**Name:** Gunnar Forcier Oral/Interpersonal Communication (10 points)

Chapter 6 Activity: Self-Disclosure – The Johari Window

This exercise is designed to provide information about how you monitor and control the exchange of information between yourself and other people. The results indicate the basic interpersonal style you employ in your relationships with others. The exercise is based on the Johari Window, which is covered in detail in the textbook chapter and in Canvas.

**NOTE: A short reflection prompt is included on page 4 of this document.**

For each item in the inventory, you must indicate which of the alternatives is the most characteristic of the way you would respond to the situation described. *Answer as you think you would behave, not as you think you should*. **You will have five points to distribute between the two alternatives given in each item.** Points may be distributed in any of the following combinations:

I. If A is completely characteristic of you and B is not, place a “5” by A and a “0” by B.

II. If A is quite characteristic of you and B is somewhat characteristic, place a “4” by A and a “1” by B.

III. If A is only slightly more characteristic of you than B, place a “3” by A and a “2” by B.

IV. The same distribution of points described in I through III above may also occur in the reverse order when B is more characteristic of you than A. Thus, you may have responses where B equals 5 and A equals 0, where B equals 4 and A equals 1, or where B equals 3 and A equals 2.

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| Inventory Items | | | |
| 1. | If a group member of mine had a “personality conflict” with another group member with whom it was important that he/she cooperate in order for the group to accomplish its task, I would: | | |
|  |  | A. 3 | Tell this person that I felt he/she was partially responsible for the conflict and try to explain how the other person was affected by her/him. |
|  |  | B. 2 | Not get involved for fear that I wouldn’t be able to get along with them once I had entered the conflict. |

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| 2. | If my relationship with my best friend had been damaged by repeated arguments on an issue of importance to us both, I would: | | |
|  |  | A. 2 | Be cautious in my conversations with her/him lest the issue came up again and damage our relationship further. |
|  |  | B. 3 | Point out the effects of the controversy on our relationship and suggest that we discuss it and try to solve the problem. |

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| 3. | If a particular friend of mine began to tell me of her/his hostile attitudes toward another friend of mine whom he/she felt was being unfair to others (and I agree wholeheartedly), I would: | | |
|  |  | A. 2 | Listen, but not express my own negative views and opinions because I might get in trouble if anything I said to her/him in confidence was ever repeated. |
|  |  | B. 3 | Listen and also express my own views to her/him so he/she would know exactly where I stood. |

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| 4. | If I had begun to dislike my group leader to the extent that it was interfering with my ability to work with her/him effectively, I would: | | |
|  |  | A. 4 | Say nothing to her/him about it and keep our relationship on a “strictly business” level. |
|  |  | B. 1 | Get my feelings out in the open so that we could get on with our work. |

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| 5. | If one of my friends and I had engaged in a heated argument in the past and I realized that he/she was not comfortable around me from that time on, I would: | | |
|  |  | A. 4 | Let the whole thing drop and not make matters worse by commenting on her/his behavior. |
|  |  | B. 1 | Comment on her/his behavior and ask her/him how he/she felt the argument had affected our relationship. |

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| 6. | If a friend of mine were to tell me that he/she felt I was doing things that had a negative effect on my relationship with others, I would: | | |
|  |  | A. 2 | Encourage her/him to elaborate on what he/she had observed and ask her/him to make suggestions that might help me. |
|  |  | B. 3 | Try to make it clear to her/him why I behave the way I do. |

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| 7. | If one of my group members pointed out the fact that I continually argued with another group member with whom it was important that I cooperate in order for the group to accomplish its task, I would: | | |
|  |  | A. 1 | Consider her comments “out of line” and avoid discussing the issue with her. |
|  |  | B. 4 | Discuss it openly with her/him in order to find out how I might solve the problem. |

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| 8. | If I had a reason to believe that a rumor was being circulated about me among my friends and that one friend in particular had likely heard it, I would: | | |
|  |  | A. 2 | Say nothing about the rumor and let her/him tell me about it if he/she wanted to. |
|  |  | B. 3 | Risk putting him on the spot by asking him exactly what he knew about the whole situation. |

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| 9. | If two of my group members and I were talking and one of them mentioned some plans other group members were making that would affect our performance, but of which I had not heard, I would: | | |
|  |  | A. 4 | Ask them for further information regarding the plans and inquire as to why I wasn’t included. |
|  |  | B. 1 | Leave it up to them to tell me or not, letting them change the subject if they wished. |

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| 10. | If I had heard some of my friends discuss a rumor about another friend of mine which I knew could hurt her/him and she asked me what I knew about it, I would: | | |
|  |  | A. 4 | Tell her/him I knew nothing. |
|  |  | B. 1 | Tell her/him exactly what I had heard, and from whom I had heard it. |

### Scoring Sheet

Instructions: From the previous 10 scenarios, record your score for *either* A *or* B on each item as requested below. Be careful, the items are not in strict order. Total your scores for both the disclosure and feedback scales. You should have two scores, a disclosure score and a feedback score.

**DISCLOSURE (Openness) FEEDBACK**

**1A 3    5B 1**

**2B 3   6A 2**

**3B 3 7B 4**

**4B 1 8B 3**

**10B 1   9A 4**

**Total 11   Total 14**

After you have totaled your scores, plot the points on the graph by clicking on and moving the lines below to correspond with the totals. (For example, if the **FEEDBACK total is 12**, then move the red line to align with 12 along the horizontal line. Do the same using the **DISCLOSURE total to align the blue line top to bottom.**) The placement of the two lines should reveal the size of the four quadrants for your Johari Window.

**Reflection Prompt**

After mapping your Johari Window outcome, write a brief paragraph about what you can learn from the results. How accurate are the levels of feedback and disclosure as they relate to your communications with those close to you? How could this knowledge empower you with your current and future relationships? How might you apply this knowledge to your interactions with family, friends, CVTC classmates, and/or co-workers?

The results of my Johari Window Inventory appear to be accurate. As I was in the beginning of my relationship with my partner, there were things that they were noticing that I had previously not been aware of, which fits with the “Blind Area” window. These results can help me learn about where I’m at with disclosures to others and to myself. By having a better understanding of which window I typically fall into, I can work to make changes to better myself and work towards my goal of being a more open person. One thing I might do is ask for more feedback from those I care about.

