Your College Experience 13th edition Gardner Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 2 Cultivating Motivation, Resilience, and Emotional Intelligence

1. The desire inside yourself to achieve something is referred to as _____.
   a. attitude
   b. resilience
   c. intrinsic motivation
   d. extrinsic motivation

ANSWER: c

2. Our previous environments and experiences with others help shape our positive and negative _____.
   a. goals
   b. attitudes
   c. mindsets
   d. emotions

ANSWER: b

3. How does a growth mindset differ from a fixed mindset?
   a. You believe that your abilities cannot be improved.
   b. Your characteristics won't change no matter what you do.
   c. You are willing to try new approaches and believe you can change.
   d. You think you aren't talented and are sensitive about making mistakes.

ANSWER: c

4. Mindy is a first-year college student who has been having a tough time the past few weeks. Her grades have not been as high as she'd expected, and she broke up with her boyfriend after finding out he was seeing someone else on the side. Now she's feeling depressed and having trouble getting motivated to study and go out with her friends. What does Mindy need to do to regain her motivation?
   a. Wait for someone to come along and give her positive reinforcement.
   b. Go through the motions while waiting for inspiration to strike.
   c. Think about ways she has overcome similar challenges in the past.
   d. Wait for the situation to get bad enough that she is forced to take action.

ANSWER: c

5. What do resilient students do after having a negative experience?
   a. Try to learn from it.
   b. Ignore it.
   c. Allow it to control how they feel.
   d. Take on a pessimistic attitude.

ANSWER: a

6. Developing coping mechanisms and life skills leads to _____.
   a. aggression
   b. resilience

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c. stress
d. empathy

ANSWER: b

7. Which is a component to building your resilience?
a. Formulating a plan
b. Checking your progress on a regular basis
c. Identifying your strengths and weaknesses
d. Developing a positive view of yourself

ANSWER: d

8. The ability to recognize and manage moods, feelings, and attitudes is referred to as _____.
a. behavior modification
b. motivation
c. emotional intelligence
d. resilience

ANSWER: c

9. To develop a better emotional understanding of different situations, you need to _____.
a. be pessimistic instead of optimistic
b. pay attention to emotions instead of ignoring them
c. become aggressive rather than assertive
d. apply time-management techniques to how you handle your obligations

ANSWER: b

10. Perceiving emotions involves, in part, _____.
a. predicting how others might feel in a given situation
b. refraining from putting labels on how you feel
c. modifying and improving how you feel
d. using your feelings to take appropriate action

ANSWER: a

11. If you can acknowledge and name what you are feeling, you will _____.
a. make the feeling disappear
b. make the feeling much stronger
c. be more likely to be controlled by it
d. be less likely to be controlled by it

ANSWER: d

12. Kirana started college a few weeks ago, but she has yet to make any new friends. She hasn't attended any events on campus or taken part in any social activities in her dormitory because she doesn't think she'll fit in.

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What can Kirana do to improve her emotional intelligence?

a. Ignore her feelings and focus on her studies
b. Develop better strategies for avoiding social interactions
c. Use logic to convince herself that she is better off spending time alone
d. Acknowledge that she is experiencing a fear of social rejection

ANSWER: a

13. As you work to develop your emotional intelligence, you'll need to consider how to use _____ to evaluate a situation and be helpful to others.

a. logic
b. emotional reactions
c. instincts
d. consensus

ANSWER: a

14. According to the Bar-On Model, the categories of emotional intelligence directly affect _____.

a. memory
b. test-taking ability
c. general mood
d. sleep patterns

ANSWER: c

15. Standing up for yourself when necessary without being too aggressive is called _____.

a. assertiveness
b. independence
c. emotional self-awareness
d. self-regard

ANSWER: a

16. Gene and Patty were assigned to be partners for a class project and needed to meet sometime soon to discuss the project. Patty said that Friday evening was the best time for her, but Gene suggested they meet another time because he was planning to go out with his friends that night. Then Patty explained that Friday was the only evening that she didn't have a night class. Gene thought about it for a moment and then agreed to meet Patty on Friday evening. Which skill did Gene use when making his decision?

a. Empathy
b. Self-regard
c. Assertiveness
d. Independence

ANSWER: a

17. Which of these is an example of an interpersonal skill?

a. Independence

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b. Optimism
c. Flexibility
d. Empathy

ANSWER: d

18. Jim has been having a rough term. He has had trouble keeping up with the rest of the class in his biology course, he lost some of his financial aid, and he hasn't been getting along with his new roommate. Still, Jim is taking things in stride. He's meeting with his biology instructor twice a week during office hours for extra help, he's working extra shifts at the campus bookstore to make up for the loss of financial aid, and he's maintaining a positive attitude and trying to find common ground with his roommate. What is Jim doing?

a. Practicing self-actualization
b. Labeling his emotions
c. Being persistent
d. Delaying gratification

ANSWER: c

19. Reality testing, flexibility, and problem solving are three key competencies of _____.

a. empathy
b. adaptability
c. intelligence
d. social responsibility

ANSWER: b

20. Tristan is sitting at his desk in his dorm room trying to study, but he is being distracted by the sound of people cheering. The noise is coming from a large group of students down the hall who are watching a broadcast of the school's hockey team playing in the championship game. Most of the people on campus are very excited because this is the first time in a long time that their school has had a shot at the title, but Tristan doesn't care about hockey. He just wants to study in peace. Finally, he becomes so frustrated that he storms down the hall and shouts at the students to be quiet, making everyone uncomfortable. What should Tristan have done before going to confront the other students?

a. Ignore his studies and go watch the game with the rest of the students.
b. Prepare a brief, logical argument explaining why their behavior is inappropriate.
c. Stop to consider whether his reaction is appropriate under the circumstances.
d. Call the dean's office to register a formal complaint.

ANSWER: c

21. Adapting and adjusting your emotions, viewpoints, and actions as situations change is called _____.

a. flexibility
b. impulse control
c. social responsibility
d. optimism

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ANSWER: a

22. The Bar-On Model of emotional intelligence includes which category?
    a. Creativity
    b. Problem solving
    c. Innovation
    d. Leadership

ANSWER: b

23. The Bar-On Model emphasizes the importance of which two emotions to enhance general mood and effective performance?
    a. Pride and patience
    b. Trust and surprise
    c. Love and acceptance
    d. Optimism and happiness

ANSWER: d

24. Optimistic people _____.
    a. are typically inflexible
    b. look on the bright side of problems
    c. are immune to stress
    d. lack impulse control

ANSWER: b

25. Being satisfied with yourself, with others, and with your situation in general is called _____.
    a. resilience
    b. optimism
    c. motivation
    d. happiness

ANSWER: d

26. Studies have shown that people who are aware of the needs of others tend to _____.
    a. live shorter lives
    b. be happier
    c. lack empathy
    d. be passive

ANSWER: b

27. Research studies mentioned in the text indicate that emotional intelligence skills can be enhanced by _____.
    a. attending a first-year success course

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b. attending a sociology class
c. focusing solely on academics
d. eliminating impulse control

ANSWER: a

28. Managing stress depends mainly on which of these skills?
a. Stress tolerance and impulse control
b. Reality testing and empathy
c. Assertiveness and self-regard
d. Social responsibility and flexibility

ANSWER: a

29. If you find that you need help developing EI skills, especially if you are not happy or optimistic, you should _____.
a. redefine what emotional intelligence means to you
b. conduct your own study
c. make an appointment with a counselor in the campus counseling center
d. strive to be aggressive rather than assertive

ANSWER: c

30. Which of these is NOT a way to improve your emotional intelligence?
a. Identifying your strengths and weaknesses
b. Checking your progress regularly
c. Formulating a plan
d. Setting broad goals

ANSWER: d

31. The desire to gets things done is known as motivation.
a. True
b. False

ANSWER: a

32. Your motivation to reach a goal can be intrinsic or extrinsic, but not both.
a. True
b. False

ANSWER: b

33. One way to adjust your attitude is to think about what you've learned from a difficult situation you faced.
a. True
b. False

ANSWER: a

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34. A resilient person maintains a positive attitude even when faced with difficult situations.
    a. True
    b. False
ANSWER: a

35. Understanding your own and others' feelings can help you respond in appropriate ways.
    a. True
    b. False
ANSWER: a

36. You should think of your emotional intelligence as a work in progress.
    a. True
    b. False
ANSWER: a

37. Naming and labeling emotions help to strengthen emotional intelligence skills.
    a. True
    b. False
ANSWER: a

38. Using logic to develop your emotional intelligence will better help your evaluate a situation.
    a. True
    b. False
ANSWER: a

39. Emotions cannot be changed.
    a. True
    b. False
ANSWER: b

40. Students who cannot manage their emotions are likely to struggle academically.
    a. True
    b. False
ANSWER: a

41. Describe how students are both intrinsically and extrinsically motivated to earn a college degree.
ANSWER: Answers will vary but should indicate ways in which students are both intrinsically and extrinsically motivated to earn a college degree. An example of intrinsic motivation includes personal satisfaction. An example of extrinsic motivation includes a better career and a better life. Other valid responses are also acceptable.

42. What are two strategies to build resilience? Describe how you have applied these to your life.
ANSWER: Answers will vary, but students should describe two strategies to build resilience and how they have

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applied these strategies to their lives. Examples include: making connections, avoiding seeing crises as problems that can be overcome, accepting that change is a part of living, moving toward your goals, taking decisive actions, looking for opportunities for self-discovery, developing a positive view of yourself, keeping things in perspective, maintaining a hopeful outlook, and taking care of yourself.

43. Define emotional intelligence.

ANSWER: Answers should be some variation of the following definition: Emotional intelligence is the ability to recognize, understand, use, and manage emotions.

44. Describe the two general abilities associated with emotional intelligence.

ANSWER: Answers should indicate that the two general abilities associated with emotional intelligence include perceiving emotions (the ability to monitor and identify your feelings correctly and to determine why you feel the way you do) and managing emotions (the ability to modify and even improve feelings).

45. Why is anger management an important emotional intelligence skill?

ANSWER: Answers should indicate that anger management is an important emotional intelligence skill because anger can hurt others and can harm your mental and physical health.

46. Identify two areas in which improving emotional intelligence can affect success.

ANSWER: Answers will vary, but students should identify two areas in which improving emotional intelligence can affect success. Examples include areas such as health, athletics, and academics/college, in which strong emotional intelligence can lead to success. Other valid responses are also acceptable.

47. What did you learn from your responses to the Emotional Intelligence Questionnaire in this chapter? In your opinion, is this kind of activity useful? Why or why not?

ANSWER: Answers will vary, but should include a discussion of the student's EI. For example, a student may explain how they chose mostly "a" responses in the Emotional Intelligence Questionnaire and as a result feel much better about their ability to handle their emotions. Other responses may explain how they chose mostly "b" or "c" responses in the Emotional Intelligence Questionnaire and as a result feel less capable of dealing with their emotions. Opinions will vary as well, as some students may already be aware of their EI and therefore find the activity less useful than the students who were unaware of their EI.

48. Name the five categories in the Bar-On Model of emotional intelligence.

ANSWER: The five categories in the Bar-On Model of emotional intelligence include: Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood.

49. According to the Bar-On Model of emotional intelligence, intrapersonal skills are the framework for all the other emotional intelligence competencies. Describe the five competencies related to intrapersonal skills and discuss why you agree or disagree with the first statement.

ANSWER: Answers will vary, but students should identify the five competencies in the Bar-On Model of emotional intelligence related to intrapersonal skills: Emotional self-awareness, Assertiveness, Independence, Self-regard, and Self-actualization.

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50. Describe how emotions are tied to physical and psychological well-being.

ANSWER: Answers will vary but could include discussion of how cancer patients who have strong emotional intelligence live longer than those with weak emotional intelligence, how the best athletes succeed because they are optimistic, or how college students with strong emotional intelligence do better academically.

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