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Discover your *worth*

The importance of self-esteem and how to develop it

To achieve any level of success, you have to believe in yourself. Consequently, the subject of self-esteem is something to think about and act on. The goal of this book is to teach the reader the meaning of self-esteem, important factors that influence it and how it can be improved

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The book is divided into six chapters, each covering particular a life phases and environment in which self-esteem plays a vital role for the best possible development of personality and, accordingly, in wellbeing, health and relationships with the environment.

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Chapter One discusses concepts for understanding and recognizing the feeling of self-esteem: how it comes about, how it affects our lives, how to protect it and how to improve it. Rich and balanced self-esteem is the greatest force behind believing and trusting ourselves, thus enabling us to reach our desired goals.

SELF-ESTEEM AND HUMILITY

People who associate low self-esteem with humility. However, the concepts are very different. A mature and intentional humility recognises and respects others at the same time as one respects oneself. Humility is a gesture of generosity towards others. It is a virtue opposite of selfishness and

Low self-esteem, on the other hand, is defined as lack of belief in oneself, always feeling down towards others and believing that others are better. The person in this situation does not choose to be successful or accomplish goals. Instead, she is inclined to feel small, inferior, and

and women of great humility tend to be humble, in contrast to those who do not believe in themselves and have low self-esteem.



It is very important to set goals such as the examples in Sylvia's case. When there is significant disparity between the real self and the ideal self, it is easier for behavioural or mental health problems to occur.

etcetera. The age between 6 and 12 years tends to be the most important when it comes to the development of one's self-concept. This is due to the malleable nature of the child and the effect of school where one is

Parents and teachers should help to develop a child's self-esteem. From very young, children should have a mental and spiritual self-concept that is realistic and positive.



1

Self-esteem, a basic feeling

Pam started an insurance agency. In recent months her business has grown so much that she has had to

she will quit and leave me without anyone." The true root of the problem is that Pam suffers from low self-esteem

DEPRESSION AND SELF-ESTEEM

Excessively poor self-esteem can lead to depression, an illness that tops the list of mental health problems today. Preventing low self-esteem is a way to prevent depression. The most common symptoms of depression are:

- **A state of profound sadness**, generally accompanied with persistent crying.
- **Lack of enjoyment in all activities**, even in the most desirable things or people.
- **Loss of appetite and weight**. In some cases, there may be excessive food consumption and weight gain.
- **Insomnia**, characterised by having a hard time getting to sleep, intermittent waking, or waking early accompanied by tiredness.
- **Slow or agitated movement** or even conversation.

- **Very low energy levels** that can be seen in the face, which is sad, and in lack of personal care.
- **Feelings of failure** and blame.
- **Limitation of mental capacity**, with slow thinking and very low levels of concentration and attention.
- **Recurrent thoughts of death and suicide**, which can sometimes lead to the act itself.

We must advise that, although a low self-esteem is a risk for depression, we cannot say that those who suffer low levels of self-esteem will end up becoming depressed. Depression is a serious medical and psychiatric problem that reveals itself in many ways before reaching full-blown manifestation in a person.



In Chapter Two, the author talks about self-esteem in each of life's phases: infancy, the toddler years, early school years, adolescence, young adulthood, adulthood and the later years. There is also a section dedicated to women.

VERBAL MESSAGES AND SELF-ESTEEM

To reinforce self-esteem:

- "I really like the drawing you have done for your homework."
- "Although your actions were not what they should have been, I love you and am willing to help you learn to do better."
- "While you have not earned the highest grades, you have worked hard and that is very important. And besides, everyone enjoys your personality."
- "It is better if you are the one to decide between the two outings... which do you prefer?"
- "That was kind of you to spend the afternoon with your schoolmate who lost his grandfather."
- "I notice that you always go to the same place to play. Perhaps you should try other activities."



To ruin self-esteem:

- "You are very far from drawing as well as Paul."
- "If you continue acting this way, you won't..."

friends, the mother, father, or other influential adults, should encourage friendships. This should be done care-

with your children, listen and choose not to spend scolding them.

Adults, parents, siblings, and grandparents can, by example, help children from a very young age to grow up with healthy self-esteem.



2 Self-esteem throughout life

Adolescence

Adolescence is a period of serious exploration of oneself and one's environment. An adolescent enters into the task of developing his identity and individuality, which is an important launch from the family to achieve psychological independence (even while continuing to depend on his parents in other areas). When it comes to exploring his environment, he observes the behaviour, appearance and tendencies of other youth and tries imitating what others do, say and think. All of these factors cause the development of self-esteem but never in a definitive way, since self-esteem in adolescence is particularly sensitive to alteration.

Here are some things that cause an adolescent to be particularly sensitive in regards to self-esteem:

- The enormous importance that adolescents give to physical attractiveness.
- The adolescent's need to be accepted by the group.
- Her search for identity, freedom, and independence.
- His search for the meaning of life.
- The strong attraction to the opposite sex.
- The choice of studies, profession, or trade.

It is a fact that adolescents are more sensitive to self-esteem modification than children or adults. It is also true that girls are more likely to suffer loss of self-esteem than boys. For this reason, parents, teachers, and adolescents, themselves, must understand these age-related processes in order to be especially cautious to avoid negative statements, jokes, gestures or other bad messages that can immediately lower self-esteem.



Chapter Three focuses on self-esteem in interpersonal relationships.

ENEMIES OF SELF-ESTEEM

number of factors exist which are con-
to the promotion of self-esteem. And
smaller or greater measure, these fac-
tend to correspond to interpersonal
relationships. It is important to recognise
in order to avoid them and to direct
strength towards those persons and cir-
cumstances that build up our self-esteem
rather than ruin it. Here are the most no-

The behaviour of certain people. Those
who complain, criticise or constantly re-
fer to the negative tend to undermine
the self-esteem of others. Even if what
these people say is in the form of a joke,
the victim tends to feel inferior and with
a general sense of psychological discom-
fort.

- **Solutions:** Ignore what others say; con-
trast the messages with other more
positive ones ("I will achieve my objec-
tives in spite of what they say...");
think that people who spread rumours
are really the ones with problems of
self-esteem and this is why they resort
to gossip.
- 2. **A change of environment.** A human be-
ing is a creature of habit and when his
environment changes (for example,
moving from one region to another), his
feelings of being unable to resolve new
problems become accentuated.
- **Solutions:** Think back to past experi-
ences when you were able to resolve a
problem; learn to wait for the time
when you will have learned how to

Unfortunat
ways be
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ers. Th
we
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3 Self-esteem and relationships

only holds relevance
social context where one
other people. Those
self-esteem behav

Emotional links of self-esteem

John Bowlby (see box p. 88) empha-
sised the importance of emotional links
in all stages of early life. The develop-

FORM OF DRESS AND SELF-ESTEEM

The Bruyn and van den Boom study
showed an important multiple correla-
tion between the style of dress, popular-
ity, and self-esteem. This means that sec-
ondary school-aged boys and girls have
self-affirmation and recognition needs
from their peers and their form of dress
is an important way of achieving these
goals. It is therefore recommended that
certain simple steps be followed to avoid
completely blocking minimal levels of ac-
ceptance, popularity, and self-esteem:

1. Be relatively flexible and try not to
be critical of the way the adolescent
dresses.

2. Encourage the boy or girl to choose
his or her clothing, allowing them to
shop alone with a specific amount of
money.
 3. Avoid jokes and sarcastic comments
about the adolescent's clothing.
 4. If you must limit certain forms of
dress (for example, indecent dress),
use much tact and love when asking
the adolescent not to dress that way.
- These observations can be helpful in
the family, as well as, in the school set-
ting.



If you want others to like you, you must first like yourself. Friendships strengthen our
self-esteem. A good friendship enriches our life and helps us to grow spiritually.

Self-esteem and friendships

In addition to the couple, the family,
the school, other environments
influence self-esteem such as the

So it is with people. The shell of the
true self becomes small and uncomfort-
able (a tiny self-esteem that does not al-
low normal functioning) and it becomes



ACTIVITIES TO INCREASE THE QUALITY OF SELF-ESTEEM IN THE CLASSROOM

1. **First introductions.** The first day of class the teacher (who has previously had a short chat with each of the students) introduces each student. In this introduction to the group, the teacher is careful to highlight some of the strengths of each and every member of the class.

2. **The teacher shows a sample of student work to the group.** The teacher observes the work done by each of the students (a poem, drawing, essay, or a craft) and praises it as he shows it to the rest of the class. The teacher marks this student on a list and tries to do the same with each and every student.

3. **Personal poster.** Each student prepares a poster at home in which he uses cut-outs from magazines, newspapers, personal messages, etcetera; through his choices, he demonstrates his own personal tastes and preferences. The teacher shows the posters in public without revealing to whom they belong and requests the observers to guess to whom the posters belong. In the discussion, the teacher asks for "reasons why you believe that this poster belongs to ____." This activity helps to reveal strengths and valuable qualities belonging to each student, thus increasing each one's self-esteem.

4. **How would you change this trait?** Give each student sheets of paper so that they can write down those personality traits that they would like to change in themselves or that they would like to



ty, the students return their lists to the teacher without their names written down. The teacher proceeds to pull out traits, asking the following questions: "If you had this trait, would you preserve it or change it?" and then, "How would you change this characteristic?" or "How would you preserve it?" Each student observes what others think of her traits and gathers ideas of what she can do to preserve or change them.

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GENDER DIFFERENCES

Self-esteem develops, is nourished and is displayed differently in men and women. This distinction can help couples to understand and support the development of their own self-esteem and that of their spouse.

Men

A man's self-esteem is nourished through:

- Engagement in his profession or trade.
- Relationships with professional colleagues, superiors, subordinates, and family.

Self-esteem is nourished

at home (also

in profession

and present).

Relationships and

effectiveness.

Gender differences

in women is that

in the environment

is more than in

in beauty (which

is more than men).



only place to recuperate this lost self-esteem.

Carroll Helm²⁰ from the University of the Cumberland in Kentucky, USA, did a literature review of studies that looked at self-esteem in students and

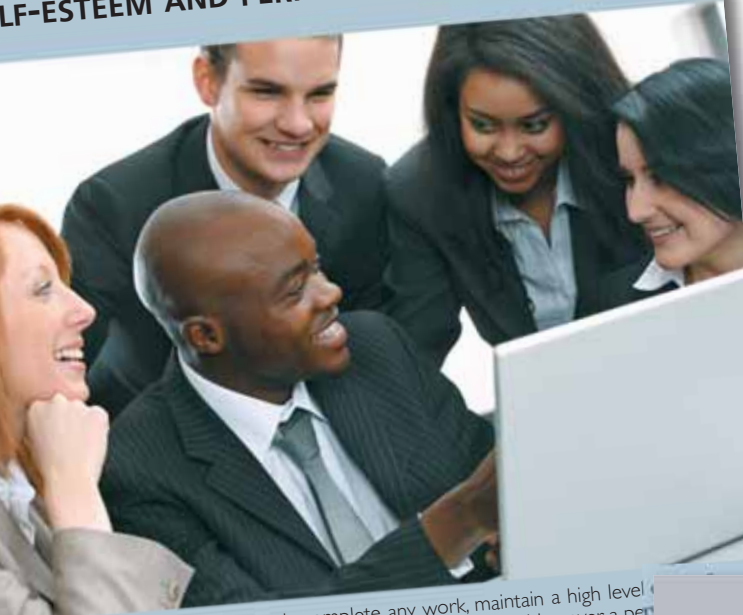
- Messages from their teachers tend to have lower bad behaviour and develop good behaviours in school.
- The level of self-esteem encouraged by teachers affects physical, social, and emotional aspects of the children.

Although home should be the first school of children and youth, families in wealthy countries are in crisis today. Schools and teachers must, therefore, dedicate time to notice the self-esteem of their students in order to support it through all means at their disposal.



The quality of work life and even productivity and the development of a business are also affected by the extent of psychological wellbeing of its participants.

SELF-ESTEEM AND PERFORMANCE AT WORK



Self-esteem is necessary to efficiently complete any work, maintain a high level of performance and security, and have higher and better work productivity. However, a person with low self-esteem feels neither secure nor able to accomplish productive and efficient work.

It has been noted on many occasions and in many places that healthy self-esteem leads to an increase in work productivity. This is true in all branches of professional activity. How does one explain this relationship? The following points provide important reasons and help to answer this question:

Healthy self-esteem is linked to psychological wellbeing. Various studies have shown that those who have a balanced self-concept have high levels of satisfaction in relation to past and present life as well as enjoying a hopeful attitude towards the future. It is also the pressure of self-esteem is more closely

linked to personal satisfaction. Other demographic data show that a higher level of income is linked to personal satisfaction. Other demographic data show that a higher level of income is linked to personal satisfaction.

linked to personal satisfaction. Other demographic data show that a higher level of income is linked to personal satisfaction.

- **Self-esteem protects against and behavioural disorders.** That a lack of self-esteem leads to depression, the use of drugs, and to attempted eating disorders. It is little known when these mental health problems obstruct productivity and the quality and quantity of work.

- **Healthy self-esteem improves personal relationships.** This is because of the lack of self-esteem from inferiority complex.

On the part of the organization, it is towards those in question. This becomes a vicious cycle: mutual trust and respect between employee and organization deteriorates, which causes problems that lead to even less self-esteem for the individual.

continued on page 119

4 Self-esteem at work

Self-esteem seriously affects the quality of work life. Among other things, it affects working relationships, and company loyalty according to the

task that should provide reasonable satisfaction causes discomfort and even anxiety.

SELF-ESTEEM AND PHYSICAL AND VERBAL AGGRESSION

A study by Steve Harvey and Loreleigh Keashly²⁷, from Bishop University in Quebec (Canada) and Wayne State University in Michigan (USA), showed that poor self-esteem is linked to an increase in physical and verbal aggression. This study involved 115 young students ranging from 21 to 22 years of age, approximately half men and half women, who were studying Business Administration. Data was collected on general levels of aggression (including physical and verbal), self-esteem, risk factors at work, and number of hours of work. Statistical correlation analysis showed that both the hours of work and level of self-esteem could predict

the level of aggression in the workplace. Specifically, more hours of work led to a greater probability of being a victim of aggression. In the same way, lowest levels of self-esteem were linked to a greater risk of being victims of aggression by others at work.

One important conclusion of the study is that the need to reinforce self-esteem among employees is not merely a human task but it is also good advice for the business. It could be an effective way to prevent increasing levels of harassment in the workplace, as well as, the physical, verbal, and psychological aggression that currently exists in many companies.



Hence, Chapter Four deals with self-esteem in the workplace. There is no doubt that recognizing and improving self-esteem in a work context is good for the bottom line.

- Psychotropic substance (drugs, alcohol) and non-chemical (gambling) abuse prevention.
- Personal and work-related stress reduction.
 - Health promotion and the prevention of 'modern' (such as obesity or cardiovascular diseases) illnesses.
 - Physical exercise programs to maintain health and body image.
 - Personal and psychological training to develop ideal relations not only at work but also in the family and in the social realm, generally.
 - Communication skills needed within as well as outside the organisation (see box p. 129).
- 3. Prevent harassment or 'mobbing' in the workplace.** This problem is growing and demands attention and preventive action. Action should include establishing precautionary routines within the company and in the working environment in order to prevent one in a position of authority (or equal to equal) from intimidating, assaulting or harassing another person.
- 4. Promote working teams.** Untold numbers of experiences demonstrate that production improves along with

Harassment destroys the dignity of the employee. Verbal attacks along with overbearing and contradictory orders lower self-esteem.



SELF-ESTEEM AMONG NURSES IN PALLIATIVE CARE UNITS

Study²⁸ conducted by the medical at the University of Radboud in Nijmegen (Netherlands), Gert Olthuis and his colleagues pointed to the need for healthy self-esteem among those who work with terminally-ill patients, especially those who are seriously ill, or with complex cases. The researchers conducted in-depth interviews with a small group of nurses who worked in palliative care units in order to identify the professional profile of nursing.

salary and good working conditions were not enough. In addition, a sense of the moral importance of the work was necessary. This included the conviction that the work was done altruistically and that one possessed the ideal personality to provide emotionally-positive care to patients who would soon face death.

- 3. Personal and professional identity.** The third characteristic mentioned is personal identification with the profession in such a way that the person believes (both in personality and preparation) him or herself capable of fulfilling the demands of the position. The most important source for this identity, according to the study, was the relationship with colleagues and the internalisation of knowledge, values, and

They also wanted to identify ways of maintaining mental health under such circumstances. An analysis of the qualitative answers of the participants led to the conclusion that there were three fundamental components needed to successfully perform in such a team was the

1. Self-

More importantly, the employees notice that you appreciate them to be important members of the team. Healthy self-esteem gets in quality work. But there is evidence that some specific factors in a special way are nurses in oncology and palliative care units. Given the demanding type of work, the need for greater and requires support. (See box p. 126).

It is important to have good character traits. All employees need good character traits to be able to handle the challenges of the workplace. Developing and supporting employees' needs is a key to success.



friendly voice, maintaining a respectful tone and using words that neither accuse nor reject.

- **Training seminars.** Retraining in order to better prepare employees results in better performance, but it is also a way to develop self-esteem. The employee observes that the boss invests money and time to his development and feels better about himself and more loyal to the firm.
- **Treat subordinates with maximum respect.** Listen carefully to your employees considering them as important and worthy of dignity. They will notice through your non-verbal messages. If they offer suggestions, consider the suggestions important. Whenever you meet, acknowledge them and relate to them on a deeper level than just the conventional greeting.
- **Share samples and gifts.** In many work environments, sales representa-



Chapter Five is the practical section of the book. It offers lots of advice as well as proven techniques and strategies for improving self-esteem. A person who is well-informed and educated can have control his or her self-esteem, and improve it, rather than leaving it up to the indiscriminate impact of the environment.

SELF-INSTRUCTION TO RESOLVE A PROBLEM AT WORK

worked in telemarketing. His was not excessively difficult, it involved selling products by phone that customers had already expressed as being of great interest or The problem was that Rodney experienced failure. Such thoughts assailed him. For example: "Rodney, this is not the job for you;" "Rodney, you have never been successful;" "Rodney, you do not possess a firm confident voice like your colleagues;" "Rodney, they are going to let you go and they will not buy anything."

In a self-help book, he found some methods to overcome these automatic thoughts to which he had become

accustomed. It consisted in writing down three or four short phrases to use to substitute these automatic thoughts that assaulted him. For example:

- "I have had many good sales before."
- "I have a warm and friendly voice."
- "The clients need and want the product."
- "I will soon make a sale."

He repeated these phrases over and over. He filled his mind with them until they came to him automatically. And then, when those old thoughts came to mind, he stopped them immediately and inserted one or more of the learned thoughts.



tives, goals and corresponding rewards.

3. Learning through imitation

One of the most natural ways of learning any behaviour is through observing other people in order to do the same thing oneself (or something



Children learn easily through imitation and example. They enjoy imitating their parents and older siblings.

actors are used to demonstrate the desired behaviours. The advantage of these videos is that the client can take the DVD home and view it over and over and then practise the behaviours.

The biggest advantage to this system is that it uses one of the most natural and effective ways of learning: observing others. When the actors are of similar age and with similar characteristics of the client, there is even greater probability that the behaviours will be reproduced successfully. There is a disadvantage if the actor gives the impression of being superior to the self-image of the client as this can reaffirm feelings of inferiority.

5

Techniques to increase self-esteem

People who are passive prefer to be led by others and do not enjoy defending themselves. At the other extreme, we find aggressive people who enjoy ordering others around and who gain their wishes through abusing, criticising and humiliating others. In the middle are assertive people who know how to defend their rights without hurting others.



control thoughts and achieve success one by one. The battle against feelings of inferiority is won step through small victories on a right trajectory rather than



Yes time to change negative thoughts into

The final chapter offers a plan for enriching self-esteem on a daily basis in all environments: individual, family, friendship, work and society.



IN THE COUPLE OR FAMILY

The home is the best and first school where we learn that we are loved, respected and where we begin to build our character. For this reason, our family holds great influence, helping to raise our self-esteem.

The marriage and family relationship is perhaps the atmosphere that transmits the most strength (or weakness) to self-esteem. Therefore, it is important to nourish family relationships in order to give and receive positive, stable, and balanced self-esteem. The natural result is that everyone else will respond positively to your own self-esteem.

- **Enjoy your family environment.** Invest time in your family, engaging in activities with them and learn to feel proud of your relatives who love and respect you.
- **Express your messages in positive ways.** In conversations with your spouse, find time to share your thoughts and feelings in free moments.

draw;" "This dish is exquisite;" "Thank you for helping to wash the dishes").

- **Nourish your relationships with your in-laws.** Although it is more difficult to invest in your relationships with your in-laws, your sister or brother-in-law, and with your son or daughter-in-law, for many it is a great enhancer of self-esteem. After all, they are part of you and their welfare is also yours.
- **Enjoy the progress of children and grandchildren.** Feeling a healthy sense of pride over the achievements of children and grandchildren may serve as a source of self-esteem. After all, they are part of you and their success is al-

6 *Self-esteem enrichment plan*

4. Maintenance strategies

4. Maintenance strategies
"A person who never made a mistake never tried anything new" (Albert Einstein).
 "I don't follow all of the advice you

If you follow all of the advice you have received, your self-esteem will increase and you will enjoy good emotional health. It is important to maintain your guard and, on a regular basis, engage in a "memory cure." Self-esteem can decline easily and you need to become familiar with the habits within this plan in order to avoid great declines in your self-esteem.

At all times, remember these three aspects:

1. **Thoughts.** Remember those thoughts that drag down your self-esteem ("No one respects me...;" etcetera) and prepare yourself to substitute them for those that build your self-esteem ("I was able to convince my friends..."). Create a list of these good thoughts and review them now and again.

2. **Relationships.** Remember the conversations and statements that build friendship and good relationships. Review the basic points on assertiveness. Think about and express positive thoughts about those around you. Use any criticism to improve and not to ruin your self-esteem.



Correct mistaken thoughts

Get rid of mistaken thoughts

We all have an inner voice that engages in internal dialogue. When these messages are negative, self-esteem falls within seconds and is difficult to recuperate. When these thoughts assault your mind, reject them and substitute them with others that build self-esteem. We suggest several but you can create your own. Make a list and select the best ones. Write them down and carry them with you to help you to think beneficial thoughts.

- **Negative thoughts:** ter;" "I am worthless; remedy for me."
✓ *Substitute with:* "I have don't do very well, but
- **Generalisations:** "I will ~~na~~ to do it well;" **"No one** me;" "I *always* make the take."
✓ *Substitute with:* "Little by accomplish it;" "Although ject me, my family and friends appreciate me;" "With patience be able to correct my mistakes"



The book is very visual and academic, with lots of photography and descriptive charts, as well as self-evaluation quizzes, famous sayings and quotes from the Bible. All these work together to make reading enjoyable and understandable while inciting the reader to delve deeper into the many concepts discussed.

SELF-ESTEEM IN MASLOW'S* PYRAMID

Need for:

- Self-actualisation
- Self-esteem
- Social acceptance



Satisfying this universal need for self-esteem is a condition for achieving happiness and harmony, which is represented by the pyramid's pinnacle.

* Abraham Harold Maslow, psychologist from the United States, is recognised as one of the founders of humanistic psychology.

TEST DOES YOUR ADOLESCENT SUFFER FROM LOW SELF-ESTEEM?

The questions in this test are made for parents of adolescents or for those who serve as their caretakers. Answer YES or NO to each question and then add up the scores and you will have an idea of your adolescent's or preadolescent's level.

	YES	NO
With him/herself does he/she put him/herself down when he/she cannot do this or that?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she avoid new tasks for fear of failure?	<input type="checkbox"/>	<input type="checkbox"/>
Is he/she insecure in the presence of people?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she feel inferior when he/she compares him/herself with others?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she feel that others are always better than him/herself?	<input type="checkbox"/>	<input type="checkbox"/>
Is he/she pessimistic when looking towards the future?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she feel that his/her parents speak on his/her behalf when making contacts?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she feel that he/she is and wish to be different?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she feel that he/she is not achieving something worth noting, or that he/she is not achieving his/her own achievement?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she blame him/herself when a negative situation occurs?	<input type="checkbox"/>	<input type="checkbox"/>
Does he/she feel that he/she is not doing well with his/her studies?	<input type="checkbox"/>	<input type="checkbox"/>



In marriage, some have cultivated a negative attitude about certain traits and tendencies in their spouse. This makes it very difficult for the person to think positive thoughts about the partner. The person does not see anything spe-

happy marriage, we must begin to set aside negative judgments. The box on this same page offers some examples of transformative expressions that can result in better self-esteem and a happier relationship.

MUTUAL POSITIVE ATTITUDE

When you think that your husband is...	
Serious and silent	
Obsessive	
A workaholic	
Stingy	
When you think that your wife is...	
Too talkative	
Weak	
Slow	

ASSERTIVENESS

Assertiveness is found in the middle of the continuum between two extremes (and equally vicious) behaviours:

PASSIVE BEHAVIOUR	ASSERTIVE BEHAVIOUR	AGGRESSIVE BEHAVIOUR
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THOUGHT RECORD

Date/ Hour	Situation	Thought	Feeling or emotion	Scale	Best option
Mon 25, 10 am	Chemistry class at university. The professor is asking questions and others in the class are answering them correctly. I wouldn't know how to answer these questions.	I am not smart. Everyone is better than me. I am bad at Chemistry. Actually I'm bad in all my classes. I am a failure.	Frustration Inferiority		
Mon 25, 1 pm	Lunch with a friend. He tells me that he has been offered a regular job.	I have only ever had temporary jobs. No one has ever offered me permanent employment.	Inability Inferiority		
Mon 25, 8 pm	My younger brother asked me to help him with his homework. When he shows me his work, he shares how much he enjoys school.	My brother is so lucky to enjoy school. As a child, I was a sucker and was often bullied.	Sadness Anger		

ABILITY GROUPING AND SELF-ESTEEM



STRONG POINTS TO NOTE ON POSSIBLE FOR SELF-ESTEEM CARDS

Work/ Studies	Character/ Personality	Physical Aspect
I am punctual.	I am patient.	I like my hands.
I have a steady job.	I feel compassion for those less fortunate.	I dress elegantly.
I earned a "B" in Physics.	I am truthful.	I have a pretty smile.
I am good at math.	I express myself well. I get along with just about everyone.	

...ing students into groups by in-
tural and academic ability causes
se effects in the short term (for
ple, feelings of discrimination or
ority, with negative effects to self-
m). However, what happens in the

being placed in these groups, t
were administered a series of psy-
logical tests including measures of
esteem.
Results of the first year showed
students assigned to the lower l

It is healthy to remind oneself of the traits and abilities that one possesses. People who tend towards feelings of inferiority will benefit from frequently reading these cards. To get full benefit from this exercise, the person can carry these cards in his/her pocket and read through them during free moments throughout the day in order to remember their strong points. One must not forget one's weaknesses or areas that need improvement. These are precisely

the things that torment the person who suffers from poor self-esteem and these things should be accompanied with reasonable goals and objectives. But the person should not feel tormented if he or she does not accomplish everything all at once. In any event, remember that goals should be realistic and should only exert a reasonable amount of pressure.

"I am going to look on the positive side of things"

...the authoritarian role and applies the necessary reprimand to correct the undesirable behaviour. However, positive messages of encouragement,
continued on page 112

...ees, the boss should re-
ents, show admiration
for what they do well,
encourage them when

THE SUPERVISOR'S SELF-ESTEEM

A supervisor with adequate self-esteem	A supervisor with inadequate self-esteem
Speaks with subordinates in a natural and respectful way	Speaks arrogantly to subordinates
Considers subordinates as equals and not inferior	Maintains the stereotypical distance of "boss"
When he does not know something, he recognises this and looks for ways to obtain information without feeling shame	Wants to give the impression that he knows everything and never shows any weakness
He feels satisfied in his capabilities and recognises his limitations.	Internally, he feels insecure and has a poor concept of himself and his





Author Julian Melgosa, Ph.D in Psychology and known internationally for his various works on applied psychology, offers comprehensive descriptions and explains how to apply understanding about self-esteem to the various phases of the human life cycle.

We are certain that by having deeper knowledge of the subject and learning the techniques and strategies for thinking and behavior presented here the reader will develop a healthy, balanced self-esteem.





What is self-esteem?

How is it formed?

What factors affect self-esteem?

Everyone who wishes to achieve their goals needs to believe in oneself. Poor self-esteem is the greatest obstacle when it comes to believing and confiding in oneself, and achieving one's desired goals.

This book provides counsel to improve self-esteem:

- At each stage of life: infancy, early childhood, school age, adolescence, young adulthood, middle age, and third age.
- In relationships: whether these are among friends, neighbours, or within the family or the couple.
- In the workplace: increasing the self-esteem of the employer and the employee.

