Human Relations 6th edition Lamberton Solutions Manual

SKU: 9781259911644-SOLUTIONS

Chapter 2
Self-Concept and Self-Esteem in Human Relations

Learning Objectives

After studying this chapter, students will be able to accomplish the following objectives:

1. Define self-concept.
2. Identify the four areas of the self-concept.
3. Describe the real and ideal selves.
4. Explain the importance of pleasing yourself and others.
5. Define self-esteem.
6. Discuss the relationship between self-esteem and work performance.
7. Distinguish among different types of self-esteem.
8. Explain the origins of your self-esteem.

Key Terms

Compensating: The use of a strength to make up for a real or perceived weakness

Conditional positive regard: Acceptance of individuals as worthy only when they behave in a certain way

External locus of control: This occurs in people who feel they have no control over the events in their lives

Higher self-esteem: When people have healthy feelings about themselves and are therefore more likely to succeed in personal and career goals

Ideal self: The way you would like to be or plan to become

Inner critic: An inner voice that attacks people and negatively judges their worth

Internal locus of control: Occurs in people who feel they are in control of the events in their own lives

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

Locus of control: The name given to the perceived location of the control you feel you have over events that happen to you; this control is perceived to be located within the individual (internal locus of control) or is attributed to external factors (external locus of control)

Looking-glass self: The self you assume others see when they look at you

Lower self-esteem: When individuals are unable to see themselves as capable, sufficient, or worthy

Lower self-worth: Occurs when an individual believes himself or herself to have little of value to offer the world

Mentor: A person who acts as a guide or teacher for another, leading that person through experiences

Positive self-talk: A popular method of building self-esteem by thinking and speaking positively about yourself

Real self: The way you really are when nobody is around to approve or disapprove

Role model: A person to whom an individual can look to for guidance by example, but who isn't necessarily actively interacting with the individual

Self-concept: The way you picture yourself to be

Self-efficacy: The confidence an individual has in his or her ability to deal with problems when they occur and to achieve goals

Self-esteem: The regard in which an individual holds himself or herself

Self-fulfilling prophecy: The tendency for a prediction to actually occur once it is believed; for example, when a victim believes that prejudice against him or her is true, then fulfills these negative expectations

Self-image: The way you honestly see yourself

Self-respect: Positive self-image with high self-esteem

Unconditional positive regard: The acceptance of individuals as worthy and valuable regardless of their behavior, usually applied to parental acceptance of children

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

Lecture Outline

I. What Is Self-Concept?

Self-concept is the way one *conceives* of (or sees) oneself; this view of oneself is the foundation of all one's thoughts about oneself, including one's self-esteem. Self-concept and self-esteem affect people's relationships, their work, and nearly every part of their lives.

Everyday actions also tend to affect one's self-concept; in turn, one's self-concept affects the things that one does. Once this cycle gets started, it is difficult to stop. One needs to examine ways of stopping it, or at least minimizing the effects of the vicious cycle.

II. The Four Parts of the Self-Concept

A. Ideal Self

Everyone has some notion of what he or she would like to become. For some people, the image of **the ideal self** is sharp and clear; they know the changes they need in their lives and what they must do to make them happen. Many people, though, have a less clear picture of their ideal self, and still others have an unrealistic idea of what they want to become. One common mistake is to think that one has already reached one's ideal, when actually one still has a long way to go. Another is to create an ideal self that is unrealistic and unattainable.

B. Looking-Glass Self

The **looking-glass self** is the self that a person *assumes* others see when they look at him or her. It is also affected by one's view of reality. Some people assume that others think well of them much more than is true, while many more tend to assume the opposite. For most people, the looking-glass self is much more negative than it deserves to be.

C. Self-Image

One's **self-image** is the way one truly feels about oneself. It can be *programmed* by one's day-to-day behavior and by the things one says to oneself or others.

D. Real Self

The **real self** is a person as he or she really is, when nobody is around to approve or disapprove of his or her actions. Just as with the ideal self, what one thinks of oneself or what

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

one presents to others is not necessarily what is real; discovering one's real self might take months, even years.

III. Focusing on the Real and Ideal Selves

Carl Rogers, a well-known psychologist, developed ideas about the self-concept in the mid to late 1900s that are still in use today. Rogers believed that people get little bits of information all the time about their real selves from their experiences in the world. Rogers believed that in order to have a healthy self-concept, people need to work on making the ideal and real selves much closer. This can be done by paying more attention to messages about one's real self, adjusting one's ideal self to fit the reality, and working up to a more realistic and attainable ideal.

IV. Pleasing Yourself and Pleasing Others

Many people derive purpose from pleasing others. Having a healthy self-concept means not allowing oneself to be captive to other people's opinions. When one's self-concept is set and stable at a comfortable level, one will find that knowing and taking care of the "real you" will be quite possible without threatening others.

V. What Is Self-Esteem?

Self-concept is closely tied to self-esteem. **Self-esteem** can be defined as the extent to which an individual believes him- or herself to be capable, sufficient, and worthy. Self-esteem is usually described as high or low. But the reality is that one's self-esteem falls along a scale, from high to moderate to low. Higher self-esteem is healthy self-esteem.

Most people who always need to tell about their accomplishments are actually **compensating** in some way for low self-esteem. Another form of compensating is when people focus on a single strength (such as good looks, mental ability, or athletic skills) to make up for their overall bad feelings about themselves. These feelings are also called **lower self-worth**. No matter how hard most people work at exercising those special abilities, many find that after months and years of trying, they still have lower self-worth.

In other words, these people are motivated by their own **lower self-esteem**. They excel in one or more areas of their lives in an unsuccessful attempt to overcome their low self-worth and find happiness. People who have healthy feelings about themselves, or **higher self-esteem**, are more likely to succeed at their personal goals, career goals, and even more important, at *life*. People with higher self-esteem believe in themselves and believe they can reach these goals.

VI. Self-Esteem and Work Performance

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

Business success depends greatly on one's level of self-esteem. Psychological research finds that people with lower self-esteem are more likely to experience anxiety, depression, irritability, aggression, feelings of resentment and alienation, unhappiness, insomnia, and other problems. Lower self-esteem is also associated with low job satisfaction and has even been linked to a higher likelihood of unemployment. People with lower self-esteem often work with little enthusiasm or commitment. In contrast, when an employee feels positive about his or her ability to compete and make a worthwhile contribution, work performance is usually higher. A person with healthy self-esteem will be open and ready for new experiences. When such people tackle problems, they tend to be more objective and constructive because they do not fear that their ideas will be rejected.

VII. Types of Self-Esteem

Currently, researchers describe the following two different types of self-esteem:

- Feelings, either positive or negative, about self-worth
- Confidence in the ability to deal with problems when they happen, often called **self-efficacy**

The first type has to do with how one feels about oneself when one is alone. The second type has to do with actions, problem solving, and the ability to succeed at particular tasks.

VIII. Origins of Self-Esteem

As with nearly all of the major influences in life, it starts to develop in early childhood from messages one receives from parents and others around. According to psychologist Carl Rogers, the sense of self is a guiding principle that structures the personality. Though internal, the sense of self is shaped by many outside forces. In young children, self-esteem is just a reflection of the esteem that parents and others have for the child; it develops as children react to the ways that important people treat them. During childhood, parents are the most important people among those shaping self-esteem.

When parents and other important people show a person **unconditional positive regard**, or accept him or her no matter what his or her behavior may be at the moment, then he or she is likely to develop a healthy self-esteem. When parents show **conditional positive regard**, accepting their children only when they behave the way they want, then children may not develop a healthy self-esteem.

Psychologist Alfred Adler, who like Rogers was another pioneer in the area of self and personality. Adler believed that the main motivation for everything people do, including efforts

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

toward a successful career, is to get away from a deep childhood-based feeling that they are not as good as they should be—that they are not perfect. “In comparison with unattainable ideal perfection,” he wrote, “the individual is continuously filled by an inferiority feeling and motivated by it.” Again, this is compensating for low self-worth by trying to succeed in other areas of life. An even more dramatic statement by Adler, who coined the term *inferiority complex*, is: “To be a human being means to feel oneself inferior.” With a healthy self-concept and high self-esteem, one can become an effective manager of other people. Most important, one can become a happy, contented person who is able to reduce harmful stress and solve problems.

Review Questions

1. What are the differences among self-concept, self-respect, and self-efficacy? Provide an example of each.

   Answer: Students’ answers will vary. Self-concept is the way one pictures oneself to be. Self-respect is positive self-image with high self-esteem. Self-efficacy is the confidence an individual has in his or her ability to deal with problems when they occur.

2. You are certain that your co-workers see you as a cranky, reclusive hermit. Actually, they think of you as a shy person who is quiet but nice to be around. How can this difference between self-concept and others’ opinions exist side by side regarding the same person? Explain, using concepts from this chapter.

   Answer: Students’ answers will vary. Self-concept is the way one pictures oneself to be; this view of an individual is the foundation of all his or her thoughts about himself or herself, including his or her self-esteem. Self-concept can be divided into four parts, one of which is looking-glass self. It is the self an individual assumes others see when they look at him or her. It is also affected by his or her view of reality. Some people assume that others think well of them much more than is true, while many more tend to assume the opposite. For most people, the looking-glass self is much more negative than it deserves to be.

3. Imagine yourself back in the third grade. Your teacher is yelling at you for breaking the chalk while writing on the chalkboard: “Look at what you’ve done! You’re such a bad student! Go back to your seat!” If you could explain the work of Carl Rogers to your teacher using this example, what would you say?

   Answer: Students’ answers will vary. Carl Rogers had developed the idea that a person’s ideal self comes from the messages he or she receives about what he or she should be like from his or her parents and people around. The ideal self may be quite far apart from the

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

real self, or the two may overlap to some extent. Rogers believed that people get little bits of information all the time about their real selves from their experiences in the world.

According to Rogers, the sense of self is a guiding principle that structures the personality. Though inborn, the sense of self is shaped by many outside forces. In young children, self-esteem is just a reflection of the esteem that parents and others have for the child; it develops as children react to the ways that important people treat them. During childhood, parents are the most important people among those shaping self-esteem. Older children and adolescents are also influenced by teachers, coaches, friends, classmates, siblings, neighbors, and others who build up (or damage) their self-esteem.

4. Do you ever find yourself compensating for a weakness you feel you have? For what behaviors are you compensating? Do you notice when other people compensate? Describe.

   Answer: Students' answers will vary. Compensating is a psychological defense mechanism people may use to reduce embarrassment, shame, anxiety, guilt, or other negative emotions that arise internally when facing unpleasant truths.

   Most people who always need to tell about their accomplishments are actually compensating in some way for low self-esteem. Another form of compensating is when people focus on a single strength (such as good looks, mental ability, or athletic skills) to make up for their overall bad feelings about themselves. These feelings are also called lower self-worth.

5. What specific skill or area of your self-concept needs work? Think of some examples of positive self-talk you could use to boost your self-esteem in this area.

   Answer: Students' answers will vary. Positive self-talk is a popular method of building self-esteem by thinking and speaking positively about oneself.

6. Which would you rather have in your current job or profession, a mentor or a role model? Why? If you were mentoring a new employee in your field, what kinds of things would you say and do?

   Answer: Students' answers will vary. A mentor is a person who acts as a guide or teacher for another, leading that person through experiences. A role model is a person to whom an individual can look to for guidance, but who isn't necessarily actively interacting with the individual.

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

True mentoring involves two people communicating well, one mostly teaching and the other mostly learning. If a person finds someone who will work with him or her in this way, he or she has discovered an excellent method of building self-esteem.

7. Two employees who are learning a new accounting system are talking about it. "It's no use," says the first. "Management is always dumping these new things on me that I can't learn." The second one replies, "We can learn this; it will just take a little practice. Come on, let's try it." According to Rotter, which employee has an internal locus of control, and which employee has an external locus of control? How will this likely affect each one's ability to learn the new system?

   Answer: Julian Rotter, an influential psychologist, describes the locus of control as the perceived center of control over the events in people's lives. People with an internal locus of control feel that they are in control of events in their own lives and have more of a *take-charge* attitude. Rotter and others also believe that an internal locus of control is related to both higher self-esteem and better physical health. On the other hand, people with an external locus of control feel that the world is happening to them, and that they have no control over the events in their lives. Therefore, the second employee seems to have an internal locus of control and will learn faster, whereas the first one having external locus of control will be a slow learner.

8. You are waiting for your appointment for an important job interview. A voice inside you shouts, "You're so stupid, lazy, and ugly! You'll never get this job!" Who is this voice? Why is it sending you these messages? What will you do to stop it?

   Answer: Students' answers will vary. According to Adler, the main motivation for everything people do, including efforts toward a successful career, is to get away from a deep childhood-based feeling that they are not as good as they should be—that they are not perfect.

   Thus, the feelings that have arisen (as stated in the case above) are a result of conditional positive regard, which has led to a low self-esteem. This can possibly be overcome by using positive self-talk and self-fulfilling prophecy. Positive self-talk is a popular method of building self-esteem by thinking and speaking positively about oneself. Self-fulfilling prophecy is the tendency for a prediction to actually occur once it is believed; for example, a victim believes that prejudice against him or her is true and then fulfills it.

Critical Thinking Questions

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

1. Is an internal locus of control good to have in all situations? Can you think of a situation in which it would not be helpful to feel in complete control of your life? For example, when something truly terrible happens, such as a natural disaster or other tragedy, are you really in control of events? If you are not in control of events, what are you in control of in such a situation?

   Answer: Students' answers will vary. People with internal locus of control feel they are in control of the events in their own lives and have a high self-esteem.

2. Some people say that when they were children, their parents lacked confidence in them and treated them with conditional (instead of unconditional) positive regard—and this treatment, rather than reducing their self-esteem, challenged them to work harder and succeed. Do you agree that such treatment, then, might be *good* instead of damaging to people's developing self-esteem? Explain.

   Answer: Students' answers may vary. Some may say that there may be instances when even conditional positive regard helps to boost up the self-esteem of children by developing a spirit of competition and instilling a desire to excel.

3. As you might already be aware, some educators, politicians, and others in leadership positions have carried the self-esteem issue to extremes—far beyond what this chapter teaches. Some examples are removing any real competition from children so their self-esteem won't be threatened, praising people when they deserve anything but praise, and withholding discipline because any discipline might damage the child's fragile ego. Comment on this aspect of self-esteem awareness.

   Answer: Students' answers may vary. However, possibly the discussion would be around unconditional positive regard, which leads to the development of a healthy self-esteem.

4. Millions of people worldwide regularly enjoy the use of social networking sites such as Facebook and Twitter. But when does active participation in social networking sites risk damage to a person's self-esteem? Discuss examples from the news or current online postings that illustrate extreme effects or minor damage related to online social networking sites.

   Answer: Students' answers will vary. While it is true that billions and not millions have access to the Internet, there have been innumerable cases of the misuse of cyber space to demean, taunt, troll, and trouble hapless victims. While there are many inherent advantages to using cyberspace, there are certain high-risk activities being engaged in by people from all age groups. These can lower a person's self-esteem to the extent where it can drive the

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

person in question to take his or her life. This is mainly because of the lack of privacy online and the free access to posts containing taunts, jibes, and bullying to seemingly random persons who may not necessarily be acquainted with the victim. A few victims of social media related effects are Kevin Whitrick, Joe Stack, and Tyler Clementi. Students can do an online research and suggest other such examples.

Case Studies

Case Study 2.1: Stage Fright

Julio Garcia experiences mortifying fear on the thought of being asked to give an oral presentation. When he was told to give two 15-minute long presentations, Julio's apprehension aggravates, resulting in sleepless nights and horrifying images of insult and defamation. When Julio finally meets the company counselor, she offers helpful suggestions and tips to help Julio tide over his fear. Acting upon these, Julio delivers a positive presentation, which increases his confidence.

Questions

1. Let's say that you were Julio's counselor. What additional advice would you give him? Why?

   Suggested Answer: Students' answers may vary. The counselor may suggest the following steps toward developing a higher self-esteem to help Julio overcome his problem:
   - Learn to accept yourself.
   - Develop an internal locus of control.
   - Develop a winning skill.
   - Study confident people.
   - Read biographies of people you admire.
   - Make a list of your greatest talents.
   - Stop procrastinating.
   - Find a mentor.
   - Avoid surface analysis of yourself and others.
   - Use positive self-talk.
   - Don't forget the needs of others.

2. Explain the role self-esteem played in this case.

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

Suggested Answer: Students' answers may vary. Julio had a low self-esteem, lacked self-efficacy, and had external locus of control. Hence, his low self-esteem was responsible for his stage fright.

3. If you get stage fright, what steps do you take to minimize its effects?

   Suggested Answer: Students' answers may vary. Some steps that may be taken to overcome stage fright include consulting a counselor and studying confident people or people who had similar traits and yet overcame them to become successful speakers on stage.

Case Study 2.2: Jill, Self-Esteem, and the Job Search

Jill's dissatisfaction with her job as a customer service representative was affecting her self-esteem. Although encouraged by her friends, she never took up a career in advertising despite her keen interest as she had negative thoughts about her abilities. When Anita, one of Jill's best friends, warns her against redundancy in her job and strongly suggests her to use her creative talents in advertising, Jill experiences a new optimism. Within a month, Jill lands a job in an agency with a higher pay, but more importantly, a strong motivation to succeed.

Questions

1. Discuss the relationship of Anita's little "pep talk" and the self-fulfilling prophecy.

   Suggested Answer: Students' answers may vary. Some may say that Anita's little pep talk helped Jill overcome her low self-esteem and rejuvenated her to search for a new job that fulfilled her desires. With the help of self-fulfilling prophecy, also referred to as the power of self-suggestion, she was able to overcome her despair and found the work she desired. Self-fulfilling prophecy is the tendency for a prediction to actually occur once it is believed; for example, a victim believes that prejudice against him or her is true and then fulfills it. It can lead to both positive and negative outcomes.

2. What was the source of the negative thoughts Jill had been fighting?

   Suggested Answer: Students' answers may vary. Some may say that Jill was suffering from low self-esteem due to lack of job satisfaction. Some may also say that conditional positive response could be the cause of her negative thoughts. Pathological critic, which is a negative inner voice that attacks people and judges their worth negatively, may also be the source of the negative thoughts Jill had been fighting.

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual

3. What steps does Jill need to take to make this new reality a permanent part of her life?

   Suggested Answer: Students' opinions may vary. Some may say that in order to make this new reality a permanent part of her life, Jill may develop her internal locus of control to strengthen her positive self-esteem, avoid procrastination, and use positive self-talk.

4. Do you see parallels to Jill's situation and similar situations in your own life? What steps might you take to change your situation for the better?

   Suggested Answer: Students' answers will vary. While some students may relate with Jill's predicament, there may be others who may have dealt with the issue differently. Students need to present their answers to the rest of the class.

© 2018 by McGraw-Hill Education. This is proprietary material solely for authorized instructor use. Not authorized for sale or distribution in any manner. This document may not be copied, scanned, duplicated, forwarded, distributed, or posted on a website, in whole or part.

Human Relations 6th edition Lamberton Solutions Manual