

Name

Class

Date

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Chapter 02

1. Which concept is referred to as the desire inside yourself to achieve something?

- a. attitude
- b. resilience
- c. intrinsic motivation
- d. extrinsic motivation

ANSWER:

c

2. Our previous environments and experiences with others help shape, whether positively or negatively, which concept?

- a. goals
- b. attitudes
- c. mindsets
- d. emotions

ANSWER:

b

3. When you have a growth mindset, you believe that

- a. your abilities cannot be improved.
- b. your characteristics will stay the same throughout your life.
- c. you can change and are willing to try new approaches.
- d. you lack talent and are sensitive about making mistakes.

ANSWER:

c

4. 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

5. The American Psychological Association developed a list of ten strategies for building which important quality?

- a. aggression
- b. resilience
- c. stress
- d. empathy

ANSWER:

b

6. Which is a component to building your resilience?

- a. creating a pessimistic viewpoint

Chapter 02

- b. checking your progress on a regular basis
- c. understanding when a problem can't be overcome
- d. developing a positive view of yourself

ANSWER:

d

7. Which concept is defined as the ability to recognize and manage moods, feelings, and attitudes?

- a. fixed mindset
- b. motivation
- c. emotional intelligence
- d. resilience

ANSWER:

c

8. Mindy is a first-year college student who has been having a tough time the past few weeks. Her grades are not as high as she expected them to be, 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. Which is the BEST way for Mindy to approach these challenges?

- a. Wait for someone to come along and give her intrinsic motivation.
- b. Go through the motions while waiting for inspiration to strike.
- c. Understand that she does have control in how she responds to challenges.
- d. Wait for the situation to get bad enough that she is forced to take action.

ANSWER:

c

9. Which is necessary to develop a better emotional understanding of different situations?

- a. Be pessimistic instead of optimistic.
- b. Pay attention to emotions instead of ignoring them.
- c. Become aggressive rather than assertive.
- d. Understand that emotions are a small part of who you are.

ANSWER:

b

10. Which is involved in perceiving emotions?

- 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. Which is the MOST likely outcome when you acknowledge and name what you are feeling?

- a. The feeling will disappear.
- b. The feeling will be much stronger.

Chapter 02

- c. The feeling is more likely to control you.
- d. The feeling is less likely to control you.

ANSWER: d

12. Which will help you to evaluate a situation and be helpful to others as you develop your emotional intelligence?

- a. logic
- b. sisu
- c. a fixed mindset
- d. a comfort zone

ANSWER: a

13. The Bar-On model of emotional intelligence includes which category of emotional skills and competencies?

- a. sisu
- b. adaptability
- c. resilience
- d. motivation

ANSWER: b

14. The categories identified in the Bar-On model directly affect your

- a. motivation.
- b. comfort zone.
- c. general mood.
- d. mindset.

ANSWER: c

15. Which refers to standing up for yourself when necessary without being too aggressive?

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

ANSWER: a

16. Gene and Patty are assigned to be partners for a class project and need to meet sometime soon to discuss the project. Patty says that Friday evening is the best time for her, but Gene suggests they meet another time because he is planning to go out with his friends that night. Patty explains that Friday is the only evening that she doesn't have a night class. Gene thinks about how he would feel if he was Patty and then agrees to meet Patty on Friday evening. Which skill does Gene use when making his decision?

- a. empathy
- b. self-regard

Chapter 02

- c. assertiveness
- d. independence

ANSWER: a

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

- a. independence
- b. optimism
- c. flexibility
- d. empathy

ANSWER: d

18. Which individual is demonstrating the adaptability competency of emotional intelligence?

- a. Jennifer knows why she feels the way that she does.
- b. Kayla checks her feelings with a source outside of herself.
- c. Jada likes herself, flaws and all.
- d. Rosa is always trying to understand her friend's point of view.

ANSWER: b

19. Which area of emotional skills includes reality testing, flexibility, and problem solving as three key competencies?

- a. empathy
- b. adaptability
- c. stress management
- d. social responsibility

ANSWER: b

20. Which concept refers to adapting and adjusting your emotions, viewpoints, and actions as situations change?

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

ANSWER: a

21. Which competency is included in the emotional skills of managing stress?

- a. impulse control
- b. reality testing
- c. assertiveness
- d. social responsibility

ANSWER: a

Chapter 02

22. 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 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. Which first step should Tristan have taken instead of shouting at everyone?

- a. Attempt to become excited about the game, and watch with the rest of the students.
- b. Try to ignore his feelings of anger until they subside.
- 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

23. Which is true of optimistic people?

- a. They are typically inflexible.
- b. They look on the bright side of problems.
- c. They are immune to stress.
- d. They lack impulse control.

ANSWER:

b

24. Which concept refers to being satisfied with yourself, with others, and with your situation in general?

- a. resilience
- b. optimism
- c. motivation
- d. happiness

ANSWER:

d

25. Students with strong emotional intelligence are MORE likely to

- a. live a shorter life.
- b. engage in risky behavior.
- c. experience impulse control problems.
- d. persist in college.

ANSWER:

d

26. Jim is 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. Jim's actions show that he is

Chapter 02

- a. practicing self-actualization.
- b. labeling his emotions.
- c. being persistent.
- d. delaying gratification.

ANSWER:

c

27. Why might you infuse emotional intelligence skills into a college success course?

- a. to enhance your emotional intelligence skills
- b. to reduce your overall stress
- c. to eliminate your risk of struggling academically
- d. to develop grit

ANSWER:

a

28. What would be a good way to develop emotional intelligence skills?

- a. Read online tips about becoming more optimistic.
- b. Take an online anger management course.
- c. Visit the campus counseling center.
- d. View YouTube videos on how to be more assertive.

ANSWER:

c

29. Charlotte realizes that, for a long time, people have taken advantage of her kind and accommodating nature to get her to go along with their wishes. This often happens at the expense of her own priorities. Now she decides to be more assertive and is going to start by insisting that her roommate keep her music turned down late at night when Charlotte is trying to sleep. Which emotional intelligence improvement strategy is Charlotte engaging in?

- a. identifying one of her strengths
- b. setting a realistic goal
- c. showing empathy
- d. checking her progress

ANSWER:

b

30. Which of these is NOT a way to improve your emotional intelligence?

- a. Identify your strengths and weaknesses.
- b. Check your progress regularly.
- c. Formulate a plan.
- d. Set broad goals.

ANSWER:

d

31. The desire to get things done is known as motivation.

Chapter 02

- a. True
- b. False

ANSWER: a

32. 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

33. A mindset is how you are thinking and feeling in relation to the events around you.

- a. True
- b. False

ANSWER: b

34. When you have a strong interest, keep going forward, and don't give up, you possess grit.

- a. True
- b. False

ANSWER: a

35. Part of being emotionally intelligent is never stepping away from a challenge or project.

- a. True
- b. False

ANSWER: b

36. You and your emotions are one and the same.

- a. True
- b. False

ANSWER: b

37. Emotions can significantly affect whether or not you are successful.

- a. True
- b. False

ANSWER: a

38. Naming and labeling emotions helps to strengthen emotional intelligence skills.

- a. True
- b. False

ANSWER: a

39. Anger can be used to control and manipulate others.

Chapter 02

- a. True
- b. False

ANSWER: a

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 the ways they have applied these strategies to their lives. Examples include make connections, avoid seeing crises as problems that can be overcome, accept that change is a part of living, move toward your goals, take decisive actions, look for opportunities for self-discovery, develop a positive view of yourself, keep things in perspective, maintain a hopeful outlook, and take 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. 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 emotional intelligence. For example, people who choose mostly “a” responses in the Emotional Intelligence Questionnaire might feel much better about their ability to handle their emotions. Other responses may explain that people who choose mostly “b” or “c” responses in the Emotional Intelligence Questionnaire might feel less capable of dealing with their emotions. Opinions will vary as well. Students who were already aware of their EI might find the activity less useful than the students who were unaware of their EI.

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

ANSWER: Answers should indicate that anger management is an important emotional intelligence skill

Chapter 02

because anger can hurt others and can harm your mental and physical health.

47. 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 any of the skills and competencies from Table 2.2, such as interpersonal skills or adaptability. Other valid responses are also acceptable.

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.

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, and how college students with strong emotional intelligence do better academically.