

PART 6

Chapter Outlines, Objectives, Questions, Key Terms Defined, Test Items, Exercises, and Activities

For each of the chapters in the book, we have developed a series of catalyst questions for use in class discussions, small-group interactions, and individual review of the chapters. Many of these questions are also appropriate for quizzes, exams, take-home reaction papers, and other evaluation devices.

We've developed the following study guide for instructors who would like to offer their students structure in reading the chapters. The questions and guidelines provide students with a focus as they review, and students might find such a device very helpful as they attempt to pull the material together and to review for tests.

For those of you who want to administer tests covering the content of the chapters, we've provided both essay questions (which can also be used for class discussions) and objective test items. For this manual we've designed about 30 to 50 multiple-choice items for each chapter that you can use in a number of ways as weekly quizzes, as the basis for drawing items for a midterm or final examination, or simply as a comprehension check that you give to students to take at home for study purposes. This study guide is closely geared to the multiple-choice test items that you'll find in this manual. Students who use this study guide could be expected to do well on the chapter tests. **Note: There are five questions for each chapter that are on the Website, each of which will be found in Part 9 (On-line Quiz Items).**

If you favor this structured approach, or if you want to include objective testing on this book as a part of your evaluation procedure, your students will undoubtedly appreciate having the following study guide as a part of their course outline.

Suggestion for Final Examination. If you would rather not use separate chapter quizzes, you could simply pull together all these multiple-choice items (plus some short essays if you desire) and you will have a comprehensive final exam covering the main content of the complete textbook.

CHAPTER 1: INVITATION TO PERSONAL LEARNING AND GROWTH

Outline

Where Am I Now?

Choice and Change

 We Do Have Choices!

 Are You Ready to Change?

 What About Other People

Models for Personal Growth

 Adjustment or Growth?

 A Humanistic Approach to Personal Growth

 Overview of Maslow's Self-Actualization Theory

 Choice Theory Approach to Personal Growth

Are You an Active Learner?

Multiple Intelligences and Multiple Learning Styles

 Taking Responsibility for Learning

Getting the Most from This Book: Suggestions for Personal Learning

Chapter Summary

Where Can I Go From Here?

Website Resources

Chapter Objectives

- to introduce the philosophy and approach of this book
- to describe several models for personal growth
- to identify some of the key leaders in the development of humanistic psychology and describe some of their major ideas and contributions
- to encourage an active stance toward learning
- to explore a variety of learning styles
- to provide suggestions for how to use this book

Questions for Thought, Class Discussion, and Evaluation

1. Has your education taught you much about yourself? In your classes so far, has time been allowed to discuss values and matters of personal concern to you? Discuss and give examples.
2. When you look at the kind of college student you are now, how would you describe yourself as a learner? In what ways has your earlier education contributed to the kind of learner you now are?
3. In what ways might you want to change as a learner? Discuss and mention some specific things you'd like to be able to say about yourself as a learner.
4. Assume you could design the course you're about to take, using this textbook. Look through some of the major headings in each chapter. How would you set up the course? What methods would you use? What structure would you give the class? What requirements would you have, if any?

5. When you consider the course you're about to take, what are your personal goals? What do you most hope to leave the course with at the end of the semester?
6. In terms of your own hopes for the course, what are you willing to do to become an active and involved learner?
7. What are some specific things that you're willing to do in this course that are different for you? What risks are you willing to take?
8. Contrast the concepts of self-esteem with other-esteem. Do you see a way to integrate both of these concepts?
9. What are the values of self-exploration? Are there any risks attached to honestly looking at one's life?
10. What is the major emphasis of positive psychology?
11. Compare your view of freedom of choice with that of the Coreys.
12. State the essence of the philosophy underlying *I Never Knew I Had a Choice*.
13. What are the major differences between active versus passive learning? How would you describe your own learning style?
14. What are some of the basic differences between growth and adjustment? Would you rather be growing or adjusting?
15. What are the basic aspects of the self-actualization model for personal growth? Describe the main characteristics that Maslow found in his studies of self-actualizing people.
16. How is self-actualization a lifelong process as opposed to arriving at a finished place in one's life?
17. After reviewing the characteristics of the self-actualizing person, spend some time reflecting on each of the topics in this book with reference to how these topics might have applications to people who are functioning at this high level. At this time in your life, how would you describe your progress toward the self-actualizing process? What are some factors that might be blocking your own actualization?
18. What is your understanding of the concept of social interest? Contrast the Western concept of social interest with the Eastern concept of social interest.
19. Some writers contend that the good life cannot be lived alone and that people do not find themselves in isolation; rather, they find themselves through connectedness with others. Discuss the balance between becoming one's own person and being concerned with others. Do you see any contradiction in being concerned about both your own and others' welfare?
20. Alfred Adler contends that people are not the victims of fate, but are creative, active, choice-making beings whose every action has purpose and meaning. In light of your own personal experience, to what degree do you agree or disagree with this view of human nature?
21. Another of Adler's basic concepts is social interest. According to Adler, our happiness and success are largely related to our sense of belonging and to feeling connected to others. Discuss the quality of your own meaningful relationships with others. To what degree do your actions show your social interest?
22. What are some implications of Carl Jung's concept of the shadow?
23. What are some key ideas of the philosophy of Carl Rogers?

24. Natalie Rogers developed person-centered expressive arts therapy. What are some of the advantages of using expressive arts as a therapeutic approach?
25. The Coreys encourage readers to make their own decisions and determine the kind of person they want to become. They also emphasize the importance of the impact that their decisions have on the people around them. In your own experience, have you encountered any difficulty in thinking about your own personal growth and how your actions affect others in your life?

Glossary of Key Terms

The paradoxical theory of change holds that personal change tends to occur when we become aware of *what we are* as opposed to trying to become *what we are not*.

Self-esteem refers to having a positive view of one's self and a sense of confidence and self-worth.

Other-esteem involves respect, acceptance, caring, valuing, and promoting others, without reservation.

Adjustment involves the psychological processes through which individuals cope with the demands and challenges of daily life; it is a norm by which people can assess their level of mental health.

Self-exploration involves being honest with yourself and others, thinking for yourself, and making a commitment to live by your choices.

Personal growth can be viewed as a lifelong process rather than as a fixed point at which we arrive.

Self-actualization means working toward fulfilling our potential, toward becoming all that we are capable of becoming.

Humanistic psychology is an approach to the study of personal growth based on an actualizing model of what humans can become.

Positive psychology is an approach that focuses on positive emotions, health, hope, courage, contentment, happiness, well-being, perseverance, resilience, tolerance, and human strength.

Social interest is an Adlerian concept which involves identification and empathy with others and which includes a striving for a better future.

Community feeling is a sense of belonging to the ongoing development of humankind.

Individualism is a Western concept which affirms the uniqueness, autonomy, freedom, and intrinsic worth of the individual and emphasizes personal responsibility for one's behavior and well-being.

Collectivism affirms the value of preserving and enhancing the well-being of the group and emphasizes unity, unification, integration, and fusion.

Individuation is a process of moving toward a fully harmonious and integrated personality.

The shadow is the aspect of human nature associated with primitive impulses such as selfishness and greed.

Fully functioning person is a concept of humanistic psychology implying becoming a genuine and effective person.

Person-centered expressive arts therapy extends person-centered theory by helping individuals access their feelings through spontaneous creative expressions.

Psychodrama is primarily a humanistic and action-oriented approach to group therapy in which people explore their problems through role-playing, enacting situations using dramatic ways of gaining insight,

discovering their own creativity, and developing behavioral skills.

Hierarchy of needs is a concept of Maslow's self-actualization theory holding that we must first meet our basic needs before we can satisfy our higher needs for actualization.

Reality therapy is a cognitive-behavioral approach to psychotherapy that aims at helping people satisfy their basic human needs.

Choice theory is the foundation of reality therapy that holds that we are social creatures who need to both give and receive love.

Total behavior is our best attempt to get what we want to satisfy our needs; it involves acting, thinking, feeling, and physiology.

WDEP is an acronym describing the basic procedures used in the practice of reality therapy. W= wants and needs, D = direction and doing, E = self-evaluation, P= planning.

Active learner is one who assumes responsibility for his or her own education.

Multiple intelligences, a theory developed by Howard Gardner, posits that intelligence is not a single, easily measured ability, but a group of complex multidimensional abilities. The eight types of intelligence and learning described by Gardner include: verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily kinesthetic, intrapersonal, interpersonal, and naturalistic.

Emotional intelligence refers to the ability to control impulses, empathize with others, form responsible interpersonal relationships, and develop intimate relationships.

TEST ITEMS FOR CHAPTER 1

INVITATION TO PERSONAL LEARNING AND GROWTH

1. Positive psychology
 - a. is a biological approach to humor and creativity.
 - b. calls for increased attention and research on positive emotions.
 - c. has no support in the empirical literature.
 - d. is no longer a popular approach to the study of development.
2. In regard to change, Corey and Corey believe that
 - a. we can expect that others will change as a result of the changes we make in our lives.
 - b. change is a comfortable process.
 - c. we find ourselves in isolation, meditation, and probing our unconscious for insight.
 - d. if you are making change happen in your life, others may not appreciate all of the ways that you are changing.
3. The Coreys' basic point of view is that freedom of choice is
 - a. doing whatever you want without regard for others.
 - b. a basic part of our birthright.
 - c. not something given to us but something we must actively achieve for ourselves.
 - d. an illusion, since we are determined by our past experiences.
 - e. something we acquire when we reach mature adulthood.
4. Personal growth is best viewed as
 - a. a fixed point at which we arrive when we reach adulthood
 - b. exactly the same thing as adjustment.
 - c. a process rather than a fixed point at which we arrive.
 - d. what we do on our own, not engaging other people in the process.
5. Self-actualization is best described as
 - a. working toward fulfilling our potential, toward becoming all that we are capable of becoming.
 - b. being pain-free, not allowing outside circumstances to affect our peace of mind.
 - c. something that only the mature adult can accomplish if they have mastered all developmental tasks of earlier years.
 - d. settling for a complacent existence, with neither challenge nor excitement.
6. A central concept of the humanistic approach to personal growth is
 - a. self-actualization.
 - b. determinism.
 - c. active listening.
 - d. social interest.

7. _____ is the psychologist most often credited with making the major breakthroughs in understanding self-actualization.
 - a. Abraham Maslow
 - b. Carl Rogers
 - c. Alfred Adler
 - d. Carl Jung
8. According to Maslow, self-actualization is possible only when
 - a. we come to terms with our parents.
 - b. our most basic needs are fulfilled.
 - c. we resolve our mid-life crisis.
 - d. we understand our dreams.
9. Maslow found that self-actualizing people had the following characteristics:
 - a. a capacity to tolerate and even welcome uncertainty in their lives.
 - b. spontaneity and creativity.
 - c. a need for privacy and solitude.
 - d. all of the above.
10. Carl Rogers's theory focused on
 - a. social interest as the standard by which to judge psychological health.
 - b. striving toward self-actualization.
 - c. the importance of nonjudgmental listening and acceptance as a condition for people to feel free enough to change.
 - d. the goal of individuation, or a fully harmonious and integrated personality.
11. Rogers built his entire theory and practice of psychotherapy on the concept of
 - a. the fully functioning person.
 - b. achieving individuation.
 - c. striving for self-actualization.
 - d. self-determination.
12. _____ made a choice to focus on the unconscious realm in his personal life, which also influenced the development of his theory of personality.
 - a. Alfred Adler
 - b. Carl Jung
 - c. Abraham Maslow
 - d. Carl Rogers
13. The process of achieving individuation implies
 - a. being self-actualized.
 - b. developing a harmonious and integrated personality.
 - c. social interest based on identification and empathy with others.
 - d. separating from the influence of early childhood experiences.

14. The primary goal of Jung's theory is
- rejecting the dark side of our nature.
 - recognizing that we are creative, active, choice-making beings whose every action has purpose and meaning.
 - overcoming the deterministic view of human behavior.
 - achieving individuation, or a fully harmonious and integrated personality.
15. _____ developed a theory largely based on his early childhood experiences of struggling to overcome weaknesses and feelings of inferiority.
- Alfred Adler
 - Carl Jung
 - Abraham Maslow
 - Carl Rogers
16. A basic concept of Alfred Adler's theory is
- self-actualization.
 - individuation.
 - determinism.
 - social interest.
17. Adler's theory stresses self-determination in opposition to Freud's
- psychosexual stages of development.
 - psychic structure composed of id, ego, and superego.
 - defense mechanisms.
 - deterministic view of human beings.
18. Adler equates his basic concept of social interest with
- identification and empathy with others.
 - unity, unification, integration, and fusion with others.
 - global responsibility.
 - collectivism, which affirms the value of preserving and enhancing the well-being of the group.
19. Who is considered a pioneer in person-centered expressive arts therapy?
- Carl Rogers
 - Natalie Rogers
 - Zerka Moreno
 - Virginia Satir
20. All of the following are humanistic principles that underlie person-centered expressive arts therapy **except** for which of the following?
- The creative process is transformative and healing.
 - Most behavior is aimed at trying to conquer the shadow.
 - All people have an innate ability to be creative.
 - Personal growth is achieved through self-awareness, self-understanding, and insight.

21. Who is considered a pioneer in the development of psychodrama?
- Maya Angelo
 - Natalie Rogers
 - Zerka Moreno
 - Virginia Satir
22. Who is considered a pioneer in the development of family therapy?
- Maya Angelo
 - Natalie Rogers
 - Zerka Moreno
 - Virginia Satir
23. Which of the following is not true as it applies to psychodrama?
- Psychodrama is an action approach to group therapy.
 - In psychodrama, people enact their problems rather than talk about their problems.
 - Psychodrama is not concerned about the past, but is primarily oriented toward the future.
 - In psychodrama, the past, present, and future are brought together through enacting scenarios.
24. Empirical studies conducted on what constitutes happiness have found which factors as being **very important ingredients** for overall happiness?
- money, gender, social status
 - love and intimate relationships, work, personality
 - parenthood and age
 - intelligence and physical attractiveness
25. The process of self-actualization as viewed from a Western orientation
- rests on collectivism, which affirms the value of preserving and enhancing the group as the main principle guiding social action.
 - emphasizes unity, unification, integration, and fusion.
 - is grounded in individualism, which affirms the uniqueness, autonomy, freedom, and intrinsic worth of the individual.
 - emphasizes cooperation, harmony, interdependence, the collective responsibility.
26. Eastern orientation emphasizes
- cooperation, harmony, interdependence, achievement of socially oriented group goals, and collective responsibility.
 - personal responsibility for our behavior and well-being.
 - the ultimate aim of personal self-actualization.
 - uniqueness, autonomy, freedom, and intrinsic worth of the individual.
27. How is Maslow's hierarchy of needs organized?
- safety; physiological; love and belongingness; self-esteem; self-actualization
 - self-esteem; safety; physiological; love and belongingness; self-actualization
 - love and belongingness; physiological; self-esteem; safety; self-actualization
 - physiological; safety; love and belongingness; self-esteem; self-actualization

28. Once our physiological needs have been met, our focus will then be meeting our
 - a. security and stability needs.
 - b. safety needs.
 - c. esteem needs.
 - d. love needs.
29. Ron is living on the streets. His alcoholism has brought him to this point and he is depressed. He is seeking help at a homeless shelter and has asked to see a counselor. According to Maslow's theory, the *first* goal of counseling would be to help Ron with
 - a. the search for self-actualization.
 - b. his safety needs, which include a sense of security and stability.
 - c. working on his need for esteem, both from self and others.
 - d. meeting his physiological needs.
30. According to Maslow, we are able to strive toward self-actualization once the following needs are met
 - a. psychological, cognitive, spiritual, and emotional.
 - b. physiological, safety, love, and esteem.
 - c. belongingness, freedom, basic honesty and caring.
 - d. autonomy, love, and self-esteem.

For numbers 31-34, match the category for self-actualization with the behaviors and traits listed below.

31. Self-awareness
32. Freedom
33. Basic honesty and caring
34. Trust and autonomy
 - a. sense of social interest, interpersonal relationships, sense of humor
 - b. efficient perception of reality, ethical awareness, freshness of appreciation
 - c. search for purpose and meaning, autonomy and independence, acceptance of self and others
 - d. detachment, creativity, spontaneity
35. Which of the following is *not* a characteristic of self-actualizing people?
 - a. sense of social interest
 - b. being completely independent
 - c. having a capacity for real love and fusion with another
 - d. possessing a sense of humor
36. Emotional intelligence pertains to the ability to:
 - a. control impulses
 - b. empathize with others
 - c. form responsible interpersonal relationships
 - d. all of the above

37. John is working in a helping profession. He enjoys being around people and has many friends. He seems to learn best by relating, sharing, and participating in cooperative group environments. These characteristics are associated with the following type of intelligence:
- intrapersonal.
 - visual-spatial.
 - interpersonal.
 - verbal-linguistic.
38. For the most part, traditional approaches to schooling, including teaching methods, class assignments, and tests, have been geared to and measure the growth of
- visual-spatial and intrapersonal abilities.
 - multidimensional intellectual abilities.
 - verbal-linguistic and logical-mathematical abilities.
 - both intuitive and cognitive abilities.
39. Michael likes to read maps, charts, and diagrams. He is able to visualize clear images when he thinks about things. He is planning to become an engineer and his favorite classes are those in which he can design and create things. Michael has the following intellectual orientation:
- intrapersonal.
 - visual-spatial.
 - logical-mathematical.
 - verbal-linguistic.
40. If you are a kinesthetic learner, you prefer to learn by
- doing, by getting physically involved through movement and action.
 - reading, watching videotapes, and observing demonstrations.
 - listening to lectures, audiotapes, and discussing what you've heard.
 - reciting information and teaching others.
41. If your intelligence is logical-mathematical, you probably
- have clear visual images when you think about things.
 - like to explore patterns and relationships and enjoy doing activities in sequential order.
 - prefer listening to music when you study or read.
 - like being in cooperative group environments.
42. In choice theory, total behavior consists of all of the following components of behavior **except for**
- acting
 - working
 - thinking
 - physiology
43. Examples of those who are naturalistic learners include
- speakers, attorneys, poets, and teachers.
 - biologists, geologists, physicists, and researchers.
 - painting, sculpting, and engineering.
 - farmers, botanists, hunters, ecologists, and landscapers.

44. Self-disclosure is best described as
- a. adopting a direct communication style.
 - b. sharing our deepest secrets with others.
 - c. a way of deepening self-knowledge by sharing oneself with others.
 - d. the act of telling others our unconscious motivation for our behavior.
45. Marge had problems with math when she was in grade school. She is now in college and fearful of taking the required math courses that will allow her to graduate. She tells herself that she will fail again, so why try? Marge is almost ready to quit school. This is an example of
- a. a self-fulfilling prophecy.
 - b. individuation.
 - c. a deterministic acceptance of fear.
 - d. failing to take a risk.

ANSWER KEY FOR CHAPTER 1
INVITATION TO PERSONAL LEARNING AND GROWTH

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|-------|---------|-------|-------|
| 1. b | p. 9 | 44. c | p. 33 |
| 2. d | p. 6 | 45. a | p. 33 |
| 3. c | p. 7 | | |
| 4. c | p. 8 | | |
| 5. a | p. 9 | | |
| 6. a | p. 9 | | |
| 7. a | p. 17 | | |
| 8. b | p. 17 | | |
| 9. d | p. 18 | | |
| 10. c | p. 12 | | |
| 11. a | p. 12 | | |
| 12. b | p. 11 | | |
| 13. b | p. 11 | | |
| 14. d | p. 11 | | |
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| 22. d | p. 16 | | |
| 23. c | p. 14 | | |
| 24. b | p. 5 | | |
| 25. c | p. 21 | | |
| 26. a | p. 21 | | |
| 27. d | p. 19 | | |
| 28. b | p. 19 | | |
| 29. d | p. 19 | | |
| 30. b | p. 19 | | |
| 31. b | p. 19 | | |
| 32. d | p. 20 | | |
| 33. a | p. 20 | | |
| 34. c | p. 20 | | |
| 35. b | p. 20 | | |
| 36. d | p. 29 | | |
| 37. c | p. 31 | | |
| 38. c | p. 29 | | |
| 39. b | p. 30 | | |
| 40. a | p. 30 | | |
| 41. b | p. 30 | | |
| 42. b | p. 23 | | |
| 43. d | p. 31 | | |

Activities and Exercises for Classroom Participation for Chapter 1

During the early stages of a class in personal learning, it is a good idea to focus on getting the students oriented toward the course, which will most likely be very different from most of the courses they've had. This can be done by discussing their expectations about the class, as well as my expectations of them. We find that a consideration of what their past schooling has been like is a valuable and non-threatening way to talk about how they can make this particular class a different kind of experience and how they can develop a new style of learning. The following are some exercises that we've used as "warm-ups" and as ways of allowing the students to introduce themselves and to get focused.

1. Getting Acquainted. Break into dyads for about ten minutes, and talk with your partner about why you're taking this course. You might tell the person what you heard about the course and what you hope to get from it. Make contact with someone you don't know already.

2. Sharing Expectations. The preceding exercise can be done several times, so that each student has a chance to contact several others. Then the group reconvenes, and students are asked to share why they took the class and what specific things they hope to learn.

3. Brainstorming. You might ask your students during one of the first few sessions to share ideas they have concerning possibilities for the course. What are some things they might like to experience or do during the semester? A good way to lead off this exercise is to say: "Assume that you could structure this class any way you wanted. What are some possibilities that occur to you?"

4. A Review of Past School Experiences. Students can be asked: "Think of a teacher you particularly liked, and see his or her face. What does that teacher tell you? What was it like to be in that person's class? Can you recall and relive some moments of joy?" After the guided fantasy, students can break into small groups of four and share the highlights of their remembrances. Then convene as a whole class, and anyone who wants to is invited to share his or her remembrances. This exercise can be a good way to stimulate recall of what the students' schooling has meant to them. *Caution:* In some people it can also evoke a great deal of emotion.

5. Blocks to Learning. As students review their past school experiences, ask them to identify and explore some area in their life where they unfinished business. Encourage them, preferably in small groups, to talk about what holds them back or negative self-talk affects what they do in everyday life. How do they experience a block to learning? How do they experience a block to becoming the person they would like to become? In small groups, they can explore how life might be different for them if they were able to challenge this block, or if the block were absent. You might start the discussion as follows: Ask them to imagine that they are successful in discarding one particular block. How is their life different without this block? What does the block prevent them from doing or being? To what degree do they fear their own creativity?

6. Giving Away a Block. Ask students to identify a block within them that could get in the way of being an effective person or a successful student. Then ask them to give this particular block away. They can do this by imagining they are actually giving their block to another person, who is willing to keep this block for them for a certain period of time. You might introduce this exercise thusly:

Consider what it would be like for you to feel free of your block. Discuss what it will take to realize your dreams of graduating and explore ways that you can overcome personal barriers. For example, if you tell yourself that you have to be the perfect student because you are the first person in your family to attend college, talk about how you might experience pressure to do well. Then give this pressure to another person (maybe for a week). Literally put this pressure into an envelope and hand it to another person

saying that you will appreciate him or her keeping this block for you for a week. What ways might you be different if you were to act as if you gave some of your personal barriers away, even for a short period of time?

7. Dealing with Fears. If the course is structured along the lines of small groups in which students are expected to become personally involved, there are usually some fears, such as we described earlier. It often is useful to ask students to work in groups of about four or five and to express and explore any fears they might have about being in the course. After the groups have had enough time to focus on some specific fears, all the groups are asked to report some of their fears, which are listed on the chalkboard. We note how often some fears are mentioned, and we then explore some of the most commonly mentioned fears as a class.

8. Being Willing to Make Mistakes. Explore with your students the importance of seeing mistakes as an essential part of learning. Encourage them to use this course to experiment with new and more effective ways of learning. Making mistakes does not have to be problematic, unless students' fears about mistakes lead to inactivity. In small groups, ask students to identify any mistakes they have made in their previous learning experiences. What have they learned from these mistakes? Has the fear of making mistakes held them back from trying new things?

9. Contracts. The class members are asked to think about some changes they are each willing to make and what they are willing to do to make these changes a reality. Each class member writes a contract dealing with something new that he or she is willing to do within a specified time period. The contract might be related to behavior in the classroom. For instance, the person who rarely participates in class verbally but who would like to do so can decide "For the rest of this semester, I will verbally participate at least once in each class session." Of course, the contracts can be more personal. The object of the exercise is to make students think about concrete changes they'd like to make and to give them the experience of trying to stick to a contract.

10. Sealed Contract. Earlier we described an exercise in which participants are encouraged to think about a contract they are willing to work with in the class. This is a variation we have used. Members are asked to write down some things that they'd like to be able to say they have done and some changes they'd like to have made by the last class meeting. They write down their responses, seal them in envelopes and we collect them. They are returned at the last session, and at that time the students can read their contracts aloud to their group if they wish and comment on the degree to which they have fulfilled their expectations of themselves.

11. Trust Building. We think that the creation of a trusting climate is a *must* during the first few sessions. We also assume that most people don't walk into a classroom with a trusting attitude toward everyone else. It seems to us that trust must be earned and worked for. We therefore ask students to talk openly about what it is like for them to be in a class like this. Ask them to mention anything that might make them hesitant to participate.

12. Learning Styles. After students complete and score the RIMI, they can form small groups to explore ways that they learn best by discussing some of these questions: How do you learn best? What are some of the ways that you approach new tasks or a problem? Do you learn best by being told something? By reading it? By getting involved in figuring out something? Do you learn best by seeing what you are learning?

13. Multiple Intelligences. In the chapter is a discussion of the eight kinds of intellectual abilities. Ask students to identify which of these forms of intellectual abilities represents their strengths. They can form small groups in class based on their dominant intelligence. What implications do the students see for

the way they might best learn based on their dominant intelligence?

14. Active Learning. Consider giving at least a brief lecture dealing with ways your students can become active learners in your class. Ask them to read the section on active learning and then ask students how they responded to the Take Time to Reflect. Ask students to read the section on taking responsibility for their learning and discuss the Take Time to Reflect section, which pertains to how they might get involved in this course in an active way.

15. Guest Speakers. Inquire about a person who has done extensive work with learning styles as a speaker. A faculty member from the Psychology Department or a counselor from the Counseling Center may have expertise in learning styles.

CHAPTER 2: REVIEWING YOUR CHILDHOOD AND ADOLESCENCE

Outline

Where Am I Now?

Stages of Personality Development: A Preview

Infancy

Early Childhood

Impact of the First 6 Years of Life

Middle Childhood

 Developing a Self-Concept

 Protecting the Self: Ego-Defense Mechanisms

Pubescence

Adolescence

Chapter Summary

Where Can I Go From Here?

Website Resources

Chapter Objectives

- to introduce the stages of development in childhood and adolescence
- to describe developmental tasks and choice points
- to provide a context for understanding present behavior based on past experiences

Questions for Thought, Class Discussion, and Evaluation

1. Discuss the life-span perspective of personality development.
2. How are the various life stage categories interrelated? Discuss how it is impossible to neatly separate the periods of life into compartments, and how each stage in life influences the others.
3. How accurate are the stages of personality development, in terms of major developmental tasks and crises of each period, when you apply them to your own life so far?
4. Outline Erikson's eight stages of development from infancy through the later years, describing briefly the major conflicts and developmental tasks at each stage.
5. Discuss the importance of receiving love as an infant with respect to developing a trusting view of the world. What are some of the possible effects on later development if love and caring are absent during infancy?
6. Briefly define the concept of emotional intelligence.
7. Discuss the effects of the events of the first six years of life on later personality development. Do you believe that, as adults, we're determined by our early childhood experiences? To what degree does earlier conditioning influence us now? What role do you think that choice plays in changing your current patterns?
8. When you look at whatever problems you might have now, do you see any evidence of the origin of these problems during the first few years of your development?
9. Be familiar with the core struggle of each of the eight stages in the life span, according to Erikson.

For example, in one sentence, be able to describe the nature of the struggle between trust versus mistrust.

10. Carefully study the chart on the overview of the developmental stages, getting clearly in mind the differences between the self-in-context view of development and Erikson's psychosocial view.
11. Know the stages of development from infancy through old age, with respect to name of the stage, age span, core struggle of the period, potential personality problems that can arise if development task of the stage is not mastered, and differences between Erikson psychosocial view and the self-in-context view at each stage.
12. How do your own struggles in life compare with what you are reading in this chapter?
13. How important do you think the school years (ages 6 to 12) are in terms of their impact on adolescent and adult development? Select one event from your own school years, and show how this event has some significance for your life now.
14. What is your understanding of the term self-concept? How does it develop? How does one's self-concept influence one's behavior?
15. What is the meaning of a *psychological moratorium* during adolescence? Did you experience this in your own adolescence?
16. In what way is adolescence a time for searching for an identity?
17. What are a few choices you made as an adolescent that have an influence on the person you are today?
18. Describe some of the core conflicts associated with the adolescent period. Select at least one conflict that you experienced. How did you deal with this conflict? What decisions did you make? What impact does this decision have on your life now?
19. Discuss the process of identity formation during adolescence. Consider factors such as peer groups, parents, the role of school, and societal factors that influence the shaping of identity.
20. Discuss the idea that the mastery of developmental tasks in adulthood is related to the level of mastery of tasks during the childhood and adolescent years.
21. Discuss how the ego-defense mechanisms protect our self-concept. When is the use of such defenses a part of normal coping? What is the main problem in relying upon these defensive strategies in dealing with stress?

Glossary of Key Terms

Autonomy refers to mature independence and interdependence.

Systemic perspective is grounded on the assumption that how we develop can best be understood through learning about our role and place in our family of origin.

Psychoanalysis is a theory and approach to psychotherapy founded by Sigmund Freud that emphasizes unconscious psychological process and places importance on early childhood experiences.

Psychosocial theory stresses the integration of the biological, psychological, and social aspects of development.

Core struggles occur at every stage of development according to Erik Erikson. Depending on how successfully tasks are mastered at each stage, a person's development may be enhanced or hindered. From

infancy through adolescence, the core struggles are trust versus mistrust, initiative versus guilt, industry versus inferiority, and identity versus role confusion.

Crisis pertains to a turning point in life, or a moment of transition characterized by the potential to go either forward or backward in development.

Self-in-context is a perspective that takes into account race, socioeconomic class, gender, ethnicity, and culture as central factors that influence the course of development throughout the individual's life cycle.

Feminist perspective of development emphasizes the social and cultural aspects influencing personality development.

Life-span perspective pertains to developmental stages from infancy to old age.

Infancy is a time from birth to age 2 with the core struggle being trust versus mistrust.

Attachment theory, an extension of psychoanalytic theory, emphasizes the emotional bonding between the infant and a caretaker who is perceived as a source of security.

Attachment styles are typical ways of interacting in close relationships.

A secure pattern is characterized by feelings of intimacy, emotional security, and physical safety when an infant is in the presence of an attachment figure.

An anxious-avoidant pattern involves the experience of an insecure attachment relationship because attachment figures consistently reject an infant.

An anxious-ambivalent pattern is characterized by an infant's intense distress at a caretaker's departure and inability to be comforted upon return of the caretaker.

Resiliency is an amazing ability to adapt to trauma or other adverse events in one's life.

Authoritative parents set high goals for their children, yet they are accepting and allow their children to explore.

Authoritarian parents are very strict, have high demands, and use threat of punishment to control their children.

Permissive parents tend to be indulgent and make few demands on their children.

Neglectful parents provide for their children's physical needs, but are not greatly involved in their children's lives.

Early childhood is a time between ages 2 to 6 when children learn independence and when they begin the journey toward autonomy by progressing from being taken care of by others to meeting some of their own physical needs.

Middle childhood is between the ages of 6 to 12 years when children expand their knowledge and understanding of the physical and social worlds, develop a sense of values, learn new communication skills, and engage in social activities.

Self-concept refers to our awareness of ourselves; it is the picture of self that includes perceptions about the kind of person we are.

Ego-defense mechanisms are psychological strategies we use to protect our self-concept from unpleasant aspects of reality.

Repression consists of sealing off from consciousness threatening or painful thoughts and feelings.

Denial involves distorting what we think, feel, or perceive to be a stressful situation.

Displacement involves redirecting emotional impulses from the real object to a substitute person or object.

Projection consists of attributing to others our own unacceptable desires and impulses.

Reaction formation is a form of defense against anxiety by expressing the opposite impulse.

Rationalization involves manufacturing a false but plausible excuse to justify unacceptable behavior and explain away failures or losses.

Compensation consists of masking perceived weaknesses or developing certain positive traits to make up for limitations.

Regression involves reverting to a form of immature behavior that an individual has outgrown.

Fantasy involves gratifying frustrated desires by imaginary achievements.

Self-deception involves softening harsh reality as a protection against anxiety.

Pubescence typically occurs between the ages of 11 to 14 and is characterized by major physical, psychological, and sexual changes.

Adolescence, a period of development from about 13 to 20, is a central time to formulate a sense of personal identity.

Individuation is a process of separating from our family system and establishing an identity based on our own experiences.

Psychological moratorium is a period during which society gives permission to adolescents to experiment with different roles and values before making major commitments.

TEST ITEMS FOR CHAPTER 2

REVIEWING YOUR CHILDHOOD AND ADOLESCENCE

1. The following is *not* a characteristic of the autonomous person:
 - a. ability to function only with constant approval and reassurance.
 - b. sensitivity to the needs of others.
 - c. mature independence and interdependence.
 - d. ability to effectively meet the demands of daily living.
2. The term *autonomy* refers to
 - a. the need for privacy.
 - b. mature independence and interdependence.
 - c. being totally independent.
 - d. an unconscious psychological process of letting go of the need for approval from others.
3. Freud developed a model for understanding early development based on _____.
 - a. psychosocial factors.
 - b. unconscious psychological processes.
 - c. individuation and differentiation.
 - d. maturation.
4. A concept of Erikson's theory of personality development is that
 - a. psychosexual and psychosocial growth occur separately.
 - b. human development occurs over the entire life span.
 - c. crises need not be resolved at each stage.
 - d. the id is the life force of human development.
5. Erikson's psychosocial theory stresses the
 - a. integration of the biological, psychological, and social aspects of development.
 - b. need to meet one's lower needs, in order to move towards self-actualization.
 - c. resolution of psychosexual conflicts.
 - d. integration of self-concept with the ideal self.
6. The self-in-context perspective takes into account _____ as being central to the course of development throughout the life cycle.
 - a. race
 - b. culture and ethnicity
 - c. gender
 - d. all of the above
7. The feminist perspective on development is
 - a. strongly supportive of Erikson's focus on the individual.
 - b. critical of Erikson's focus on the individual.
 - c. critical of the Freudian psychoanalytic approach.
 - d. both (b) and (c)

8. From the self-in-context view, _____ is a time of finding one's own voice and the beginning of developing a sense of autonomy.
 - a. infancy
 - b. early childhood
 - c. middle childhood
 - d. pubescence
9. According to Erikson, the core struggle during infancy is
 - a. self-reliance vs. doubt.
 - b. initiative vs. guilt.
 - c. trust vs. mistrust.
 - d. industry vs. guilt.
10. Children who do not develop secure attachments in infancy
 - a. will not be able to develop a positive self-image in adulthood and will have dysfunctional relationships
 - b. will be able to develop a positive self-image in adulthood and develop healthy relationships
 - c. may still develop a positive self-image and healthy relationships, especially if they have access to social support and find a mentor during childhood
 - d. will have plenty of time to develop secure attachments before they are affected in any way
11. From the self-in-context view, _____ is a time for developing emotional competence, which involves being able to delay gratification.
 - a. infancy
 - b. early childhood
 - c. middle childhood
 - d. pubescence
12. From the self-in-context view, _____ is a period of searching for an identity, continuing to find one's voice, and balancing caring of self with caring about others.
 - a. middle age
 - b. adolescence
 - c. middle childhood
 - d. pubescence
13. Barbara wants to be the "perfect mother." She tends to be overprotective, doing things for her 3-year-old daughter that the child can very well do for herself. According to Erikson, although Barbara thinks she is being an effective parent, her daughter is likely to develop a sense of
 - a. shame and doubt about her capabilities.
 - b. guilt over her inadequacies.
 - c. low self-esteem.
 - d. right and wrong.

14. From the self-in-context view, _____ is a time for increasing one's understanding of one's self in terms of gender, race, culture, and abilities and a time for developing empathy.
- pubescence
 - early adulthood
 - middle childhood
 - adolescence
15. Parents who squelch any emerging individuality and who do too much for their children are indirectly saying
- "Let us do this for you, because you're too clumsy, too slow, or too inept to do things for yourself."
 - "You are so special to us that we will do everything for you."
 - "If you make mistakes, you will feel bad about yourself, so we will help you establish a healthy dependency on us."
 - "We will do for you what you can't do for yourself, so you won't have to feel failure."
16. According to Erikson, during the preschool years children will
- initiate many of their own activities.
 - widen their circle of significant persons.
 - identify with their own gender.
 - increase their capacity to understand and use language.
 - d. all of the above.
17. According to Erikson, the conflict that characterizes the preschool years is
- initiative vs. guilt.
 - autonomy vs. shame and doubt.
 - industry vs. inferiority.
 - trust vs. mistrust.
18. Attachment theory is an extension of
- cognitive behavioral theory
 - gestalt theory
 - psychoanalysis
 - existentialism
19. Annie feels incompetent in many areas of her life. She is fearful of being seen as foolish, so she seldom initiates any action. During her preschool years, many of her actions were ridiculed by family members and she ultimately withdrew from taking an active stance. According to Erikson, Annie failed to overcome the barriers associated with the following stage of development:
- trust vs. mistrust.
 - autonomy vs. shame and doubt.
 - industry vs. inferiority
 - initiative vs. guilt

20. According to Erikson, a child of preschool age who is unduly restricted or whose choices are ridiculed tends to experience
- an inability to know right from wrong.
 - a sense of guilt and ultimately will withdraw from taking an active stance.
 - a rebellious nature.
 - difficulty being empathic with playmates.
21. From the self-in-context view, _____ is the period that is characterized by major physical, psychological, and sexual changes; it is also a time of expanded sense of self in relation to peers, family, and community.
- middle childhood
 - late childhood
 - pubescence
 - adolescence
22. Jared recently made the decision to enter nursing school. Upon informing his parents of his decision, his father replied, "Why go into nursing? You should become a doctor." This statement reflects
- gender bias
 - good judgment
 - gender equality
 - the feminist perspective
23. Feminist therapists view the early adolescent period as one of
- expanding relationships with parents.
 - "getting rid" of parents.
 - keeping these relationships stable.
 - great rebellion against all parental values.
24. If during the first six years of our lives we reached faulty conclusions based on our life experience, we are likely to
- challenge them as we realize that they are faulty.
 - change them during adolescence.
 - ignore them in order to function effectively.
 - still be operating on the basis of them.
25. Which of the following parenting styles outlined by Diana Baumrind is associated with the most positive behavioral traits in childhood development?
- authoritarian
 - authoritative
 - permissive
 - neglectful

26. Iryna's parents have adopted an authoritarian parenting style. Which of the following statements would they most likely make?
- "Iryna has such strong aptitude in math and we want her to feel the satisfaction of accomplishing a challenging goal, so we will encourage her to take an advanced math course."
 - "We insist Iryna take the most demanding math course and bring home an A+."
 - "Whatever Iryna wants to do is fine with us. If she feels like taking an easier math class this semester, that's her choice."
 - "It's up to the school to decide what classes Iryna should take. That's why we pay taxes—so parents don't have to deal with their child's education."
27. Kevin is a 32 year-old unemployed man who lives with his parents. He has no plans to look for a job and spends much of his time in bars using his father's credit card to buy himself and others alcohol. Based on this information, it is likely that his parents raised him using
- an authoritarian parenting style
 - an authoritative parenting style
 - a permissive parenting style
 - a neglectful parenting style
28. _____ is typically a turbulent and fast-moving period of life, often marked by feelings of powerlessness, confusion, and loneliness.
- middle childhood
 - pubescence
 - adolescence
 - late middle age
29. According to Erikson, the critical event during middle childhood (ages 6 - 12) is starting school. During this period, the child will face the following key developmental task:
- a relative decline in sexual interests and emergence of new interests, activities, and attitudes.
 - developing autonomy and achieving competency.
 - achieving a sense of industry vs. inferiority and inadequacy.
 - forming a sense of identity and initiative.
30. According to Erikson, failure to achieve a sense of industry during middle childhood tends to result in
- a sense of inadequacy and inferiority.
 - a strain on the child's sense of identity.
 - feelings of self-hatred that can never be erased.
 - failure to acquire individuation.
31. The term _____ refers to your cognitive awareness about yourself. It is your private mental image of yourself and a collection of beliefs about the kind of person you are.
- self-esteem
 - ideal self
 - self-concept
 - personality profile

32. Defense mechanisms can be thought of as
- unhealthy reactions to stress.
 - most effective when used as the primary means to cope with stress.
 - psychological strategies that we use to protect our self-concept against unpleasant emotions.
 - reactions used primarily by mentally distressed individuals.

For numbers 33-37, match the defense mechanism with the most appropriate definition below.

33. Regression
34. Reaction formation
35. Displacement
36. Projection
37. Rationalization

- attributing to others our own unacceptable desires and impulses
- redirecting emotional, usually hostile, impulses from the real object to a substitute person or object
- behaving in a manner contrary to one's real feelings
- exhibiting immature behavior that was earlier outgrown
- manufacturing a false, but "good," excuse to justify unacceptable behavior

38. Matt's parents claim that their teenage son is not using drugs, even though they found paraphernalia in his room. This is an example of
- rationalization.
 - denial.
 - repression.
 - compensation.
39. Richard came home and yelled at his wife after his boss had chastised him for making an accounting error when doing the quarterly reports. This is an example of
- reaction formation.
 - rationalization.
 - displacement.
 - projection.
40. Helen is a college student who suffers from test anxiety and fear of failure. These problems began during early childhood when she started school younger than her peers. She failed at tasks that were easily accomplished by most of her schoolmates. Although Helen knows she has problems taking tests, she does not remember the traumatic events that led to her fear of failure. She is using the following defense mechanism:
- regression.
 - displacement.
 - projection.
 - repression.

41. Patrick likes to “party” on the weekends and recently got a ticket for driving while intoxicated. He explains his predicament by saying “Everyone does it! I just got caught!” This is an example of
- denial.
 - rationalization.
 - displacement.
 - projection.
42. Harry has been unfaithful to his wife for many years, and yet he constantly accuses his wife of cheating on him. This is an example of
- reaction formation.
 - displacement.
 - rationalization.
 - projection.
43. Sue was a passive teenager, but at age 30, she began to work hard at being an assertive woman. Recently, when faced with an angry husband, she reverted to her passive stance. Sue is using the following defense mechanism:
- regression.
 - compensation.
 - repression.
 - projection.
44. Mary is getting a divorce from a man who cheated on her. She has two children who are reacting with chaos to the change in their lives. She recently started college and is succeeding as a student, so she puts most of her energy into her coursework. To avoid feelings of failure as a mother and a wife, she is using
- compensation.
 - projection.
 - displacement.
 - reaction formation.
45. According to Erikson, a critical time for forming personal identity, finding meaningful life goals, and creating meaning in life is during
- early childhood.
 - middle childhood.
 - adolescence.
 - young adulthood.
46. John is an adolescent who feels overwhelmed by the pressures placed on him to go to college and make an occupational choice that will lead to financial independence. His girlfriend wants to get married, and he doesn’t want to lose her, so he feels pressured to make a commitment that he doesn’t feel ready to make. According to Erikson, John is dealing with the following core struggle:
- industry vs. inadequacy.
 - autonomy vs. shame and doubt.
 - generativity vs. despair.
 - identity vs. role confusion.

47. During adolescence, a crucial part of the identity-formation process requires individuation, which refers to
- finding meaning in living and coping with feelings of uselessness.
 - separation from the family system and establishing personal identity based on one's own experiences rather than one's parents' dreams.
 - expressing sexuality in ways that are congruent with one's value system.
 - the development of primary sexual characteristics.
48. A *psychological moratorium*, recommended by Erikson, is a period
- during which children learn how to relate to others
 - when adolescents are given permission by society to experiment with different roles.
 - during adolescence when young people make major commitments in their personal life.
 - during childhood when trust is formed by relying on parents to get basic needs met.
49. In response to their growing awareness of the systematic exclusion of people from their racial and cultural group from full participation in the dominant society, many young people of color develop _____, which protects them from the psychological assault of racism and keeps the dominant group at bay.
- an oppositional social identity
 - a personality disorder
 - a psychotic disorder
 - a social justice mind set

ANSWER KEY FOR CHAPTER 2
REVIEWING YOUR CHILDHOOD AND ADOLESCENCE

- | | | | |
|-------|-----------|-------|-----------|
| 1. a | p. 40 | 26. b | p. 51-52 |
| 2. b | p. 40 | 27. c | p. 52 |
| 3. b | p. 41 | 28. c | p. 65 |
| 4. b | p. 41 | 29. c | p. 44, 56 |
| 5. a | p. 41 | 30. a | p. 44, 56 |
| 6. d | p. 42 | 31. c | p. 57 |
| 7. d | p. 42 | 32. c | p. 58 |
| 8. d | p. 45 | 33. d | p. 59 |
| 9. c | p. 44 | 34. c | p. 59 |
| 10. c | p. 48 | 35. b | p. 58 |
| 11. b | p. 44 | 36. a | p. 59 |
| 12. b | p. 45 | 37. e | p. 59 |
| 13. a | p. 44 | 38. b | p. 58 |
| 14. c | p. 44 | 39. c | p. 58 |
| 15. a | p. 50 | 40. d | p. 58 |
| 16. e | p. 49 | 41. b | p. 59 |
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| 22. a | p. 42 | 47. b | p. 62 |
| 23. a | p. 63 | 48. b | p. 62 |
| 24. d | p. 53 | 49. a | p. 65 |
| 25. b | p. 51 | | |

Activities and Exercises for Classroom Participation for Chapter 2

With this topic—personality development during childhood and adolescence—we like to develop small-group activities that allow students to explore their own personality development during the various stages of life. We particularly like to focus on the turning points, important decisions, crises, methods of dealing with crises, and significant events of the various life periods. The exercises we are about to describe are all attempts to assist students to think about the impact that others have had on them (especially their parents), the choices they've made at different times in life, and the extent to which they are the products of earlier influences. Also, we hope that students will give some thought to ways they want to change, new decisions they want to make, and ways they can become more autonomous.

1. What effect do you think the first six years of your life have had on the person you are today? Are you aware of any unfinished business from these early years that still has an impact on you?
2. In small groups within the classroom, recall and share your experiences during the early years of school, from ages 6 to 12. What was school like for you? In what ways did you find success? Are there any failures that stand out for you? How do you suppose your elementary school years, especially the primary grades, have affected you now? How did these years and the experiences you had then affect your self-concept (the way you viewed yourself and how you felt about that self-image)?
3. Again, in small groups, discuss your adolescent years, using most of the same questions listed above. In what ways was your adolescence different from your early school years?
4. Take the eight developmental stages identified by Erikson, and apply the key ideas to your own development. Did you experience the crises and conflicts outlined by Erikson?
5. Write down through the course of a week some of your most pleasant childhood memories. Try to recapture some of the feelings you had then.
6. Interview several adolescents that you know. You could ask them about the concerns they are facing, how they see their future, and what they'd like to be different in their lives. Of course, the degree to which you deal with personal issues will be a function of how well you know these adolescents and of your relationship with them. You could interview your brothers and sisters, or your own children, if they are in this age range. The general patterns could be summarized and perhaps brought to class. Compare your findings with your own adolescent years.
7. Develop a chart in which you review the choices that were available to you as an adolescent. What are a few significant choices you made then, and how do you think these choices have an impact on you today?
8. In small groups, discuss the topic: "If I could live my adolescent years over again, what I'd most like to change would be. . . ."

Suggested Class Activities

1. In small groups, discuss your level and degree of self-acceptance. Talk with others about specific ways that you are able to accept yourself and ways that you discount yourself.
2. Explore specific ways that each of you could work toward becoming more self-accepting. For example, you may have rated yourself as being able to accept compliments only rarely. Assuming that you'd like to be able to believe positive feedback from others, explore the things you usually do that prevent you from accepting positive responses. Do you make jokes about yourself? Do you tell others that

they really don't know you? What could you say to others instead of your usual self-deprecating remarks?

Ideas for Practicing Self-Acceptance Outside of Class

1. For a week pay particular attention to situations in which you either *appreciate* or *depreciate* yourself. For example, assume you complete a project that was important to you. Are you able to enjoy the outcome? Did you enjoy the process? Did you tell yourself that what you accomplished was not good enough? Is there something you did that interfered with your feeling of success? Note the situation in your journal, and write down how you responded to it.

2. After you have become aware of how you limit your acceptance of self, especially through statements that you are making, experiment with making positive statements about yourself and your abilities. For example, if you play a musical instrument and get enjoyment from it, you may at the same time tell others that you're really not that good. You may put yourself down even though many others have told you they think you play the instrument well. You could experiment with a different sentence, such as: "I enjoy making music, and I play the instrument well."

Self-Concept—How We See Ourselves and How We Feel About That View

We are more than a description of roles and traits. How we *feel* about the way we describe ourselves is a basic part of our self-concept. Thus, you may define yourself by many of the things you do, which could include being a student, a worker, a husband or wife, a musician, an athlete, etc. You also have evaluations attached to these roles. Take the role of being a student. How *do* you see yourself in this role? Are you passive? curious? motivated? bright? Thus, you have some evaluation of each of your roles.

What are the roles you exhibit in your everyday life, and how do you generally feel about yourself in each of these roles? List the *most* important roles, and then list how you evaluate yourself in each of these.

After you have listed the above roles, rank them in terms of their importance to you. Consider the roles that account for most of your time. Is this the way you want it to be? Are there any changes you'd like to make?

Class Exercises

1. In small groups discuss the roles you deem *most* important and *least* important in your life. Be specifically aware of how much time you devote to each role. Share with others the degree of satisfaction/dissatisfaction you derive from each role. Also, spend time in your group discussing possible competing roles. For example, you may be a mother of young children and a college student. What is it like for you to have these dual roles and how do you manage these roles? Are both roles fulfilling to you?

2. Imagine yourself in an ideal role that would lead to good feelings about yourself. Now form

dyads and share with your partner what this role is and how it would be for you to actually *be* in this ideal role. Share how you think your life would be different if this role were a reality. Do you have any ideas of how you can go about bringing your actual roles in line with ideal roles?