

Self-Esteem

OVERVIEW

In Chapter 4 students read about self-esteem and how it fits into the success equation. In Section 4.1 they learn what self-esteem is, where it comes from, and how it helps them achieve their goals. They also experiment with strategies to develop their self-expectancy (self-efficacy). In Section 4.2 students read about self-acceptance and why it is important to self-esteem. They also develop strategies to accept themselves as they are now. Finally, they learn how to handle criticism effectively without letting it erode their self-esteem.

LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Define self-esteem and explain its importance.
- Describe how childhood experiences affect self-esteem.
- Define self-expectancy and explain two ways to boost it.
- Explain why self-acceptance is important for high self-esteem.
- Explain how to change negative self-talk into positive self-talk.
- Explain how to handle criticism well.

OUTLINE

Chapter Topics

UNDERSTANDING SELF-ESTEEM

The Power of Self-Esteem

- Effects of High Self-Esteem

- Effects of Low Self-Esteem

- Origins of Self-Esteem

- Shyness and Self-Esteem

- Raising Your Self-Esteem

Self-Expectancy and Self-Esteem

- Building Your Self-Expectancy

LEARNING TO LIKE YOURSELF

Self-Acceptance and Self-Esteem

- You, Flaws and All

- Mending a Negative Self-Image

- Kick the Comparing Habit

- Real or Ideal?

Using Positive Self-Talk

- Negative Self-Talk: Your Inner Critic

- Using Affirmations

Criticism and Self-Esteem

- Destructive and Constructive Criticism

- Handling Constructive Criticism

- Handling Destructive Criticism

- Assertiveness and Self-Esteem

Chapter Activities

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PROFESSIONAL DEVELOPMENT Image Consulting (p. 142)

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FOCUS

Introducing the Chapter

Write *self-esteem* on the board and ask volunteers for definitions (confidence in and respect for oneself). Then ask, “What do you think is the relationship between self-esteem and success?” and discuss their answers as a class. Explain that if you have self-esteem, you have confidence in yourself and your ability to reach your goals. People with high self-esteem are not roadblocked by people or circumstances. Finally, tell students that in this chapter they will find out more about their own self-esteem and learn how to develop it in order to reach their goals and achieve success.

Real-Life Success Story “Do I Have What It Takes?” (p. 120)

Have a student read the Real-Life Success Story aloud and ask what effect Paul’s parents and sister are having on Paul. Ask, “Do you think they are being fair to Paul? Do they seem concerned with Paul’s best interests?” Point out that constant criticism and underestimating what a person can do can seriously undermine that person’s self-esteem. Finally ask, “What would you do if you were Paul?”

Opening Quote (p. 121)

“Allow yourself to fail and you will be more likely to succeed.”

Write the quote on the board or make a transparency of it using the online reproducible master. Ask students what they think this statement means. Ask, “How can allowing yourself to fail lead to success?” Ask, too, if they agree with this statement.

Have students think of inventors or innovators, such as George Washington Carver, Marie Curie, or Bill Gates. Ask, “Do you think they were successful the first time they tried to invent something, or do you think they had to make many attempts before their ideas really worked?”

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

The Power of Self-Esteem

(pp. 122–134)

Have students compare the benefits of high self-esteem listed on page 122 of the textbook with the effects of low self-esteem listed on page 123. Ask students how having confidence in and respect for yourself could lead to the benefits listed and how having little or no confidence in yourself could lead to the negative effects listed. For example, if you have confidence in yourself, it is easier to try out new ideas and experiences. Conversely, if you have little confidence, you are more likely to fear mistakes and to avoid trying new things.

Self-Expectancy and Self-Esteem

(pp. 134–140)

Write *self-expectancy* on the board and ask a volunteer for its definition (the belief that you are able to achieve what you want in life). Then ask students how they think self-esteem affects self-expectancy. Lead them to understand that people with low self-esteem expect to fail, and this is usually what comes true for them. On the other hand, people with high self-esteem expect to succeed, and this is what usually comes true for them.

Self-Acceptance and Self-Esteem

(pp. 141–150)

Write *self-acceptance* on the board and ask a volunteer for its definition (recognizing and accepting what is true about yourself). Then read the following: “The difference between people who accept themselves and people who reject themselves isn’t the number of weaknesses they have. It’s the way they look at them.” Ask students, “Given this statement, how does self-esteem affect self-acceptance?” Students should see that people with high self-

esteem focus on their strengths, while people with low self-esteem concentrate on their weaknesses.

Ask students what they see as the relationship between self-expectancy and self-acceptance. Explain that both are necessary ingredients of self-esteem. If desired, draw a Venn Diagram on the board in which the circles labeled “self-expectancy” and “self-acceptance” overlap to form the concept “self-esteem.”

Using Positive Self-Talk (pp. 151–156)

Ask students if they ever talk to themselves. “Do you say nice things or critical things to yourself? Have you ever thought how you’d feel if a good friend said critical things to him- or herself? Would you ever criticize a friend as harshly as you would criticize yourself?” Lead students to recognize that we are often our own harshest critics. Then ask, “How do critical thoughts make you feel about yourself?” Explain that we can actually change how we feel about ourselves by changing the way we talk to ourselves.

Criticism and Self-Esteem

(pp. 156–164)

Have students work in pairs to create two role-plays to illustrate constructive and destructive criticism. Both role-plays should address the same problem, but one role-play should use destructive criticism and the second should use constructive criticism. Allow students to present their role-plays to the class and discuss what makes criticism destructive or constructive.

In-Chapter Answers and Notes

ACTIVITY 18

Test Your Self-Esteem (pp. 125–128)

- A-B. Students’ responses and scores will vary.
C. Answers will vary but should reflect the

number of C’s scored. 0–10 C’s suggests that the student has low self-esteem, and 11 or more C’s suggests that the student likes him- or herself.

- D. Answers will vary. Students who score 8 or more A’s have an aggressive behavior pattern, those with 7 or more B’s have a passive behavior pattern, and those with a near equal number of A’s and B’s show a mix.
E. Behaviors and examples will vary.

FIGURE 4.1

Childhood Origins of Self-Esteem

(p. 129)

Answers will vary but could include grandparents, aunts, uncles, siblings, teachers, coaches, and friends.



INTERNET ACTION

Your Social Network (p. 131)

For someone who is isolated either by location or shyness, forums can provide opportunities to “meet” people with similar interests and who appreciate the opportunity to share information. For some, communicating via the computer is much less stressful than face-to-face, as this allows them time to choose their words carefully and hopefully respond more intelligently, building confidence and a more coherent vocabulary. As developing friendships is important to overall self-esteem, even establishing positive online relationships can make someone feel more connected to others and part of a “community.”

Exploring Further

Chances are many students are already participating in forums. Ask for examples, including why they joined originally and what have been both the perks and pitfalls. How much time do they devote to these activities and does it take away from other higher-priority tasks?

ACTIVITY 19

Social Support and Self-Esteem

(pp. 132–133)

- A-B. Checks and scores will vary. Suggestions for building more social support will also vary but could include showing more interest in others, being social support for others, join a school group, neighborhood club, or volunteer project, and work on communication skills, such as empathy and active listening.
- C. Responses and situations will vary. People can experience loneliness regardless of whether they are physically alone.
- D. Diagrams will vary. People referred to could include parents, spouse or partner, roommate, siblings, friends, and neighbors.
- E. Opinions will vary. Students should mention some of the strategies described on page 134.

Personal Journal 4.1

Examine Your Self-Expectancy (p. 135)

Students' responses will vary. Remind students to review the long-term goals they set for themselves in Chapter 3 and to think about how confident they are about achieving them. Point out that this will also help them better understand their self-expectancy.

Sample Answers

Put a check mark in the box next to the statements with which you agree.

- ☒ I know I can accomplish my goals.
- ☒ When something unexpected comes my way, I find resourceful ways to handle it.
- ☒ I can solve almost any problem if I try hard enough.

- ☒ Stress and anger aren't a problem for me because I have good coping skills.
- ☒ I can handle whatever comes my way.
- ☒ If someone else can do something, then I can probably do it, too.
- ☒ I am capable of success.

My long-term goals are to complete my degree and to own my own business in the next 10 years. I am very confident that I will complete my degree because I am working hard at school and doing well. So far, I've been able to meet all the challenges that school has thrown at me. As far as owning my own business—I'm not sure how long this will take. I'm intimidated by the state of the economy and the fact that I haven't done it before. Right now I know I have a lot to learn, but I have some good ideas, and after I finish school, I know I will be better prepared to be a successful entrepreneur.

ACTIVITY 20

Accomplishment Inventory (pp. 137–138)

- A. Accomplishments will vary.
- B. Skills will vary. Point out that some people find it difficult to recognize their own skills but readily recognize the skills of others. That is why thinking of someone else can help a person to acknowledge his or her own skills.
- C. Skills will vary but should focus on mid- to long-term goals.
- D. SMART goals will vary. If necessary, have students review SMART goals in Chapter 3.
- E. Students' responses will vary. Confidence in achieving the first goal may be higher than confidence in reaching the last, but students should recognize that each goal achieved helps to prepare you for the next goal.

Personal Journal 4.2

Learning to Cope (p. 139)

Students' responses will vary but should recognize that while avoiding a problem reduces

short-term discomfort, coping will help you feel better about yourself overall and improve self-esteem.

Exploring Further

Begin a class discussion by asking students to name other coping strategies that could provide a temporary solution to a problem or crisis. Examples might include denying that the problem exists and blaming others for the problem. Ask students to think about why these strategies are so widely employed, not only by individuals but also by politicians and other public figures. What benefits do people derive from these negative escape responses? Have students think about whether there is ever a case where it would be appropriate to use nonproductive coping strategies such as denying the problem or blaming others.



SECTION 4.1

SELF-CHECK (p. 140)

1. People with self-esteem appreciate their value or worth as a person. They are confident in their ability to cope with life's challenges, and they believe that they are worthy of success and happiness. This motivates them to work hard and succeed.
2. Unconditional positive regard is the love and acceptance of a person, particularly a child, regardless of his or her particular behavior.
3. Avoidance reduces short-term discomfort, but leaves you with the feeling that you are incapable of dealing with the situation, which lowers self-esteem.

PROFESSIONAL DEVELOPMENT

Image Consulting (p. 142)

Personal stories will vary, but students should recognize that people with high self-esteem try to make a good first impression—not because they are insecure, but because they want to make the other person feel comfortable and because they want others to see them at their best.

Exploring Further

Ask students to imagine that they are applying for a new job. They have worked hard in school and gotten good grades, and have assembled some relevant work experience. Their task now is to let their interviewer know they are the perfect person for the job. The interviewer does not know much about them, and they have only four minutes to make that important first impression. (Studies have shown that four minutes is about how long it takes to make a first impression.) What kind of things might make a positive first impression on an interviewer? What kinds of things might make a negative first impression? Why? Ask students to discuss how much first impressions depend on appearance and how much they depend on other factors.

ACTIVITY 21

Personal Inventory (pp. 144–146)

- A. Good points and bad points will vary. Make sure students have included items in all six areas.
- B. Students' responses will vary but should follow the rules listed.
- C. Letters will vary.

Sample Answers

- A. Write down what you see as your good points and bad points in each of the following areas of your life.

APPEARANCE

Beautiful skin

Frizzy hair

ROMANTIC RELATIONSHIPS/SEXUALITY

Can't communicate with my partner

Physically open and responsive

SOCIAL SKILLS/POPULARITY

Never make friends easily

Good listener, loyal

Compassionate

THINKING SKILLS/INTELLIGENCE

Completely spaced out about everyday stuff

Analytical and probing

SCHOOL

Terrible at math

Do well on essays and artistic work

Quick and accurate

WORK

Not ambitious or creative enough

- B. Look over what you wrote about yourself, circling all the negative items. Rewrite each negative item.

APPEARANCE

My hair becomes dry at the ends between trims

ROMANTIC RELATIONSHIPS/SEXUALITY

Although we have a good relationship, my partner and I sometimes have communication problems

SOCIAL SKILLS/POPULARITY

It takes me a while to get to know people

THINKING SKILLS/INTELLIGENCE

I can be absentminded about details, but I never lose track of the big picture

SCHOOL

I receive an average of a B in math courses

WORK

Satisfied with my current position at work, and have other outlets for my interests

- C. Write a letter describing yourself to someone you have never met.

May 12, 2009

Dear Tom,

Mimi's brother Carlo gave me your name and told me that we'll both be attending the motivational workshop. I look forward to meeting you next weekend. Let me tell you a little about myself. I hope you'll be able to recognize me at the booth: I'm about 5'6, sturdy, brown hair, brown eyes, and olive skin, and I tend to wear a lot of black and red.

Like you, I just graduated a few months ago with a degree in architecture. I thought about doing industrial engineering for a while, but I struggled to maintain decent grades in math so I decided to stick with the more creative side of things. I am twenty-two years old and work as a production assistant at a design firm.

I just moved in with Mimi in Los Angeles—that's going pretty well, though some things take getting used to. She gets after me for forgetting to do small stuff like taking the recycling out or turning off the stove, but once we figure out how to talk it through, we get along just fine. The design firm keeps me pretty busy, but there's not a lot of room for growth there at the moment, so to keep my skills sharp I also volunteer at an agency which helps nonprofits establish their own Web sites and online newsletters. It's definitely cool to put my design skills to use for a good cause. It's also helped me get to know people in the area. I'm pretty shy, so it usually takes me a while to make friends, but once I do, I'm a friend for life. I'm a great listener, and I hope we get to connect soon! I look forward to meeting you at the workshop.

Sincerely,

Joo-ri Kim

Applying Psychology

CULTURE AND BODY IMAGE (p. 147)

Students' responses will vary. Some students may feel that these images represent a standard that they should try to achieve, especially if the models in the images are from a similar ethnic background. Many students, however, will feel that they cannot relate to the images of models, regardless of ethnic background, because the body types portrayed tend to be extremes.

Exploring Further

Have each student collect and bring to class examples of media images that they feel present unrealistic standards for physical appearance, as well as some they feel represent realistic standards. Break the class into small groups and ask the students to share their images with one another and to discuss the similarities and differences among their examples and among their own ideals of physical appearance. You may also wish to draw students' attention to the blank facial expressions of the models shown in the illustration that accompanies this feature. Why do students think that so many fashion ads feature unsmiling models? Why might advertisers use these kinds of images, and how might these images make consumers feel?

Personal Journal 4.3

Social Comparison Log (p. 149)

Students' responses will vary, but this activity should help them recognize whether or not they have the comparing habit, and if so in what areas.

FIGURE 4.2

You and Your Ideal (p. 149)

Answers may vary, but one response is that instead of focusing on a fantasy ideal, you can think about your possible selves—the person(s) you think you might realistically become in the future.

Personal Journal 4.4

Your Ideal Self (p. 150)

Students' responses will vary. Only unrealistic fantasies and things that are truly not needed or wanted should be crossed off.

Sample Answers

Write down how you would like to look, act, and feel and what you would like to be, achieve, and own in an ideal world. Then cross out every item that represents either an unrealistic fantasy or something that you don't truly want or need.

confident
~~the richest person who ever lived—~~
~~own apartments in New York, San Francisco,~~
~~Paris, London, and Prague—~~
~~travel to a distant planet—~~
be happy
married
write a book
decorate my apartment
~~win a Nobel prize, an Oscar, and a Grammy—~~
own my own plane
~~be a secret agent like James Bond—~~
~~become taller—~~
~~look like a supermodel—~~
~~own a dinosaur—~~
volunteer 20 hours a week
finish my bachelor's degree
be debt-free
keep the house clean
start my own business
~~find a giant bag of money—~~
adopt a child
travel to Africa

Exploring Further

Ask each student to note things he or she ended up crossing off and why. Ask students to share the characteristics of their ideal self with one other person in order to help them evaluate their choices. Does the other person think that some of the “unrealistic” ideals or expectations are actually realistic or possible? Does the other person think that some of the “realistic” ideals or expectations are actually unrealistic and impossible? Why or why not?

ACTIVITY 22

Negative Self-Talk Log (pp. 154–155)

A-B. Students' responses will vary.

- C. Statements and their origins will vary. Many students will recognize that their parents, guardians, or other influential adults may be the origin of their inner critic. It might help students to recognize that in many cases those adults weren't trying to inflict pain but may not have known how to offer constructive criticism.
- D. Affirmations will vary. An example would be changing "I'm always late" to "I have the power to be on time."

FIGURE 4.3

Responding to Constructive Criticism (p. 158)

Students' responses will vary but should recognize that constructive criticism (addressing specific behavior, mentioning positive points, and offering helpful suggestions) can be helpful to employees if offered in an empathetic and positive way.

FIGURE 4.4

Responding to Destructive Criticism (p. 160)

Answers will vary, but some may suggest that when the criticism is not valid or if the critic is baiting you into an argument, it may be best not to respond.

Exploring Further

In this chapter the author states, "no matter what you do or say, or don't do or don't say, you will receive criticism at some point." Challenge groups of students to think of an action or statement that no one, or almost no one, could possibly criticize. Then have groups present the ideas to the class, asking the rest of the students to think of situations in which someone could indeed criticize the behavior. For example, if one group says that no one could criticize tending the sick and homeless,

the class could point out that some people might say that charity work is a waste of time and money, or that homeless people "want" to be that way.

ACTIVITY 23

Handling Criticism (pp. 161–163)

- A. Responses to constructive criticism will vary.
- B. Responses to destructive criticism will vary.
- C. Responses will vary, but some may recognize that even constructive criticism is hard to accept.
- D. Responses will vary but will probably acknowledge that destructive criticism is very difficult to accept gracefully and that it often angers those being criticized.
- E. Students should cite several positive self-statements that they can use to protect their self-esteem. Students should also understand that being criticized is not a reason to feel badly about themselves. Criticism often stems from a difference of opinion or from the critic's personal difficulties. Everyone therefore receives criticism at some point. Criticism can also provide the self-knowledge necessary for developing self-acceptance.

Sample Answers

- A. Write a response to each constructive criticism that 1) restates the criticism and 2) asks for specific suggestions.

Instructor: "You always have interesting things to say in your homework. It's disappointing that you don't speak up more in class."

Restate: Yes, I'd like to talk more in class than I have been.

Ask for suggestions: How involved in class discussion would you like me to be?

Roommate: "I love the color you chose for the living room walls. It might be even better if the paint was a little more even."

Restate: It's true that sometimes the thickness of the coats is not consistent.

Ask for suggestions: Would you mind pointing out where it looks uneven to you so I can try to fix it?

Boss: "I see how much effort you've put into this spreadsheet, but the small type makes it hard for me to read."

Restate: Yes, it's not so easy to read at that point size.

Ask for suggestions: Is there a specific type size that you prefer I use in the future?

Parent: "You forgot Michael's birthday last week, and his feelings were hurt. You need to make a point to remember family occasions."

Restate: I would like to be more organized about remembering family occasions so I don't offend anyone.

Ask for suggestions: Would you mind sharing any ways of keeping track of family events that might work for me?

B. Write a response to each destructive criticism that 1) acknowledges the facts and 2) asserts yourself by correcting the part of the criticism that is mistaken, unfair, or insulting.

Instructor: "You never have anything to contribute in class."

Acknowledge: I don't speak up in class very often.

Assert yourself: However, I do put forth most of my ideas in my papers.

Roommate: "You did a terrible job painting the living room walls."

Acknowledge: It's true that it looks uneven in some places.

Assert yourself: However, I did manage to paint the entire thing without leaving any blank spots or dripping on the furniture.

Boss: "I practically need a microscope to read this spreadsheet. Please make it look like a professional did it."

Acknowledge: I can see that this font is difficult to read at that size.

Assert yourself: However, all of the information is there, and this was the standard template that was provided to me by the department.

Parent: "You forgot Michael's birthday again. It's important to remember family occasions."

Acknowledge: I know he was upset because I got the date wrong like last year.

Assert yourself: I haven't missed anyone else's birthday, and Michael accepted my apology.

Exploring Further

The ability to formulate solid constructive criticism is a valuable skill. Divide the class into small groups and ask each group to create a role-play that involves the giving and receiving of constructive feedback, such as a supervisor giving an employee feedback on a presentation or a coach giving a player comments on his or her game. Ask students to come up with four or five statements of feedback and to phrase them in both a constructive fashion and a destructive fashion. Remind students that constructive statements focus on behavior, make mention of positive points, and provide specific suggestions for improvement.



SECTION 4.2

SELF-CHECK (p. 164)

1. Self-acceptance means recognizing and accepting what is true about yourself.
2. By using positive self-talk, you can give yourself praise and encouragement, which can change the way you feel about yourself and build your self-esteem.
3. An example of destructive criticism is "You're totally out of shape." An example of constructive criticism is "I'm concerned about your health. What if we went speed-walking together a few times a week?"

Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Critical Thinking

PHYSICAL EXERCISE AND SELF-EXPECTANCY

Being fit and active can raise a person's self-esteem. People with high self-esteem are usually motivated to be fit and active because they value themselves and their physical health. People with low self-esteem, however, may avoid exercise because they doubt their ability to perform athletically or stick to an exercise plan. This means they miss out on the positive psychological and physical effects of exercise. Ask students to think of a list of objections that a person with very low self-esteem could raise against the idea of beginning an exercise program. For example, a person with low self-esteem and a poor body image might be afraid of going to a gym or even of walking in public. Have students discuss the list and try to come up with positive rebuttals to each objection.

SELF-ESTEEM AND VIOLENCE Several studies have linked high self-esteem with aggression. Bullies and gang members, for example, often appear to have high levels of self-esteem and self-expectancy. According to one recent study, people with high self-esteem are more likely to be criminal, racist, and violent than people with low self-esteem. Ask students whether they are surprised by these findings. Is there a difference between self-esteem based on realistic confidence in one's own abilities and self-esteem based on power and violence? To motivate the discussion, read students the following quotation by Rollo May: "Deeds of violence in our society are performed largely by those trying to establish their self-esteem, to defend their self-image, and to demonstrate that they, too, are significant." Ask students to interpret this statement. (The statement implies that people with low self-esteem use violence to acquire a false, inflated sense of self-esteem.) Ask students to cite examples from their own experience to support or contradict this statement.

Application

CHILD AND ADULT SELF-ESTEEM This activity takes students back in time to their childhood and adolescence. Make handouts or a transparency of the reproducible master, "History of Your Self-Esteem." Ask students to provide answers to each of the questions as honestly as they can and to the best of their memory. Then ask students to discuss whether their self-esteem has grown higher or lower over time, and why. You may wish to ask them to plot a simple line graph of their level of self-esteem over time. Discuss students' answers in class. What ups and downs in self-esteem have students experienced over their lives? As an example, some painfully shy children grow into self-confident adults, while some confident children grow into adults with low self-esteem. Engage the class in a discussion of the reasons why a person's self-esteem might rise or fall as he or she grows up and finds a place in the world.

THE ART OF COMPLIMENTING Divide students into pairs. Ask them to write down on a sheet of paper a short statement about how they are feeling about themselves that day. Set a timer for 10 minutes or note the time on the clock. Tell the students that they will be practicing making compliments. One student should begin the exercise by making only positive statements about the other student for the first five minutes. The students will then reverse roles for the next five minutes. Afterwards, ask the students to describe the differences between how they felt before, during, and after the exercise. Did they feel happy? Embarrassed? Upset? Exposed? Surprised? Discuss whether the exercise was more or less challenging for the student who went first or for the one who went second.

Internet Activities

ROSENBERG SELF-ESTEEM SCALE The Rosenberg Self-Esteem Scale, developed in 1965 by sociologist Manny Rosenberg, is

one of the most frequently used and reliable self-esteem inventories. Ask students to find and print out the inventory on the Internet, then administer the test to three friends or family members whom they know at least fairly well. (A copy of the scale is also provided in the online reproducible masters.) Ask students to predict each interviewee's score before he or she takes the test, then compare this prediction to the real score. Ask students to describe their reactions to the scores. Were they surprised by the results? Why or why not?

SHYNESS Ask students to locate an online version of the shyness questionnaire known as the "Revised Cheek and Buss Shyness Scale (RCBS)." Have them take the questionnaire and add up their totals. Are they more or less shy than average? Are they surprised by the results? Ask students to write a paragraph discussing how their shyness, or lack of shyness, affects their self-esteem and their behavior in social settings.

MOTIVATIONAL SPEAKERS Organizations such as companies and schools sometimes hire motivational speakers to give presentations on motivation, self-esteem, communication, body image, addiction, and other topics. Many of these speakers have developed specific programs that people should follow in order to achieve their goals (a 12-step program, for example). First ask students to define what they think a motivational speaker is. Then have students use the Internet to find information about at least two professional motivational speakers and their methods. Ask students to write a one-page critique of each speaker: do they find that person's methods informative and inspirational? How do this person and their methods compare to the student's original ideas of what a motivational speaker should be or do?

COSMETIC SURGERY AND BODY

IMAGE Plastic surgery is usually performed for a medical reason, such as to correct a

physical abnormality. However, more and more cosmetic (medically unnecessary) surgery is being performed on healthy people who want to feel better about their appearance. Between 1992 and 2001, for example, the number of women receiving breast enlargement surgery rose more than 500 percent. Ask students to research the benefits and drawbacks of plastic surgery on the Internet and answer these questions:

- How many people sought cosmetic surgery in the previous year?
- Which cosmetic procedures are currently the most popular?
- What are some medical risks of these procedures?

Ask students to bring their answers to class for discussion. In class, ask students, "Do you believe that cosmetic surgery is a good way to improve body image and self-esteem? Why or why not? Would you ever consider cosmetic surgery? Why or why not?"

ASSESS

Review and Activities Answers

Review Questions (p. 166)

1. Effects of high self-esteem include accepting your strengths and weaknesses, expressing your true thoughts and feelings, establishing emotional connections to other people, giving and receiving compliments, giving and receiving affection, trying out new ideas and experiences, expressing your creativity, standing up for yourself, handling stress and anger calmly, and seeing the future with optimism. Effects of low self-esteem include mistrusting other people, experiencing difficulty developing intimate relationships, fearing mistakes and having trouble making decisions, criticizing yourself relentlessly, being extremely sensitive to criticism from others, anticipating problems, crises, and

failure, ignoring your own needs, giving in to unreasonable requests, disliking being the center of attention, withholding your true thoughts and feelings from others, living in fear of rejection and disapproval, worrying about being a burden on others, feeling out of control of your life, and missing out on the joy of life.

2. If your childhood experiences include encouragement from nurturing parents, teachers, coaches, and friends, you will probably have high self-esteem. If your childhood experiences include abusive or neglectful relationships, repeated rejection, family dysfunction, or intense criticism from others, you will probably have low self-esteem.
3. When you expect something and dwell on it, you direct the bulk of your time and energy to it. You experience it in your mind and prepare for it. This makes it almost inevitable that it will come to pass.
4. To change a distorted self-image, you must first accept that it is distorted and then look at yourself objectively to reassess your strengths and weaknesses. Having an accurate view of your strengths helps you set challenging goals, overcome obstacles, and take advantage of opportunities, which in turn helps improve your self-image.
5. Answers will vary but should recognize that a downward comparison is one in which we compare ourselves to people “below” us, such as fellow students earning lower grades or coworkers who have received fewer promotions. An upward comparison is one in which we compare ourselves to people “above” us, such as students with higher grades or coworkers who have been promoted above us.
6. The three steps in handling constructive criticism are: 1. Listen carefully and check for understanding; 2. Restate the criticism; and 3. Ask for suggestions.

Critical Thinking (p. 166)

7. Answers will vary but should recognize that working around your weaknesses and coping with your problems, rather than avoiding them, is not a contradiction. Working around your weaknesses is ultimately the same thing as focusing on your strengths. Working around your weaknesses does not mean avoiding them, but rather acknowledging, accepting, and adapting to them.
8. Answers will vary but should recognize that people who often criticize or make fun of others may very well have low self-esteem. Some people with low self-esteem can be aggressive, pushy, critical, or hostile. Being critical or making fun of others can be a type of downward comparison that enables the critic to feel better about him- or herself. If you have self-acceptance, you don’t need downward comparison to feel good about yourself.

Application (p. 166)

9. Journal entries will vary. Students will probably recognize that their self-esteem is high when their social support system functions well, when they accomplish something, when they cope with a problem, and when they use positive self-talk. They may also recognize that their self-esteem is low when they feel anxious, when their social support system lets them down, when they avoid a problem, when they compare themselves to others too often, and when they succumb to negative self-talk.
10. Interviews will vary but should illustrate the value of accomplishment in building self-expectancy. Students should recognize the cyclical nature of accomplishment and self-expectancy. Through the accomplishment of a goal, you gain self-expectancy, which enables you to strive for additional accomplishments.

Internet Activities (p. 167)

11. The ten effects or outcomes of having negative “self-scripts” include over-dependence on the approval of others, lack of self-esteem and low self-concept, immobilization, negativity, pessimism, self-pity, cynicism, the “guard-all shield,” fulfillment of the prophecy, and depression. Affirmations will vary.
12. Answers will vary but should recognize that shyness can vary from mild social awkwardness to totally inhibiting social phobia. One way to describe the relationship between shyness and self-esteem is that shyness leads to avoidance behavior, which in turn reduces self-esteem. One positive aspect of shyness is greater self-awareness.

Real-Life Success Story “Do I Have What It Takes?” (p. 167)

Answers will vary but should demonstrate knowledge of the techniques discussed in the chapter.

Sample Answer

Paul talked to his adviser about quitting school. The adviser asked Paul why he had decided to enter veterinary technician school in the first place. As Paul talked about his experiences with animals, his enthusiasm began to return. He realized that he had developed a self-defeating attitude—and that he had the power to change his attitude. He learned to use positive self-talk and to visualize himself in his future role as a veterinary technician, helping people and animals. His self-confidence grew, and he developed a resistance to negative comments by his family.

CLOSE

Culminating Activity

Read the following quotation by Eleanor Roosevelt: “No one can make you feel inferior without your consent.” Ask students to discuss the relationship between this statement and the concept of self-esteem discussed in this chapter. Ask students to touch on what these words might mean, whether it is significant to them personally, and in what contexts this statement might be true or untrue. Have students come up with a real-life situation in which Roosevelt’s quotation would be helpful or applicable.

Personal Success Portfolio

Make handouts or a transparency of the Personal Success Portfolio Worksheet for Chapter 4. Refer to pages 9 and 10 for suggestions on presenting this activity.

For Chapter 4, additional materials you may wish students to enclose in their portfolios are:

- an action plan for expanding the student’s social support network
- a collection of five or six goal cards, one for each of the goals the student generated in Activity 20, question D
- an action plan for coping with a problem the student has been avoiding
- a list of affirmations the student can use to replace the negative self-talk generated by social comparison
- using the student’s answers to Personal Journal 4.4, a list of ten statements that begin, “I am good enough the way I am, without...”
- a depiction of a large red stop sign that the student can visualize whenever he or she needs to stop negative self-talk

ADDITIONAL RESOURCES

The following books offer a variety of theoretical and practical perspectives on self-esteem, self-talk, self-acceptance, and self-efficacy (self-expectancy).

Books

Ball, Carolyn. *Claiming Your Self Esteem: A Guide Out of Codependency Addiction and Other Useless Habits*. Berkeley: Celestial Arts, 1995.

Bandura, Alfred. *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman and Company, 1997.

Baumeister, R. F., ed. *Self-Esteem: The Puzzle of Low Self-Regard*. New York: Plenum Press, 1993.

Branden, Nathaniel. *The Power of Self-Esteem*. Deerfield Beach, FL: Heath Communications, 1992.

Branden, Nathaniel. *The Six Pillars of Self-Esteem*. New York: Bantam Books, 1994.

Brown, Byron. *Soul Without Shame: A Guide to Liberating Yourself from the Judge Within*. Boston: Shambhala Publications, 1999.

Felder, Leonard and Harold H. Bloomfield. *Making Peace With Yourself: Transforming Your Weaknesses into Strengths*. New York: Ballantine Books, 1996.

Hay, Louise L. *Self-Esteem Affirmations: Motivational Affirmations for Building*

Confidence and Recognizing Self-Worth. Audio CD. Carlsbad, CA: Hay House, 1998.

Hay, Louise L. *Change Your Thoughts, Change Your Life*. Audio CD. Carlsbad, CA: Hay House, 1999.

Heldman, Mary Lynne. *When Words Hurt: How to Keep Criticism from Undermining Your Self-Esteem*. New York: Ballantine Books, 1990.

Helmstetter, Shad. *What to Say When You Talk to Your Self*. New York: Pocket Books, 1990.

Leary, Mark R. "Making Sense of Self-Esteem." *Current Directions in Psychological Science* 8 (1999): 32–35.

McKay, Matthew and Patrick Fanning. *Self-Esteem: A Proven Program of Cognitive Techniques for Assessing, Improving, and Maintaining Your Self-Esteem*. Oakland: New Harbinger Publications, 2000.

Mecca, A. M., N.J. Smelser, and J. Vasconcellos, eds. *The Social Importance of Self-Esteem*. Berkeley: University of California Press, 1989.

Schiraldi, Glenn. *The Self-Esteem Workbook*. Oakland: New Harbinger Publications, 2001.

Sorensen, Marilyn J. *Breaking the Chain of Low Self-Esteem*. Sherwood, OR: Wolf Publishing, 1998.

