Step by Step to College and Career Success 7th edition Gardner Solutions Manual

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Chapter 2

Cultivating Motivation, Resilience, and Emotional Intelligence

Chapter Teaching Objectives

1. Discuss the ways in which extrinsic and intrinsic motivation factors relate to goal setting.
2. Examine the effect that a positive attitude has on motivation.
3. Discuss the differences between a fixed and a growth mindset and how each affects motivation.
4. Discuss resilience and the ten ways to build it.
5. Explain emotional intelligence (EI), how to assess and improve it, and the ways in which it affects success.

Timing of Chapter Coverage

To concentrate your effort and maintain continuity, teach this chapter soon after you have taught Chapter 1 on goal setting.

About This Chapter

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This chapter can be valuable in showing students the importance of assessing their level of motivation as a gauge for doing well in college. If students are in touch with the extrinsic and intrinsic factors that motivate them to strive toward different goals, they will be in a stronger position to succeed throughout their academic careers. Closely tied to motivation are attitude, mindset, and resilience. Help students understand the difference between a fixed and a growth mindset and how developing the latter will help them be more willing to explore classes and activities out of their normal comfort zones and begin to view disappointments or failures as opportunities to learn. Students who are resilient bounce back quickly from difficult situations and will be more successful in college and in life. Review the strategies "10 Ways to Build Resilience" presented in this chapter. In addition to helping students become more aware of ways to remain motivated and engaged, this might also be a good time for students to examine their social or personal habits and interactions and make a plan for improving their own EI. The last part of the chapter is devoted to EI. Encourage students to take the self-assessments and identify their own EI skills and competencies and discuss the role of EI in everyday life.

Self-Development

Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions. Although there are many EI assessment tools and theories, this chapter introduces the idea of EI by describing two general abilities, understanding and managing emotions. This is a good place to start a dialogue with students about their own feelings, reactions, and social behaviors. If this chapter follows Chapter 1 in your term schedule, you will be able to link high-school-to-college transition issues as well as personal motivation and commitment.

There are multiple, sometimes competing, theories regarding EI, but the bottom line is that emotions and reactions are important and that, with effort, they can be changed. Students may

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question why they should try to change such an intimate part of themselves. Explain to students that understanding emotions includes being able to monitor and label their feelings correctly and to recognize the reasons for those feelings. Help students think through the value of knowing when to learn from an emotional reaction so that they can act appropriately in the future.

Assessing EI can be hard work! It requires being honest about personal feelings and thoughts. Several professional questionnaires might be available to your students through your campus counseling center, but this chapter provides a simple five-question EI questionnaire that will help students begin to assess their feelings. Students can also use the Bar-On Model of Emotional Intelligence to identify capabilities and skills that influence their ability to cope with daily life.

This chapter offers solid evidence that strong EI skills are linked to college success, such as higher grades. The chapter also mentions a study that found that students who participated in a first-year seminar and demonstrated good EI skills were likely to do better in college than students who did not exhibit those strong EI skills.

Help students remember that these types of changes don't happen overnight. Working on personal competencies may be difficult at first, but the rewards will be well worth their efforts.

Suggested Outline for Addressing Topics in Chapter 2

Step 1 Begin with a short lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

a. Present a short or "punctuated" lecture.

b. Assign a self-assessment.

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c. Lead a discussion.

d. Involve students in a group activity.

e. Involve peer leaders.

f. Assign a retention exercise.

g. Engage students through case studies.

h. Present a video.

Step 3 Review

a. Wrap up.

b. Check for understanding.

c. Address common questions and concerns about the topic.

d. Writing reflection.

e. Web resources.

f. For more information.

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1 Lecture Launchers and Icebreakers

- Begin the conversation by asking one student to describe a stressful situation in which new college students might find themselves—for example, receiving their first poor test grade. Have another student describe a potential reaction to the stressful situation. Ask another student to describe a different reaction. Have other

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students in the class identify the types of emotions associated with each reaction. Introduce the concept of EI and ask students to think of ways in which EI could be improved for each reaction to the stressful situation.

Step 2 Classroom Activities

a. Lecture

REVIEW FROM LAST CLASS

Students were told that the next class would be about how we learn and about EI. If students were asked to complete the Emotional Intelligence Questionnaire (in the book) before this class, confirm that they have done so. The information from these inventories may affect the quality of some of the class discussion and exercises.

DEVELOP A MINILECTURE OR PUNCTUATED LECTURE (A LECTURE INTERSPERSED WITH STUDENT RESPONSE)

Focus on the key lesson themes to meet the chapter teaching objectives. Use the lecture slides for *Step by Step* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

FOCUS ON KEY LESSON THEMES

1. Motivation, Attitude, and Mindset
    a. Motivation

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b. Attitude

c. Mindsets

d. The Case of Amber

2. Resilience

a. From Rejection to Success

3. Understanding Emotional Intelligence

a. Understanding and Managing Emotions

b. Emotional Intelligence Questionnaire

c. Improving Emotional Intelligence

d. Identifying Your EI Skills and Competencies

e. EI = College Success

b. Self-Assessment

Have students take the following self-assessment quiz before reading the chapter, using the five-point Likert scale. Each question is closely linked to a section within the chapter.

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Chapter 2

Cultivating Motivation, Resilience, and Emotional Intelligence Self-Assessment

Instructions: Place a number from one to five before each statement (e.g., if you "agree" with a statement, place a four before the statement).

1	2	3	4	5
strongly disagree	**disagree**	**mildly disagree**	**agree**	**strongly agree**



_____ I understand what motivates me to achieve my academic goals.

_____ I usually see disappointments or setbacks as learning opportunities.

_____ I am always looking for ways to improve myself.

_____ I know that if I work harder I can positively affect my grades.

_____ I believe that change is part of life.

_____ I try to keep things in perspective and see the big picture when things go wrong.

_____ I trust myself to make important decisions.

_____ I am usually able to consider the possible consequences before I act.

_____ I am in touch with my own feelings.

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FEEDBACK

- ***If students respond that they "strongly disagree" or "disagree" with zero to three questions, you might provide the following feedback:***

  This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details that you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they "strongly disagree" or "disagree" with four or five questions, you might provide the following feedback:***

  This indicates that you could benefit from further study of this topic. Take extra time reading and going over the section of the chapter that pertains to those questions where you answered "strongly disagree" or "disagree," because this could be an indication that you are having difficulties in this area. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they "strongly disagree" or "disagree" with six or more questions, you might provide the following feedback:***

  This indicates that this topic may be particularly difficult for you. Because you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

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c. Discussion

- After completing the Emotional Intelligence Questionnaire and discussing the Bar-On Model, have students give concrete examples of how EI and success are related. Have students think of specific situations in class, at home, online (using social networks), and at work where managing stress, time, and behaviors is really important.

To help students apply this information to their own lives, have them use the model found on page 28 in the textbook to address a personal competency that they feel needs improvement. They should identify a competency, set a goal for improvement, and create a plan for addressing the issue. In a follow-up discussion, ask students to report their successes or the challenges they met in trying to improve their EI.

d. Group Activities

- Divide the class into four groups. Assign each group one of the Bar-On Model categories (intrapersonal, interpersonal, stress management, adaptability). Have each group define the category and provide examples of how it relates to being successful in college.
- Divide the class into four groups. Assign each group a career, such as sales agent, paralegal, school counselor, or computer support specialist, and one of the Bar-On Model categories (intrapersonal, interpersonal, stress management, adaptability). Have each group define the category and provide examples of how it relates to success in the career that they were assigned.
- **Goal-setting activity:** Help students find other students in the class who share their learning style and help them form groups. Students should meet once or twice a month in these groups to exchange ideas for studying and preparing for class. Encourage students to share strategies that work for them, especially with students who are struggling, and to discuss whether their learning style has changed. Guide

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students to discuss how they can tell when their learning style conflicts with their instructors' teaching style and how to handle this mismatch.

- **Goal-setting activity:** Have students find a classmate with whom they feel comfortable talking and who they know best in the class. For the next three weeks, each pair will be "stress" partners. Whenever the students find themselves in a situation that is causing stress, they need to contact each other and help each other out. Simply sending a text can do the trick.

  For example, before a major exam, suggest that students meet their partner outside the classroom to offer some words of encouragement, or suggest they meet afterward to decompress, get something to eat, or grab a cup of coffee.

  Before a weekend that will be spent studying and writing papers, encourage students to plan ahead for a shared work break to work out, take a yoga class, or see a movie. Remind students that another new college student is often the best person to rely on during stressful times because you share the same experience.

e. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- After students complete the Emotional Intelligence Questionnaire, lead a discussion about how they scored. Ask students if they have ever given these kinds of questions any thought. Were they honest in their responses?

f. Retention Exercise

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Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year.

MATCHING BEHAVIORS WITH EI COMPETENCIES

Have students match the unsuccessful student behaviors in the first column with the related EI competencies in the second column that would help the students change or overcome the behavior. (Sometimes more than one competency relates to a single behavior.)

Unsuccessful Student Behavior	Related EI Competency
1. Experience stress and do not handle it well	A. Emotional self-awareness
2. Frequently feel overwhelmed	B. Self-regard
3 Don't get along with others	C. Assertiveness
4. Give up easily	D. Independence
5. Engage in destructive behaviors such as binge drinking and taking illegal drugs	E. Self-actualization
6. Act very impulsively	F. Reality testing
7. Are not able to solve problems	G. Flexibility
8. Are dependent on others	H. Problem solving
9. Show unethical behaviors such as stealing or cheating	I. Stress tolerance
	J. Impulse control
	K. Empathy

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10. Have trouble working in teams
11. Have stereotypical views of others, are unaware of their biases, and are unwilling to change
12. Are often sad
13. Are not optimistic
14. Have an "I can't" attitude
15. Blame others for their problems
16. Think they will get a 4.0 GPA but have missed many classes
17. Have a hard time making decisions without input from others

L. Social responsibility

M. Interpersonal relationship

g. Case Studies

AURORA

Aurora was excited about living in a residence hall, but she had never shared a room with anyone. On move-in day, Aurora met her new roommate, Liz. It was immediately obvious that the two new students did not share a common idea of how their room would look. Liz put her furniture and belongings all over the room and ignored Aurora's unhappy comments and disgruntled looks. Aurora blew up at Liz and broke a picture frame. She called her mother and begged her to call the director of residence life.

Discussion Questions

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1. What kinds of emotions is Aurora experiencing in this case study?
2. How could Aurora have responded differently?
3. Which EI competencies does Aurora need to work on?
4. Identify two ways in which Aurora could improve her relationship with her new roommate.

BEN

Ben and Amy have been dating since their junior year in high school, but Amy decided to attend a different college from Ben. Lately, Amy hasn't been returning Ben's phone calls or text messages. Since they've been apart, Ben has started to worry that Amy might be interested in someone else. He's started to feel that there is no way he can save the relationship. With each passing day without contact, Ben feels worse and worse. He's been rude to his friends and has started skipping his morning classes because he is having a hard time sleeping.

Discussion Questions

1. How is Ben adjusting to being separated from his girlfriend?
2. What steps could Ben take to better understand his situation?
3. Which EI competencies does Ben need to work on?
4. How might his response to this situation affect his success in college?

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h. Video

Show the videos on *LaunchPad Solo for College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables.* Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Step by Step*" and "Video Tool Activities for *Step by Step*" in this instructor's manual for suggested search terms and activities.

Step 3 Review

a. Wrap Up

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Explain the ways in which extrinsic and intrinsic motivation factors relate to goal setting and identify what motivates them.
2. Understand the effect having a positive attitude has on motivation.
3. Explain the differences between a fixed and a growth mindset and how each affects motivation.
4. Discuss resilience and understand how they can improve their own resiliency.
5. Understand EI, how it affects success, and how to improve it.

c. Address Common Questions and Concerns about the Topic

- ***This seems really personal. Why are we talking about it in class?***

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Answer: Often we go through our day without giving any thought to why we feel a certain way or why we react to certain triggers. It is important in college (and in daily life) to reflect on our behaviors and feelings to be successful and happy.

- ***I don't have time to think about this kind of thing. Why should I bother?***

  Answer: Improving EI is not something that happens quickly, nor do you have to spend a lot of time thinking about it. However, you may find that every now and then you reflect on a situation and sincerely wish you'd handled things differently. Take advantage of those moments to assess how well your EI is, or is not, working for you, and develop a personal improvement strategy.

- ***I have a friend who seems to need help with this issue, and I don't know how to talk to him or her about it.***

  Answer: Try starting the conversation by describing what you have learned from reading this chapter and our classroom discussions. Give examples from your own life and ways you want to try to improve your EI. And make sure your friend knows about the campus resources available, such as the counseling and wellness centers.

- ***What is the most important point in this chapter?***

  Answer: It is all up to you! You have the ability to improve your EI, which can help you take full advantage of your college education.

d. Writing Reflection

- Have students review the student profile of Gustavo Meija at the beginning of the chapter. Ask them to journal about Gustavo's story. What can they learn from how he overcame the challenges facing him?

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- Use the discussion and writing prompts throughout this chapter, such as the "Try It!" features or the "Applying What You've Learned" section at the end, as opportunities for students to reflect on chapter topics. Students get to express themselves in writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

e. Web Resources

Following are some helpful web resources. Instead of providing URLs, which often change, we have provided search terms that you can use to locate these resources quickly and easily.

Temperament Sorter

Search Term: Keirsey Temperament Website

This version of the Keirsey Temperament Sorter—a widely used, seventy-question personality instrument—is a fairly accurate online tool.

Daniel Goleman

Search Term: Daniel Goleman Emotional Intelligence

This Web site contains information about Daniel Goleman's EI publications and provides a forum for discussing topics related to EI.

"Ruler" Model of EI
Search Term: Ruler model EI Skills Group

This Web site provides detailed information about one model used to assess EI.

Ability Model of EI

Search Term: Emotional Intelligence, Ability Model

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This Web site provides detailed information about one model used to assess EI.

Resilience

Search Term: The Road to Resilience

This Web site from the American Psychological Association describes resilience and steps for enhancing resilience as a personal strategy for dealing with life's challenges.

f. For More Information

Bar-On, R., J. G. Maree, and M. J. Elias (Eds). *Educating People to be Emotionally Intelligent.* Westport, CT: Praeger, 2007.

Ciarrochi, J., J. P. Forgas, and J. D. Mayer, eds. *Emotional Intelligence in Everyday Life.* New York: Psychology Press, 2001.

Goleman, D. *Working with Emotional Intelligence.* New York: Bantam, 1998.

Keirsey, D. *Please Understand Me II: Temperament, Character, and Intelligence.* Del Mar, CA: Prometheus Nemesis, 1998.

Lawrence, G. D. *Looking at Type and Learning Styles.* Gainesville, FL: Center for Applications of Psychological Type, 1997.

Myers, I. B., & Myers, P. *Gifts Differing: Understanding Personality Type.* Palo Alto, CA: Consulting Psychologists Press, 1993.

Tieger, P. D., & Barron-Tieger, B. *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type* (3rd ed.). New York: Little, Brown and Company, 2001.

g. Prepare for Testing

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You may also want to test your students' understanding of the chapter. Have students review the chapter and use the chapter test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

Step 4 Preview for Next Class

Tell students the next class will be about managing their time. If you choose to have your students create a schedule of all their term assignments and exams, ask them to bring all their class syllabi to the next class. Tell them that this information will be needed for a class activity.

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