Understanding Your College Experience 2nd edition Gardner Solutions Manual

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Chapter 2

Cultivating Motivation, Resilience, and Emotional Intelligence

Chapter Teaching Objectives

1. Describe the role that motivation, attitude, and mindset play in persevering through the challenges students face in college.
2. Explain why resilience is important to college success and describe what students can do to increase their resilience.
3. Introduce the concept of emotional intelligence, describe its role in everyday life, and explain how students can improve their emotional intelligence.
4. Review the Bar-On emotional intelligence skills and competencies and have students rank themselves for each.
5. Discuss the impact that emotions have on success and overall well-being.

Timing of Chapter Coverage

Assigning and discussing this chapter at the beginning of the course will help students begin to think about their motivation, attitude, and mindset, which will help put them in the right frame of mind and provide direction for moving forward in this and other courses in a positive manner.

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Learning about resilience, emotions, and the factors that influence both will help students build the desire and will to persevere as they face the many new challenges that accompany the transition to college.

About This Chapter

Although college offers students numerous opportunities, it also presents them with frequent challenges, such as studying for exams, making time for school and work, getting assignments done on time, coping with relationship issues, managing their finances, and dealing with a multitude of other problems that may occur. It isn't enough for students to simply know or be able to figure out what needs to be done in these situations. They need to have the desire to complete the task, the drive to see their plans through, and the perseverance to try again when they don't succeed.

Motivation is the desire to make an effort, and may be intrinsic or extrinsic. It is what makes students want to complete a task. Attitude is the way students think and feel in relation to the events around them. A positive attitude helps students to stay motivated and encourages positive behaviors. Mindsets refer to what students believe about themselves and their most basic qualities, including personality, intelligence, and talents. When students have a growth mindset, rather than a fixed mindset, they are more willing to try new approaches because they believe that they can change. Resilience involves not giving up or quitting when faced with difficulties and challenges. When students are motivated and have a positive attitude and a growth mindset, they are more likely to be resilient, and thus more likely to succeed.

Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions. While there are many EI assessment tools and theories, this chapter introduces the idea of EI by

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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. You might tie in the high-school-to-college transition issues as well as personal motivation and commitment. If your classroom includes a mixture of traditional and nontraditional students, ask the nontraditional students to weigh in on the issues of motivation and commitment to college. Older students, especially those who are returning to college after a hiatus of work or raising a family, often have higher motivation levels than their younger classmates. Their perspectives will be valuable to you and to other students.

There are multiple, sometimes competing, theories regarding EI, but the bottom line is that negative emotions and reactions to external situations are important and that with effort, they can be changed. Students may question why they should try to change such an intimate part of themselves. Explain that understanding emotions includes being able to monitor and label their feelings correctly and recognize the reasons for those feelings. Help students think through the value of knowing how to learn from an emotional reaction so they can act accordingly in the future.

Assessing EI can be hard work! It requires being honest about personal feelings and thoughts. Several authoritative questionnaires that measure EI might be available to your students through your campus counseling center. 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 notes that strong emotional intelligence skills are linked to college success, such as higher grades. 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.

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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

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

g. Prepare for Testing

Step 4 Preview for Next Class

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Expanded Lesson Plan

Step 1 Lecture Launchers and Icebreakers

- To get the conversation started about motivation, tell students that you are going to ask some questions and you want them to be completely honest. Start by saying, "If I asked you to write a two-page essay about your goals for college, but told you that it was completely optional and that you wouldn't get any points for it, and you wouldn't be penalized if you didn't do it, how many of you would write the essay?" Count the number of students that raised their hand and write the number on the board or overhead, then ask, "What if I told you that you'd get five points extra credit on one test for writing the essay?" Count the raised hands again, record the number, then ask, "What if I told you it was mandatory and that if you didn't do it, it would bring your grade down?" Count the hands again and write the number down. Use the results to talk to students about the difference between intrinsic motivation (referring to the people that would write the essay without any type of punishment or reward) and extrinsic motivation (referring to the people that would only write the essay if there were consequences involved). From this conversation, you can segue into the topics of attitude and mindset by linking positive attitudes and growth mindsets to intrinsic motivation.
- For the resilience exercise, you will need a fragile object (such as an egg or a type of chocolate candy with a soft filling), a resilient object (such as a ball of soft clay or a sponge), and a hammer, mallet, or similar implement. Ask the students for examples of barriers to success (such as inadequate planning, misunderstood instructions, insufficient effort, unforeseen circumstances, etc.) and write them on the board or

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overhead. Next, place the fragile object on a table (or in a clear plastic container if it will be messy when it gets crushed) and call out different barriers to success as you hit it with the hammer. (Use light enough pressure the first few times so that it doesn't get broken too quickly.) Then, do the same with the clay or sponge, which will absorb the damage without significant damage. (If you use clay, which will become indented as you hit it, be sure to roll it back into its original shape, pointing out the similarity to a person overcoming the initial damage caused by failing to achieve a goal.) Describe to students the importance of being resilient by explaining how, even after taking some hits from the hammer, the clay or sponge can bounce back and still continue to serve its purpose, whereas the egg or chocolate simply fell apart.

- To begin the conversation about managing emotions, ask 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 or role-play a potential reaction to the stressful situation. Ask another student to describe a different reaction. Have other students in the class identify the types of emotions associated with each reaction. Introduce the concept of emotional intelligence 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

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Students were told that the next class would be about cultivating motivation, resilience, and emotional intelligence. If you asked them to complete the emotional intelligence questionnaire and rank their emotional competencies, go through each with the class and discuss the results. If you have a peer leader, you may consider having him or her lead this activity. If you asked students to do the Retention Exercise, Matching Behaviors with EI Competencies, ask students to form small groups to compare and discuss their results.

DEVELOP A MINI-LECTURE

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Understanding Your College Experience* to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

FOCUS ON KEY LESSON THEMES

1. The Importance of Motivation, Attitude, and Mindset
2. Motivation
3. Attitude
4. Mindsets
5. Resilience
6. Understanding Emotional Intelligence
7. Perceiving and Managing Emotions
8. The Role of Emotional Intelligence in Everyday Life
9. Improving Emotional Intelligence

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10. Identifying Your EI Skills and Competencies
11. How Emotions Influence Success and Well-Being
12. Building a Digital Persona

b. Self-Assessment

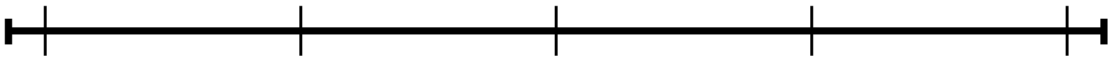
Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this self-assessment is available in the LaunchPad for *Understanding Your College Experience,* Second Edition.

Chapter 2

Cultivating Motivation, Resilience, and Emotional Intelligence

Instructions: Place a number from 1 to 5 before each statement (e.g., if you "agree" with a statement, place a 4 before the statement).

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



_____ I understand the difference between intrinsic and extrinsic motivation.

_____ I have a positive attitude about my schoolwork.

_____ I have a positive attitude about my life after college.

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_____ I believe that I can get better at things I am not currently good at.

_____ When I don't succeed at something, I go back and try again.

_____ I am in touch with my own feelings.

_____ I am sensitive to other people's feelings.

_____ I make an effort to understand how others are feeling and look at things from their perspective.

_____ I manage my emotions well.

FEEDBACK

- ***If students respond that they "strongly disagree" or "disagree" with 0–3 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 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 4–5 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," since this could

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be an indication 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 6 or more questions, you might provide the following feedback:***

  This indicates that this topic may be particularly difficult for you. Since 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.

c. Discussion

- Review the concepts of motivation, attitude, and mindset, and explain how they are interrelated. Focus the discussion on how a positive attitude and growth mindset contribute to motivation and increase a person's chances for success in academics, personal relationships, and their career.
- Read through the scenarios presented in the "Attitude" section and have students discuss what their attitude would be in each situation and how it would impact their behavior.
- Review the statements in Table 2.1 and have students indicate which sounds more like them. At the end, have them tally their "a" and "b" answers and discuss the results to help them determine whether they have a growth mindset or a fixed mindset, and what that means for them.

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- Discuss the meaning of resilience and explain why it is important to success throughout college and the rest of students' lives. Describe how resilience can be bolstered through motivation, a positive attitude, and a growth mindset, and review the American Psychological Association's "10 Ways to Build Resilience."
- After discussing the skills and competencies in Table 2.2, 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 information in this table to address a personal competency 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

- Generate a class discussion about a local celebrity or famous alumnus of your college and determine why he or she is famous. Use this as a springboard to discuss this person's motivation to do what ultimately made him or her famous, and whether this person seems to have a positive or negative attitude and a growth or fixed mindset, and how this has impacted his or her life and career.
- Divide the class into groups and have students take turns trying to stump one another with a realistic scenario involving a setback to a task someone is trying to achieve. One student will present a scenario and the others will counter with strategies that

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would help the person involved in the situation exhibit resilience and overcome his or her challenge.

- Divide the class into four groups. Assign each group one of the Bar-On Model categories (Intrapersonal, Interpersonal, Adaptability, Stress Management). 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, Adaptability, Stress Management). Have each group define the category and provide examples of how it relates to success in the career they were assigned.
- **Goal-setting activity:** Have students pick a partner in the class and discuss the biggest challenges they feel that they face in terms of motivation, attitude, mindset, and resilience. Students should discuss the types of changes they think they should make to help themselves move in a more positive direction so that they feel more highly motivated and more positive, develop a growth mindset, and develop their resilience. Advise them to make plans to meet once or twice a month to discuss how they are progressing; the point is for each student to encourage and help motivate his or her partner to achieve his or her goal.
- **Tech Tip activity:** Have students pair off and Google each other to see what results potential employers might find if they looked for information about each of them. Ask each student to review the results and make recommendations for their partner. Alternately, you could set up a fake Facebook profile that includes a variety of

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comments and stock photos, and ask the class to suggest ways to make the profile more appropriate.

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.

- Write the following incomplete statements on the board or overhead and ask students to write them down and fill in the blank with something that applies to them: *I find it hard to motivate myself to* _____. *I am most likely to have a negative attitude about* _____. *I probably cannot improve my ability to* _____. After giving students some time to think about their answers, review each statement and offer an example of how you might finish the sentence. Then ask students for suggestions about how to overcome each situation. After you go, ask for volunteers to discuss what they wrote and solicit helpful suggestions from the class.
- Give a testimonial about a challenge that you have faced at college and some setbacks you encountered along the way as you strove to overcome it. Ask students to provide input on what you could have done to avoid any of your setbacks, and identify some personal characteristics that likely helped you to persevere. Offer advice for students to consider when they find themselves facing a similar challenge at school.
- As a more experienced college student, share a personal experience or situation that relates to the learning objectives in this chapter. Lead students in a discussion of why it is important to be aware of (and in control of) your emotions, feelings, and

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reactions.

- 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. Chapter Exercises

The instructions for these exercises are listed in the Instructor's Annotated Edition at the front of the book (pages IAE2–IAE16). Additional information is provided below.

- **Working Together: What Would You Have Done?** Students will likely feel that it is clear that Josh should have stayed home to study. Remind them to put themselves in Josh's shoes at each stage of the story and pretend that they don't know how the scenario ends, and to be completely honest when answering the questions. Afterward, ask how students' opinions about what Josh should have done differed before and after the group discussion.
- **Exercise 2.1: Analyzing Motivation** This activity will help students understand the different forms of motivation and their practical impact in real-world scenarios. The role-play aspect of this exercise will also help facilitate conversation among students who don't yet know one another well and might otherwise be hesitant to share their thoughts and opinions.
- **Exercise 2.2: Familiar Examples of Resilience** When assigning this exercise, offer examples of different types of difficult situations (such as serious medical conditions, the unexpected loss of one's job or home, the death of a loved one, and the end of a close relationship) to help students identify the family member they will discuss.

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g. Retention Exercises

These exercises, created by the authors, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

MATCHING BEHAVIORS WITH EI COMPETENCIES

Students who have difficulty managing stress and engage in self-destructive behaviors are often unable to complete a college degree. Have students match the unsuccessful student behaviors in the first column with the related EI competencies in the second column that would help the student 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 drugs	E. Self-actualization
6. Act very impulsively	F. Reality testing
7. Are not able to solve problems	G. Flexibility
8. Are overly dependent on others	H. Problem solving
9. Show unethical behavior such as stealing or cheating	I. Stress tolerance
10. Have trouble working in teams	J. Impulse control
11. Have very stereotypical views of others and are unaware of their biases and unwilling to change	K. Empathy
12. Are often sad	L. Social responsibility
13. Are not optimistic	M. Interpersonal relationship
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	

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h. Case Studies

TUMO

Tumo worked full-time at a manufacturing plant for the last ten years, but recently, a number of his coworkers were laid off and his schedule was cut back from 40 hours a week to 30 hours. There are rumors that the company is planning to shut down the plant and move its operations out-of-state. Rather than wait to lose his job, Tumo decided to go back to school part-time to train for a new career. Although he enjoys working at the plant, it was never his dream job. Instead, he always wanted to be a veterinarian. He views the recent changes in his life as an opportunity, not a setback, and he feels confident that he can learn the skills necessary to succeed in his chosen field.

Discussion Questions

1. What motivated Tumo to enroll in college? Is his motivation intrinsic, extrinsic, or both?
2. How would you describe Tumo's attitude, and why?
3. Does Tumo have a fixed mindset or a growth mindset, and how can you tell?
4. Do you think Tumo is resilient? Why or why not?
5. What are Tumo's strongest emotional competencies? How can you tell?

LINH

Linh is in her first term at college and although some of her classes have been difficult (and more than a little stressful), she's managed to keep her grades up because she is determined to get her college degree. She hasn't made many friends because only a few people have approached her, so she's had more free time to study. A few days ago, she

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got some very bad news — her father called and told her that he and her mother are getting a divorce. Linh is very upset and can't believe that her parents would do this while she was already stressed from school. Her mother thinks that she should come back home to be with her, and although she doesn't want to leave school, Linh feels obligated to do as her mother wishes.

Discussion Questions

1. What are Linh's strongest and weakest emotional competencies? How can you tell?
2. How has the news from her parents affected Linh's well-being?
3. Do you think Linh is likely to succeed at her goal of earning a college degree? Why or why not?
4. What can Linh do to improve her emotional intelligence?

i. Video

Show the videos on LaunchPad for *Understanding Your College Experience* 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 *Understanding Your College Experience* and Video Tool Activities for *Understanding Your College Experience* in this instructor's manual for suggested search terms and activities.

Step 3 Review

a. Wrap Up

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Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback for 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. Describe the role that motivation, attitude, and mindset play in persevering through the challenges they will face in college.
2. Explain why resilience is important to college success and describe what they can do to increase their resilience.
3. Discuss the concept of emotional intelligence, describe its role in everyday life, and explain how they can improve it.
4. Rank themselves for each of the emotional intelligence skills and competencies identified in the Bar-On model.
5. Explain how emotions affect a person's success and overall well-being.

c. Address Common Questions and Concerns about the Topic

- ***Why is it important to differentiate between intrinsic and extrinsic motivation if both types serve the same purpose?***

  Answer: Even though intrinsic and extrinsic forms of motivation both give a person the desire to make an effort, people are often more strongly motivated by intrinsic motivation because of the personal satisfaction it provides. Understanding why you are doing something can help you determine whether you truly have a passion for it, or you are doing it for some other reason. If you truly have a passion for what you are doing, you will be more likely to enjoy the task and more likely to persevere in the face of setbacks.

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- ***Some people say I'm pessimistic, but I think I'm just being realistic. What's the difference and why is it important?***

  Answer: People that are pessimistic have a negative attitude and often assume that things are not going to turn out well. It is not uncommon for these types of people to believe that they're simply being realistic because pessimism is often borne from negative past experiences. In their minds, it is realistic to assume that bad things are going to happen because, in their experience, bad things have happened. In reality, although bad things may have happened in the past, it does not mean that things will always turn out badly. Instead, being open to the possibility of positive outcomes can help you persevere and achieve success where you might have otherwise given up had you assumed that things would not go well.

- ***Is it possible to have a fixed mindset and a growth mindset?***

  Answer: Yes, many people have different mindsets for different types of tasks. For example, you might have a fixed mindset for your public speaking ability and believe that you'll never be able to deliver a strong speech to a large group of people, but a growth mindset for math, and so you believe that by the time you finish college, you will be able to perform calculations and solve equations that you do not yet understand.

- ***How is resilience different from a positive attitude?***

  Answer: Resilience and attitude are closely related, but they are not exactly the same. Resilience is the quality of not giving up or quitting when faced with difficulties and challenges. A positive attitude is thinking and feeling positively

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about the events around you. Having a positive attitude helps you to be resilient because it encourages you to believe that things will turn out for the best.

- ***I don't have time to think about emotional intelligence. 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 your EI and develop a personal improvement strategy.

d. Writing Reflection

- If, in the last class, you had students write about the biggest challenge they think they will face, have them revisit that challenge in this writing assignment by identifying and discussing their motivation for overcoming the challenge and their attitude and mindset about the challenge. Ask them to explain how their motivation, attitude, and mindset are likely to affect their ability to overcome their challenge, and how. After the writing exercise, ask your students if any of them care to share what they've written. You can then use this either to help generate a class discussion or to summarize the session.
- Ask students to write about a time that they tried to do something, but faced a challenge that caused them to give up. Have them refer to the American Psychological Association's "10 Ways to Build Resilience" and identify two or three strategies that might have helped them persevere and overcome the challenge, and what they might do differently if they had the chance to go back and try again.
- Have students review the student profile of Gustavo Mejia at the beginning of the

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chapter. Ask them to journal about Gustavo's story. What can they learn from how he overcame the challenges facing him?

- Use the discussion and writing questions featured throughout this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students get to express themselves through 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

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

Daniel Goleman

Search Term: Daniel Goleman Emotional Intelligence

Dr. Daniel Goleman's website provides information about his EI publications and provides a forum for discussing topics related to EI.

General EI Information

Search Term: EI Consortium

The Consortium for Research on Emotional Intelligence in Organizations was created to study EI in the workplace, but it provides a wealth of general information and resources.

How to Stay Motivated and Accomplish Anything

Search Term: How to Stay Motivated

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This article from Forbes offers seven practical steps to help people stay motivated to achieve a goal.

"Ruler" Model of EI

Search Term: Ruler Model EI Skills Group

The EI Skills Group website provides detailed information about the "Ruler" model used to assess EI.

Ten Simple Habits to Grow a Positive Attitude

Search Term: Positive Attitude Habits

Fulfillment Daily offers this article featuring recommendations for growing a more positive attitude.

The Road to Resilience

Search Term: Road to Resilience

This page on the American Psychological Association's website features resources about resilience including resilience factors and strategies, 10 ways to build resilience, learning from your past, staying flexible and places to look for help.

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.

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g. Prepare for Testing

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, energy, and money. 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. If you choose to have them complete the Retention Exercise, Tracking "Actual Time," in Chapter 3, ask students to record how they spend their time over a week or, if that seems too daunting, over a few days. Ask them to bring the results to the next class. Tell them that this information will be needed for a class activity.

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