

## Chapter 2: Expand Your Emotional Intelligence

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### Chapter Overview

This chapter looks at the importance of emotional intelligence for school and job success. It also emphasizes the idea that positive attitude and motivation are also essential factors. Students need to focus on personal qualities and not just grades and aptitude. This chapter further highlights the importance of responsibility, dependability, positive attitude, civility, integrity, and character. Resilience is also an important personal quality, rooted in hardiness and commitment. Ask students if they have experienced situations that have caused them to feel discouraged, frustrated, or unmotivated. What steps did they take to regain their motivation? Use this question as a lead-in to discussing the strategies for overcoming discouragement, frustration, or boredom. Students are also encouraged to begin goal-setting and are introduced to the process.

### Learning Outcomes

Students will learn to:

- Describe emotional intelligence and the key personal qualities
- Explain the importance of good character, including integrity, civility, and ethics
- Demonstrate responsibility, self-management, and self-control
- Define self-esteem and confidence
- Incorporate a positive attitude and motivation
- List the benefits of a higher education

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### Chapter Outline

- 1) Emotional Intelligence and Maturity
  - a) Character First: Integrity, Civility, and Ethics
  - b) Responsibility
  - c) Self-Control
  - d) Self-Esteem and Confidence
- 2) A Positive Attitude and Personal Motivation
  - a) How Needs and Desires Influence Attitudes and Motivation
  - b) The Motivation Cycle
  - c) Motivational Strategies
  - d) The Benefits of Higher Education
    - i) Higher Education Encourages Critical Thinking
    - ii) Higher Education Is a Smart Financial Investment
    - iii) Higher Education Prepares You for Life on the Job
- 3) Overcome Obstacles
  - a) Don't Get Discouraged
  - b) Create Positive Mind Shifts

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### Worksheets

#### **2.1: Applying the ABC Method of Self-Management**

Page 70

Students have an opportunity to apply the ABC Method of Self-Management and analyze how they have reacted in tense situations. It will help them determine personal strategies for improvement.

#### **2.2: My Reinforcement Contract**

Page 71

The purpose of this worksheet is to encourage students to go beyond talking, wishing, and hoping for change and to make a contract for change. Ask students to take at least one area of their lives that they would like to change and write a reinforcement contract for achieving their goals. What reward would work best in each situation?

#### **2.3: Self-Esteem Inventory**

Page 72

This worksheet will give students the opportunity to discover their levels of self-esteem. Encourage students to set high standards and to grow continually, but also to see themselves in a positive and accepting light.

#### **2.4: Learning Styles and Motivation**

Page 73

This worksheet asks the student to determine how motivation can be affected by learning styles and personality types, and to consider ways to enhance personal motivation.

#### **Career Development Portfolio: Assessment of Personal Qualities**

Page 74

This exercise will provide a foundation for students to self-assess their personal qualities and the effect they have on their success. Discuss the importance of being aware of the effects of attitudes on students' study skills. Have students write down their attitudes toward every class. This exercise will help them explore new ways for creating positive attitudes in every class.

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### Teaching Tips

#### **SUCCESS PRINCIPLE 2: Focus on CHARACTER, not just *skills***

##### **SELF-MANAGEMENT:**

Discuss the opening visualization and journal entry. Discuss the effects of anger in personal relationships and on the job.

##### **Emotional Intelligence and Maturity**

To introduce this topic, you may want to ask students to think about ways that they are smarter than they think. You may want to start first. For example, when I'm teaching, I explain to students that I was born and raised on a farm in Michigan. I then ask them what qualities they think I learned that made me smarter than my test scores. Most will list such qualities as hard work and determination. Ask them to list three qualities that they have that have helped them to succeed, but cannot be measured on IQ tests. Go around the room or have them work in small groups and then report their findings. You will, no doubt, hear such similar qualities as a positive attitude, curiosity, resiliency, optimism, the ability to work well with others, creativity, honesty, etc. Discuss why these qualities are important for both school and job success. Discuss the popularity of the topic--emotional intelligence--and how important maturity is for success in life. This will lead nicely into the next topic of character and how it is often listed as the number one quality employers want.

Personal Evaluation Notebook 2.1 and 2.2 will provide the applications for a discussion of emotional intelligence, personal qualities, and character.

##### **Character First: Integrity, Civility, and Ethics**

You may ask students to think about the qualities that are important if they own their own business. They can clearly see that a college degree, job experience, a great personality, and high IQ are meaningless if an employee is stealing from the company. Character means doing what is right, even when it may be difficult or when there are no observers to the situation. Stress that character and integrity are the foundations on which skills, competencies, and personal qualities are added. In addition, talk about the importance of civility and good manners for school, job, and life success.

Explain to students that by creating and following a code of ethics, they are laying a foundation for their standards of conduct and their morals. At some point in their lives, they each will be faced with a difficult situation that requires a decision based on a code of ethics.

##### **Responsibility**

Lead the class in a discussion about the importance of responsibility, self-management, and self-control. Since these are such important topics, take time to discuss how students can develop responsibility in college and in their part-time jobs. Discuss paying back student loans and honoring their agreements with instructors, friends, roommates,

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coworkers, and the college. Stress the importance of taking responsibility for their commitments.

### **Self-Control**

You may want to use Peak Progress 2.1 on the Adult Learning Cycle as an application for discussing self-management and control. Stress that people must see meaning and really want to control their anger for change to occur. Have students think of situations in which they experienced anger and blame. Ask them how they deal with frustration, resentment, and anger. Discuss how anger affects our bodies, relationships, and our everyday lives. Review the tips for transforming anger and ask for more suggestions. Stress that emotionally mature people know how to control their anger.

### **Self-Esteem and Confidence**

Discuss how affirmation and visualization can help students feel more confident and competent. Our self-worth flourishes when we are habitually dedicated to personal growth. This may be a good time to invite a guest speaker to class to discuss ways to increase self-esteem and overcome shyness. Express to students that their thoughts affect their feelings, attitude, and self-image and their self-image affects their behavior. Have them complete Worksheet 2.3. Review the tips to build self-esteem and confidence and ask for more suggestions.

### **A Positive Attitude and Personal Motivation**

To introduce this topic, explain to students why attitude and motivation are always listed at the top of essential personal qualities that employers want. A positive attitude is energizing, causes us to prevail through adversity, and contributes to a healthy work environment. Ask students to add to the list of the links between attitude and behavior.

### **How Needs and Desires Influence Attitudes and Motivation**

Present a short lecture on self-actualization and Maslow's theory of the hierarchy of needs, including the higher order needs that lead to long-term satisfaction. Ask students to give examples in their lives of satisfying basic needs before continuing to higher order needs. For example, it may be difficult for students to concentrate in class if they do not feel safe in the building or parking lot or if they have not had breakfast. Have students complete the Personal Evaluation Notebook 2.3 to assess what motivates them at this time.

### **The Motivation Cycle**

Use "systems thinking" to understand your life; after all, the mind and body are interrelated. For example, what you say to yourself affects your self-esteem and mood, which can affect how you stand and walk. Sometimes going for a brisk walk or jog can make you feel happier and more energetic. Visualizing yourself successful also changes the whole system. Ask for other examples.

### **Motivational Strategies**

Emphasize that motivation comes from within and that students can change their states of mind when they dispel negative thoughts and replace them with positive thoughts and

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images. Also stress that knowing expectations can increase motivation. Review the list of the differences between high school and college and ask for suggestions. Stress that students should clarify expectations for each class.

Discuss with students the motivational strategies from the text and how these strategies can improve their attitudes and help them achieve their goals. Ask for other examples. Have students complete Personal Evaluation Notebook 2.4 to help illustrate power of affirmations and visualization and how most of us are unaware of our negative self-talk.

You may want to have students complete Worksheet 2.1 to illustrate self-management. Have students review the visualization box in the beginning of the chapter. Now ask them to complete the worksheet and indicate how they might react differently. Ask them to choose a situation and apply the ABC method and visualize a situation under control. They should write affirmations and visualize themselves achieving the results they want. Encourage them to add rich detail and to consider their thoughts, feelings, beliefs, body stance, and energy level. You may want to lead them in an imagery example to show how they can relax and become calm and centered. Ask students to refer to the ABC method every time they have a situation where they are allowing negative thoughts to control their lives. Stress that the power of positive self-talk and visualization works with consistent practice. It is also useful to see the relevance of learning, and to treat oneself kindly through the process.

### **The Benefits of Higher Education**

Students may get discouraged if they underestimate the benefits of higher education. Stress that they are not marking time or putting off life until graduation. Emphasize to students that the benefits of a higher education go beyond greater career opportunities and higher pay; the learning experience itself is valuable. Students learn to manage their time, juggle many tasks at one, build leaderships skills, achieve communication and team building skills, and learn delayed gratification.

### **Higher Education Encourages Critical Thinking**

Stress that taking general education classes helps make students broadly educated. Learning to write, speak, think creatively, use critical thinking and make sound decisions are foundations of educated people. Understanding history, cultures and the complex world frees people to think and understand themselves and the world around them. Because workers change jobs so often, a liberal arts education can help them transfer skills and competencies and adjust to a changing world. Encourage students to keep essays that indicate that they can demonstrate critical thinking and analysis and have the ability to integrate concepts from different disciplines.

### **Higher Education is a Smart Financial Investment**

College graduates on average earn much higher salaries and have more career opportunities, better workplace conditions, more job promotions, and greater job satisfaction.

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### **Higher Education Prepares You for Life on the Job**

Review Peak Progress 2.5 and discuss how school is linked to job success. This section usually inspires an interesting and lively classroom discussion. Students like to see that the skills they learn in college prepare them for success in their **careers**. Stress that the best way to develop positive habits is to learn and practice these habits in school now.

### **Overcome Obstacles**

You may ask students to review Figure 2.5 on the most common reasons students do not graduate. Discuss the importance of students expanding their comfort zones, creating positive mindsets, and opening their minds to new information.

### **Don't Get Discouraged**

Major barriers to a positive attitude are predetermined beliefs. Discuss how some people can be sheltered in their comfort zones. Discuss expectations and predetermined beliefs. You may want to talk about role models and ask how many students are first-generation college students or returning students. Discuss how culture, beliefs, and messages can keep people tied to certain expectations. Discuss how the college classroom and workplace are changing, and ways we can encourage each other to expand our goals and beliefs about ourselves.

You may want to have a guest speaker discuss campus and community diversity. You also may want to talk about other campus groups that may feel isolated. Tell students that regardless of how they feel about various groups, everyone is part of the classroom and workplace diversity. Discuss how your campus and community regard diversity in general and what factors and activities help people with different orientations and backgrounds feel accepted.

Have students brainstorm ways to overcome these limiting barriers. You may want to point out that habits and perceptions are difficult to change. To make lasting changes, ask students if they are willing to make a commitment to creating a positive attitude. Stress that imagination and a belief in possibilities are key to growth and change.

### **Create Positive Mind Shifts**

This section can be discussed along with the ABC Method of Self-Management. Stress the importance of dispelling negative thoughts and irrational beliefs. Sometimes a mind shift is necessary to shift perceptions and explore other ways of seeing a situation. This discussion flows nicely into expanding comfort zones. Ask students to use critical thinking and creative problem solving to review ways to expand their minds and comfort zone and see new possibilities.



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### Feature Notes

#### ***Personal Evaluation Notebook***

##### **2.1: Character and Ethics**

Page 47

Have students think about an ethical decision that they have had to make or they have watched others make. What guidelines did they use? Review examples given in the text and the questions that can serve as a guide. Ask them to add to this list.

If being an ethical person is important in the job world, ask students how they can build honesty into their lives until it becomes a habit. As with all skills, competencies, and personal qualities, students are asked to reflect on when they learned about honesty and how they would apply this quality to the workplace.

##### **2.2: Skills and Personal Qualities**

Page 48

This exercise can lead into an important discussion of the connection between personal qualities and school and job success. The second half is always interesting because students are good at listing the same personal qualities that top executives list as important for job success. Stress that there are no secrets to job success. The key is to have students remind themselves of their importance and to build positive habits around these personal qualities. Again, emphasize that the same personal qualities that lead to job success also lead to school success. Stress that college is a good time to build positive personal qualities and habits.

##### **2.3: Needs, Motivation, and Commitment**

Page 53

This exercise will help students identify what needs motivate them. They will also reflect on what needs they think will motivate them 20 years from now. The sentence, “For me to be more motivated, I need ...” will help students realize that motivation must come from within. Note that having more money, more time, or a better job may be motivating for only a short period of time. Finding a sense of purpose and direction and realizing potential for truly motivating.

##### **2.4: Self-Talk and Affirmations**

Page 55

This exercise will give students an opportunity to assess their self-talk. Most students are surprised to discover how many negative thoughts and words come into their minds. This exercise will also help students realize that they are in control of their thoughts and can make positive choices. Ask students to listen to themselves for a few days and to write down negative and positive self-talk. Have them turn negative self-talk into positive affirmations.

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### **Peak Progress**

#### **2.1: Applying the Adult Learning Cycle to Self-Control**

Page 50

The Adult Learning Cycle is an ideal process to use to learn and practice self-management and control. Discuss with students their perceptions of how they interact in tense situations. Do they lose control too easily?

#### **2.2: Setting Goals**

Pages 56

Stress the importance of goal setting as a motivational tool. For each goal, have students write action steps.

#### **2.3: The Differences Between High School and College**

Page 57

This list will give students the opportunity to reflect on the differences between high school and college. Ask students to add to the list. Stress the importance of expectations. If they know what is expected of them as college students, they will be better equipped to meet those expectations. This discussion can lead into the benefits of higher education. You may want to ask students to use the Internet or your school's career center to research the salaries of various occupations.

#### **2.4: Skills for School and Career**

Page 60

This chart allows students to see how various types of skills can apply to both their school activities and career activities. In a class discussion, give students an opportunity to cite actual examples of how each skill can be demonstrated in the classroom and the workplace.

#### **2.5: What Kind of Student/Worker Are You?**

Page 61

Ask students which characteristics they believe best describe their performance and commitment in school. Discuss how these attributes are similar to important qualities for success in the workplace.

### **Think Fast**

Page 46

Sample answers are provided for the in-text questions:

Q: If he buys it, what are the repercussions if gets caught?

A: Depending on how Devon's instructor responds, Devon could receive an "F" or "0" for the assignment, could be dropped from the class, could be put on probation, or could be expelled from the school altogether.

Q: What are potential repercussions if he doesn't get caught?

A: Cheating has many psychological repercussions. Devon may develop a tremendous sense of guilt and low self-esteem, believing that he doesn't

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have the skills to succeed. At the opposite end of the spectrum, he may believe that working hard isn't worth the effort and that he can always find ways to get ahead without have to put the time and energy into it. This attitude will eventually "catch up to him" and he will fail or find himself in a difficult situation.

Q: What would you do to prepare for the exam?

A: Answers will vary but may be similar to...If I were Devon, I would look at my schedule and determine all the open times I can devote to preparing for the exam. I would talk with my boss and let him know how important the upcoming test is to my overall grade and if I can adjust my work schedule to allow for more study time. I would put note cards together to carry with me so I can review at any opportunity I have, including breaks at work. I would check to see if the instructor posted on his website any lecture notes that I missed.

### **Take 3**

Pages 52

Read the task to students (making a list of the positives in their lives) and have them write down answers. After three minutes, tell them time is up. Ask if this exercise was helpful. An alternate way to approach this exercise is to have students verbally throw out answers in a class discussion. Quickly write answers on the board. End the discussion at three minutes. What did students learn about themselves and their classmates? Does this exercise affect their attitudes or outlooks in a positive way? Were they surprised by the answers? It's important for people to take time to reflect on the positives in life and not dwell on the negatives.

### **Career in Focus**

#### **Positive Attitudes at Work**

Page 66

*In what way does having integrity, good character, and a code of ethics enhance a sales representative's business?*

By establishing a positive relationship with her clients, Jacqui is developing her business. Her clients rely on the information she provides, her honest advice, and her input as a professional in the medical equipment industry. Jacqui's integrity, good character, and code of ethics will stand out from other sales representatives who approach her prospective clients.

### **Peak Performer Profile**

#### **Christiane Amanpour**

Page 67

*Christiane Amanpour demonstrates courage, integrity, and commitment. In what ways do you speak out for freedom, justice, and equality?*

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Answers will vary. Students should recognize that positive attitude, motivation, and integrity were the driving force to her success.

### Answers to In-Chapter Critical Thinking Questions

#### **Photo 2.1: Become a “Class Act”**

Page 45

*How would an employer respond to this behavior on the job?*

Most will respond that this behavior would not be tolerated on the job and would result in a reprimand, probation, or being fired. Ask students if the same punishment should occur when it happens in the classroom. Are any of the abuses “tolerable” and is there a limit? Ask students if they think incivility is a problem in society and to give examples.

#### **Figure 2.1: Personal Responsibilities**

Page 48

*What one area of personal responsibility would you improve?*

Answers will vary depending on students’ strengths, weaknesses, and goals.

#### **Figure 2.2: Maslow’s Hierarchy of Needs**

Page 52

*Which level of needs is motivating you right now?*

Answers will vary. Some students may answer that the universal basic needs are motivating them; the higher-level needs may be motivating other students. Answers should also reflect an understanding of what those needs are.

#### **Figure 2.3: The Motivation Cycle**

Page 54

*What positive message can you send to yourself?*

Answers will vary according to students’ goals.

#### **Figure 2.4: Annual Earnings and Education**

Page 59

*What other advantages, besides a good job and income, do you think education offers?*

Answers will vary but may include advantages such as greater job satisfaction, a better understanding of the world and people, better workplace conditions, etc.

#### **Figure 2.5: Reasons Students Do Not Graduate**

Page 62

*Which “reasons” in the survey are you facing and how are you coping in order to achieve your goals?*

Answers will vary based on students’ personal experiences and situations.

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### Review and Application Notes

Potential answers to Review Questions on Page 68

1. *What personal qualities are essential to success in school and work?*  
Effort, commitment, motivation, and responsibility are some potential responses.
2. *Give an example of a short-term goal versus a long-term goal.*  
You may want to talk about graduating from college versus choosing a topic for a paper and writing a draft.
3. *List at least five motivational strategies.*  
Answers may include five of the following strategies: act as if you are motivated; use affirmations; use visualization; use goals as motivational tools; understand expectations; study in teams; stay physically and mentally healthy; learn to reframe; reward yourself; make learning relevant.
4. *Explain how affirmations and visualizations affect the motivational cycle.*  
Your self-esteem influences what you say to yourself, which influences your physical reactions, which influence your behavior, which affects your self-esteem.
5. *Explain what a mind shift is.*  
A mind shift involves changing how you see a person or situation.

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### Case Study

#### Getting Motivated

Page 69

The purpose of this case study is to illustrate that motivation comes from within and requires that students and workers see a connection between their daily actions and their long-term goals. Suggested answers follow.

#### *In the Classroom*

1. Carol needs to make a strong connection between school and work. She can do that by getting more involved in school activities and making an effort to get to know her instructors and other students. She may want to get a part-time job on campus or become more involved in clubs and activities. Carol may want to join professional organizations or contribute her time and talent to the community. She will find that being of service at school will help add relevance to her life.
2. Carol should first list her goals. She may want to try a reinforcement contract where she outlines clearly what she wants to accomplish, possible barriers, resources, and how she will reward herself for accomplishing her goals. She should also try exercise, eating healthy foods, and getting enough rest. It is difficult to feel motivated if you are tired.

#### *In the Workplace*

3. Carol needs to understand that motivation and attitude are qualities that must be addressed and attended to throughout life. Most people are motivated when they first start a job, but they soon find out that they need to find ways to continue to learn and grow and keep themselves motivated. Setting new goals and networking with people can also help. Carol should explore new interests, take on a new project, or join a service organization and make a contribution to the community.
4. Carol needs to understand the importance of physical exercise in creating a motivated and positive mind-set. She may want to take daily walks or join a fitness club. She should also focus on her successes and look at new opportunities to learn. She may want to network with other professionals and explore new career opportunities. Finally, Carol need to use the power of affirmations and visualizations.

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### Discussion Questions

1. Why would emotional intelligence be an important factor in persistence in college? Provide some examples of how issues with emotional intelligence could hinder your academic success. (LO 2.1, 2.2)

*Emotional intelligence allows us to regulate our behavior so as to get along meaningfully with others. A person lacking E.I. might not be able to communicate effectively, disrupt the classroom, or make the people around him uncomfortable. Such difficulties hinder one's progress and the progress of everyone around them.*

2. Explain the differences between integrity, civility and ethics. (LO 2.2)  
*Integrity is a commitment to a life of principle-driven action. Civility is possessing the dignity to treat others with dignity. Ethics refers to the specific principles or code behind our actions.*

3. How could the ABC method learned in Chapter 1 aid in managing self control? (LO 2.3 and 1.3)

*One would state the actual situation that caused us to feel our self-control had been challenged. We then describe the (ingrained) thoughts and beliefs that precipitated that emotional response. We then replace the negative thoughts with accurate positive statements. At this point it would be good to explore the distinctions between an internal and external locus of control.*

4. Imagine that you have a friend or roommate who lacks confidence. What suggestions would you offer him/her to become more confident? (LO 2.4)

*To help my friend build confidence, I would encourage her to grow in areas of her strengths. I would remind her that rather than dwell on the past, we can learn from it, and recognize when to let it go. I might ask her to consider that while you can't change others, we can reframe the way we look at the world, and take some responsibility for our circumstances. Also, to give to others is a regenerative strategy, as is associating with confident people who make you feel good about yourself.*

5. What are five goals that you would like to achieve while you are in college? What steps can you take in order to achieve these goals? (LO 2.5)

*Answers will vary.*

6. What are five lifetime goals that you have? How can a college degree help you to achieve these goals? (LO 2.5 and 2.6)

*Answers will vary.*

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7. Think about why you decided to apply to college. Have your reasons changed now that you are enrolled? (LO 2.6)

*Answers will vary.*



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### In-Class Activities

1. In pairs, have students review the Personal Responsibility Wheel (figure 21- pg. 48) Have each student pick one area of personal responsibility they would like to improve and discuss what steps or actions they will take to make a positive and permanent change.
2. In groups, assign each student group with one of the following ideals:
  - a. Integrity
  - b. Motivation
  - c. Attitude
  - d. ConfidenceHave each group review Chapter 2 and have them present to the class a summary of why each of these components are vital to personal success and how students can develop or incorporate these ideals into their daily lives every day.
3. In groups, ask students to list 3-4 barriers to begin an academically successful student. Then have each group discuss techniques or strategies they can use to combat or change those barriers.

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### Bonus Internet Exercises

#### **Exercise 2-1: Career Salaries**

(LO 2.6)

Research the salary range for your dream career. Then answer the following questions:

1. What website(s) did you research?
2. Were you surprised at the findings?
3. How important is salary in your choice of career? Why?
4. What other factors are important in career choice (for example, working with others, helping others, work hours, commute...)?(LO 2.6)

#### **Exercise 2-2: Ethics and Integrity**

(LO 2.2)

In this chapter, ethics and integrity are discussed. On a college campus, plagiarism is a key factor in the discussion of ethics. Research your campus plagiarism policy and then answer the following questions:

1. How does your institution define plagiarism?
2. What are the consequences if you are suspected of plagiarism?
3. What are your rights if you are accused of plagiarism?
4. What steps can you take to be sure to avoid plagiarism?

#### **Exercise 2-3: Credit Rating**

(LO 2.3)

It is important to know your credit rating. You can find this out by performing an internet search on websites such as: [www.annualcreditreport.com](http://www.annualcreditreport.com). The average college student should have a credit rating around 740. Please conduct an investigation of your credit report and then answer the following questions:

1. How do student loans factor into credit rating?
2. What can you do to lower your credit rating?
3. How much will you owe in student loans when you graduate? What will the average monthly payment be?

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### Additional Activities

**A note to the Instructor:** These activities are exclusive to this manual and are designed to meet the individual needs of your students. If applicable, these activities can be assigned to pairs or groups of students.

### Completing Tasks

Have students answer the following questions:

1. List how you reward yourself for completing tasks. What works and what does not work? What are some new, creative, and healthy ways you could reward yourself?
2. How can you increase the times in your life when you feel as if you are using your full potential and becoming self-actualized?

### Goals to Motivate

Ask students to write down five goals they would like to complete within one year. Then in small groups, have students discuss ways in which they can motivate themselves to accomplish their goals. Have students exchange their lists with their group partners and find motivational strategies for each other's listed goals.

### Mind Over Matter

Illustrate the power of thought. Ask students if they have ever had to give a speech. Did just thinking about it cause certain physical reactions? Ask students to share their experiences with the class and discuss strategies to help overcome anxiety.

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### Additional Resources

#### Where to Find Resources:

**On Campus:** For more information about emotional intelligence, traits for success, motivation, ethics, civility, and self-esteem, students should talk to business instructors, career counselors and staff in the alumni office about what it takes to be successful in a career. The psychology and business departments may also have instructors who specialize in motivation and ethics. The library and the Internet provide a wealth of information.

#### On the Internet:

For information about honor codes and integrity:

<http://www.academicintegrity.org/ica/home.php>

For information on self-esteem:

[http://usfweb2.usf.edu/counsel/pdf/articles/Building\\_Self.pdf](http://usfweb2.usf.edu/counsel/pdf/articles/Building_Self.pdf)

How college is different from high school:

<http://smu.edu/alec/transition.asp>

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