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Name:_____ Class:_____ Date:_____

Chapter 2 Cultivating Motivation, Resilience, and Emotional Intelligence

1. Your desire to make an effort is known as
   a. mindset.
   b. resilience.
   c. optimism.
   d. motivation.

ANSWER: d

2. Which type of motivation comes from a desire inside yourself to make something happen?
   a. extrinsic
   b. intrinsic
   c. fixed
   d. growth

ANSWER: b

3. Which type of motivation comes from the hope of an external reward or the fear of an undesirable outcome or a punishment?
   a. fixed
   b. growth
   c. extrinsic
   d. intrinsic

ANSWER: c

4. Jennifer is working on a research assignment for her anthropology class. She put a great deal of effort into her research, and has spent a lot of time preparing and revising her report. Jennifer is working hard on her paper for several reasons. Which of her reasons is an example of intrinsic motivation?
   a. She is afraid that if she doesn't work hard, she will get a bad grade.
   b. She knows that if she fails this class, she might lose some of her financial aid.
   c. She feels proud of herself when she does well on her schoolwork.
   d. She hopes that if she does well, her instructor will recommend her for an internship.

ANSWER: c

5. The way you are thinking and feeling in relation to the events around you is known as
   a. attitude.
   b. mindset.
   c. resilience.
   d. motivation.

ANSWER: a

6. Which concept refers to what you believe about yourself and about your most basic qualities, such as your personality, intelligence, or talents?
   a. resilience
   b. empathy

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c. impulse control
d. mindset

ANSWER: d

7. Not giving up or quitting when faced with difficulties and challenges is known as
a. empathy.
b. resilience.
c. attitude.
d. self-regard.

ANSWER: b

8. Kenneth, a biology major, thought he did well on his Introductory Genetics test, but when he got the test back, he found that he had barely passed. If Kenneth is resilient, he will
a. drop out of the class to salvage his GPA.
b. blame the instructor for giving him a bad grade.
c. change his major to something less difficult.
d. devote more time and effort to studying.

ANSWER: d

9. Which is a component to building your resilience?
a. developing a positive view of yourself
b. rejecting assistance from others
c. resisting change
d. formulating a plan

ANSWER: a

10. A combination of perseverance, passion, and resilience equates to
a. self-actualization.
b. emotional intelligence.
c. grit.
d. empathy.

ANSWER: c

11. When resilient students have negative experiences, they generally
a. develop a fixed mindset.
b. learn from them.
c. give up and try something different.
d. blame external factors.

ANSWER: b

12. What is the ability to recognize, understand, use, and manage emotions?

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a. emotional intelligence
b. social responsibility
c. motivation
d. attitude

ANSWER: a

13. Studies indicate that the best athletes succeed in part because they are extremely
a. empathetic.
b. socially responsible.
c. optimistic.
d. susceptible to stress.

ANSWER: c

14. By the time she completed her college success course, Holly had developed strong emotional intelligence and a positive outlook about her academic future. In her next term, she enrolled in several courses that turned out to be more difficult than she expected, requiring her to spend much more time studying. If Holly's emotional intelligence remains strong, she will most likely
a. persist in her studies, even if her progress is slow.
b. stop making an effort to spend any amount of time with her friends.
c. drop one of her courses to improve her chances of success.
d. change her major to a field that is less difficult for her.

ANSWER: a

15. On Saturday night, Nasir's friends invited him to go see the movie that he had been talking about for the last few weeks. Unfortunately, he had to work all day Sunday, and he had a test on Monday that he needed to study for. Although Nasir really wanted to go with them, he politely declined and instead stayed in to study. In doing so, Nasir demonstrated
a. priority management.
b. self-regard.
c. resilience.
d. social responsibility.

ANSWER: a

16. Being assertive means
a. knowing how and why you feel the way you feel.
b. making important decisions without anyone else's input.
c. standing up for yourself when you need to without being too aggressive.
d. liking yourself in spite of your flaws.

ANSWER: c

17. When you make important decisions on your own without having to get everyone's opinion, you are exhibiting

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a. empathy.
b. independence.
c. impulse control.
d. social responsibility.

ANSWER: b

18. Liking yourself in spite of your flaws is characteristic of which emotional competency?
a. assertiveness
b. empathy
c. flexibility
d. self-regard

ANSWER: d

19. Which emotional competency can be classified as intrapersonal?
a. resilience
b. self-actualization
c. happiness
d. empathy

ANSWER: b

20. When you make an effort to understand another person's situation or point of view, you exhibit
a. self-actualization.
b. stress tolerance.
c. empathy.
d. assertiveness.

ANSWER: c

21. Which competency can be characterized as an interpersonal skill?
a. social responsibility
b. problem solving
c. emotional self-awareness
d. resilience

ANSWER: a

22. Seeking out healthy and mutually beneficial friendships, connections, and partnerships, and making a persistent effort to maintain them develops
a. self-actualization.
b. reality testing.
c. emotional self-awareness.
d. interpersonal relationships.

ANSWER: d

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Chapter 2 Cultivating Motivation, Resilience, and Emotional Intelligence

23. When you exhibit stress tolerance, you
    a. stop being affected by stress in any way.
    b. respond appropriately to the cause of your stress.
    c. bottle up your emotions and pretend you are not experiencing stress.
    d. succumb to stress and react emotionally rather than logically.

ANSWER: b

24. Making sure your feelings are appropriate by checking them against external, objective criteria is called
    a. self-actualization.
    b. social responsibility.
    c. reality testing.
    d. optimism.

ANSWER: c

25. The ability to adapt and adjust your emotions, viewpoints, and actions as situations change is called
    a. empathy.
    b. self-regard.
    c. assertiveness.
    d. flexibility.

ANSWER: d

26. Which emotional competency can be characterized as an adaptability skill?
    a. problem solving
    b. social responsibility
    c. self-regard
    d. happiness

ANSWER: a

27. Those who look for the bright side of any problem or difficulty and remain confident that things will work out for the best are
    a. assertive.
    b. optimistic.
    c. happy.
    d. flexible.

ANSWER: b

28. 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. 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

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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: d

29. What should you do if you find yourself tagged in a picture on Facebook that makes you look irresponsible?
a. add a comment that explains your behavior in the photo
b. laugh it off because only your friends will see it
c. delete your Facebook account
d. ask that the photo be removed immediately

ANSWER: d

30. If you have an old social media account (such as a MySpace or Blogger page) that is still open to the public, but which you no longer maintain or update, you should
a. post a link directing visitors to a current account, such as a Facebook page.
b. check in once a year to see if you have had any visitors.
c. delete the account altogether.
d. leave the account intact, but unchanged, for posterity.

ANSWER: c

31. Different people are motivated in different ways.
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. People with a growth mindset are often trying to prove themselves.
a. True
b. False

ANSWER: b

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

ANSWER: a

35. People who are "gritty" are more likely to be both academically and personally successful.
a. True
b. False

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ANSWER: a

36. Developing an awareness of emotions allows you to use your feelings to improve your thinking.
    a. True
    b. False

ANSWER: a

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

ANSWER: a

38. Being optimistic means ignoring your problems and pretending that they will go away.
    a. True
    b. False

ANSWER: b

39. In some situations, anger can lead to positive results.
    a. True
    b. False

ANSWER: a

40. Naming and labeling emotions can help to strengthen emotional intelligence skills.
    a. True
    b. False

ANSWER: a

41. Identify three of your goals (short-term or long-term) and describe your motivation for each. Explain how your attitude and mindset will impact your ability to achieve your goals.

ANSWER: Answers will vary depending on the goals, but students should list each goal and discuss any intrinsic or extrinsic motivation for those goals. Students should also explain what they think and how they feel about each goal, including any positive or negative attitudes about themselves or the circumstances surrounding their goals, and any ways they intend on adjusting their attitude to better achieve their goals. Additionally, students should mention whether they believe they have a fixed mindset or a growth mindset toward each goal, and how that will impact their ability to achieve their goals.

42. List four strategies for developing a more positive attitude.

ANSWER: Answers will vary, but students should mention four of the strategies covered in the text. These strategies include spending time thinking about what you can learn from difficult situations you faced and overcame; giving yourself credit for good choices that you made, and thinking about how you can build upon those successes; recalling experiences when things did not work out, and trying to think through the mistakes that you made and how you could have done better; seeking out individuals, both on and off campus, who are positive and asking them where their optimism comes

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from; taking advantage of the opportunities you will get in your college success course to explore the effect your attitude has on the outcomes you want; and being mindful of your attitude as you move through the weeks of the term.

43. Explain the difference between a growth mindset and a fixed mindset.

ANSWER: A growth mindset means that you are willing to try new approaches and that you believe you can change. A fixed mindset means that you believe your characteristics and abilities, either positive or negative, are not going to change through any adjustments to your behavior or effort.

44. List four strategies for building resilience.

ANSWER: Answers will vary, but students should list four of the strategies covered in the text, such as making connections; avoiding seeing crises as problems that can't 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.

45. Describe a time in the past when you faced a significant setback or obstacle when attempting to achieve a goal. Did you have sufficient resilience to overcome the problem and persevere? Why or why not? How might the situation be different if you were working toward that goal today and faced the same setback or obstacle? Has your level of resilience changed, and if so, why?

ANSWER: Answers will vary depending on the experience, setback, or obstacle, but students should mention whether they believed they had the resilience required to overcome the problem and persevere toward their goal. Students should also note where they believe they excelled in pushing through that obstacle or where they fell short and were unable to overcome the challenge. Using their knowledge of resilience and motivation, students should also explain how they would achieve their goals and overcome an obstacle today, and evaluate if their level of resilience has changed, and why.

46. Define emotional intelligence.

ANSWER: Emotional intelligence is the ability to recognize, understand, use, and manage emotions, which includes your moods, feelings, and attitudes.

47. Why is it important to manage your priorities?

ANSWER: Managing priorities is important because when you successfully make time in your days and weeks for what is most important to you, your emotional health benefits. You feel more confident, more in control, and more capable of handling your life with a positive attitude and responding to others with patience. If you cannot keep what is most important to you at the top of your list of priorities, your attitude becomes more negative, you feel stressed out, and you have less patience for other people.

48. Do you consider yourself emotionally intelligent? Why or why not? Discuss at least three of the competencies from Table 2.3 in your response.

ANSWER: Answers will vary depending on how each student perceives his or her level of emotional intelligence, but students should reflect upon themselves and honestly explain whether they believe they are emotionally intelligent. Students must draw upon at least three of the emotional competencies listed in Table 2.3 to support their claim and should apply their personal experiences

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and emotions to each competency selected by providing an explanation or an example as to why that competency was chosen.

49. Identify a career you are considering or might consider working toward and describe three emotional skills that would be especially important to be successful in your chosen profession. Explain how each relates to the career and why you feel you are skilled in each.

ANSWER: Answers will vary depending on student interests and ambitions, but each student should describe a career they are interested in and discuss how certain aspects of that career fit with at least three of the emotional skills mentioned in the text. Students should explain how having those emotional skills is important to the career, and evaluate their competency for each skill mentioned and why they believe they would be a good fit in that career.

50. Describe two examples of times in the past when strong emotions influenced your success. In the first example, explain how your emotions helped you to succeed. In the second, explain how your emotions inhibited your success and what you would have done differently if you had a better understanding of and control over your emotions at the time.

ANSWER: Answers will vary for each student. However, each student should list one example in which they felt strongly and exhibited strong emotions toward a goal or an aspect of a goal, and how those strong emotions helped them achieve that goal. Students should then give an example of a time they felt strongly and exhibited strong emotions toward a goal, but instead of helping them achieve that goal, the emotions got in the way and inhibited their success. Students should use this example of failure or a negative outcome to evaluate how they could have handled the situation better and had better control over their emotions.

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