



Dale Carnegie Training: The Effects on Self-esteem

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2013

BSc in Psychology

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Abstract

Self-esteem can have an effect on social anxiety, shyness and social withdrawal and more. In this study self-esteem and other factors were measured in two groups of young people (N = 98), with the mean age of 22.8 years. The groups were an experimental group that was taking part in Dale Carnegie training and a control group that had never taken part in such training. The experimental group was measured at three different time points; before Dale Carnegie training, in the last class of training and three months after the training, but the control group was measured at one time point. Within the experimental group, there was a significant difference between self-esteem, social anxiety and shyness and social withdrawal at the three different time points. That indicates that Dale Carnegie training does increase self-esteem significantly and it maintains higher three months after the training has taken place.

Key words : Self-esteem, young adults, Dale Carnegie training.

Útdráttur

Sjálfsálit getur haft áhrif á félagskvíða, feimni og félagsfælni og fleira. Í þessari rannsókn verður sjálfsálit og aðrir tengdir þættir mældir í tveimur mismunandi hópum (N = 98), sem hafa meðalaldurinn 22,8 ár. Tilraunahópurinn var hópur ungs fólks sem var að tók í Dale Carnegie þjálfun og var mældur á þremur mismunandi tímum; fyrir þjálfun, strax að lokinni þjálfun og þremur mánuðum eftir þjálfunina. Samanburðarhópurinn hafði aldrei tekið þátt í Dale Carnegie þjálfun var mældur einu sinni. Það var marktækur munur á sjálfsáliti, félagskvíða og feimni og félagsfælni einstaklinga í tilraunahópnum á þessum þremur mismunandi tímabilum. Þessar niðurstöður gefa til kynna að Dale Carnegie þjálfun auki sjálfsálit og að sjálfsálitið er ennþá betra þremur mánuðum eftir að þjálfun lýkur.

Lykilorð : Sjálfsálit, ungt fólk, Dale Carnegie þjálfun.

Dale Carnegie training: The effects on self-esteem

Dale Carnegie training is a program that is designed to increase self-esteem and it has a lot of credibility among the public, yet the effects of the training has not been studied thoroughly in an organized research design. The key aim of the study is to find out if young people will have more self-esteem when they have undergone 10 weeks of Dale Carnegie training than they had before. Furthermore the aim was to see if people that attend a Dale Carnegie training had better self-esteem after the training than people that had not undergone the training.

Self-esteem can be defined as the appraisal and evaluation of the self or the attitude toward the self (Leary & Baumeister, 2000). Self-esteem is how positively or negatively a person feels about herself/himself (Passer, Smith, Holt, Bremner, Sutherland & Vliek, 2009). Self-esteem is very important for our personal well-being, adjustment and happiness (Passer, Smith, Holt, Bremner, Sutherland & Vliek, 2009). Studies have shown that low self-esteem increases the possibility of depression, social anxiety, social withdrawal and shyness in people (Glasshouwer, Vroling, de Jong, Lange & de Keijser, 2013; Moksnes & Espnes, 2012; Park & Maner, 2009; Smith & Betz, 2002; Wagner, Lütke, Jonkmann & Trautwein, 2013). Women and girls tend to have lower self-esteem than men but that is debatable and studies show different results on that matter (Mosksnes & Espnes, 2012; Smith & Betz, 2002; Wagner, Lütke, Jonkmann & Trautwein, 2013).

Orth, Robins & Widaman (2012) analyzed data from a longitudinal research that examined development of self-esteem throughout the life span and whether self-esteem influenced the development of important life outcomes e.g. job satisfaction, depression, physical health and relationship satisfaction. The analyses were based on five assessments across a 12-year period, there were 1,824 participants at the age range from 16 to 97 years old. Results indicated that self-esteem increased from adolescence to middle adulthood and then reached a peak at about 50 years old, after that it began to decrease again. Self-esteem affected

positively on experiences of work, love and health in people's life, which supports the hypotheses about beneficial consequences of high self-esteem (Orth, Robins & Wildaman, 2012).

Wagner, Lüdtke, Jonkmann & Trautwein (2012) did a research on 4,532 German students that were measured from 2002 (senior high) with 2 year intervals until 2008. The researchers measured self-esteem, big-five personality traits, structural characteristics (e.g. education, living situation) and demographics. The big-five personality traits are openness, extraversion, agreeableness, neuroticism and conscientiousness. The aim of the research was to find out if and how self-esteem changes in the transition to young adulthood. The participants had a mean age of 19.6 at the first assessment in 2002, at the first assessment the participants were senior high school students and then assessments were made with two year intervals after that until 2008. There were two trained interviewers that administered all materials to the students and Self-Descriptive Questionnaire (SDQ) was used to assess self-esteem. The results of this study suggest that self-esteem gradually increases through the transition from adolescents to young adulthood (Wagner, Lüdtke, Jonkmann & Trautwein, 2012).

There are many programs that aim to increase people's overall self-esteem and in specific conditions (Haney & Durlak, 1998; McVey, Davis, Tweed & Shaw, 2004). The Healthy Kids Mentoring Program is designed to strengthen relationships, build self-esteem, teach how to set goals and stick to them as well as to tutor kids (King, Vidourek, Davis, McClellan, 2002). The mentors were people in the community of Midwestern suburban public school in the US and ranged from high school students to senior citizens. The mentors all got training in how they could enhance the four factors mentioned above and spent 1,5 hours twice a week with one child and did exercises in all of these factors. Students in this study were 283 and they completed a 55-item survey about their self-esteem, school, peer and family connectedness and involvement in unhealthy behavior. After analyzing the results of

the survey, 32 students were selected for the mentoring program, those selected were in the most need to enhance the four factors. The program lasted four months and the students answered the survey again after these four months. Results from the study showed significant improvements at the posttest (survey) in students' self-esteem and positive connections to peers, family and school. Students that were part of the program were significantly less likely to be depressed or involved in bullying and fighting at posttest than at pretest. The study showed significant results that the program worked well and increased the students' overall self-esteem and decreased their involvement in unhealthy behavior (King, Vidourek, Davis & McClellan, 2002). According to these results and results from other studies it is clear that many programs that aim to increase self-esteem work, especially for people that are shy and have low self-esteem (Anna Steinsen, 2007; Haney & Durlak, 1998; McVey, Davis, Tweed & Shaw, 2004). Programs that aim to increase self-esteem have shown to be more effective than programs that aim to increase social or behavioral skills (Haney & Durlak, 1998).

The following three hypothesis were put forth for this study: 1) self-esteem will increase after 10 weeks of Dale Carnegie training, 2) three months after the training the participants will still show higher score in self-esteem than when they were first assessed. and 3) that the participants that have not undergone Dale Carnegie training will have lower self-esteem than those who have

The research questions for this study are: 1) Does Dale Carnegie training increase self-esteem and maintain higher self-esteem among young adults? 2) Will the experimental group score higher in self-esteem than control group that have not undergone Dale Carnegie training?

Method

Participants

Participants in this study were a total of 98 people from the age of 19 to 26 years old (born 1986-1993), mean age of 22.8 years. There were 68 women and 30 men that took part in the experiment. The participants were divided into experimental group and control group, the participants in the experimental group were chosen because they were going to take part in Dale Carnegie training and the control group was chosen by gender and age. The response rate was 100% at time point one when the experimental group was measured, at time point two it was 96% and at time point three it was 82%. Participants were not obliged to take part in the experiment and were told that they could quit at any point and did not have to answer specific questions if they didn't want to. There was 100% anonymity so there were not any ethical considerations.

Measures and covariates

A questionnaire (see pages 20-23 and 26-29 in appendix) was used to detect how participants looked at themselves and to measure self-esteem, social anxiety, shyness and social withdrawal. The questionnaire included ten closed-ended questions about self-esteem and the answers were on Likert scale. The questions were taken from The Icelandic Centre for Social Research and Analysis from questionnaire called Young people, that questionnaire is submitted to students from 10 to 20 years old (Álfgeir Logi Kristjánsson, Margrét Lilja Guðmundsdóttir, Hrefna Pálsdóttir, Inga Dóra Sigfúsdóttir & Jón Sigfússon, 2008). Likert scale has both positive and negative directions, for example strongly agree to strongly disagree. Examples of questions for the self-esteem part in this study are: How well do the following statements apply to you? b) I feel I have many good qualities, h) I wish I had more self-respect, the response options would be from “applies very well to me” to “applies very

badly to me". Social anxiety included statements like: I am anxious to speak in front of group of people and I become uneasy in a crowd. The variable shyness included statements like: I need time to overcome my shyness in new situations and I become embarrassed very easily. The social withdrawal variable included statements like: I haven't got anyone to talk to and I haven't got any good friend. A consent form and an information sheet were given to the participants to read and sign if they agreed taking part in the experiment. Pen, envelopes and papers were used to answer the questionnaire. To work on the data the statistic program SPSS and Excel were used.

Research design

The study is quantitative and is longitudinal design. The independent variable of this research was Dale Carnegie training and the dependent variables were self-esteem, social anxiety, shyness and social withdrawal. To enhance quality of the research participants were in a school or meeting room and were asked to be quiet and not disturb the others when they had finished answering the questionnaire.

Procedure

The procedure was very similar for both groups, however there were fewer in the same room when the control group was taking part in the study. First off the researcher got consent from Dale Carnegie in Iceland to conduct this study and got the questionnaire from The Icelandic Centre for Social Research. To begin collecting data the researcher started by conducting the questionnaire at the first class in Dale Carnegie training for two groups, the first one on 19th of September 2012 (N=26) and the second group 2nd of October 2012 (N=23). The researcher introduced the experiment, informed the participants about their rights and if there were any questions they wanted to ask and then asked the participants to read the

information sheet (see appendix pages 18 and 24) and sign the consent form (see appendix pages 17) if they agreed taking part in the study. There hadn't been any contact with Dale Carnegie trainers or others from the Dale Carnegie staff when the researcher talked to the participants. The experimental group was measured at their first class (see above), last class (20th and 21st of November 2012) and three months after the training was over (21st of February–7th of March 2013). The control group was measured once in the same weeks as the experimental group was measured for the third/last time. Participants in the control group were asked to put their questionnaire in an envelope and close it because they were sometimes alone taking the questionnaire. That was done so they could feel more secure that the researcher could not link the answers to them personally. Participants were asked to answer the questions in honesty and they were also asked not to mark the questionnaires or envelopes with name, ID number or anything that could link the answers directly to them. The control group was asked to put their answers in an envelope and close it and then mix it up with other envelopes that had answers from other participants. The reason for that the control group used envelopes but not the experimental group was because the experimental group answered the questionnaire at the same time and there were three people collecting the questionnaires but many participants in the control group were the only ones at that time answering the questionnaire.

Results

Data were analysed using descriptive statistics about each variable, ANOVA and independent t-sample t-test, the cut-off point of 0.05 was used as a criterion for statistical significance.

Table 1 presents the descriptive statistics for questions asked in the questionnaire. It has the mean and standard deviation for the variables at three different times for the experimental

group and at one time for the control group. Self-esteem, shyness, social anxiety and social withdrawal were measured over time. The experimental group had a mean self-esteem of 27.33 and SD=4.66 at time point one. Values were on the range 1 – 40 and the lower the mean is the lower self-esteem. At time point two self-esteem had increased to 34.60 with SD=4.18 and at time point three it went down to 31.65 with SD=5.26. The control group had a mean self-esteem of 33.56 with SD=4.56. The factor I wish I had more self respect had the lowest mean for the experimental group (range 1-4), M=1.90 (SD=0.90) at time point one for the self-esteem variable. The highest mean in the variable self-esteem was the factor: I feel I am worth as much as others with M=3.79 (SD=0.41) at time point two. Shyness and social anxiety had the range 1-24 and the lower the score the more anxiety and shyness person experienced. For this variable the experimental group had M=10.20 (SD=3.16) at time point one to M = 14.70 (SD=3.96) at time point two and at time point three M=14.05 (SD=3.78), for the control group M=14.22 (SD=3.55). The factor I am anxious to speak in front of group of people had the lowest mean for the variable social anxiety and shyness with M=1.45 (SD=0.68) at time point one (range 1-4). I feel I am I become uneasy in a crowd had the highest mean for the experimental group, 2.85 (SD = 1.00) at time point three. The variable social withdrawal has the range of 1-20 meaning that the lower the score the more socially isolated a person is. The experimental group had M = 16.53 (SD = 2.52) at time point one, M = 17.74 (SD = 2.17) at time point two and M=17.02 (SD=2.54) at time point three, the control group had M = 17.22 (SD=2.16). For the variable social withdrawal the lowest mean was for factor: I am popular among friends, M=3.02 (SD=0.66) in the experimental group (range 1-4). The highest factor for the experimental group was I haven't got any friends with M=3.78 (SD=0.58).

Table 1: Descriptive statistics for all variables

Variables	Range	Time point 1		Time point 2		Time point 3		Control Group	
		M	SD	M	SD	M	SD	M	SD
Gender	1-2	1.69	0.47	1.70	0.46	1.75	0.44	1.69	0.47
Male = 1									
Female = 2									
Age	1-8	4.78	1.86	4.70	1.84	4.56	1.80	4.78	1.86
Education	1-7	5.37	1.50	5.09	1.72	5.26	1.72	5.30	1.34
Occupation	1-4	3.14	1.62	2.72	1.50	2.73	1.78	3.63	1.80
Children	1-4	1.06	0.24	1.04	0.20	1.00	0.00	1.10	0.42
Self-esteem	1-40	27.33	4.66	34.60	4.18	31.65	5.26	33.65	4.56
I feel I am worth as much as others	1-4	3.27	0.60	3.79	0.41	3.66	0.48	3.63	0.57
I feel I have many good qualities	1-4	3.00	0.54	3.74	0.44	3.50	0.64	3.43	0.61
On the whole I feel I am no good	1-4	2.94	0.59	3.53	0.58	3.15	0.83	3.30	0.77
I can do things just as well as others	1-4	2.78	0.65	3.55	0.50	3.40	0.63	3.35	0.60
I feel there is not much I can be proud of	1-4	2.66	0.75	3.30	0.88	3.15	0.89	3.37	0.70
I am very positive about myself	1-4	2.78	0.69	3.47	0.55	3.28	0.75	3.29	0.61
On the whole I am very satisfied with myself	1-4	2.56	0.58	3.53	0.55	3.13	0.85	3.24	0.78
I wish I had more self respect	1-4	1.90	0.90	2.90	0.79	2.38	1.08	3.06	0.92
Sometimes I feel I am no good	1-4	2.60	0.70	3.39	0.71	2.88	0.91	3.45	0.71
Sometimes I feel I am worthless	1-4	2.88	0.88	3.40	0.83	3.20	0.89	3.53	0.65
Shyness and social anxiety	1-24	10.20	3.16	14.70	3.96	14.05	3.78	14.22	3.55
I need time to overcome my shyness in new condition	1-4	1.47	0.65	2.28	0.80	2.10	0.87	2.18	0.81
I find it hard to work when someone is watching	1-4	1.56	0.65	2.17	0.96	2.10	0.84	2.51	0.82
I become embarrassed very easily	1-4	1.66	0.72	2.34	0.92	2.28	0.85	2.33	0.85
I don't find it difficult to speak with strangers	1-4	2.22	0.90	2.72	0.74	2.60	0.78	2.73	0.95
I am anxious to speak in front of group of people	1-4	1.45	0.68	2.43	0.88	2.13	0.76	2.02	0.80
I become uneasy in a crowd	1-4	1.86	0.89	2.77	0.87	2.85	1.00	2.45	0.84
Social withdrawal	1-20	16.53	2.52	17.74	2.17	17.02	2.54	17.22	2.16
I haven't got anyone to talk to	1-4	3.60	0.61	3.81	0.45	3.68	0.62	3.71	0.58
I find it hard to make friends	1-4	3.04	0.89	3.49	0.72	3.25	0.84	3.32	0.78
I am lonely	1-4	3.14	0.84	3.40	0.80	3.25	0.87	3.47	0.74
I am popular among friends	1-4	3.02	0.66	3.19	0.77	3.08	0.86	2.92	0.61
I haven't got any good friend	1-4	3.73	0.60	3.85	0.42	3.78	0.58	3.80	0.54

Note: N (time point 1) = 49, N (time point 2) = 47, N (time point 3) = 40 and N (control group) = 49

Difference in self-esteem between time points was examined with (3) Time x (1) Self-esteem ANOVA. In Table 2 results from the ANOVA test showed that there was a significant difference on self-esteem at the three different time points for the experimental group, $F(2) = 29.23, p = 0.00$. ANOVA tests were also run for the other variables and results showed that

there was significant difference on social anxiety and shyness, $F(2) = 21.74, p = 0.00$ and social withdrawal, $F(2) = 3.07, p = 0.04$.

Table 2: Anova for difference in self-esteem between three time points.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	1284.151	2	642.075	29.233	0.00
Within groups	2921.195	133	21.964		
Total	4205.346	135			

Independent sample t-test was made to look at the difference of self-esteem between the experimental group and the control group. Time point three for the experimental group was compared to the control group and results showed that the t-test was not significant, $t(87) = 1.923, p = 0.058$.

Discussion

Self-esteem has been studied quite a bit but mainly in adolescents and children, also it has been studied with a lot of other variables and is often not the main variable to be tested in studies (Boden, Fergusson, Horwood, 2008). There is a lot going on in young adults life that can have effect on their self-esteem e.g. moving abroad, getting their own place, new relationships and new school or a job (Chen & Farrugia, 2002).

Self-esteem in general is thought to increase with age and hit the top at about 50 years old after which it goes down again (Orth, Robins & Wildaman, 2012). There are programs that are supposed to increase self-esteem and many of them seem to work and people appraise a lot of them but they have not been studied a lot (Haney & Durlak, 1998; McVey, Davis, Tweed & Shaw, 2004). Mentoring programs have been used in a lot of communities and one

Midwestern suburban school in the US is one of many that uses that kind of program. Results from that school showed that the program increased children's overall self-esteem and decreased their participation in unhealthy behaviors (King, Vidourek, Davis & McClellan, 2002).

The results of the current study show that all of the variables of interest in this study showed that the mean from time point one (first class of training) to two (last class of training) always increases for every variable, especially for self-esteem. The table also shows that the mean decreases a bit from time point two to time point three, still the mean is higher than at time point one. These results indicate that Dale Carnegie training definitely has positive effects on self-esteem, social anxiety, shyness and social withdrawal. The lower the score the lower the self-esteem, more social anxiety, shyness and social withdrawal. The results also shows us that social withdrawal is not common among these participants as the mean is pretty high in all time points, or 16.53, 17.74 and 17.02 for the experimental group and 17.22 for the control group with 20 being the highest score. In the self-esteem variable the factors I wish I had more self respect, Sometimes I feel like I am no good and Sometimes I feel like I am worthless increased the most from time point one to two, participants felt more positive about themselves.

Self-esteem was the main factor to be measured in this study and the results of the ANOVA showed that self-esteem did significantly increase with Dale Carnegie training and that there was significant difference between the three different time points that the experimental group was measured. That means that there was significant increase in self-esteem from time point one to time point three. These results confirm hypothesis 1) that self-esteem will increase after 10 weeks of Dale Carnegie training and 2) that three months after the training the participants will still show higher score in self-esteem than when they were first assessed. There was also a significant difference between social anxiety and shyness and

social withdrawal and the three different time points for the experimental group. The fact that people maintain higher self-esteem three months after the training shows that Dale Carnegie training really influences people's self-esteem.

When the control group is compared to the experimental group the mean for the variables are always higher for the control group when compared to time point one in the experimental group. For time point two the control group had almost always lower mean than the experimental group or very similar but almost always higher or very similar when compared to time point three for the experimental group. These results suggest that people that take part in Dale Carnegie training have lower self-esteem, are more shy, isolated and experience more social anxiety than people at the same age and gender as they. After the training however people that underwent Dale Carnegie training have similar means to the control group so they decrease the gap between the two groups. Results showed that the t-test was not significant, indicating that there was not a significant difference in self-esteem between the two groups.

The results also indicates that the program Dale Carnegie training is effective and does increase self-esteem, social anxiety, shyness and social withdrawal in participants in young adults. The results also suggest that people that want to take part in Dale Carnegie training have lower self-esteem and higher levels of social anxiety, shyness and social withdrawal than people at the same age as they are. Time point two has the highest mean for all variables for the experimental group, that can be explained by that the participants are finishing 10 weeks of training and everything they had learnt was very fresh in their memory and they had been doing tasks and assignments that had positive effects on every variable. After three months the effects have decreased a little but not that much really and it could be explained by fewer participants at that time point.

Strengths of this study would be that it has three different time points but not only two that would be at the first and last class of the training. The fact that participants were measured

again three months later increases the generalizability and adds to the value of the results of this study. Dale Carnegie training could use these results to focus more on these factors because the results indicates that people are looking for higher self-esteem because people at the same age and gender have higher self-esteem levels than themselves. Limitations of this study are mainly few participants but it would be more generalizable with larger sample. Moreover the researcher is at the same age as the participants and therefore knew few of the participants but when that was the case the researcher asked another person to collect the data and showed how it was mixed up with many others questionnaires/envelopes.

Further studies should get more participants to take part in the study. It would also be good to test them 3, months, 6 months and a year after they finished the Dale Carnegie training and see if there would still be a significant difference or if they had gone back to the same level of self-esteem. The aims of Dale Carnegie training are not only to increase self-esteem but also to increase leadership skills, communication and speech skills (Anna Steinsen, 2007), therefore it would be interesting to measure these factors as well in a big study. It would also be interesting to measure younger participants in Dale Carnegie training and see if the self-esteem does get higher with the transition from adolescents to young adulthood.

Despite these limitations the results show significance for every variable in the experimental group for the three time points. The findings of this study indicate that programs that aim to increase self-esteem and other related factors do increase those factors. Therefore it is important to keep studying these programs and find out how they work and what people look for in such programs.

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Appendix

Consent form:



REYKJAVÍK UNIVERSITY
HÁSKÓLINN Í REYKJAVÍK

Heiti verkefnis : Áhrif Dale Carnegie námskeiðs.
Nafn rannsakanda : Helena Helgadóttir

Vinsamlegast merktu við

1. Ég staðfesti að ég hafi lesið upplýsingablaðið fyrir eftirfarandi rannsókn og að ég hafi haft tækifæri til þess að spyrja spurninga.

2. Ég staðfesti að ég hef skilið upplýsingarnar sem hafa verið gefnar og haft nægan tíma til þess að íhuga upplýsingarnar.

3. Ég skil að þátttaka mín er valfrjáls og að mér er frjálst að hætta á hverri stundu, án þess að tilgreina ástæðu, og án þess að lagaleg réttindi mín verði fyrir áhrifum.

4. Ég samþykki að taka þátt í ofangreindri rannsókn

Nafn þátttakanda

Dagsetning

Undirskrift

Rannsakandi

Dagsetning

Undirskrift

1 afrit fyrir rannsakanda, 1 afrit fyrir þátttakanda

Information sheet for the experimental group :

Upplýsingablað þátttakenda

1 Heiti verkefnis : Áhrif Dale Carnegie námskeiðs.

2 Ég bið þig um að taka þátt í þessari rannsókn. Áður en þú ákveður þig er mikilvægt að þú skilur til hvers rannsóknin er gerð og um hvað hún er. Þetta upplýsingablað segir þér frá tilgangi, áhættum og hagnaði þessarar rannsóknar. Ef þú samþykkir að taka þátt í rannsókninni bið ég þig um að skrifa undir upplýst samþykki. Ef það er eitthvað sem þú ert í vafa um ekki hika við að spyrja. Taktu eins langan tíma og þú þarft til þess að lesa þessar upplýsingar. Þú ættir einungis að samþykkja að taka þátt í rannsókninni þegar þér finnst þú skilja til hvers er ætlast af þér og þú hefur haft nægan tíma til þess að taka ákvörðun um þátttöku.

3 Tilgangur rannsóknarinnar

Tilgangur þessarar rannsóknar er að skoða hver áhrif Dale Carnegie námskeiðs eru. Markmið rannsóknarinnar er að vita hvernig Dale Carnegie námskeið hefur áhrif á sjálfsmat einstaklinga. Rannsóknin tekur ekki nema nokkrar mínútur þar sem þú verður beðin um að svara nokkurra blaðsíðna nafnlausum spurningalista. Þú hefur verið beðin(n) um að taka þátt í rannsókninni þar sem þú ert að hefja Dale Carnegie þjálfun, þátttakendur verða um 60 manns í heildina.

4 Þátttaka

Þátttaka þín í rannsókninni yrði mjög vel metin af mér og Dale Carnegie á Íslandi. Rannsóknin getur orðið mjög hagnýt fyrir komandi námskeið og fyrir Dale Carnegie stofnunina. Einnig getur þú fengið samantekt úr helstu niðurstöðum rannsóknarinnar ef þú hefur áhuga á því.

Spurningalistarnir verða algjörlega nafnlausir og órekjanlegir þannig engin getur vitað hverju þú hefur svarað og ekki hægt að tengja nein svör til þín persónulega. Svörin verða einungis notuð til þess að fá heildarmynd en ekki tekið fyrir hvert og eitt svar.

Þú ert ekki skyldug(ur) til þess að taka þátt í rannsókninni og er það undir þér komið að ákveða hvort þú vilt taka þátt eða ekki. Ef þú ákveður að taka þátt verður þú beðin(n) um að halda þessu upplýsingablaði og beðin(n) um að skrifa undir upplýst samþykki. Þú mátt alltaf hætta við þátttöku hvenær sem er á meðan á rannsókninni stendur og þarft ekki að gefa upp ástæðu. Ákvörðun um að hætta við að taka þátt mun ekki hafa nein áhrif á réttindi þín.

Ef þú ákveður að taka þátt færð þú fjögurra blaðsíðna spurningalista sem þú ert beðin(n) um að svara af bestu samvisku. Þegar þú hefur svarað honum getur þú rétt upp hönd og rannsakandi eða leiðbeinendur taka spurningalistann hjá þér.

Í síðasta tímanum á námskeiðinu verður þú beðin um að svara spurningalistanum aftur. Gagnasöfnun lýkur innan 4 mánaða frá þátttöku þinni, ef þú óskar þess þá getur þú fengið senda samantekt yfir helstu niðurstöður rannsóknarinnar. Einungis heildarniðurstöður verða nýttar án þess að taka einstaka svör fyrir á nokkurn hátt.

Ef þig vantar frekar upplýsingar eða hefur spurningar endilega hafðu samband við rannsakanda, Helenu Helgadóttur. Tölvupóstur minn er helena10@ru.is og símanúmer er 616-2198.

Ef þú hefur einhverjar áhyggjur af rannsókninni og óskar eftir að hafa samband við einhvern í trúnaði er þér velkomið að hafa samband við Sálfræðideild Háskólans í Reykjavík.

Questionnaire for the experimental group:

Kæri þátttakandi,

Vinsamlega lestu þessar leiðbeiningar vandlega áður en þú byrjar að svara listanum.

Á næstu blaðsíðum eru spurningar sem ég bið þig um að svara samviskulega. Spurningum er svarað með því að setja X í viðeigandi reit. Þú ert ekki skyldug(ur) til þess að taka þátt í rannsókninni. Þú ræður hvort þú svarir einstökum spurningum en ég bið þig að svara þeim öllum eftir bestu getu.

Ekki verður hægt að rekja svör til einstaka þátttakenda og þannig getur enginn vitað hverju þú svarar nema þú sjálf(ur). Svör þín eru trúnaðarmál, því bið ég þig um að **setja hvorki nafn né kennitölu á listann.**

Með fyrirfram þökk fyrir

þátttökuna,

Helena Helgadóttir

Sálfræðinemi

helena10@ru.is

1. Kyn

- Karl
 Kona

2. Hvaða ár ert þú fædd(ur)?

- 1992 1988
 1991 1987
 1990 1986
 1989 annað, árið 19_____

3. Hver er menntun þín? (Merktu aðeins í EINN reit)

- Hef lokið grunnskólaprófi
 Hóf nám í framhaldsskóla, iðnskóla eða fjölbrautaskóla en kláraði ekki
 Er í framhaldsskóla, iðnnámi eða fjölbrautaskóla
 Hef lokið framhaldsskóla, fjölbrautaskóla eða iðnskóla
 Hóf nám í háskóla en kláraði ekki
 Er í háskólanámi
 Hef lokið háskólaprófi (ein gráða eða fleiri)

4. Hver er atvinna þín? (Getur merkt við fleiri einn reit)

- Ég er í námi Ég er í fullu starfi
 Ég er í hlutastarfi Ég er atvinnulaus

5. Átt þú börn?

- Nei Já, tvö
 Já, eitt Já, þrjú eða fleiri

6. Af hverju valdir þú að koma á þetta námskeið?

- Ég ákvað það sjálf(ur) Vinur/vinkona hvatti mig til þess
- Foreldrar hvöttu mig til þess Annað
-

7. Hversu vel finnst þér eftirfarandi staðhæfingar eiga við um þig?

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög við um mig
a) Mér finnst ég vera að minnsta kosti jafn mikils virði og aðrir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mér finnst ég hafa marga góða eiginleika	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Þegar allt kemur til alls finnst mér ég vera misheppnaður/-heppnuð	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég get gert hlutina jafn vel og flestir aðrir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Mér finnst ekki vera margt sem ég get verið stolt(ur) af	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ég hef jákvæða afstöðu til sjálfs/sjálfrar mín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Þegar allt kemur til alls er ég ánægð(ur) með sjálfa(n) mig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Ég vildi óska þess að ég bæri meiri virðingu fyrir sjálfum mér	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Stundum finnst mér ég vera til einskis nýt(ur)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Stundum finnst mér ég einskis virði	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Eiga einhverjar eftirfarandi spurningar við um þig?

	Já	Nei
a) Mér finnst mjög erfitt að segja fólki að ég sé því ósammála	<input type="checkbox"/>	<input type="checkbox"/>
b) Ég reyni að þóknast öðrum	<input type="checkbox"/>	<input type="checkbox"/>
c) Fólk í áhrifastöðum gera mig órólega(n) og lætur mér líða illa	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég reyni eins og ég get að gera það sem ætlast er til af mér	<input type="checkbox"/>	<input type="checkbox"/>

e) Ég reyni yfirleitt að gera eins og mér er sagt

9. Hversu vel finnst þér eftirfarandi staðhæfingar eiga við um þig?

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög við um mig
a) Ég þarf tíma til að jafna mig á feimni minni við nýjar aðstæður	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mér finnst erfitt að vinna þegar fylgst er með mér	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ég verð auðveldlega vandræðaleg(ur)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Mér finnst ekkert erfitt að tala við ókunnuga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ég er kvíðin(n) þegar ég tala frammi fyrir hóp af fólki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ég verð óróleg(ur) í stórum hópi fólks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Hversu vel eiga eftirfarandi fullyrðingar við um þig?

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög við um mig
a) Ég hef engan til að tala við	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Ég á erfitt með að eignast vini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ég er einmana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég er vinsæl(l) meðal félaga minna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ég á engan góðan vin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information sheet for the control group

Upplýsingablað þátttakenda

1 Heiti verkefnis : Áhrif Dale Carnegie námskeiðs.

2 Ég bið þig um að taka þátt í þessari rannsókn. Áður en þú ákveður þig er mikilvægt að þú skilur til hvers rannsóknin er gerð og um hvað hún er. Þetta upplýsingablað segir þér frá tilgangi, áhættum og hagnaði þessarar rannsóknar. Ef þú samþykkir að taka þátt í rannsókninni bið ég þig um að skrifa undir upplýst samþykki. Ef það er eitthvað sem þú ert í vafa um ekki hika við að spyrja. Taktu þér eins langan tíma og þú þarft til þess að lesa þessar upplýsingar. Þú ættir einungis að samþykkja að taka þátt í rannsókninni þegar þér finnst þú skilja til hvers er ætlast af þér og þú hefur haft nægan tíma til þess að taka ákvörðun um þátttöku.

3 Tilgangur rannsóknarinnar

Tilgangur þessarar rannsóknar er að skoða hver áhrif Dale Carnegie námskeiðs eru. Markmið rannsóknarinnar er að vita hvernig Dale Carnegie námskeið hefur áhrif á sjálfsmat einstaklinga. Rannsóknin tekur ekki nema nokkrar mínútur þar sem þú verður beðin um að svara nokkurra blaðsíðna nafnlausum spurningalista. Þú hefur verið beðin(n) um að taka þátt í rannsókninni vegna aldurs og kyns, þátttakendur verða um 100 manns í heildina.

4 Þátttaka

Þátttaka þín í rannsókninni yrði mjög vel metin af mér og Dale Carnegie á Íslandi. Rannsóknin getur orðið mjög hagnýt fyrir komandi námskeið og fyrir Dale Carnegie stofnunina. Þú getur fengið samantekt úr helstu niðurstöðum rannsóknarinnar ef þú hefur áhuga á því.

Spurningalistarnir verða algjörlega nafnlausir og órekjanlegir þannig engin getur vitað hverju þú hefur svarað og ekki hægt að tengja nein svör til þín persónulega.

Svörin verða einungis notuð til þess að fá heildarmynd en ekki tekið fyrir hvert og eitt svar.

Þú ert ekki skyldug(ur) til þess að taka þátt í rannsókninni og er það undir þér komið að ákveða hvort þú vilt taka þátt eða ekki. Ef þú ákveður að taka þátt verður þú beðin(n) um að halda þessu upplýsingablaði og beðin(n) um að skrifa undir upplýst samþykki. Þú mátt alltaf hætta við þátttöku hvenær sem er á meðan á rannsókninni stendur og þarft ekki að gefa upp ástæðu. Ákvörðun um að hætta við að taka þátt mun ekki hafa nein áhrif á réttindi þín.

Ef þú ákveður að taka þátt færð þú fjögurra blaðsíðna spurningalista sem þú ert beðin(n) um að svara af bestu samvisku. Þegar þú hefur svarað honum ert þú beðin um að láta spurningalistann í ómerkt umslag sem fylgdi spurningalistanum og loka því áður en þú réttir rannsakanda það.

Gagnasöfnun lýkur innan mánaðar frá þátttöku þinni, ef þú óskar þess þá getur þú fengið senda samantekt yfir helstu niðurstöður rannsóknarinnar. Einungis heildarniðurstöður verða nýttar án þess að taka einstaka svör fyrir á nokkurn hátt.

Ef þig vantar frekari upplýsingar eða hefur spurningar endilega hafðu samband við rannsakanda, Helenu Helgadóttur. Tölvupóstur minn er helena10@ru.is og símanúmer er 616-2198. Ef þú hefur einhverjar áhyggjur af rannsókninni og óskar eftir að hafa samband við einhvern í trúnaði er þér velkomið að hafa samband við Sálfræðideild Háskólans í Reykjavík.

Questionnaire for the control group:

Kæri þátttakandi,

Vinsamlega lestu þessar leiðbeiningar vandlega áður en þú byrjar að svara listanum.

Á næstu blaðsíðum eru spurningar sem ég bið þig um að svara samviskulega. Spurningum er svarað með því að setja X í viðeigandi reit. Þú ert ekki skyldug(ur) til þess að taka þátt í rannsókninni. Þú ræður hvort þú svarir einstökum spurningum en ég bið þig að svara þeim öllum eftir bestu getu.

Ekki verður hægt að rekja svör til einstaka þátttakenda og þannig getur enginn vitað hverju þú svarar nema þú sjálf(ur). Svör þín eru trúnaðarmál, því bið ég þig um að **setja hvorki nafn né kennitölu á listann.**

Með fyrirfram þökk fyrir

þátttökuna,

Helena Helgadóttir

Sálfræðinemi

helena10@ru.is

1. Kyn

- Karl
 Kona

2. Hvaða ár ert þú fædd(ur)?

- 1992 1988
 1991 1987
 1990 1986
 1989 annað, árið 19_____

3. Hver er menntun þín? (Merktu aðeins í EINN reit)

- Hef lokið grunnskólaprófi
 Hóf nám í framhaldsskóla, iðnskóla eða fjölbrautaskóla en kláraði ekki
 Er í framhaldsskóla, iðnnámi eða fjölbrautaskóla
 Hef lokið framhaldsskóla, fjölbrautaskóla eða iðnskóla
 Hóf nám í háskóla en kláraði ekki
 Er í háskólanámi
 Hef lokið háskólaprófi (ein gráða eða fleiri)

4. Hver er atvinna þín? (Getur merkt við fleiri einn reit)

- Ég er í námi Ég er í fullu starfi
 Ég er í hlutastarfi Ég er atvinnulaus

5. Átt þú börn?

- Nei Já, tvö
 Já, eitt Já, þrjú eða fleiri

6. Hefur þú farið á Dale Carnegie námskeið? Já Nei**7. Hversu vel finnst þér eftirfarandi staðhæfingar eiga við um þig?**

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög við um r
a) Mér finnst ég vera að minnsta kosti jafn mikils virði og aðrir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mér finnst ég hafa marga góða eiginleika	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Þegar allt kemur til alls finnst mér ég vera misheppnaður/-heppnuð	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég get gert hlutina jafn vel og flestir aðrir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Mér finnst ekki vera margt sem ég get verið stolt(ur) af	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ég hef jákvæða afstöðu til sjálfs/sjálfrar mín	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Þegar allt kemur til alls er ég ánægð(ur) með sjálfa(n) mig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Ég vildi óska þess að ég bæri meiri virðingu fyrir sjálfum mér	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Stundum finnst mér ég vera til einskis nýt(ur)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Stundum finnst mér ég einskis virði	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Eiga einhverjar eftirfarandi spurninga við um þig?

	Já	Nei
a) Mér finnst mjög erfitt að segja fólki að ég sé því ósammála	<input type="checkbox"/>	<input type="checkbox"/>
b) Ég reyni að þóknast öðrum	<input type="checkbox"/>	<input type="checkbox"/>
c) Fólk í áhrifastöðum gera mig órólega(n) og lætur mér líða illa	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég reyni eins og ég get að gera það sem ætlast er til af mér	<input type="checkbox"/>	<input type="checkbox"/>
e) Ég reyni yfirleitt að gera eins og mér er sagt	<input type="checkbox"/>	<input type="checkbox"/>

9. Hversu vel finnst þér eftirfarandi staðhæfingar eiga við um þig?

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög við um mig
a) Ég þarf tíma til að jafna mig á feimni minni við nýjar aðstæður	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mér finnst erfitt að vinna þegar fylgst er með mér	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ég verð auðveldlega vandræðaleg(ur)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Mér finnst ekkert erfitt að tala við ókunnuga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ég er kvíðin(n) þegar ég tala frammi fyrir hóp af fólki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ég verð óróleg(ur) í stórum hópi fólks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Hversu vel eiga eftirfarandi fullyrðingar við um þig?

	Á mjög vel við um mig	Á frekar vel við um mig	Á frekar illa við um mig	Á mjög við um mig
a) Ég hef engan til að tala við	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Ég á erfitt með að eignast vini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ég er einmana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ég er vinsæl(l) meðal félaga minna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Ég á engan góðan vin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>