Test Bank for Human Relations 6th Lamberton

Access Complete Test Bank for Human Relations 6th Lamberton

Chapter 02 Self-Concept and Self-Esteem in Human Relations

1. Self-esteem is the way you conceive of or see yourself.

   FALSE

   Learning Objective: 02-01 Define self-concept.

2. To minimize the effects of the vicious cycle of negative self-concept leading to negative behavior, you must analyze who started the cycle.

   FALSE

   Learning Objective: 02-01 Define self-concept.

3. The ideal self is your vision of your future self.

   TRUE

   Learning Objective: 02-02 Identify the four areas of the self-concept.

4. Parents who present their children with a picture of how they must act to win approval are said to hold "conditional positive regard" for their children.

   TRUE

   Learning Objective: 02-02 Identify the four areas of the self-concept.

5. Self-image is the self that you assume others see when they look at you.

   FALSE

   Learning Objective: 02-02 Identify the four areas of the self-concept.

6. The looking-glass self is affected by your view of reality.

   TRUE

   Learning Objective: 02-02 Identify the four areas of the self-concept.

7. Self-image can be programmed by the things you say to yourself or others.

   TRUE

   Learning Objective: 02-02 Identify the four areas of the self-concept.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

8. The process of discovering your looking-glass self is known as developing your self-awareness.

FALSE

Learning Objective: 02-02 Identify the four areas of the self-concept.

9. Having a healthy self-concept means not allowing yourself to be a slave to other people's opinions.

TRUE

Learning Objective: 02-04 Explain the importance of pleasing yourself and others.

10. Self-esteem can be defined as the extent to which an individual believes him- or herself to be capable, sufficient, and worthy.

TRUE

Learning Objective: 02-05 Define self-esteem.

11. Most people who always need to tell about their accomplishments are actually compensating in some way for an unusually high self-esteem.

FALSE

Learning Objective: 02-05 Define self-esteem.

12. Focusing on a single strength to compensate for overall bad feelings about oneself is a good way to build higher self-esteem.

FALSE

Learning Objective: 02-05 Define self-esteem.

13. People with low self-esteem can readily accept their co-workers and take criticism from others in their work teams.

FALSE

Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.

14. Children are most likely to develop a healthy self-esteem when parents show "conditional positive regard" toward them.

FALSE

Learning Objective: 02-08 Explain the origins of your self-esteem.

15. According to psychologist Carl Rogers, the sense of self is a guiding principle that structures the personality.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

16. During childhood, parents are the most important people among those shaping self-esteem.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

17. According to Alfred 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.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

18. The locus of control is the perceived center of control over the events in people's lives.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

19. People with an external locus of control feel that the world and events in their lives are happening to them and that they have no control over the processes or outcomes of these events.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

20. When Delilah got a D grade in one of her papers, she said to herself, "I should have studied instead of watching movies all night long with my friends; I'll do better next time." From this comment we can conclude that Delilah has an external locus of control.

FALSE

Learning Objective: 02-08 Explain the origins of your self-esteem.

21. Putting things off for too long and not working toward goals can lower your self-esteem.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

22. The fear of pain encourages people to avoid procrastinating for too long.

FALSE

Learning Objective: 02-08 Explain the origins of your self-esteem.

23. True mentoring involves two people communicating well, one mostly teaching and the other mostly learning.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

24. A role model typically acts as a guide or teacher for a person, actively interacting with the person and leading that person through experiences.

FALSE

Learning Objective: 02-08 Explain the origins of your self-esteem.

25. Positive self-talk leads to low self-esteem.

FALSE

Learning Objective: 02-08 Explain the origins of your self-esteem.

26. Positive self-talk means telling your subconscious mind that you are a good person and doing fine.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

27. "Self-fulfilling prophecy" refers to the tendency for a prediction to actually occur once it is believed.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

28. While forming affirmations for positive self-talk, you should be general rather than specific.

FALSE

Learning Objective: 02-08 Explain the origins of your self-esteem.

29. Self-fulfilling prophecies can come from your "buy-in," or taking as fact the beliefs that others hold about you.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

30. The stronger or higher a person's self-esteem is, the weaker the effect other people's negative statements will have on his or her behavior.

TRUE

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

31. Which of the following statements is true about self-concept?

A. It is the tendency to turn an irrational belief into an imagined disaster for yourself.
B. It is the power that is based on your attractiveness to others.
C. It is the power that depends on the threat of possible punishment.
D. It is the foundation of all your thoughts about yourself.

Learning Objective: 02-01 Define self-concept.

32. Seeing yourself as being efficient in a particular field is an example of:

A. cognitive dissonance.
B. self-concept.
C. self-disclosure.
D. self-effacement.

Learning Objective: 02-01 Define self-concept.

33. Sarah's manager had given her feedback on her low performance for a particular quarter. As a result, Sarah started thinking of herself as unprofessional and an inefficient employee. This lowered her _____, and she tended to be even less productive than before.

A. locus of control
B. self-awareness
C. social competence
D. self-concept

Learning Objective: 02-01 Define self-concept.

34. Which of the following would be the most constructive way of behaving if you are stuck in a vicious cycle of negative self-concept leading to negative actions, and vice versa?

A. Trying to analyze who started the cycle
B. Establishing an external locus of control
C. Examining ways to stop the cycle
D. Providing conditional positive regard

Learning Objective: 02-01 Define self-concept.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

35. How would all the four parts of the self-concept occur in a perfect world?

A. All the four parts would intersect each other.
B. All the four parts would be one single circle.
C. The real self and the looking-glass self would be separate from each other.
D. The ideal self and the self-image would be distinct from each other.

Learning Objective: 02-02 Identify the four areas of the self-concept.

36. Everyone has some notion of what he or she would like to become. This vision is known as one's:

A. real self.
B. looking-glass self.
C. ideal self.
D. self-image.

Learning Objective: 02-02 Identify the four areas of the self-concept.

37. John is an introvert and a pessimist. He hopes to become an optimist and a more sociable person someday. This happy and positive person that John wants to become is his image of the:

A. real self.
B. ideal self.
C. self-image.
D. looking-glass self.

Learning Objective: 02-02 Identify the four areas of the self-concept.

38. Which of the following statements is most likely to be true of the ideal self?

A. Most people create an ideal self that is unrealistic and unattainable.
B. People always have a clear picture of their ideal self.
C. For most people, the ideal self and the real self always overlap to a large extent.
D. People accurately and quickly realize when they reach their ideal self.

Learning Objective: 02-02 Identify the four areas of the self-concept.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

39. Which of the following statements is true about conditional positive regard?

A. It leads to the realization that knowing and taking care of the "real you" is quite possible without threatening others.
B. It helps children to achieve their goals and increases their level of happiness.
C. It is an assumption of most people that others think well of them much more than is true.
D. It means parents' provision of positive regard, praise, and approval depend upon their children behaving in ways that they think are correct.

Learning Objective: 02-02 Identify the four areas of the self-concept.

40. Which of the following best describes the looking-glass self?

A. It is the knowledge of how you are being perceived by others.
B. It is the self you assume others see when they look at you.
C. It is the way you truly feel about yourself.
D. It is the manner in which you behave when no one is around.

Learning Objective: 02-02 Identify the four areas of the self-concept.

41. Which of the following statements is true of your self-image?

A. It can be programmed by your day-to-day behavior.
B. It is not affected by the things you say to yourself.
C. It is the way you actually are when nobody is around.
D. It is the self you assume others see when they look at you.

Learning Objective: 02-02 Identify the four areas of the self-concept.

42. Your _____ is the way you truly feel about yourself.

A. self-image
B. ideal self
C. ego
D. looking-glass self

Learning Objective: 02-02 Identify the four areas of the self-concept.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

43. Developing your self-awareness is typically a process of:

A. giving positive self-suggestions.
B. establishing an external locus of control.
C. assuming a more positive looking-glass self.
D. discovering your real self.

Learning Objective: 02-02 Identify the four areas of the self-concept.

44. The _____ is defined as how a person actually is when nobody is around to approve or disapprove of his or her actions.

A. real self
B. ideal self
C. looking-glass self
D. self-image

Learning Objective: 02-02 Identify the four areas of the self-concept.

45. In the context of self-concept, which of the following is most likely true of the looking-glass self?

A. For most people, the looking-glass self is much more negative than it deserves to be.
B. The looking-glass self is unaffected by one's view of reality.
C. The process of developing one's looking-glass self is known as "self-awareness."
D. When nobody approves or disapproves one's actions, the looking-glass self develops.

Learning Objective: 02-02 Identify the four areas of the self-concept.

46. In the context of Carl Rogers' theory, which of the following statements is true about self-concept?

A. The main motivation for everything you do is to get away from a deep childhood-based feeling that you are not as good as you should be.
B. Your internal locus of control is related to both high self-esteem and good physical health.
C. Your ideal self comes from the messages you receive from your parents and people around you about what you should be like.
D. You develop internal or external explanations for control based on experiences.

Learning Objective: 02-03 Describe the real and ideal selves.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

47. Danica wants to excel as a student. However, she gets a D in her term exam. This shows that:

A. Danica's real self and ideal self are not very close.
B. Danica's looking-glass self is more positive than it deserves to be.
C. Danica's ideal self and her self-image do not match.
D. Danica's looking-glass self and ideal self overlap with each other.

Learning Objective: 02-03 Describe the real and ideal selves.

48. According to Carl Rogers, how can one bring the ideal self and the real self closer to develop a healthy self-concept?

A. By adjusting the real self to fit the looking-glass self
B. By working up to a more realistic and attainable ideal
C. By adjusting the ideal self according to the messages received from the environment
D. By paying more attention to the messages about one's ideal self

Learning Objective: 02-03 Describe the real and ideal selves.

49. It is sometimes uncomfortable to be around people who really don't "need" anyone to like them because most people:

A. derive their purpose from displeasing others.
B. typically receive unconditional positive regard.
C. have an internal locus of control.
D. expect others to share their need for acceptance.

Learning Objective: 02-04 Explain the importance of pleasing yourself and others.

50. Which of the following best defines the term "self-efficacy"?

A. The confidence an individual has in his or her ability to deal with problems
B. Deciding ahead of time which tasks are the most, and least, important
C. The process of letting other people know what one is really thinking and feeling
D. The knowledge of how one is being perceived by others

Learning Objective: 02-05 Define self-esteem.

51. Which of the following statements is true of self-esteem?

A. It is influenced by parents and starts to develop in early childhood.
B. It is invariably the same as self-concept.
C. It is what people assume when they look at a person.
D. It is the regard individuals hold for other people.

Learning Objective: 02-05 Define self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

52. _____ is defined as the use of a strength to make up for a real or perceived weakness.

A. Compensating
B. Reinforcing
C. Intervention
D. Assertiveness

Learning Objective: 02-05 Define self-esteem.

53. Which of the following terms best describes a psychological defense mechanism people may use to reduce embarrassment, shame, anxiety, guilt, or other negative emotions that arise internally when facing unpleasant truths?

A. Filtering
B. Compensating
C. Whistleblowing
D. Reinforcing

Learning Objective: 02-05 Define self-esteem.

54. Lena, a former sprint runner, boasts about her speed and how she had surpassed her competitors in her prime days. Though she has not been in good shape for the last few years, she continues to talk about her fitness. Lena is trying to:

A. pay more attention to the messages she is receiving from her environment.
B. use a self-suggestion technique to improve her self-esteem.
C. discover her real self.
D. compensate in some way for her low self-esteem.

Learning Objective: 02-05 Define self-esteem.

55. People who have high self-esteem are more likely to succeed in achieving their personal goals because they:

A. are motivated by a need to compensate through achievement.
B. are driven by a desire to see their dreams and goals achieved.
C. focus their energies on a single strength to make up for their overall weaknesses.
D. work hard to measure up to others' achievements and goals.

Learning Objective: 02-05 Define self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

56. Which of the following is a step toward combating low self-esteem?

A. Performing a surface analysis of oneself and others
B. Listening for the inner critic and changing one's behavior
C. Studying the behavior and manner of timid people
D. Developing an external locus of control

Learning Objective: 02-05 Define self-esteem.

57. In an organizational context, which of the following is true of people with low self-esteem?

A. They are likely to work with little enthusiasm or commitment.
B. They readily accept criticism from others in the team.
C. They are objective while tackling a problem.
D. They usually receive unconditional positive regard from their colleagues.

Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.

58. Self-efficacy is:

A. the use of a single strength to make up for a real or perceived weakness.
B. an individual's vision of his or her future self.
C. the way an individual conceives or sees himself or herself.
D. the confidence an individual has in his or her ability to deal with problems.

Learning Objective: 02-07 Distinguish among different types of self-esteem.

59. Self-efficacy is:

A. The messages that we receive from our parents and others around us
B. The ideal self that we have
C. The external locus of control that we develop during our childhood
D. The emotional problems that we need to attend to

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

60. How did Carl Rogers revolutionize the way psychologists thought of therapy?

A. He developed theories about the inferiority complex and about the compensation for feelings of deficiency compared with others.
B. He believed clients understood their own problems and experiences, and that a therapist's role was that of a consultant in assisting client treatment.
C. He refined the social learning theory to say that personality comes from an interaction of the individual with his or her environment.
D. He developed the theory of the self-fulfilling prophecy.

Learning Objective: 02-08 Explain the origins of your self-esteem.

61. What is unconditional positive regard?

A. The acceptance of individuals as worthy when they behave in a certain way
B. The acceptance of individuals as worthy and valuable regardless of their behavior
C. The attempt by parents to improve their children's behavior by comparing them to others
D. The rejection of children by their parents as inherently worthless unless otherwise proven by their behavior

Learning Objective: 02-08 Explain the origins of your self-esteem.

62. How does conditional positive regard affect children?

A. Children may develop an unattainable real self.
B. Children will develop an external locus of control.
C. Children reject their parents' plan for them completely.
D. Children will never try to measure up to others' standards.

Learning Objective: 02-08 Explain the origins of your self-esteem.

63. _____ coined the term "inferiority complex."

A. Carl Rogers
B. Julian Rotter
C. Eric Berne
D. Alfred Adler

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

64. Which of the following is the most effective self-esteem affirmation?

A. "I want to be a great success."
B. "I am responsible for my own choices."
C. "I do not like myself and anyone around me."
D. "I want to be a good person."

Learning Objective: 02-08 Explain the origins of your self-esteem.

65. Which of the following is a step toward achieving high self-esteem?

A. Performing a surface analysis of oneself and others
B. Making a list of one's greatest talents
C. Developing an external locus of control
D. Studying timid people

Learning Objective: 02-08 Explain the origins of your self-esteem.

66. _____ is defined as the way a person conceives of himself or herself.

Self-concept

Learning Objective: 02-01 Define self-concept.

67. Some parents present their children with a picture of how the children must act to win approval. Such parents are said to hold _____.

conditional positive regard

Learning Objective: 02-02 Identify the four areas of the self-concept.

68. The _____ is the self that you assume others see when they look at you.

looking-glass self

Learning Objective: 02-02 Identify the four areas of the self-concept.

69. The _____ can be programmed by people's day-to-day behavior and by the things they say to themselves or others.

self-image

Learning Objective: 02-02 Identify the four areas of the self-concept.

70. The process of discovering your _____ is known as developing your self-awareness.

real self

Learning Objective: 02-02 Identify the four areas of the self-concept.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

71. According to Carl Rogers, your _____ comes from the messages you receive from your parents and people around you about what you should be like.

ideal self

Learning Objective: 02-03 Describe the real and ideal selves.

72. Carl Rogers believed that in order to have a healthy _____, people need to work on making the ideal and real selves much closer.

self-concept

Learning Objective: 02-03 Describe the real and ideal selves.

73. _____ occurs when individuals are unable to see themselves as capable, sufficient, or worthy.

Low self-esteem

Learning Objective: 02-05 Define self-esteem.

74. Psychological research finds that people with _____ self-esteem often feel self-conscious and vulnerable to rejection.

lower

Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.

75. _____ is associated with low job satisfaction and has even been linked to a higher likelihood of unemployment.

Lower self-esteem

Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.

76. When people with a(n) _____ self-esteem tackle problems, they tend to be more objective and constructive.

healthy

Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.

77. _____ is the confidence an individual has in his or her ability to deal with problems when they occur.

Self-efficacy

Learning Objective: 02-07 Distinguish among different types of self-esteem.

78. Self-esteem starts to develop in _____ from messages we receive from parents and others around us.

early childhood

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

79. The acceptance of individuals as worthy and valuable regardless of their behavior is referred to as _____.

unconditional positive regard

Learning Objective: 02-08 Explain the origins of your self-esteem.

80. When parents show children _____, children may not develop a healthy self-esteem.

conditional positive regard

Learning Objective: 02-08 Explain the origins of your self-esteem.

81. When your parents and other important people treat you with _____, you are likely to develop a healthy self-esteem.

unconditional positive regard

Learning Objective: 02-08 Explain the origins of your self-esteem.

82. Alfred Adler believed that the main motivation for everything people do, including efforts toward a successful career, is to get away from a(n) _____ that they are not as good as they should be.

deep childhood-based feeling

Learning Objective: 02-08 Explain the origins of your self-esteem.

83. People with a(n) _____ locus of control feel that they are in control of events in their own lives and have more of a take-charge attitude.

internal

Learning Objective: 02-08 Explain the origins of your self-esteem.

84. People with a(n) _____ locus of control feel that the world is happening to them and that they have no control over the events in their lives.

external

Learning Objective: 02-08 Explain the origins of your self-esteem.

85. A(n) _____ is someone who will walk you through experiences that are new to you but that he or she has already been through.

mentor

Learning Objective: 02-08 Explain the origins of your self-esteem.

86. According to Julian Rotter, _____ is the perceived center of control over the events in people's lives.

locus of control

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

87. How does one's self-concept lead to a vicious cycle?

Answer: Our everyday actions tend to affect our self-concept; in turn, our self-concept affects our behavior. This interrelation leads to a vicious cycle when a negative self-concept leads to negative behavior and vice versa; both stimulating and reinforcing each other.

Learning Objective: 02-01 Define self-concept.

88. List two common mistakes people make about their ideal self.

Answer: One common mistake that people make about their ideal self is to think that they have already reached their ideal, when actually they still have a long way to go. Another mistake is to create an ideal self that is unrealistic and unattainable.

Learning Objective: 02-02 Identify the four areas of the self-concept.

89. How do the things you say affect your self-image?

Answer: Things we say to ourselves or to others program our self-image. For example, if we say that we are losers, bumbling idiots or whatever other negative descriptions we may use, our self-image will automatically memorize that message for future use. Fortunately, the opposite is also true: if we use positive words and phrases to describe ourselves, those messages will also become a part of our memory, helping us to achieve our goals and increase our level of happiness.

Learning Objective: 02-02 Identify the four areas of the self-concept.

90. What happens when the ideal self and the real self are not close to each other?

Answer: When the real self and ideal self are not very close, people feel bad about themselves. They can become depressed and unhappy and can have a lowered opinion of themselves.

Learning Objective: 02-03 Describe the real and ideal selves.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

91. In the context of Mary Pipher's studies, explain how media messages affect young girls growing up in America.

Answer: According to psychologist and author Mary Pipher, girls grow up in American culture surrounded by media messages that they are valued for their physical appearance, while their intelligence and other qualities are devalued. Girls then blame themselves for not being pretty enough, and their self-concept can be damaged in the process.

Learning Objective: 02-04 Explain the importance of pleasing yourself and others.

92. Why is liking and accepting yourself the most important skill you can learn in life?

Answer: Liking and accepting ourselves is one of the most important skills we can learn in life because all of the relationships we have with other people are affected by the way we see ourselves, accept or reject ourselves, and assume what others feel about us.

Learning Objective: 02-05 Define self-esteem.

93. Why do some people brag about themselves?

Answer: Most people who always need to talk 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.

Learning Objective: 02-05 Define self-esteem.

94. How does a person with high self-esteem perform at his or her workplace?

Answer: People with healthy self-esteem will be open and ready for new experiences. On the job, this readiness translates into usefulness and adaptability. When they tackle problems, they tend to be more objective and constructive. They can more readily accept their co-workers and take criticism from others in their work team.

Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

95. Describe the two types of self-esteem.

Answer: Currently, researchers describe two different types of self-esteem:
1. Feelings, either positive or negative, about self-worth
2. Confidence in the ability to deal with problems when they happen, often called self-efficacy

The first type has to do with how we feel about ourselves when we are alone. The second type has to do with actions, problem solving, and the ability to succeed at particular tasks.

Learning Objective: 02-07 Distinguish among different types of self-esteem.

96. In the context of Carl Rogers' studies, explain the source of self-esteem.

Answer: According to the well-known psychologist Carl Rogers, the sense of self is a guiding principle that structures 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.

Learning Objective: 02-08 Explain the origins of your self-esteem.

97. How does conditional positive regard affect children?

Answer: When parents show children conditional positive regard, the children may not develop a healthy self-esteem. Children may have a hard time understanding the mixed messages from the parents and thus become confused on what constitutes proper behavior. Children also tend to develop lower self-esteem and consider themselves incapable of the right behavior.

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

98. What did Alfred Adler discover about conditional positive regard?

Answer: Adler believed that 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. "In comparison with unattainable ideal perfection," he wrote, "the individual is continuously filled by an inferiority feeling and motivated by it."

Learning Objective: 02-08 Explain the origins of your self-esteem.

99. Describe locus of control and differentiate between internal and external locus of control.

Answer: According to Julian Rotter, an influential psychologist, the locus of control is 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 and events in their lives are happening to them, and that they have no control over the processes or outcomes of these events.

Learning Objective: 02-08 Explain the origins of your self-esteem.

100. If a student who failed in an exam has an external locus of control, how would he or she respond to the failure?

Answer: The student will tend to blame external factors for the failure. He or she may justify the failure by saying, "Those questions were all too tricky. I can't help it if all the questions came from the chapters that I didn't understand. The instructor is probably just out to get me, anyway. I don't think she likes me."

Learning Objective: 02-08 Explain the origins of your self-esteem.

101. How does reading biographies of people you admire help you achieve higher self-esteem?

Answer: We can pick up many self-esteem hints by reading biographies. Rather than getting carried away by admiration for the success stories of others, we should start thinking of healthy self-esteem as something that we already have. We often lose touch with our healthy self-esteem. Seeing ourselves when reading or watching biographies will help us discover a lost treasure—our self-worth.

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

102. How does procrastination affect an individual?

Answer: Procrastination can hurt self-esteem a great deal. When we are not working toward goals, this can easily bring our self-esteem lower.

Learning Objective: 02-08 Explain the origins of your self-esteem.

103. Describe a mentor.

Answer: A mentor is someone who walks us through experiences that are new to us, but that he or she has already been through. True mentoring involves two people communicating well, one mostly teaching and the other mostly learning.

Learning Objective: 02-08 Explain the origins of your self-esteem.

104. What is the difference between a role model and a mentor?

Answer: A role model is someone we can look up to for guidance by example, but who isn't necessarily actively interacting with us. A mentor is someone who walks us through experiences that are new to us, but that he or she has already been through. A role model can help us, although we will be doing most or all of the work, while mentoring involves two people communicating well, one mostly teaching and the other mostly learning.

Learning Objective: 02-08 Explain the origins of your self-esteem.

105. List the benefits of positive self-talk.

Answer: It is a popular method of building self-esteem by thinking and speaking positively about oneself. Positive self-talk helps because words are powerful healers. The way we talk to others and to ourselves about ourselves can be a strong force for change in our lives. Positive self-talk means telling our subconscious mind that we are good and doing fine.

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

106. Why are self-esteem affirmations effective?

Answer: Self-esteem affirmations work because of what psychologists call the "self-fulfilling prophecy," also referred to as the "power of self-suggestion." This means that when we believe something strongly enough, it becomes a reality: by our beliefs and the actions that follow, we fulfill the prophecy or expectation we hold about our future behavior.

Learning Objective: 02-08 Explain the origins of your self-esteem.

107. What is the inner critic?

Answer: Psychologists Lisa Firestone and Robert Firestone believe that most people have a negative inner voice that attacks and negatively judges their worth. They call this voice the critical inner voice or "inner critic." This critic comes from the "should" and "should not" messages that parents and other adults give children while they are young. People listen to this inner critic because it helps shape their identity and can make them feel somewhat better in the short run because it gives them some direction about how to behave in situations. In the long run, though, the critic does a great deal of damage.

Learning Objective: 02-08 Explain the origins of your self-esteem.

108. List the steps that can be used for combating low self-esteem by defeating the inner critic.

Answer: Steps that can be used for combating low self-esteem by defeating the inner critic are as follows:
1. Listening for the inner critic
2. Taking notes on the critic and separating "I" from "you"
3. Recognizing the origin of the inner critic's voice
4. Responding to the inner critic and challenging the message
5. Recognizing when the inner critic leads one to action
6. Changing one's behavior

Learning Objective: 02-08 Explain the origins of your self-esteem.

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton

Chapter 02 Self-Concept and Self-Esteem in Human Relations

Summary

Category	*# of Questions*
Learning Objective: 02-01 Define self-concept.	8
Learning Objective: 02-02 Identify the four areas of the self-concept.	23
Learning Objective: 02-03 Describe the real and ideal selves.	6
Learning Objective: 02-04 Explain the importance of pleasing yourself and others.	3
Learning Objective: 02-05 Define self-esteem.	13
Learning Objective: 02-06 Discuss the relationship between self-esteem and work performance.	6
Learning Objective: 02-07 Distinguish among different types of self-esteem.	3
Learning Objective: 02-08 Explain the origins of your self-esteem.	46

Copyright 2019 © McGraw-Hill Education. All rights reserved. No reproduction or distribution without the prior written consent of McGraw-Hill Education.

Access Complete Test Bank for Human Relations 6th Lamberton