only take two days to write the paper so she did not start it until two days before it was due. Halfway through the second day Carmen was devastated; she wasn't even halfway done yet! Carmen's underestimation of how long it would take her to complete her paper is an example of

- A.** planning fallacy.
- B. self-handicapping.
- C. defensive pessimism.
- D. learned helplessness.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Understand self-concept through examination of the self in action.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 39

105. An implicit attitude can be changed with

- A. strong persuasion.
- B. education.
- C.** repeated practice.
- D. none of the above.

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology  
Bloom's Level: Remember  
Difficulty: Low  
Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.  
Topic: Self-Concept

Feedback: Self-Concept: Who Am I?, 41

106. What differentiates a narcissist from someone high in self-esteem?
- A. Narcissists have higher IQs.
  - B. Narcissists lack an interest in others.**
  - C. Narcissists are more outgoing.
  - D. Narcissists value individual achievement.

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology  
Bloom's Level: Understand  
Difficulty: Medium  
Learning Objective: Understand self-esteem and its implications for behavior and cognition.

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 46

107. Mark knows that he is an excellent liar but he doesn't feel very good about himself in general. Mark is likely to score \_\_\_\_\_ on measures of self-esteem and \_\_\_\_\_ on measures of self-efficacy.
- A. high; high
  - B. low; low
  - C. low; high**
  - D. high; low

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.3 Describe applications of psychology  
Bloom's Level: Apply  
Difficulty: High  
Learning Objective: Understand self-esteem and its implications for behavior and cognition.  
Topic: Self-Esteem

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 47

108. Kadri wants to impress her teacher by behaving well at her college monthly convention. She tries to create a positive image of herself among her friends and teachers. This is an example of \_\_\_\_\_.
- A. self-handicapping
  - B. self-presentation**
  - C. unrealistic optimism
  - D. defensive pessimism

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.3 Describe applications of psychology  
Bloom's Level: Apply  
Difficulty: High  
Learning Objective: Identify self-presentation and see how impression management can explain behavior.  
Topic: Self-Presentation

Feedback: How Do People Manage Their Self-Presentation?, 56

109. Shenaz has her exams coming up the following day. Fearing failure, and worrying too much about her self-image among her friends, she decides to binge eat and drink the night before the exam. She knows that she always falls sick when she over eats and consumes excessive alcohol, but she believes that she could use her sickness as a valid excuse if she fails her exam. This is an example of \_\_\_\_\_.
- A. self-monitoring
  - B. self-handicapping**
  - C. learned helplessness
  - D. collective narcissism

Accessibility: Keyboard Navigation  
APA Learning Outcome: 1.3 Describe applications of psychology  
Bloom's Level: Apply  
Difficulty: High  
Learning Objective: Identify self-presentation and see how impression management can explain behavior.  
Topic: Self-Presentation

Feedback: How Do People Manage Their Self-Presentation?, 55

110. Doug explained his “A” in biology as being the result of hard work and intelligence. He explained his “D” in chemistry as being the result of “bad teaching.” This is an example of

- A. the false uniqueness effect.
- B. self-monitoring.
- C. self-serving attributions.**
- D. an external locus of control.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 49

111. Amelia feels awkward as she thinks her classmates can see the joy on her face even before her teacher could announce to the class about Amelia winning the "best speaker" competition. She is convinced that everyone knows how happy she feels. This is an example of

- A. self-handicapping.
- B. self-monitoring.
- C. internal locus of control.
- D. illusion of transparency.**

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*

*Topic: Illusion of Transparency*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

112. Identify the true statement about culture and cognition.

- A. The goal of social life in collectivistic culture is to enhance one's individual self and make independent choices.
- B. People from western cultures prefer to express themselves through writing.**
- C. Individualistic cultures promote a greater sense of belonging and more integration between self and others.
- D. Conversation is usually less direct and more polite and people focus on gaining social approval in individualistic cultures.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 36

113. In \_\_\_\_\_ cultures, modesty is the default strategy to avoid offending others.

- A. individualistic
- B. narcissistic
- C. collectivistic**
- D. hedonistic

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.1 Describe key concepts, principles, and overarching themes in psychology*

*Bloom's Level: Remember*

*Difficulty: Low*

*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*

*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 56

114. Identify the true statement about impact bias.

- A. People are prone to impact bias after negative events.**
- B. It excludes the impact of emotion-causing events.
- C. It is most commonly referred to as the false consensus effect.
- D. Under impact bias, the emotional traces of good tidings stay forever.

*Accessibility: Keyboard Navigation*

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*

*Topic: Self-Concept*

Feedback: Self-Concept: Who Am I?, 41

115. What is the spotlight effect? Provide an example.

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*  
*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

116. How is the spotlight effect related to the illusion of transparency?

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Describe the spotlight effect and its relation to the illusion of transparency.*  
*Topic: Spotlight Effect*

Feedback: Spotlights and Illusions: What Do They Teach Us about Ourselves, 28

117. Discuss the differences between individualism and collectivism as they relate to Eastern and Western political views.

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Understand how, and how accurately, we know ourselves and what determines our self-concept.*  
*Topic: Self and Culture*

Feedback: Self-Concept: Who Am I?, 33

118. What is self-efficacy and how is it different from self-esteem?

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*  
*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 47

119. Review the relationship between narcissism and high self-esteem.

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*  
*Bloom's Level: Understand*  
*Difficulty: Medium*  
*Learning Objective: Understand self-esteem and its implications for behavior and cognition.*  
*Topic: Self-Esteem*

Feedback: What Is the Nature and Motivating Power of Self-Esteem?, 46

120. Explain the false consensus effect and the false uniqueness effect with examples.

Answers will vary.

*APA Learning Outcome: 1.3 Describe applications of psychology*  
*Bloom's Level: Apply*  
*Difficulty: High*  
*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*  
*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 53-54

121. What is self-handicapping? Why do people engage in it?

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*

*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 55

122. Give an example of self-monitoring and the effects of being high or low in self-monitoring.

Answers will vary.

*APA Learning Outcome: 1.3 Describe applications of psychology*

*Bloom's Level: Apply*

*Difficulty: High*

*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*

*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 57

123. Describe how self-presentation is linked with self-esteem and self-monitoring.

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Identify self-presentation and see how impression management can explain behavior.*

*Topic: Self-Presentation*

Feedback: How Do People Manage Their Self-Presentation?, 56-57

124. Explain the self-serving bias and its effects.

Answers will vary.

*APA Learning Outcome: 1.2 Develop a working knowledge of psychology's content domains*

*Bloom's Level: Understand*

*Difficulty: Medium*

*Learning Objective: Explain self-serving bias and its adaptive and maladaptive aspects.*

*Topic: Self-Serving Bias*

Feedback: What Is Self-Serving Bias?, 49-50

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