

CHAPTER 11

SELF-ACTUALIZATION AND SELF-DETERMINATION

CHAPTER OUTLINE

- Self-Actualization
 - The Need for Positive Regard
 - Contingent Self-Worth
- Self-Determination
 - Introjection and Identification
 - Need for Relatedness
 - Self-Concordance
 - Free Will
- The Self and Processes of Defense
 - Incongruity, Disorganization, and Defense
 - Self-Esteem Maintenance and Enhancement
 - Self-Handicapping
 - Stereotype Threat
- Self-Actualization and Maslow's Hierarchy of Motives
 - Characteristics of Frequent Self-Actualizers
 - Peak Experiences
- Existential Psychology: Being and Death
 - The Existential Dilemma
 - Emptiness
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 - Measuring Self-Actualization
 - Measuring Self-Determination and Control
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- Self-Actualization and Self-Determination: Problems and Prospects
- Summary

CHAPTER SUMMARY

The theorists of this chapter emphasize that people have an intrinsic tendency toward self-actualization. *Self-actualization* is the tendency to develop your capabilities in ways that maintain or enhance the self. This tendency promotes a sense of congruence, or integration, within the person. Its effectiveness is monitored by the *organismic valuing process*.

People also have a need for *positive regard*; acceptance and affection from others. Positive regard may be *unconditional*, or it may be *conditional* on your acting in certain ways. These conditions of worth mean that the person is held worthy only if he or she is acting in a desired manner. Conditions of worth, which can be self-imposed as well as imposed by others, can cause you to act in ways that oppose self-actualization.

Self-determination theory focuses on the difference between behavior that's self-determined and behavior that's controlled in some fashion. People enjoy activities more if they feel they're doing them from intrinsic interest instead of extrinsic reward. People whose lives are dominated by activities that are controlled are less healthy than people whose lives are self-determined.

Many theorists of this group assume that people have *free will*. This is a very hard idea to test, but people do seem to think they have free will. Studies of reactance have shown that people resist threats to freedoms they expect to have. However, other research has questioned whether free will is illusory.

Behavior that opposes the actualizing tendency creates *disorganization* in the sense of self. Disorganization can be reduced by two kinds of defenses. You can distort perceptions of reality to reduce the threat, or you can act in ways that prevent threatening experiences from reaching awareness (for example, by ignoring them). Use of these defenses is seen in the fact that people blame failures on factors outside themselves while taking credit for successes. People also engage in self-handicapping strategies, creating esteem-protective explanations for the possibility of failure before it even happens. Use of self-handicapping is paradoxical because it increases the likelihood of failure.

Maslow elaborated on the idea of self-actualization by proposing a hierarchy of motives, ranging from physical needs (most basic) to self-actualization (at the top). Basic needs are more demanding than higher needs, which (being more subtle) can affect you only when the lower needs are relatively satisfied. Maslow's intermediate levels appear to relate to the need for *positive regard*, suggesting why it can be hard to ignore the desire for acceptance from others.

Existential psychologists point out that with freedom comes the responsibility to choose for yourself what meaning your life has. The basic choice is to invest your life with meaning or to retreat into nothingness. When people are reminded of their own mortality, they try harder to connect to cultural values. Even if people try to find meaning, they can't escape *existential guilt*. No life can reflect all the possibilities it holds, because each choice rules out other possibilities.

This view on personality uses many assessment techniques, including both interviews and self-reports. Regarding content, it emphasizes the self-concept, self-actualization, and self-determination. One way to assess self-concept is the *Q-sort*, in which a set of items is sorted into piles according to how much they apply to oneself. Different "sorts" can be compared with each other for additional information.

From this perspective, problems derive from *incongruity*. Therapy is a process of reintegrating a partly disorganized self. For reintegration to occur, the client must feel a sense of unconditional positive regard. In *client-centered therapy*, people are led to refocus on their feelings about their problems. The (nonevaluative) therapist simply helps clients to clarify their feelings. In this viewpoint, the processes of therapy blend into those of ordinary living, with the goal of experiencing continued personal growth.

KEY TERMS

Actual self: One's self as one presently views it.

Actualization: The tendency to grow in ways that maintain or enhance the organism.

Clarification of feelings: The procedure in which a therapist restates a client's expressed feelings.

Client-centered (person-centered) therapy: A type of therapy that removes conditions of worth and has clients examine their feelings and take personal responsibility for improvement.

Conditional positive regard: Affection that's given only under certain conditions.

Conditional self-regard: Self-acceptance that's given only under certain conditions.

Conditions of worth: Contingencies placed on positive regard.

Congruence: An integration within the self and a coherence between the self and one's experiences.

Content analysis: The grouping and counting of various categories of statements in an interview.

Contingent self-worth: Self-acceptance that's based on performance in some domain of life.

Dasein: "Being-in-the-world"; the totality of one's autonomous personal existence.

Deficiency-based motives: Motives reflecting a lack within the person that needs to be filled.

Existential guilt: A sense of guilt over failing to fulfill all of one's possibilities.

Existential psychology: The view that people are responsible for investing their lives with meaning.

Flow: The experience of being immersed completely in an activity.

Fully functioning person: A person who's open to the experiences of life and who's self-actualizing.

Growth-based motives: Motives reflecting the desire to extend and elaborate oneself.

Humanistic psychology: A branch of psychology emphasizing the universal capacity for personal growth.

Ideal self: Your perception of how you'd like to be.

Organismic valuing process: The internal signal that tells whether self-actualization is occurring.

Peak experience: A subjective experience of intense self-actualization.

Phenomenological: A view that emphasizes the importance of one's own personal experiences.

Positive regard: Acceptance and affection.

Q-sort: An assessment technique in which descriptors are sorted according to how much they apply to oneself.

Reactance: A motive to regain or reassert a freedom that's been threatened.

Restatement of content: A procedure in which a therapist rephrases the ideas expressed by a client.

Self-actualization: A process of growing in ways that maintain or enhance the self.

Self-concordance: Pursuing goals that are consistent with one's core values.

Self-determination: Deciding for oneself what to do.

Self-handicapping: Creating situations that make it hard to succeed, thus enabling avoidance of self-blame for failure.

Stereotype threat: Having a negative perception of the self because of feeling prejudged.

Transcendent self-actualizers: People whose actualization goes beyond the self to become more universal.

Unconditional positive regard: Acceptance and affection with “no strings attached.”

TEST ITEMS

Multiple Choice

- (a/260) 1. Humanistic psychology is based on the assumption that:
- everyone has the potential for growth and development.
 - reality is the same for all of humanity.
 - people are victims of circumstance.
 - all of the above
- (b/260) 2. Humanistic psychology has the following goal:
- to help people confront their unconscious desires
 - to help people recognize their inherent goodness
 - to help people “unlearn” unhealthy behaviors that have been conditioned in them
 - none of the above
- (b/260) 3. A major figure in humanistic psychology is:
- B.F. Skinner.
 - Carl Rogers.
 - William Rogers.
 - Henry Murray.
- (a/260) 4. _____ was Rogers's term for the tendency of each person to develop capabilities that maintain or enhance the self.
- Self-actualization
 - Self-realization
 - Self-conceptualization
 - Self-fulfillment
- (c/260) 5. Self-actualization promotes _____ within the person.
- separateness
 - positive regard
 - congruence
 - conditions of worth
- (c/260) 6. The *organismic valuing process* refers to the:
- evaluation of experiences in terms of how threatening they are.
 - interpretation of experiences as potentially important or valuable.
 - evaluation of experiences in terms of how actualizing they are.
 - interpretation of experiences as endangering one's existing constructs.

- (c/260) 7. Someone engaged in self-actualization is said to be:
- socially integrated.
 - a fully-feeling person.
 - a fully-functioning person.
 - a rational actor.
- (c/261) 8. In Rogers' view, people have a strong need to experience _____, which is the respect, love, and friendship of others.
- positive reinforcement
 - conditional acceptance
 - positive regard
 - expectancies of worth
- (a/261) 9. Affection with no strings attached is referred to as:
- unconditional positive regard.
 - primary affection.
 - actualized regard.
 - true love.
- (b/261) 10. Brian tells Amy that he will only continue to love her if she stops working too many hours. He is providing her with:
- conditional acceptance.
 - conditional positive regard.
 - conditional statements of reinforcement.
 - unconditional negative regard.
- (d/261) 11. According to Rogers, after years of having conditions of worth applied to us by others, we:
- start to apply them to those around us.
 - learn to ignore them and start applying our own standards.
 - pretend (but fail) to ignore them.
 - start to apply them to ourselves.
- (c/261) 12. Conditions of worth and conditional regard have the effect of:
- making people depressed.
 - making people anxious.
 - altering behavior to fit in with the desires of others.
 - facilitating a person's goal of self-actualization.

- (d/261) 13. _____ is more important than _____, according to Rogers.
- a. Self-actualization, matters of life and death
 - b. Fulfilling conditions of worth, unconditional positive regard
 - c. Unconditional positive regard, self-actualization
 - d. Self-actualization, fulfilling conditions of worth
- (c/262) 14. Crocker and colleagues have argued that people have _____ of self-worth.
- a. failures
 - b. trials
 - c. contingencies
 - d. artifacts
- (a/263) 15. Which of the following is NOT one of the three basic needs proposed by Deci & Ryan?
- a. actualization
 - b. autonomy
 - c. competence
 - d. relatedness
- (a/263) 16. People engage in some activities because they find the activities intrinsically interesting. Such activities are said to be:
- a. self-determined.
 - b. self-rationalized.
 - c. self-actualized.
 - d. explicitly motivated.
- (c/263) 17. Research regarding the effects of monetary reward on intrinsic motivation has revealed that:
- a. monetary reward increases motivation.
 - b. monetary reward decreases motivation.
 - c. monetary reward can increase or decrease motivation.
 - d. the effect of monetary reward depends on the passage of time.
- (d/263) 18. Reward has both a(n) _____ and a(n) _____ aspect.
- a. normative, functional
 - b. restraining, cathartic
 - c. individual, societal
 - d. controlling, informational

- (c/263) 19. According to Deci and Ryan, accomplishments are satisfying:
- a. no matter why they occur.
 - b. only if you do them without anyone's help.
 - c. only if you feel a sense of self-determination in your effort.
 - d. all of the above
- (c/263) 20. Introjected regulation happens when a:
- a. person's behavior is self-determined.
 - b. person treats a value as a "want."
 - c. person treats a value as a "should."
 - d. none of the above
- (b/264) 21. Identified regulation happens when a person's behavior is:
- a. informational.
 - b. self-determined.
 - c. controlling.
 - d. none of the above
- (d/264) 22. Medical students who thought their professors were supportive of their own autonomy:
- a. became more autonomous in their own learning.
 - b. felt more competent in the skills they were learning.
 - c. were more supportive of others' autonomy.
 - d. all of the above
- (c/265) 23. Which of the following is true of the needs for autonomy and relatedness?
- a. Whereas people need both, the two needs are often incompatible.
 - b. The need for relatedness is stronger than the need for autonomy.
 - c. Satisfaction of both needs relate independently to well-being.
 - d. all of the above
- (b/266) 24. If I am told I must do something that I thought I was free to do or not, and then turn around and do the opposite, I am engaging in:
- a. competence.
 - b. reactance.
 - c. freedom reassertion.
 - d. shaping.

- (d/266) 25. Wegner's research has led him to suggest that:
- a. all humans have free will.
 - b. free will develops around age 2.
 - c. free will develops around age 5.
 - d. free will is an illusion.
- (d/266) 26. According to Rogers, the self:
- a. exists at birth.
 - b. is relatively fixed.
 - c. doesn't really exist.
 - d. never reaches an end state.
- (b/266) 27. Rogers distinguishes between the _____ self and the _____ self:
- a. actual, perceived
 - b. actual, ideal
 - c. real, imagined
 - d. standard, ideal
- (c/267
Box11.1) 28. Swann's research has revealed that if people are going to get feedback about a quality they perceive as bad in themselves, they:
- a. ignore the feedback completely.
 - b. would rather get feedback that says they are positive on this quality.
 - c. would rather get feedback that says they are negative on this quality.
 - d. would rather get feedback from a trusted friend than a stranger.
- (a/267) 29. Rogers asserts that anxiety will be produced when there is a(n):
- a. lack of correspondence between the ideal self and the actual self.
 - b. lack of correspondence between the real self and the perceived self.
 - c. imminent threat to one's personal constructs.
 - d. secondary appraisal of inability to cope.
- (d/268) 30. According to Rogers, people defend themselves against the perception of disorganization by:
- a. using denial.
 - b. rationalizing.
 - c. distorting experience.
 - d. all of the above

- (c/268) 31. Concerns about maintaining self-esteem depend upon two considerations, one of which is that an esteem-relevant event:
- a. occurs for reasons outside one's control
 - b. must be neither good nor bad
 - c. must be either good or bad
 - d. must be attributable to an external cause
- (b/268) 32. People tend to blame failures on things beyond their control:
- a. when the event is important, but not when it's unimportant.
 - b. whether the event is important or not.
 - c. when others witnessed the failure directly.
 - d. when others have not witnessed the failure directly.
- (b/269) 33. Jill really wants to do well on her psychology exam the next day but fears that she will not. So, the night before she goes out drinking with friends instead of studying. She may be engaging in:
- a. self-reactance.
 - b. self-handicapping.
 - c. self-depreciation.
 - d. self-fulfilling prophecy.
- (d/269) 34. Self-handicapping:
- a. is not as common as might be expected.
 - b. must be done consciously to be successful.
 - c. is only possible for matters that are moderately important.
 - d. must be used outside of the person's awareness to be successful.
- (d/269) 35. Which of the following is true of stereotype threat?
- a. It can interfere with performance.
 - b. It involves the threat of being viewed through a stereotype rather than as an individual.
 - c. It can lead a person to stop caring about the domain in which threat is occurring.
 - d. all of the above
- (a/270) 36. _____ spent most of his career trying to understand what enabled people to become fully-functioning persons.
- a. Maslow
 - b. Freud
 - c. Skinner
 - d. Deci

- (a/270) 37. The needs forming the base of Maslow's hierarchy are:
- physiological.
 - instinctual.
 - self-actualization.
 - safety.
- (d/270) 38. At the _____ level of Maslow's hierarchy, the needs begin to have more "social" qualities.
- self-actualization
 - esteem
 - safety
 - love and belonging
- (c/270) 39. According to Maslow's hierarchy, the correct order of needs, beginning with the most basic, is:
- physiological - love - safety - esteem - self-actualization
 - physiological - esteem - safety - love - self-actualization
 - physiological - safety - love - esteem - self-actualization
 - physiological - safety - esteem - love - self-actualization
- (d/272) 40. According to Maslow, higher-order needs differ from lower-order needs in that higher-order needs:
- involve qualities that are more social in nature.
 - are more distinctly human and less animalistic.
 - represent growth-based motives.
 - all of the above
- (b/272) 41. If a need develops at a lower level of Maslow's pyramid while you are trying to satisfy a higher-level need:
- your attention is split between the higher- and lower-level needs.
 - your attention is pulled downward, away from the higher-level need.
 - your attention remains with the higher-level need.
 - most of your attention remains at the higher level; the rest is divided among each of the lower-level needs.
- (c/272) 42. Maslow distinguished between:
- promotion-based and prevention-based motives.
 - approach and avoidance motives.
 - growth-based and deficiency-based motives.
 - physical and spiritual motives.

- (d/273) 43. Maslow believed that self-actualizers:
- a. are all so different that they share few similarities.
 - b. are almost always artistic (e.g., painters, musicians, or writers).
 - c. identify strongly with a subset of humanity.
 - d. share several characteristics.
- (c/273) 44. Self-actualizers tend to:
- a. appreciate results rather than the process of doing things.
 - b. form deep ties with many people.
 - c. at times appear temperamental and ruthless.
 - d. all of the above
- (a/274) 45. Peak experiences:
- a. are moments of intense self-actualizing.
 - b. can be negative experiences.
 - c. occur only among people who have been congruent for some time.
 - d. all of the above
- (c/275) 46. Peak experiences are similar to Csikszentmihalyi's concept of:
- a. the out-of-body experience.
 - b. rush.
 - c. flow.
 - d. the zone.
- (a/275) 47. The concept *dasein* implies:
- a. that people have no existence apart from the world.
 - b. that the world has meaning apart from the people in it.
 - c. the person's experience of the self as interdependent and connected.
 - d. all of the above
- (b/275) 48. According to existential psychologists, awareness of the inevitability of death evokes a sense of:
- a. reactance.
 - b. angst.
 - c. existential guilt.
 - d. wish fulfillment.

- (a/276) 49. Existential guilt arises:
- over failure to fulfill all of your possibilities in life.
 - because one can never really be close to others.
 - when people aren't aware of the importance of self-determination.
 - when people spend too much time thinking and not enough time doing.
- (a/276) 50. Terror management starts with the proposition that:
- awareness of one's own death leads to angst.
 - it is failure to control fears that leads to problematic behavior.
 - people respond to terror by avoiding anything with meaning or value.
 - none of the above
- (d/277) 51. Research on terror management theory has revealed that mortality salience makes people:
- behave more altruistically, but only in service of their own worldview.
 - think of themselves as distinct from animals.
 - create romance around sex to make it seem less animalistic.
 - all of the above
- (c/279) 52. One drawback to interviews is that:
- they are only good for comprehensive assessments.
 - they are not flexible enough.
 - the interviewer's verbal behavior can make large differences in what people say.
 - clients are indiscriminately self-disclosing.
- (b/279) 53. The Q-sort:
- involves categorizing a number of separate, unrelated responses.
 - involves sorting statements according to how you think you are.
 - only includes self-evaluative statements.
 - measures the degree to which people are self-actualizing.
- (b/280) 54. The instrument developed by Shostrom to assess qualities of self-actualization is called the:
- Survey of Peak Experiences or SPE.
 - Personal Orientation Inventory or POI.
 - Self-Congruity Scale or SCS.
 - none of the above

- (b/281) 55. _____ is the key to the Rogerian therapy process.
- Conditional positive regard
 - Unconditional positive regard
 - Conditional self-regard
 - Organismic valuing
- (d/282) 56. In the context of client-centered therapy, *clarification of feelings* refers to the:
- therapist asking questions to learn about the client.
 - therapist showing clients unconditional positive regard.
 - client correcting the therapist when the therapist misunderstands his or her feelings.
 - therapist repeating the client's emotional comments in different words.
- (c/282) 57. Restatement of content is similar to clarification of feelings EXCEPT that restatement of content:
- is more focused.
 - is slightly more directive.
 - is more intellectual.
 - generally takes less time.
- (d/283) 58. Humanistic psychologists feel that people with the following kinds of lives can benefit from processes that occur in therapy:
- problematic
 - average
 - very good
 - all of the above

True and False

- (T/260) 1. Humanistic psychology takes the position that every single person (without exception) has the potential for growth and development.
- (F/260) 2. Although his ideas were crucial to phenomenological psychology, Rogers' work is relatively unimportant to humanistic psychology.
- (T/260) 3. Actualization applies to physical (even immunological) systems in addition to psychological systems.
- (F/260) 4. The fully-functioning person is a particular kind of person.
- (T/260) 5. A fully-functioning person is engaged in self-actualization.
- (T/261) 6. Rogers referred to the conditions under which a person is judged to be worthy as conditions of worth.

- (T/261) 7. Seeking positive regard can get in the way of self-actualization.
- (F/262) 8. Contingencies of self-worth cannot be motivating.
- (T/262) 9. People who use success in certain domains as a precondition for self-acceptance are said to have contingent self-worth.
- (T/263) 10. Rewards often imply that our actions are not self-determined.
- (F/263) 11. According to Deci and Ryan, the three fundamental needs are for autonomy, relatedness, and actualization.
- (T/263) 12. One of the needs described by Deci and Ryan is the need for competence.
- (F/263) 13. Introjected regulation is self-determined.
- (T/264) 14. In identified regulation, the person has come to value the relevant behavior as meaningful.
- (F/264) 15. Pressures that lead to identified behavior stem from the desire to be accepted and guilt.
- (T/264) 16. People who feel that mentors are supporting their own autonomy behave in ways that foster the autonomy of others.
- (F/265) 17. The need for autonomy means being separate from others.
- (T/266) 18. When a person believes there is a threat to his or her freedom, reactance tends to occur.
- (T/266) 19. Wegner has suggested that free will is an illusion.
- (F/266) 20. Although Wegner has suggested otherwise, there is widespread consensus amongst personality psychologists that human beings have free will.
- (T/266) 21. According to Rogers, the self never reaches an end state, even for people who are self-actualized.
- (F/266) 22. Rogers defined the actual self as who a person is in an objective sense.
- (T/266) 23. Self-actualization reflects a greater congruence between the actual and ideal selves.
- (T/267) 24. Incongruence between actual and ideal selves leads people to underestimate how much significant others care for them.
- (T/268) 25. In order for an event to raise concerns about maintaining self-esteem, it must be attributable to you.

- (F/268) 26. People tend to blame failures on external agents only when the event is important, not when it is trivial.
- (T/269) 27. Self-handicapping is behaving in such a way as to produce a failure.
- (F/269) 28. For self-handicapping to be successful, the person using it must be aware of using it.
- (F/269) 29. Stereotype threat occurs when a person is afraid of inadvertently revealing their own privately held stereotypes to minorities.
- (T/270) 30. Physiological needs form the base of Maslow's hierarchy of needs.
- (F/270) 31. The needs at the top of Maslow's hierarchy are more intense than those at the bottom.
- (T/271) 32. Esteem needs include a sense of appreciation from others.
- (T/272) 33. Motives low in Maslow's hierarchy tend to be deficiency-based motives.
- (T/272) 34. Rogers and Maslow agree that the need for acceptance can interfere with the motive to self-actualize.
- (F/273) 35. Self-actualizers are less accepting of other people's frailties than most people.
- (T/273) 36. The self-actualizing person is said to be problem-centered.
- (F/274) 37. According to Maslow, transcendent self-actualizers do not see themselves as the owners of their own capabilities.
- (F/275) 38. Peak experiences are associated with a very clear sense of time.
- (T/275) 39. One is more likely to have a peak experience during times of work than times of leisure.
- (T/275) 40. *Dasein* refers to the totality of a person's experience of the self as autonomous, separate, and evolving.
- (T/276) 41. Existentialists believe that existential guilt is unavoidable.
- (T/276) 42. Terror management theory argues that anxiety over our own deaths leads us to live lives of meaning and value.
- (F/277) 43. Mortality salience motivates people to attain autonomy and avoid close relationships.
- (F/278) 44. People are more likely to respond to existential angst by creating their own personal meaning rather than embracing the values of the culture in which they live.
- (T/279) 45. The Q-sort requires a person to sort a large number of items into different piles.

- (F/280) 46. The Personal Orientation Inventory (POI) is used to measure actual-ideal discrepancies.
- (T/280) 47. The Personal Orientation Inventory (POI) assesses both time competence and inner-directedness as a means of measuring tendency toward self-actualization.
- (F/281) 48. To Rogers, incongruity between experience and one's self-concept is experienced as humiliation.
- (T/282) 49. By being nondirective and nonevaluative, the client-centered therapist avoids imposing conditions of worth.
- (T/282) 50. Restatement of content is more intellectual and less emotional than clarification of feelings.
- (F/283) 51. Growth is a goal that can be reached and then set aside.
- (T/283) 52. Humanistic psychology has been criticized for being overly optimistic.
- (F/284) 53. Humanists generally assume that people have free will, and this assumption is generally agreed upon by most psychologists.
- (F/284) 54. Research in the humanistic approach flourished in the past, but seems to be coming to a halt in recent years.
- (T/284) 55. Some have argued that if everyone became self-actualized, the world would become chaotic.

Short Essay

- (261) 1. Explain why Rogers considered conditions of worth to be bad.

After years of having conditions of worth imposed on us by other people, we begin to apply conditions of worth to ourselves. We give ourselves affection and acceptance only when we meet those conditions. This pattern of self-acceptance/self-rejection (conditional self-regard) makes us shift behavior to fit the self-imposed conditions of worth. These behavioral changes engender changes in our personalities, which can interfere with self-actualization. Self-actualization should have first priority; but because the need for positive regard is so salient, it is often the prevailing influence.

- (262) 2. Briefly discuss the relationship between conditional positive regard and conditions of worth.

Positive regard refers to our strong, built-in motive to be accepted and to have others' love, friendship and affection. If the acceptance is contingent upon the satisfaction of certain conditions (e.g., I'll like and accept you, but only if you act in a particular way), it is referred to as *conditional positive regard*. The conditions under which the person is judged worthy of positive regard are known as *conditions of worth*.

- (266) 3. Briefly describe the relationship between *free will* and *reactance*.

Free will refers to the idea that people have the freedom to decide for themselves how to act and what to become. Although it is almost impossible to know for sure whether people have free will, most people act as though they think they do. One phenomenon that makes this point is *reactance*, which occurs when a person expects to have a freedom of some sort and feels that the freedom is being threatened. The result is an attempt to regain or reassert that particular freedom.

- (268) 4. Identify the two categories of defense people use to deal with incongruence. Then give an example of a defense from each category.

DISTORTION OF EXPERIENCE: (1) Rationalization: Creating a plausible but untrue reason for why something is the way it is; (2) Perceiving an event as different from the way it actually is.

PREVENTING EXPERIENCES FROM REACHING AWARENESS: (1) Denial: Refusal to admit that a situation exists or an experience took place; (2) Avoiding situations where certain unwanted experiences would be possible.

- (269) 5. Describe what the term *self-handicapping* means, give an example, and explain why a person would engage in such behavior.

SELF-HANDICAPPING: Acting to create the very conditions that will tend to produce a failure. An example would be a if a person expected to do poorly on a first date, he or she might not allow enough time to properly groom and arrive late and unkempt for the date. People behave in such ways (nonconsciously) in order to provide an excuse for the failure that they anticipate.

- (272) 6. Describe three ways in which needs lower on Maslow's hierarchy differ from needs which are higher on his hierarchy.

(1) Needs lower on the hierarchy are more primitive and more demanding than higher needs; (2) As one moves up the hierarchy, needs are more distinctly human and less animalistic; (3) Motives low on the pyramid are deficiency-based (result from deprivation); those higher on the pyramid are growth-based motives (e.g., actualization).

- (273) 7. Describe three characteristics of self-actualizers.

Self-actualizers are: (1) Efficient in their perceptions of reality, i.e., their experience is in extra-sharp focus; (2) Accepting of themselves, of other people, and of nature; (3) Spontaneous in thought and emotion, natural rather than artificial. (NOTE: See pages 272-273 of the text, as well as Table 11-1 on page 273, for additional characteristics.)

(274 8. What happens during peak experiences, and how do they occur?
-275)

Peak experiences refer to moments of intense self-actualization, in which people have a sense of "connectedness" between themselves and their surroundings; there is a stronger sense of clarity in perceptions. There is also a loss of the sense of time. Feelings associated with the peak experience are often those of awe, wonder, or even ecstasy. The peak experience tends to take people outside themselves in that they are no longer thinking about themselves; rather, they are experiencing whatever is happening as fully as possible.

Although peak experiences can occur in a passive sort of way, usually they occur when one is deeply engaged in action of some kind. The person having a peak experience is typically so immersed in an activity that the activity seems to "become" the person.

(279 9. Describe the Q-sort method of assessment.
-280)

The Q-sort technique involves giving a person a large number of items printed on cards, and having the person sort the cards into piles. The person is forced to sort cards containing statements that are most true of them, least true of them, and a number of gradations in between. This technique forces the person to engage in self-evaluation.

(282) 10. Describe the difference between *clarification of feelings* and *restatement of content*.

CLARIFICATION OF FEELINGS: As feelings are expressed, the therapist repeats those expressions in different words to make the client more aware of what her/his true feelings are.

RESTATEMENT OF CONTENT: As ideas are expressed, the therapist repeats those expressions in different words to the client to clarify the cognitive content of what the client is saying.

CLASS DEMONSTRATION 11-1

Purpose: To illustrate the concept of free will.

Exercise: Have students answer the following questions on a piece of paper: (1) Do you have free will? (2) What is free will? (3) How do you know you have free will? After giving them time to answer, collect the papers and randomly select a few to read.

Results: Based on responses you receive, this exercise should demonstrate that students believe that they have free will, even though they do not know exactly what free will is or how they know they have it. Issues related to the concept of free will are self-determination and reactance, both of which are described in Chapter 11 on page 266.

CLASS DEMONSTRATION 11-2

Purpose: To demonstrate gender differences in sources of self-esteem.

Exercise: Have students list on a piece of paper the sources of self-esteem for themselves (i.e., things and qualities that make them feel good or bad about themselves). Students should also indicate their gender. Collect the assignment and randomly select a few to read aloud in class. For effect, first read the list of attributes that are described and then ask through a show of hands whether the class thinks that the list was generated by a man or a woman. Tell them if they are correct or not.

Results: Our experience is that students are generally quite adept at predicting the gender of the person who comprised the list. As such, this exercise demonstrates that males are more likely to derive their self-esteem from achievement-oriented activities (e.g., competitive activities or getting good grades), and that women are more likely to derive their self-esteem from interpersonal relationships (e.g., being a good friend/daughter/girlfriend). Subsequent discussion could focus on why these differences continue to emerge, and whether or not the differences might be stronger yet in other demographic groups.

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