

FOURTH EDITION

BASED ON DAVE ELLIS' BECOMING A MASTER STUDENT

From Master Student to Master Employee

Master Student Qualities

30 behaviors that point you in the right direction

Five Cs for Your Career

Get the skills employers value most!

- ▶ Character
- ▶ Creative thinking
- ▶ Critical thinking
- ▶ Communicating
- ▶ Collaborating

Take This Book to Work!

Connect academic skills to workplace skills



DAVE ELLIS

From Master Student to Master Employee

FOURTH EDITION

Doug Toft
Contributing Editor



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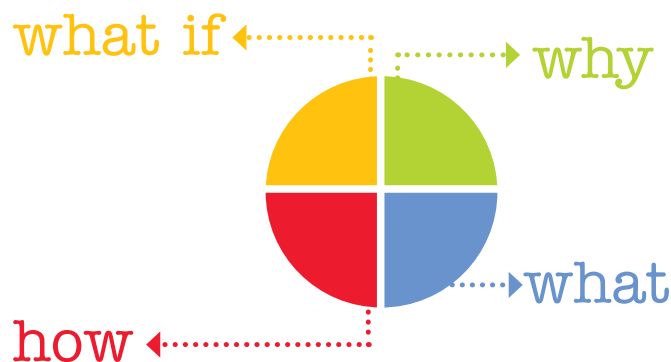
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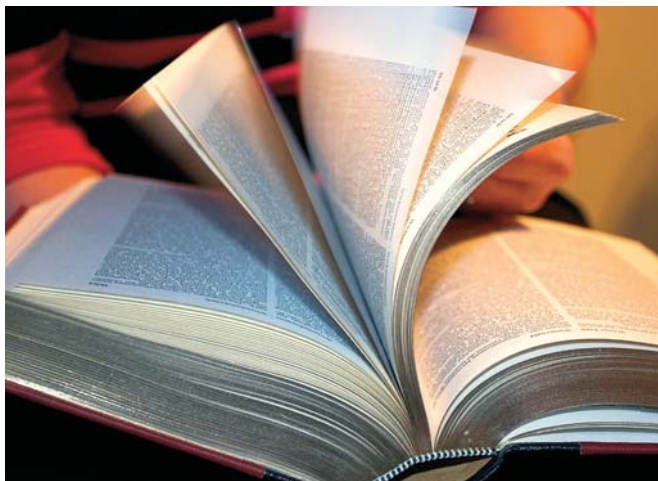
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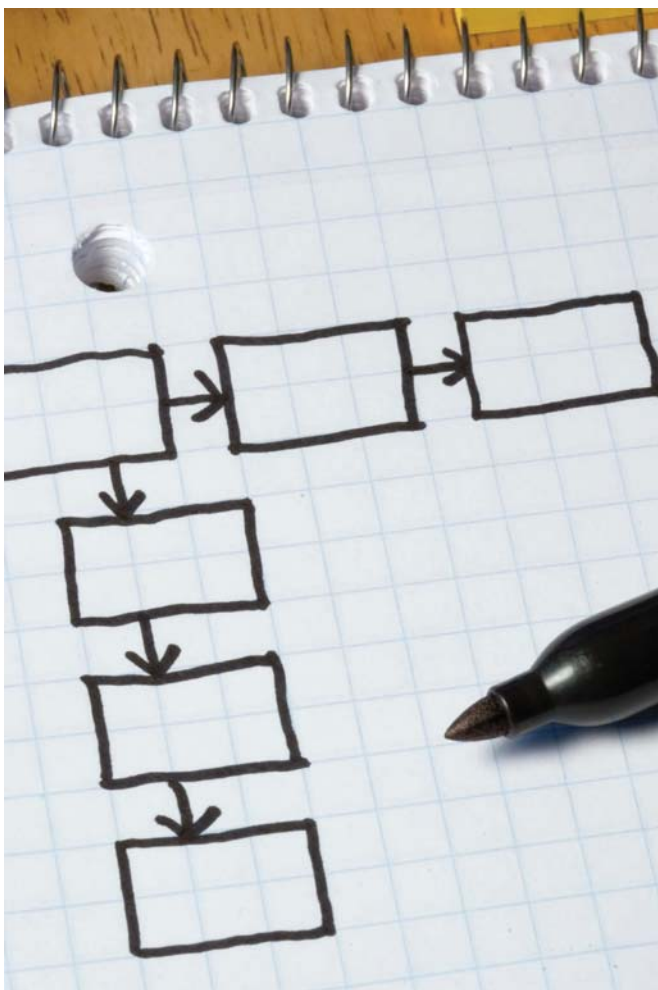
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Managing Change



Use this **Master Student Map** to ask yourself



WHY THE INTRODUCTION MATTERS . . .

- You can ease your transition to higher education and set up a lifelong pattern of success by starting with some key strategies.



WHAT IS INCLUDED . . .

- Power Process: Discover what you want **2**
- Master student qualities **3**
- This book is worthless—if you just read it **7**
- Get the most out of this book **9**
- The Discovery and Intention Journal Entry system **11**
- Discovery and Intention Statement guidelines **12**
- Making the transition to higher education **13**
- Connect to resources **16**
- Succeeding in school—at any age **17**
- Leading the way—succeeding as a first-generation student **19**
- Enroll your instructor in your success **20**
- Jumpstart your education with transferable skills **23**



HOW I CAN USE THIS INTRODUCTION . . .

- Connect with the natural learner within me.
- Discover a way to interact with books that multiplies their value.
- Use a journal to translate personal discoveries into powerful new behaviors.



WHAT IF . . .

- I could use the ideas in this book to more consistently get what I want in my life?

INTRODUCTION



CRITICAL THINKING EXERCISE 1

Textbook reconnaissance

Start becoming a master employee this moment by doing a 15-minute “textbook reconnaissance.” First, read this book’s Table of Contents. Do it in 3 minutes or less. Next, look at every page in the book. Move quickly. Scan headlines. Look at pictures. Notice forms, charts, and diagrams.

Look especially for ideas you can use. When you find one, write the page number and a short description of the idea here. You also can use sticky notes to flag pages that look useful. (If you’re reading *From Master Student to Master Employee* as an ebook, you can flag pages electronically.)



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Discover what you want

Imagine a person who walks up to a counter at the airport to buy a plane ticket for his next vacation. “Just give me a ticket,” he says to the reservation agent. “Anywhere will do.”

The agent stares back at him in disbelief. “I’m sorry, sir,” she replies. “I’ll need some more details. Just minor things—such as the name of your destination city and your arrival and departure dates.”

“Oh, I’m not fussy,” says the would-be vacationer. “I just want to get away. You choose for me.”

Compare this person to another traveler who walks up to the counter and says, “I’d like a ticket to Ixtapa, Mexico, departing on Saturday, March 23, and returning Sunday, April 7. Please give me a window seat, first class, with vegetarian meals.”

Now, ask yourself which traveler is more likely to end up with a vacation that he’ll enjoy.

The same principle applies in any area of life. Knowing where we want to go increases the probability that we will arrive at our destination. Discovering what we want makes it more likely that we’ll attain it.

Okay, so the example about the traveler with no destination is far-fetched. Before you dismiss it, though, do an informal experiment: Ask three other students what they want to get out of their education. Be prepared for hemming and hawing, vague generalities, and maybe even a helping of pie in the sky à la mode.

This is amazing, considering the stakes involved. Students routinely invest years of their lives and thousands of dollars, with only a hazy idea of their destination in life.

Now suppose that you asked someone what she wanted from her education and you got this answer: “I plan to get a degree in journalism with double minors in earth science and Portuguese so that I can work as a reporter covering the environment in Brazil.” The details of a person’s vision offer clues to their skills and sense of purpose.

Another clue is the presence of “stretch goals”—those that are big *and* achievable. A 40-year-old might spend years talking about his desire to be a professional athlete some day. Chances are, that’s no longer achievable. However, setting a goal to lose 10 pounds by playing basketball at the gym 3 days a week is another matter. That’s a stretch—a challenge. It’s also doable.

Discovering what you want helps you succeed in higher education. Many students quit school simply because they are unsure about what they want from it. With well-defined goals in mind, you can look for connections between what you want and what you study. The more connections, the more likely you’ll stay in school—and get what you want in every area of life.¹



You’re One Click Away...

from accessing Power Process media online and finding out more about “Discovering what you want.”

iStockphoto.com/mathieukor

Master student qualities

.....

This book is about something that cannot be taught. It's about becoming a master student and master employee.

.....

Mastery means attaining a level of skill that goes beyond technique. For a master, work is effortless; struggle evaporates. The master carpenter is so familiar with her tools that they are part of her. To a master chef, utensils are old friends. Because these masters don't have to think about the details of the process, they bring more of themselves to their work.

Mastery can lead to flashy results: an incredible painting, for example, or a gem of a short story. In basketball, mastery might result in an unbelievable shot at the buzzer. For a musician, it might be the performance of a lifetime, the moment when everything comes together. You could describe the experience as “flow” or being “in the zone.”

Often, the result of mastery is a sense of profound satisfaction, well-being, and timelessness. Distractions fade. Time stops. Work becomes play. After hours of patient practice, after setting clear goals and getting precise feedback, the master has learned to be fully in control.

At the same time, he lets go of control. Results happen without effort, struggle, or worry. Work seems self-propelled. The master is in control by being out of control. He lets go and allows the creative process to take over. That's why after a spectacular performance by an athlete or performer, observers often say, “He played full out—and made it look like he wasn't even trying.”

Likewise, the master student is one who makes learning look easy. She works hard without seeming to make any effort. She's relaxed *and* alert, disciplined *and* spontaneous, focused *and* fun-loving.

You might say that those statements don't make sense. Actually, mastery does *not* make sense. It cannot be captured with words. It defies analysis. Mastery cannot be taught. It can only be learned and experienced.

By design, you are a learning machine. As an infant, you learned to walk. As a toddler, you learned to talk. By the time you reached age five, you'd mastered many skills needed to thrive in the world. And you learned all these things without formal instruction, without lectures, without books, without conscious effort, and without fear.

Shortly after we start school, however, something happens to us. Somehow we start forgetting about the master student inside us. Even under the best teachers, we experience the discomfort that sometimes accompanies learning. We start avoiding situations that might lead to embarrassment. We turn away from experiences that could lead to mistakes. We accumulate a growing list of ideas to defend, a catalog of familiar experiences that discourages us from learning anything new. Slowly, we restrict our possibilities and potentials.

However, the story doesn't end there. You can open a new chapter in your life, starting today. You can rediscover the natural learner within you. Each chapter of this book is about a step you can take on this path.

Master students share certain qualities. These are attitudes and core values. Though they imply various strategies for learning,



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they ultimately go beyond what you do. Master student qualities are ways of *being* exceptional.

Following is a list of master student qualities. Remember that the list is not complete. It merely points in a direction.

As you read the following list, look to yourself. Put a check mark next to each quality that you've already demonstrated. Put another mark, say an exclamation point, next to each quality you want to actively work on possessing. This is not a test. It is simply a chance to celebrate what you've accomplished so far—and start thinking about what's possible for your future.

Inquisitive. The master student is curious about everything. By posing questions, she can generate interest in the most mundane, humdrum situations. When she is bored during a biology lecture, she thinks to herself, "I always get bored when I listen to this instructor. Why is that? Maybe it's because he reminds me of my boring Uncle Ralph, who always tells those endless fishing stories. He even looks like Uncle Ralph. Amazing! Boredom is certainly interesting." Then she asks herself, "What can I do to get value out of this lecture, even though it seems boring?" And she finds an answer.

Able to focus attention. Watch a two-year-old at play. Pay attention to his eyes. The wide-eyed look reveals an energy and a capacity for amazement that keep his attention absolutely focused in the here and now. The master student's focused attention has a childlike quality. The world, to a child, is always new. Because the master student can focus attention, to him the world is always new too.

Willing to change. The unknown does not frighten the master student. In fact, she welcomes it—even the unknown in herself. We all have pictures of who we think we are, and these pictures can be useful. But they also can prevent learning and growth. The master student is open to changes in her environment and in herself.

Able to organize and sort. The master student can take a large body of information and sift through it to discover relationships. He can play with information, organizing data by size, color, function, timeliness, and hundreds of other categories. He has the guts to set big goals—and the precision to plan carefully so that those goals can be achieved.

Competent. Mastery of skills is important to the master student. When she learns mathematical formulas, she studies them until they become second nature. She practices until she knows them cold, then puts in a few extra minutes. She also is able to apply what she learns to new and different situations.

Joyful. More often than not, the master student is seen with a smile on his face—sometimes a smile at nothing

in particular other than amazement at the world and his experience of it.

Able to suspend judgment. The master student has opinions and positions, and she is able to let go of them when appropriate. She realizes she is more than her thoughts. She can quiet her internal dialogue and listen to an opposing viewpoint. She doesn't let judgment get in the way of learning. Rather than approaching discussions with a "Prove it to me and then I'll believe it" attitude, she asks herself, "What if this is true?" and explores possibilities.

Energetic. Notice the student with a spring in his step, the one who is enthusiastic and involved in class. When he reads, he often sits on the very edge of his chair, and he plays with the same intensity. He is determined and persistent. He is a master student.

Well. Health is important to the master student, though not necessarily in the sense of being free of illness. Rather, she values her body and treats it with respect. She tends to her emotional and spiritual health as well as her physical health.

Self-aware. The master student is willing to evaluate himself and his behavior. He regularly tells the truth about his strengths and those aspects that could be improved.

Responsible. There is a difference between responsibility and blame, and the master student knows it well. She is willing to take responsibility for everything in her life—even for events that most people would blame on others.

For example, if a master student takes a required class that most students consider boring, she chooses to take responsibility for her interest level. She looks for ways to link the class to one of her goals. She sees the class as an opportunity to experiment with new study techniques that will enhance her performance in any course. She remembers that by choosing her thoughts and behaviors, she can create interesting classes, enjoyable relationships, fulfilling work experiences, or just about anything else she wants.

Willing to take risks. The master student often takes on projects with no guarantee of success. He participates in class dialogues at the risk of looking foolish. He tackles difficult subjects in term papers. He welcomes the risk of a challenging course.

Willing to participate. Don't look for the master student on the sidelines. She's in the game. She is a team player who can be counted on. She is engaged at school, at work, and with friends and family. She is willing to make a commitment and to follow through on it.

A generalist. The master student is interested in everything around him. In the classroom, he is fully present.

Outside the classroom, he actively seeks out ways to deepen his learning—through study groups, campus events, student organizations, and team-based projects. Through such experiences, he develops a broad base of knowledge in many fields that can apply to his specialties.

Willing to accept paradox. The word *paradox* comes from two Greek words, *para* (“beyond”) and *doxen* (“opinion”). A paradox is something that is beyond opinion or, more accurately, something that might seem contradictory or absurd yet might actually have meaning.

For example, the master student can be committed to managing money and reaching her financial goals. At the same time, she can be totally detached from money, knowing that her real worth is independent of how much money she has. The master student recognizes the limitations of the mind and is at home with paradox. She can accept that ambiguity.

Courageous. The master student admits his fear and fully experiences it. For example, he will approach a tough exam as an opportunity to explore feelings of anxiety and tension related to the pressure to perform. He does not deny fear; he embraces it. If he doesn’t understand something or if he makes a mistake, he admits it. When he faces a challenge and bumps into his limits, he asks for help. And, he’s just as willing to give help as to receive it.

Self-directed. Rewards or punishments provided by others do not motivate the master student. Her desire to learn comes from within, and her goals come from herself. She competes like a star athlete—not to defeat other people but to push herself to the next level of excellence.

Spontaneous. The master student is truly in the here and now. He is able to respond to the moment in fresh, surprising, and unplanned ways.

Relaxed about grades. Grades make the master student neither depressed nor euphoric. She recognizes that sometimes grades are important. At the same time, grades are not the only reason she studies. She does not measure her worth as a human being by the grades she receives.

Intuitive. The master student has an inner sense that cannot be explained by logic alone. He trusts his “gut instincts” as well as his mind.

Able to communicate. Human beings are sending messages every second that they’re awake. These messages are verbal and nonverbal, intellectual and emotional, clear and confused. The master student communicates at all these levels by transforming the raw material of words and gestures into a chorus of shared meaning. And when conflict occurs between

people, the master student sees it as a chance to create a new level of understanding.

Able to collaborate. The master student knows that when people passionately share a goal, they can accomplish more by acting as a group than acting alone. When team members polarize around two competing points of view, the master student seizes the power of the “third force”—a new option that includes the best elements of everyone’s ideas.

Able to think creatively. Where others see dull details and trivia, the master student sees opportunities to create. She can gather pieces of knowledge from a wide range of subjects and put them together in new ways. The master student is creative in every aspect of her life.

Able to think critically. Not all ideas are created equal. The master student has the rare ability to remain open-minded and skeptical at the same time. She can analyze, evaluate, and apply ideas with a keen eye for logic, evidence, and usefulness.

Willing to be uncomfortable. The master student does not place comfort first. When discomfort is necessary to reach a goal, he is willing to experience it. He can endure personal hardships and can look at unpleasant things with detachment.

Optimistic. The master student sees setbacks as temporary and isolated, knowing that he can choose his response to any circumstance.

Willing to laugh. The master student might laugh at any moment, and his sense of humor includes the ability to laugh at himself. While going to school is a big investment, with high stakes, you don’t have to enroll in the deferred-fun program. A master student celebrates learning, and one of the best ways of doing that is to laugh now and then.

Hungry. Human beings begin life with a natural appetite for knowledge. In some people it soon gets dulled. The master student has tapped that hunger, and it gives her a desire to learn for the sake of learning.

Willing to work. Once inspired, the master student is willing to follow through with sweat. He knows that genius and creativity are the result of persistence and work. When in high gear, the master student works with the intensity of a child at play.

Caring. A master student cares about knowledge and has a passion for ideas. She also cares about people and appreciates learning from others. She collaborates on projects and thrives on teams. She flourishes in a community that values win-win outcomes, cooperation, and love. ■



CRITICAL THINKING EXERCISE 2

The master student in you

The purpose of this exercise is to demonstrate to yourself that you truly are a master student. Start by remembering a time in your life when you learned something well or demonstrated mastery. This experience does not have to relate to school. It might be a time when you aced a test, played a flawless soccer game, created a work of art that won recognition, or burst forth with a blazing guitar solo. It might be a time when you spoke from your heart in a way that moved someone else. Or it might be a time when you listened deeply to another person who was in pain, comforted him, and connected with him at a level beyond words.

Describe the details of such an experience in your life. Include the place, time, and people involved. Describe what happened and how you felt about it.

Now, review the article “Master student qualities” and take a look at the master student qualities that you checked off. These are the qualities that apply to you. Give a brief example of how you demonstrated at least one of those qualities.

Now think of other qualities of a master student—characteristics that were not mentioned in the article. List those qualities here, along with a one-sentence description of each.

JOURNAL ENTRY 1

Discovery Statement

Declare what you want

Review the “Power Process: Discover what you want” on page 2. Then, writing on separate paper, brainstorm possible ways to complete the following sentence. When you’re done, choose the ending that feels best to you and write it below.

I discovered that what I want most from my education is . . .

This book is worthless— if you just read it

iStockphoto.com/Franck-Boston



The first edition of this book began with the sentence *This book is worthless*. Many students thought beginning this way was a trick to get their attention. It wasn't. Others thought it was reverse psychology. It wasn't that either. Still others thought it meant that the book was worthless if they didn't read it. It meant more than that.

This book is worthless *even if you read it*—if reading it is all you do. What was true of that first edition is true of this one as well. Until you take action and use the ideas in it, *From Master Student to Master Employee* really is worthless.

The purpose of this book is to help you make a successful transition to higher education by setting up a pattern of success that will last the rest of your life. You probably won't take action and use the ideas in this book until you are convinced that you have something to gain. That's the reason for this introduction—to persuade you to use this book actively.

Before you stiffen up and resist this sales pitch, remember that you have already bought the book. Now you can get something for your money by committing yourself to take action—in other words, by committing yourself to *From Master Student to Master Employee*. Here's what's in it for you.

Pitch #1: You can save money now and make more money later. Start with money. Your college education is one of the most expensive things you will ever buy. You might find yourself paying \$100 an hour to sit in class. (See Critical Thinking Exercise 13: "Education by the hour," on page 106, to come up with a specific figure that applies to your own education.)

As a master student, you control the value you get out of your education, and that value can be considerable. The joy of learning aside, higher levels of education relate to higher lifetime income and more consistent employment.² It pays to be a master student.

Pitch #2: You can rediscover the natural learner in you. Joy is important too. As you become a master student, you will learn to gain knowledge in the most effective way possible—by discovering the joyful, natural learner within you.

Children are great natural students. They quickly master complex skills, such as language, and they have fun doing it. For young children, learning is a high-energy process involving experimentation, discovery, and sometimes broken dishes. Then comes school. For some students, drill and drudgery replace discovery and dish breaking. Learning can become a drag. You can use this book to reverse that process and rediscover what you knew as a child—that laughter and learning go hand in hand.

Sometimes—and especially in college—learning does take effort. As you become a master student, you will learn many ways to get the most out of that effort.

Pitch #3: You can choose from hundreds of techniques. *From Master Student to Master Employee* is packed with hundreds of practical, nuts-and-bolts techniques. And you can begin using them immediately. For example, during the "Textbook reconnaissance," on page 1, you might find three powerful learning techniques in one exercise. Even if you doze in lectures, drift off during tests, or dawdle on term papers, you'll find ideas in this book that you can use to become a more effective student.

Not all of these ideas will work for you. That's why there are so many of them in *From Master Student to Master Employee*. You should experiment with the techniques. As you discover what works, you will develop a unique style of learning that you can use for the rest of your life.

Pitch #4: You get the best suggestions from thousands of students. The concepts and techniques in this book are here not just because learning theorists, educators, and psychologists say they work, but because tens of thousands of students from all kinds of backgrounds have tried them and agree that they work. These are students who dreaded giving speeches, couldn't read their own notes, and fell behind in their course work. Then they figured out how to solve those problems. Now you can use their ideas.

Pitch #5: You can learn about yourself. The process of self-discovery is an important theme in *From Master Student to Master Employee*. Throughout the book, you can use Journal Entries for everything from organizing your desk to choosing long-term goals. Studying for an organic chemistry quiz is a lot easier with a clean desk and a clear idea of the course's importance to you.

Pitch #6: You can use a proven product. The previous editions of this book have proved successful for hundreds of thousands of

students. Student feedback has been positive. In particular, students with successful histories have praised the techniques in this book.

Pitch #7: You can learn the secret of student success. If this sales pitch still hasn't persuaded you to use this book actively, maybe it's time to reveal the secret of student success.

(Provide your own drum roll here.)

The secret is . . . there are no secrets. The ultimate formula is to give up formulas, keep experimenting, and find strategies that actually help you meet your goals.

The strategies that successful students use are well-known. You have hundreds of them at your fingertips right now, in this book. Use them. Modify them. Invent new ones. You're the authority on what works for you.

However, what makes any technique work is commitment—and action. Without them, the pages of *From Master Student to Master Employee* are just 2.1 pounds of expensive mulch.

Add your participation to the mulch, and these pages become priceless. ■

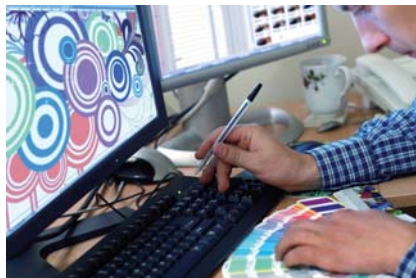
Master Employees IN ACTION

“I had a lot of difficulties in interviews, especially when an interviewer would ask me to describe myself. Looking back now, I realize that I was lucky I wasn't hired for any of those positions. It forced me to stop and be more critical about the type of person I was, and the type of job that would truly suit me. When I finally found a job opening that interested me, I discovered that I didn't have any problem in the interview.”

—Matt Carle,
Graphic Designer



You're One Click Away...
from watching a video about
Master Students in Action online.



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✓ CRITICAL THINKING EXERCISE 3

Commitment

This book is worthless unless you actively participate in its activities and exercises.

One powerful way to begin taking action is to make a commitment. Conversely, if you don't make a commitment, then sustained action is unlikely. The result is a worthless book. Therefore, in the interest of saving your valuable time and energy, this exercise gives you a chance to declare your level of involvement up front. From the options below, choose the sentence that best reflects your commitment to using this book. Write the number of the sentence in the space provided at the end of the list.

1. “Well, I'm reading this book right now, aren't I?”
2. “I will skim the book and read the interesting parts.”
3. “I will read the book, think about it, and do the exercises that look interesting.”
4. “I will read the book, do some exercises, and complete some of the Journal Entries.”
5. “I will read the book, do some exercises and Journal Entries, and use some of the techniques.”
6. “I will read the book, do most of the exercises and Journal Entries, and use some of the techniques.”
7. “I will study this book, do most of the exercises and Journal Entries, and use some of the techniques.”
8. “I will study this book, do most of the exercises and Journal Entries, and experiment with many of the techniques in order to discover what works best for me.”
9. “I promise myself that I will create value from this course by studying this book, doing all the exercises and Journal Entries, and experimenting with most of the techniques.”
10. “I will use this book as if the quality of my education depended on it—doing all the exercises and Journal Entries, experimenting with most of the techniques, inventing techniques of my own, and planning to reread this book in the future.”

Write the sentence number that best describes your commitment level and today's date here:

Commitment level _____ Date _____

If you selected commitment level 1 or 2, you probably won't create a lot of value in this class, and you might consider passing this book on to a friend. If your commitment level is 9 or 10, you are on your way to terrific success in school. If your level is somewhere in between, experiment with the techniques and learning strategies in this book. If you find that they work, consider returning to this exercise and raising your level of commitment.

Get the most out of this book

Get used to a new look and tone. This book looks different from traditional textbooks. *From Master Student to Master Employee* presents major ideas in magazine-style articles. There are lots of lists, blurbs, one-liners, pictures, charts, graphs, illustrations, and even a joke or two.

Rip 'em out. The pages of *From Master Student to Master Employee* are perforated because some of the information here is too important to leave in the book. For example, Journal Entry 2 asks you to list some important things you want to get out of your education. To keep yourself focused on these goals, you could rip out that page and post it on your bathroom mirror—or some other place where you'll see it several times each day.

You can rip out pages and reinsert them later by sticking them into the spine of the book. A piece of tape will hold them in place.

Skip around. Feel free to use this book in several different ways. Read it straight through. Or pick it up, turn to any page, and find an idea you can use right now. For example, if you want to learn how to set and achieve goals, skip directly to the article on this topic in Chapter 3.

You might find that this book presents similar ideas in several places. This repetition is intentional. Repetition reinforces key points. Also, a technique that works in one area of your life might work in others as well.

If it works, use it. If it doesn't, lose it. If there are sections of this book that don't apply to you at all, skip them—unless, of course, they are assigned. In that case, see if you can gain value from those sections anyway. When you commit to get value from this book, even an idea that seems irrelevant or ineffective at first can turn out to be a powerful tool in the future.

Listen to your peers. Throughout this book you will find features titled Master Employees in Action. These are short quotations from people in the workforce who are using the ideas presented in this text. As you dig into the following chapters, think about what you would say if you could add your voice to theirs.

Master Employees IN ACTION

“The budgeting work that I do in the office has made me a better money manager in my own life. It has taught me that money is just a way to ascribe value, and not a value in and of itself. I've been better able to evaluate the things I care about and the things I can do without.”

—Bill White, Construction Manager

You're One Click Away... from a video about Master Students in Action.



Own this book. Determine what you want to get out of school, and create a record of how you intend to get it by completing the Journal Entries throughout this book. Every time your pen touches a page, you move closer to mastery.

Do the exercises. Action makes this book work. To get the most out of this book, do most of the critical thinking exercises. (It's never too late to go back and do the ones you skipped.) Exercises invite you to write, touch, feel, move, see, search, ponder, speak, listen, recall, choose, commit, and create. You might even sing and dance. Learning often works best when it involves action.

CRITICAL THINKING EXERCISE 19

Take your thinking to another level

Rip out an idea or suggestion from the chapter that you'd like to explore in more detail. Summarize it, and include the page number where it appears.

You've just done some thinking at Level 1: **Remembering**—Now, take your thinking about this idea or suggestion to one of the higher levels:

- Level 2: Understanding**—Explain this idea in your own words and give examples from your own experience.
- Level 3: Applying**—Use the idea to produce a desired result.
- Level 4: Analyzing**—Divide this idea into parts or steps.
- Level 5: Evaluating**—Rate the truth, usefulness or quality of the idea—will give reasons for your rating.
- Level 6: Creating**—Invent something new based on this idea.

Demonstrate your higher-level thinking by writing a brief paragraph in the space below. If you want to show your thinking in another way, then check with your instructor. In either case, clearly state your intended level of thinking (for example, "To apply this idea, I would...").

Learn about learning styles. Check out the Learning Styles Inventory and related articles in Chapter 2. This material can help you discover your preferred learning styles and allow you to explore new styles. Then, throughout the rest of this book, you'll find suggestions for applying your knowledge of learning styles. The modes of learning can be accessed by asking four basic questions: *Why? What? How?* and *What if?*

