

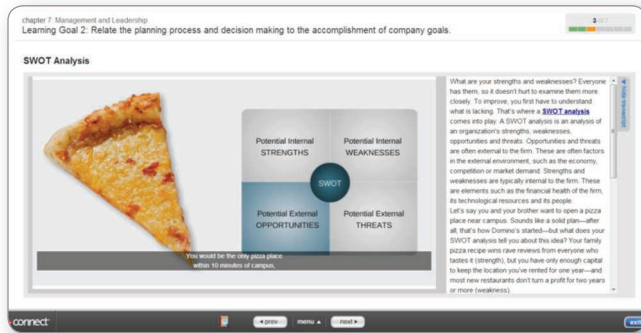
PEAK SUCCESS IN
COLLEGE AND BEYOND
PERFORMANCE
9E

A photograph of two hikers on a rocky mountain peak. One hiker is standing on the peak, holding a rope that goes down to the second hiker who is climbing. The background shows a sunset over a mountain range.

SHARON K. FERRETT



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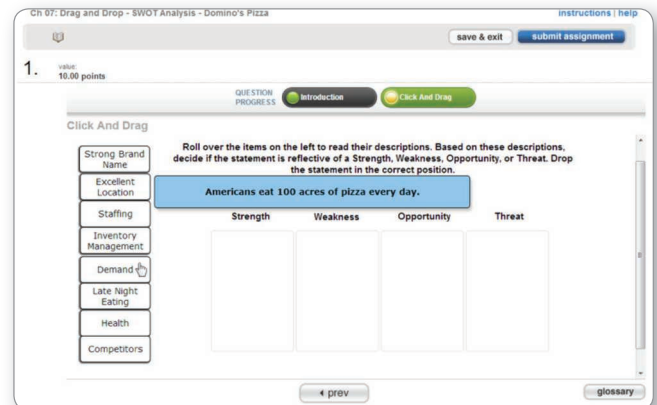


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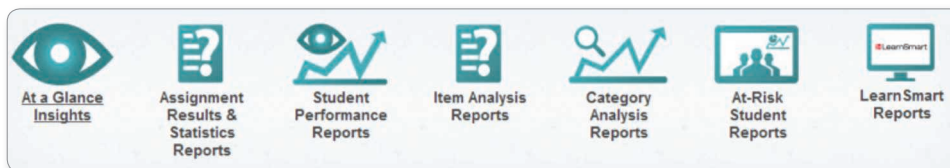
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ninth edition **SUCCESS IN COLLEGE AND BEYOND**

Sharon K. Ferrett, Ph.D.
Humboldt State University



Dedication

To the memory of my parents, Albert Lawrence Ferrett and Velma Mary Hollenbeck Ferrett, for setting the highest standards and their seamless expression of love.

To my husband, Sam, and my daughters, Jennifer Katherine and Sarah Angela, and my grandchildren, Emily and Caden, for making it all worthwhile.

—Sharon K. Ferrett



PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND, NINTH EDITION

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The 9th Edition

Peak Performance: Success in College and Beyond continues to lead the way in showing students how to:

- Learn how they learn best—and incorporate new ways to learn
- Maximize their available resources and seek out new opportunities
- Relate what they are exploring now to future success on the job
- Strive to become the best individuals they can be

The ninth edition of *Peak Performance* provides students with common sense strategies for excelling in school and life. From the unique **Take 3** feature, which encourages making smart use of even small segments of time, to tips on “How to Say No” to avoid the stress of stretching your time too thin, to “Getting the Most Out of a Class Lecture” that helps students focus during a variety of challenging lecture situations, *Peak Performance* delivers the essential tools for managing time and resources. Students are provided with ample opportunities to apply and enhance critical thinking skills through **Think Fast** case studies, in-text questions and activities, and a wide variety of end-of-chapter **Worksheets**.

New Features

Along with key strategies and skills related to both college and career success, the ninth edition also includes a wealth of new material in the following areas of special importance to today’s college student:

- **Technology:** From selfies to respecting others’ online privacy, this edition is updated to reflect the latest digital tools and social media. TWW (Texting While Walking), getting the most out of your smartphone, taking online courses, using apps and tablets, rising cell phone thefts, and documenting digital sources are just a few of the topics discussed in this edition.
- **Visual Learning:** Many of today’s traditional-aged students have had the opportunity to combine all ways of learning, but especially visual aspects. This new edition includes a number of new illustrations that present both new and existing material in a visual format that is more effective in reinforcing core content and skills presented in the text.
- **Hot topics, new guidelines and legislation, and updated statistics:** A hallmark of *Peak Performance* is the inclusion of the latest topics college students are interested in and need to be aware of. Some critical new topics include the mounting student loan debt—which is second only to housing debt—recent legislation and descriptions of various aid options, and a visual activity walking the reader through the reality of paying back student loans. Other critical topics include the prevalence of HPV and available vaccinations; texting and distracted driving injuries; changes in credit and debit card use; current alcohol, smoking, and drug (legal and illegal) use and abuse facts; and

the latest MyPlate and national recommendations, for optimal diet and physical activity.

Sampling of New and Revised Topics

CHAPTER 1: BE A LIFELONG LEARNER

- New illustration highlights the characteristics of Peak Performers.
- Revised mission statement questions guide the reader in developing a focused and personal statement of lifelong goals.
- PEN 1.4: Multiple Intelligences includes new questions connecting to the student's mission statement.
- The Four-Temperament Profile includes new major and career opportunities.
- Current coursework is presented in the Adult Learning Cycle.
- Updated profile on Blake Mycoskie, author of *Start Something That Matters*, includes TOMS' venture into eyewear and World Sight Day.

CHAPTER 2: EXPAND YOUR EMOTIONAL INTELLIGENCE

- Revised Figure 2.1 personalizes responsibilities.
- New illustration highlights the differences between a positive and negative attitude.
- Motivational strategies mention the importance of commitment.
- New Figure 2.4 indicates annual earnings and employment opportunities based on education.
- New image of Boston Marathon bombings survivor relays the connection between resilience and survivors of recent catastrophic events.
- "Hardiness" is included in the discussion on resilience.

CHAPTER 3: MANAGE YOUR TIME

- PEN 3.3: Looking Ahead: Your Goals reflects new mission statement questions from Chapter 1.
- Revised Figure 3.1 more concisely shows how to use a planner.

- Updated Figure 3.2: Smartphone 101 shows how to use a smartphone to help manage time.
- New illustration questions "Am I a Procrastinator?"
- Peak Progress 3.4 Online Learning reflects current procedures.

CHAPTER 4: MAXIMIZE YOUR RESOURCES

- New illustration provides questions to ask your academic advisor.
- Health Center discussion includes a note about health insurance and changing health care laws.
- New image and discussion of TWW (Texting While Walking) and cell phone safety warn the reader of injury and theft concerns.
- Peak Progress 4.2: Staying Safe includes "call a ride" services.
- The discussion of school catalog and online resources has been updated.
- New illustration gives tips for commuting students.
- Latest statistics on financial debt, including student loans, are provided.
- A completely rewritten discussion of Financial Assistance, FAFSA, and new Figure 4.1: Student Loan Payback focus on not only securing aid but also preparing to pay off student loan debt.
- Table and terminology related to financial aid sources have been updated.
- Latest statistics on credit card use, including results of the 2009 Credit Card Responsibility and Disclosure Act, are provided.
- Revised Figure 4.2: The Power of Compound Interest highlights the importance of long-term saving.
- Mention of increased debit card use and watching your balance is included.
- New Peak Performer Profile on Eric Greitens and The Mission Continues discusses issues and resources related to military veterans and their families.

CHAPTER 5: LISTEN AND TAKE EFFECTIVE NOTES

- Terminology reflects current digital devices.
- Note-taking samples were revised for clarity.

CHAPTER 6: ACTIVELY READ

- New illustration highlights essential reading tasks.
- Definition of “inferences” added.
- Peak Progress 6.2: Reading for Different Courses includes how to read trade and professional preparation books.
- Peak Progress 6.5: Digital Material reflects the latest technology, including use of tablets, e-books, and social media sites.
- Mention of avoiding use of inappropriate expletives is added to vocabulary discussion.
- Updated Peak Progress 6.6: Look It Up! Using a Dictionary shows how to navigate both print and online dictionaries.
- New illustration provides tips on accurately completing forms.

CHAPTER 7: IMPROVE YOUR MEMORY SKILLS

- Revised Peak Progress 7.2: Short-Term and Long-Term Memory and Figure 7.1 relate the latest technology to personal memory.
- New illustration highlights how to use note cards effectively.
- New cartoon jokingly reinforces how to not remember names.
- New illustration queries the reader on his or her commitment to improving memory by providing strategies.

CHAPTER 8: EXCEL AT TAKING TESTS

- Revised illustration highlights key test-taking skills.
- New Figure 8.2: Reasons for Incorrect Test Answers gives examples of common problems.
- The importance of checking word count parameters when completing essay tests is mentioned.
- The dangers of abusing Adderall (ADHD medications) for studying and test preparation is discussed.

CHAPTER 9: EXPRESS YOURSELF IN WRITING AND SPEECH

- Revised discussion of key elements to write down when taking notes, either digitally or on note cards,

uses research example of caffeine addiction and highly caffeinated drinks to show how to record information from various sources.

- New bullet point reinforces adhering to word count, paragraph, or page parameters when writing papers.
- New Figure 9.3: Overcoming Writer’s Block offers tips on overcoming writer’s block.
- Peak Progress 9.4: Writing Citations includes current digital sources.
- Discussion on using the library and popular sources for historical speeches has been updated.

CHAPTER 10: BECOME A CRITICAL THINKER AND CREATIVE PROBLEM SOLVER

- New Figure 10.2: Critical Thinking Qualities highlights the attributes of a critical thinker.
- New image emphasizes that good ideas can happen anywhere.

CHAPTER 11: CREATE A HEALTHY MIND, BODY, AND SPIRIT

- Revised Figure 11.1: Cancer Caution Signs lists the most common signs of cancer.
- New discussion on the importance of fiber offers good dietary sources.
- New discussion of “diet foods” includes 100-calorie packs and the latest research on diet soft drinks.
- New discussion and illustration of USDA MyPlate food guide plan mentions SuperTracker online diet analysis resource.
- New DASH diet plan combats hypertension.
- Revised physical activity section includes the latest national guidelines.
- New illustration lists signs of burnout from stress.
- New illustration describes how to practice deep relaxation.
- Latest statistics on alcohol use and abuse and smoking are listed.
- Discussion of prescription and OTC abuse includes mention of Adderall.
- New image of last text by college student Alexander Heit before fatally crashing his car reinforces the hazards of texting while driving.

- Data on anxiety disorders and increase in mental health drug use is included.
- New illustration lists common symptoms of depression.
- New illustration lists warning signs of suicide.
- New discussion of human papillomavirus (HPV) provides vaccination information.
- Updated statistics on AIDS and HIV are included.

CHAPTER 12: BUILD SUPPORTIVE AND DIVERSE RELATIONSHIPS

- New photo highlights the importance of body language.
- New illustration offers tips on becoming more assertive.
- The importance of forgiveness appears in the conflict discussion.
- Respecting others' privacy by not posting photos online without permission is mentioned.
- Revised Figure 12.2: Understanding the Meaning explains stereotypes, prejudice, and discrimination.
- New illustration looks at the makeup of the Earth's population.
- Online "oversharing" is the topic of a new Tech for Success tip.

CHAPTER 13: DEVELOP POSITIVE HABITS

- Revised Figure 13.2: Peak Habits lists the 10 habits of a Peak Performer.
- New photo asks if you are a half-glass-empty or half-glass-full person.
- Revised Figure 13.3: Courage to Overcome highlights examples of great people who overcame tremendous obstacles.
- Reformatted Career Development Portfolio: Planning for Your Career provides a more comprehensive guide.

CHAPTER 14: EXPLORE MAJORS AND CAREERS

- "Interests" section offers new career options.
- Revised and reorganized discussion of portfolio development also reflects digital portfolios.
- Visual examples of portfolio elements are updated throughout the chapter.
- Revised Figure 14.3: Sample Introduction Page better reflects personal goals.

- Revised Figure 14.5: Sample Mission Statement includes more specific goals.
- Scanning and creating pdfs of recommendation letters is mentioned.
- Annotating the bibliography with personal insights is suggested.
- New photo highlights the importance of shaking hands in an interview.
- Turning off digital devices during interviews is discussed.
- Discussion of the interview thank-you reflects e-mail follow-up.
- PEN 14.4: Assessment Is Lifelong is revised to match earlier discussion of skills and competencies and provide more opportunity for reflection.

Ancillaries

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technology, SmartBook identifies and highlights the most important learning objectives for each student to master at a given point in time. SmartBook also knows when students are likely to forget specific information and it brings that content back so students can advance the knowledge from their short-term to long-term memory. Data driven reports highlight the concepts individual students - or the entire class are struggling with.

ANNOTATED INSTRUCTOR'S EDITION

(978-1-25917407-1) The AIE contains the full text of the student edition of the text, along with instructional strategies that reinforce and enhance the core concepts. Notes and tips in the margin provide topics for discussion, teaching tips for hands-on and group activities, and suggestions for further reading.

INSTRUCTOR RESOURCES (WWW.MHHE.COM/FERRETT9E)

Located on the Online Learning Center, these extensive resources include chapter goals and outlines, teaching tips, additional activities, and essay exercises. Also included are unique resource guides that give instructors and administrators the tools to retain students and maximize the success of the course, using topics and principles that last a lifetime. Resources include:

- Instructor Manual
- Retention Kit, containing:
 - Facilitator's Guide
 - Tools for Time Management
 - Establishing Peer Support Groups
 - Developing a Career Portfolio
 - Involving the Faculty Strategy
 - Capitalizing on Your School's Graduates
- Course Planning Guide
- Sample Syllabi
- PowerPoints
- Testbank—includes matching, multiple choice, true/false, and short answer questions

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—Sharon K. Ferrett



Competency Chart

Competencies and Foundations	Peak Performance Chapters That Address SCANS Competencies
Resources: Identifies, Organizes, Plans, and Allocates Resources	
• Managing time	Chapter 3, Take 3
• Managing money	Chapter 4
• Managing space	Chapters 3, 13
• Managing people	Chapters 2, 12
• Managing materials	Chapters 3, 4, 5, 6, 9
• Managing facilities	Chapters 4, 5, 9, 11
Information: Acquires and Uses Information	
• Acquiring information	Chapters 4, 5, 6, 9
• Evaluating information	Chapters 7, 8, 9
• Organizing and maintaining information	Chapters 3, 4, 7, 8, 9, 10, Take 3
• Using computer to process	Chapters 4, 9
Systems: Understands Complex Interrelationships	
• Understanding systems	All chapters
• Designing systems	Chapters 5, 6
• Monitoring systems	Chapters 3, 5, 6, 11
• Correcting systems	Chapters 3, 4, 5, 10
Interpersonal Skills: Works with Others	
• Positive attitudes	Chapters 2, 12, 13
• Self-control	Chapters 2, 12, 13
• Goal setting	Chapters 1, 2, 3
• Teamwork	Chapters 2, 12, 13
• Responsibility	Chapters 2, 12, 13
• Stress management	Chapter 11
Technology: Works with a Variety of Technologies	
• Selecting technology	Chapters 9, 14, Tech for Success
• Applying technology	Chapters 4, 9, 14, Tech for Success
• Maintaining technology	Chapters 9, 14
• Solving problems	Chapters 9, 10
• Staying current in technology	Chapters 4, 9, 14

Source: United States Department of Labor, 1992.



Competencies and Foundations **Peak Performance Chapters That Address SCANS Competencies**

Personal Qualities

- Responsibility, character, integrity, positive habits, self-management, self-esteem, sociability Chapters 2, 12, 13

Basic Skills

- Reading—locates, understands, and interprets written information in prose and in documents, such as manuals, graphs, and schedules Chapters 6, 9
- Writing—communicates thoughts, ideas, information, and messages in writing and creates documents, such as letters, directions, manuals, reports, graphs, and flowcharts Chapter 9
- Arithmetic/mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques Chapter 10
- Listening—receives, attends to, interprets, and responds to verbal messages and other cues Chapters 5, 12

Thinking Skills

- Creative thinking—generates new ideas Chapter 10, Personal Evaluation Notebooks, Think Fast
- Decision making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative Chapter 10, Case Study, Personal Evaluation Notebooks, Think Fast
- Listening—receives, attends to, interprets, and responds to verbal messages and other cues Chapters 5, 12
- Seeing things in the mind’s eye—organizes and processes symbols, pictures, graphs, objects, and other information All chapters, with a strong emphasis in Chapter 10
- Knowing how to learn—uses efficient learning techniques to acquire and apply new knowledge and skills Chapter 1
- Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem Chapter 10

Dear Student

Many of my students have told me I'm like a cheerleader, rooting them on to success. I know they all have what it takes to succeed, even when they have their own doubts. Why? Because I've been there, too. As I stepped onto the beautiful University of Michigan campus, I questioned whether I belonged. My small farming community seemed far away and I felt out of place. Many students had come from fancy prep schools and wealthy families. I had gone to a one-room schoolhouse and then to a tiny high school in the thumb of Michigan. I was putting myself through college with part-time jobs and baby-sitting in exchange for room and board. *Would I be able to make it here?*

Even though I was afraid, I was confident and determined. My experiences as a farm kid made me a hard worker, and I knew that no amount of effort was too great to achieve the goal of graduating from college. I was incredibly grateful for the opportunity to go to college, and I wanted to make my parents proud because they never had the choices that I had. I visualized myself as a college graduate and held that image firmly in my mind when I was discouraged.

After I graduated with honors, I earned a teaching credential and taught for a year in the same one-room schoolhouse that I (and my father) attended. I saved enough money to travel to Europe and return to school to earn a master's degree and Ph.D. I would have never dreamed of being a college professor and an administrator when I was in high school, but, at only 24 years old, I accepted a dean position at Delta College, a large community college in Michigan. A few years later, I moved to California as Dean of Continuing Education at Humboldt State University. As a professor and an academic advisor, I developed a new program in student success. That project launched this book and became my life's work.

Throughout this book, we talk about the attributes of a "peak performer" and attempt to define success—in school, career, and life. However, in the end, *you* have to define success for yourself. Only you can determine what drives you, what makes you happy, and what will become your own life's work.



If I could give you only three pieces of advice as you journey to find your passion in life, they would be

- 1. Keep it simple.** We want to do and be everything for everyone. However, success comes from a clear focus on what you value most. Don't complicate your life with unnecessary distractions, and continually take small steps to get where you want to be.
- 2. Realize you are smarter than you think.** Intelligence is not defined by a score on a test but rather by how you use all your experiences, abilities, resources, and opportunities to improve your situation and find what fulfills you. Don't ever believe anyone who says you can't accomplish something for lack of skill, talent, or lot in life. You can.
- 3. Be your own best friend.** Too often we dwell on the inconveniences in life rather than being grateful for the fortunes and opportunities we do have. Whenever you find yourself creating excuses, blaming others, or feeling down or hopeless, be your own cheerleader and resolve that you can—and will—succeed.

And when you need a little help developing your own "cheer" along the way, please drop me an e-mail at sharonferrett@gmail.com. *I believe in you!*

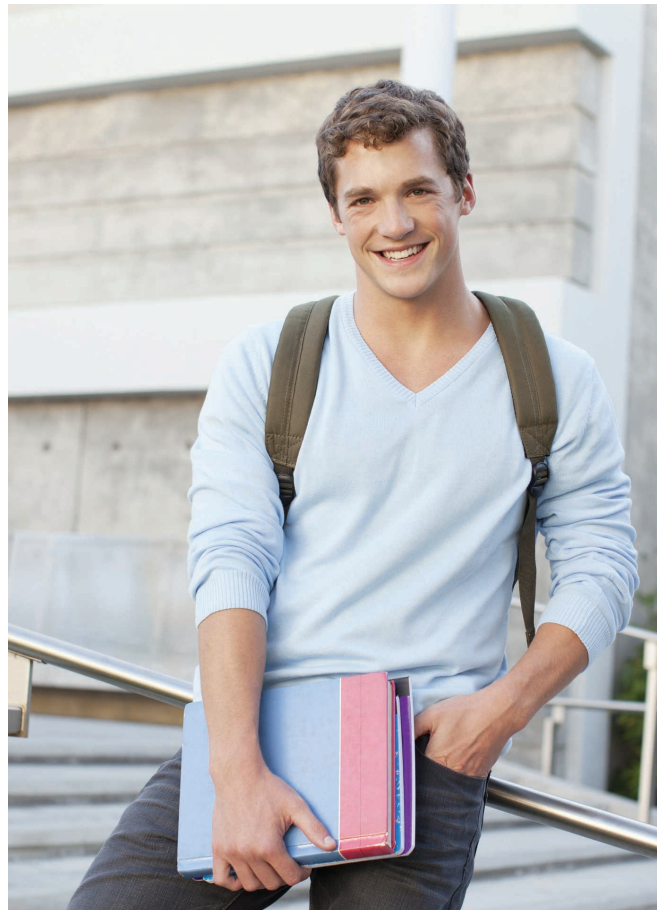
—Sharon K. Ferrett

Getting Started

Congratulations! You are about to start or restart an amazing journey of opportunity, growth, and adventure. You may be at this point in your life for a number of reasons: You may be furthering your education right after high school; you may be focusing on a specific career or trade and want to acquire the appropriate skills or certification; or you may be returning to school after years in the workforce, needing additional skills or just looking for a change.

Whatever your reasons, this is an opportunity for you to learn new things, meet new people, acquire new skills, and better equip yourself both professionally and personally for the years ahead. This book is designed to get you started on that journey by helping you (1) learn how you learn best—and incorporate new ways to learn; (2) maximize available resources and seek out new opportunities; (3) relate what you are exploring now to future success on the job; and (4) strive to become the best person you can be.

Now that you have your book in hand, you are ready to get started. Or are you really ready? What else should you be aware of at this point? You may have already attended a basic orientation session where you learned about school and community resources and program requirements. Going through orientation, meeting with your advisor, and reviewing your catalog will help you get oriented. Additionally, this quick review is designed to outline the essentials that you will want to know, so that you not only survive but also make your first year a



success. **Peak Progress 1** provides a handy checklist for the essential tasks you need to consider and accomplish the first week of school. Add to this list any tasks that are unique to your situation or school.

Tasks to Accomplish the First Week of School

- Attend orientation and meet with an advisor. Ask questions and determine available resources. (See **Peak Progress 2** for questions to ask.)
- Register and pay fees on time.
- Set up an e-mail account and check it daily.
- Check deadlines and procedures. *Never* just quit going to class.
- Buy books and keep receipts. Establish a record-keeping system.
- Find out the location of classrooms, parking, and school resources.
- Know expectations and requirements. Get a syllabus for each class. E-mail instructors for clarification.
- Create an organized study area. Post instructors' names, office locations, and hours, as well as important deadlines.
- Form study teams and exchange e-mails and phone numbers. Get to know instructors and other students.
- Explore resources, such as the library, learning skills center, health center, and advising center.
- Go to all classes on time and sit in the front row.

Why Are You Here?

College success begins with determining your goals and mapping out a plan. A good place to start is to reflect on why you are in college and what is expected of you. You will be more motivated if you clarify your interests and values concerning college. You will read in Chapter 2 the reasons students don't graduate from college, including juggling multiple responsibilities, having poor study skills and habits, and lacking preparation, motivation, and effort. College is a commitment of many precious resources you can't afford to waste—time, money, and mental energies. Consider the following statements and your reasons for being in college, and share this in your study team or with students you meet the first few weeks of class:

- I value education and want to be a well-educated person.
- I want to get a good job that leads to a well-paying career.
- I want to learn new ideas and skills and grow personally and professionally.
- I want to get away from home and be independent.

- I want to make new friends.
- I want to have new experiences and stretch myself.
- I want to fulfill my goal of being a college-educated person.

Jot down what you want from college and why you're motivated to get it.

List four values that are most important to you and how college will help you achieve them.

1. _____

2. _____

3. _____

4. _____

What You Need to Know and Should Not Be Afraid to Ask

You don't want to learn the hard way that you need one more class to graduate, only to find it's offered only once a year (and you just missed it). Make your time with your advisor productive by getting answers to important questions that will help you map out your coursework. **Peak Progress 2** provides a handy checklist of common questions to get you started.

What Do You Need to Do to Graduate?

You will be more motivated and confident if you understand graduation requirements. Requirements vary among schools. Don't rely on the advice of friends. Go to orientation and meet with your advisor early and often. Check out the catalog and make certain you know what is required to graduate. Fill in the following:

GRADUATION REQUIREMENTS

- Number of units required:
- General education requirements:
- Curriculum requirements:
- Residency at the school:
- Departmental major requirements:
- Cumulative GPA required:
- Other requirements, such as special writing tests and classes:

How to Register for Classes

Find out if you have an access code and the earliest date you can register. Meet with your advisor, carefully select classes, and review general education and major requirements. Add electives that keep you active and interested. Make certain that you understand why you are taking each class, and check with your advisor that it is meeting certain requirements.

Many colleges have a purge date and, if you miss the deadline to pay your fees, your class schedule is canceled. You may not be able to get into classes and may have to pay a late fee.

Know the Grading System

Learn the minimum grade point average (GPA) that you need to maintain good standing. If your GPA falls below 2.0, you may be placed on academic probation. The GPA is calculated according to the number of credit hours each course represents and your grade in the course. In the traditional system, $A = 4$ points, $B = 3$ points, $C = 2$ points, $D = 1$ point, and $F = 0$ points (your school may have a different system, so ask to be sure). To calculate your GPA, first determine your total number of points. Following is an example:

Course	Grade Achieved	Number of Credit Hours	Points
Political Science	C	2	$2 \times 2 = 4$
Psychology	B	3	$3 \times 3 = 9$
English	A	3	$4 \times 3 = 12$
Personal Finance	A	1	$4 \times 1 = 4$
TOTAL		9	29

Then, to arrive at your GPA, you must divide your total points by your total number of credit hours:

$$\text{GPA} = \frac{\text{total points}}{\text{total number of credit hours}}$$

Thus, in this example,

$$\text{GPA} = 29 \text{ divided by } 9 = 3.22$$

Monitor your progress and meet with your instructors often, but especially at midterm and before final exams. Ask what you can do to improve your grade.

Adding or Dropping Classes

Ask about the deadlines for adding and dropping classes. This is generally done in the first few weeks of classes. A withdrawal after the deadline could result in a failing grade. Also make certain before you drop the class that

- You will not fall below the required units for financial aid.

The Most Common Questions Students Ask Advisors

1. What classes do I need to take for general education?
2. Can a course satisfy both a general education and a major requirement?
3. Can I take general elective (GE) courses for Credit/No Credit if I also want to count them for my major?
4. How can I remove an *F* grade from my record?
5. What is the deadline for dropping courses?
6. Can I drop a course after the deadline?
7. What is an “educational leave”?
8. What is the difference between a withdrawal and a drop?
9. Do I need to take any placement tests?
10. Are there other graduation requirements, such as a writing exam?
11. Where do I find out about financial aid?
12. Is there a particular order in which I should take certain courses?
13. Are there courses in which I must earn a *C-* or better?
14. How do I change my major?
15. Which of my transfer courses will count?
16. What is the minimum residency requirement for a bachelor’s degree?
17. Is there a GPA requirement for the major?
18. Is there a tutoring program available?
19. If I go on exchange, how do I make sure that courses I take at another university will apply toward my degree here?
20. What is a major contract, and when should I get one?
21. When do I need to apply for graduation?
22. How do I apply for graduation?
23. What is a degree check?
24. What is the policy for incomplete grades?
25. Can I take major courses at another school and transfer them here?
26. As a nonresident, how can I establish residency in this state?
27. How do I petition to substitute a class?
28. Once I complete my major, are there other graduation requirements?
29. What is academic probation?
30. Is there any employment assistance available?
31. Is there a mentor program available in my major department?
32. Are there any internships or community service opportunities related to my major?

- You will not fall below the required units for playing sports.
- If required, the class is offered again before you plan to graduate.
- You don’t need the class or units to meet graduation requirements.
- You are meeting important deadlines.
- You talk with the instructor first.
- You talk with your advisor.

Never simply walk away from your classes. The instructor will not drop you, nor will you be dropped automatically if you stop going to class at any time during the semester. It is your responsibility to follow-up and complete required forms.

An Incomplete Grade

If you miss class due to illness or an emergency, you may be able to take an incomplete if you can’t finish a project or miss a test. Check out this option with your instructor before you drop a class. Sign a written agreement to finish the work at a specific time and stay in touch with the instructor through e-mail and phone.

Withdrawing or Taking a Leave of Absence

Some students withdraw because they don’t have the money, they can’t take time off from work, they lack child care, or they are having difficulty in classes. Before you drop out of college, talk with your advisor and see

if you can get the support and motivation to succeed. If you want to take a leave to travel, want to explore other schools, are ill, or just need to take a break, make certain that you take a leave of absence for a semester, a year, or longer. Taking a leave means that you do not have to reapply for admission, and generally you fall under the same category as when you entered school.

Transferring

Before you transfer to another school, know the requirements, which courses are transferable, and if there is a residency requirement. If you plan to transfer from a 2-year school to a 4-year school, your advisor will help you clarify the requirements.

Expectations of Instructors

Most instructors will hand out a syllabus that outlines their expectations for the class. Understand and clarify

those expectations and the course requirements. **Worksheet 1** on page xxxiv is a convenient guide to complete when checking your progress with your instructor.

The Best Strategies for Success in School

In this text, we will focus on a number of strategies that will help you determine and achieve your goals. **The Best Strategies for Success in School** provides a comprehensive list of the proven strategies you will find woven throughout this text. Apply these to your efforts in school now and through your course of study. You will find that not only are they key to your progress in school, but also they will help you develop skills, behaviors, and habits that are directly related to success on the job and in life in general.

The Best Strategies for Success in School

1. **Attend every class.** Going to every class engages you with the subject, the instructor, and other students. Think of the tuition you are paying and what it costs to cut a class.
2. **Be an active participant.** Show that you are engaged and interested by being on time, sitting in front, participating, asking questions, and being alert.
3. **Go to class prepared.** Preview all reading assignments. Highlight key ideas and main concepts, and put question marks next to anything you don't understand.
4. **Write a summary.** After you preview the chapter, close the book and write a short summary. Go back and fill in with more details. Do this after each reading.
5. **Know your instructors.** Choose the best instructors, call them by their preferred names and titles, e-mail them, and visit them during office hours. Arrive early for class and get to know them better.
6. **Know expectations.** Read the syllabus for each course and clarify the expectations and requirements, such as tests, papers, extra credit, and attendance.
7. **Join a study team.** You will learn more by studying with others than by reading alone. Make up tests, give summaries, and teach others.
8. **Organize your study space.** Create a quiet space, with a place for school documents, books, catalogs, a dictionary, a computer, notes, pens, and a calendar. Eliminate distractions by closing the door, and focus on the task at hand.
9. **Map out your day, week, and semester.** Write down all assignments, upcoming tests, meetings, daily goals, and priorities on your calendar. Review your calendar and goals each day. Do not socialize until your top priorities are completed.
10. **Get help early.** Know and use all available campus resources. Go to the learning center, counseling center, and health center; get a tutor; and talk with your advisor and instructors about concerns. Get help at the first sign of trouble.
11. **Give school your best effort.** Commit yourself to being extra disciplined the first 3 weeks—buy your textbooks early; take them to class; get to class early; keep up on your reading; start your projects, papers, and speeches early; and make school a top priority.
12. **Use note cards.** Jot down formulas and key words. Carry them with you and review them during waiting time and right before class.
13. **Review often.** Review and fill in notes immediately after class and again within 24 hours. Active reading, note taking, and reviewing are the steps that improve recall.
14. **Study everywhere.** Review your note cards before class, while you wait for class to begin, while waiting in line, before bed, and so on. Studying for short periods of time is more effective than cramming late at night.
15. **Summarize out loud.** Summarize chapters and class notes out loud to your study team. This is an excellent way to learn.

(continued)

The Best Strategies for Success in School

16. **Organize material.** You cannot remember information if it isn't organized. Logical notes help you understand and remember. Use a mind map for outlining key facts and supporting material.
17. **Dig out information.** Focus on main ideas, key words, and overall understanding. Make questions out of chapter headings, review chapter questions, and always read summaries.
18. **Look for associations.** Improve memory by connecting patterns and by linking concepts and relationships. Define, describe, compare, classify, and contrast concepts.
19. **Ask questions.** What is the obvious? What needs to be determined? How can you illustrate the concept? What information is the same and what is different? How does the lecture relate to the textbook?
20. **Pretest yourself.** This will serve as practice and reduces anxiety. This is most effective in your study team.
21. **Study when you are most alert.** Know your energy level and learning preference. Maximize reviewing during daytime hours.
22. **Turn in all assignments on time.** Give yourself an extra few days to review papers and practice speeches.
23. **Make learning physical.** Read difficult textbooks out loud and standing up. Draw pictures, write on a chalkboard, and use visuals. Tape lectures and go on field trips. Integrate learning styles.
24. **Review first drafts with your instructor.** Ask for suggestions and follow them to the letter.
25. **Pay attention to neatness.** Focus on details and turn in all assignments on time. Use your study team to read and exchange term papers. Proofread several times.
26. **Practice!** Nothing beats effort. Practice speeches until you are comfortable and confident, and visualize yourself being successful.
27. **Recite and explain.** Pretend that you are the instructor and recite main concepts. What questions would you put on a test? Give a summary to others in your study group. Make up sample test questions in your group.
28. **Take responsibility.** Don't make excuses about missing class or assignments or about earning failing grades. Be honest and take responsibility for your choices and mistakes and learn from them.
29. **Ask for feedback.** When you receive a grade, be reflective and ask questions: "What have I learned from this?" "How did I prepare for this?" "How can I improve this grade?" "Did I put in enough effort?" Based on what you learn, what new goals will you set for yourself?
30. **Negotiate for a better grade before grades are sent in.** Find out how you are doing at midterm and ask what you can do to raise your grade. Offer to do extra projects or retake tests.
31. **Always do extra credit.** Raise your grade by doing more than is required or *expected*. Immerse yourself in the subject, and find meaning and understanding.

(continued)

The Best Strategies for Success in School

32. **Take responsibility for your education.** You can do well in a class even if your instructor is boring or insensitive. Ask yourself what you can do to make the class more effective (study team, tutoring, active participation). Be flexible and adapt to your instructor's teaching style.
33. **Develop positive qualities.** Think about the personal qualities that you need most to overcome obstacles, and work on developing them each day.
34. **Stay healthy.** You cannot do well in school or in life if you are ill. Invest time in exercising, eating healthy, and getting enough sleep, and avoid alcohol, cigarettes, and drugs.
35. **Dispute negative thinking.** Replace it with positive, realistic, helpful self-talk, and focus on your successes. Don't be a perfectionist. Reward yourself when you make small steps toward achieving goals.
36. **Organize your life.** Hang up your keys in the same place, file important material, and establish routines that make your life less stressful.
37. **Break down projects.** Overcome procrastination by breaking overwhelming projects into manageable chunks. Choose a topic, do a rough draft, write a summary, preview a chapter, do a mind map, and organize the tools you need (notes, books, outline).
38. **Make school your top priority.** Working too many hours can cut into study time. Learn to balance school, your social life, and work, so that you're effective.
39. **Meet with your advisor to review goals and progress.** Ask questions about requirements, and don't drop and add classes without checking on the consequences. Develop a good relationship with your advisor and your instructors.
40. **Be persistent.** Whenever you get discouraged, just keep following positive habits and strategies and you will succeed. Success comes in small, consistent steps. Be patient and keep plugging away.
41. **Spend less than you make.** Don't go into debt for new clothes, a car, CDs, gifts, travel, or other things you can do without. Education is the best investment you can make in future happiness and job success. Learn to save.
42. **Use critical thinking, and think about the consequences of your decisions.** Don't be impulsive about money, sex, smoking, or drugs. Don't start a family until you are emotionally and financially secure. Practice impulse control by imagining how you would feel after making certain choices.
43. **Don't get addicted.** Addictions are a tragic waste of time. Ask yourself if you've ever known anyone whose life was better for being addicted. Do you know anyone whose life has been destroyed by alcohol and other drugs? This one decision will affect your life forever.
44. **Know who you are and what you want.** Visit the career center and talk with a career counselor about your interests, values, goals, strengths, personality, learning style, and career possibilities. Respect your style and set up conditions that create results.

(continued)

The Best Strategies for Success in School *(concluded)*

45. **Use creative problem solving.** Think about what went right and what went wrong this semester. What could you have done that would have helped you be more successful? What are new goals you want to set for next semester? What are some creative ways to overcome obstacles? How can you solve problems instead of letting them persist?
46. **Contribute.** Look for opportunities to contribute your time and talents. What could you do outside of class that would complement your education and serve others?
47. **Take advantage of your texts' resources.** Many textbooks have accompanying websites, DVDs, and study materials designed to help you succeed in class. Visit this book's website at www.mhhe.com/ferrett9e.
48. **Respect yourself and others.** Be supportive, tolerant, and respectful. Look for ways to learn about other cultures and different views and ways to expand your friendships. Surround yourself with people who are positive and successful, who value learning, and who support and respect you and your goals.
49. **Focus on gratitude.** Look at the abundance in your life—your health, family, friends, and opportunities. You have so much going for you to help you succeed.
50. **Just do it.** Newton's first law of motion says that things in motion tend to stay in motion, so get started and keep working on your goals!

Progress Assessment

Course: _____

Instructor: _____

Office: _____ Office hours: _____

Phone: _____ E-mail: _____

1. How am I doing in this class?

2. What grades have you recorded for me thus far?

3. Are there any adjustments that I should make?

4. Am I missing any assignments?

5. Do you have any suggestions as to how I can improve my performance or excel in your class?

Be a Lifelong Learner

LEARNING OUTCOMES

In this chapter, you will learn to

- 1.1 List the characteristics of a peak performer
- 1.2 Identify self-management techniques for academic, job, and personal achievement
- 1.3 Create a personal mission statement
- 1.4 Identify skills and competencies for school and job success
- 1.5 Integrate learning styles and personality types
- 1.6 Apply the Adult Learning Cycle

SELF-MANAGEMENT

“It’s the first day of class and I’m already overwhelmed. How will I manage all this?”

Are you feeling like this? Are you afraid you will never achieve your goals, or do you even know what your goals are? Instead of focusing on negative feelings, channel your energies into positive results and envision yourself being successful. In this chapter, you will learn about “self-management” and many tools—such as self-assessment, critical thinking, visualization, and reflection—you can use to become a success in all facets of life.



JOURNAL ENTRY What are you hoping to gain from your college experience? How does earning a college degree help you both personally and professionally? Consider answering the question “Why am I here?” Is your answer part of a bigger life plan? In **Worksheet 1.1** on page 38, take a stab at answering those questions. Think about the obstacles you may have faced to get to this point and what you did to overcome them. In this chapter, you’ll discover that successful, lifelong learning begins with learning about yourself.

Focus on your **STRENGTHS**,
not weaknesses.

Learning is a lifelong journey. People who are successful—peak performers—are on this journey. We are constantly faced with many types of changes—economic, technological, societal, and so on. These changes require us to continually learn new skills in school, on the job, and throughout life. You will meet these challenges through your study and learning strategies, in your methods of performing work-related tasks, and even in the way you view your personal life and lifestyle.

Lately, you may have been asking yourself, “Who am I?” “Why am I in school?” “What course of study should I take?” “What kind of job do I want?” or “What should I do with my life?” These are all important questions. Some you may have already answered—and some of those answers may change by tomorrow, next week, or next year. And that’s OK. This is all part of a continual process—of learning about yourself and what you want out of life.

As you journey on the road to becoming a peak performer, this book will show you methods that will help you master self-management, learn critical skills, set goals, and achieve success. One of the first steps is self-assessment. Self-assessment requires seeing yourself objectively. This helps you determine where you are now and where you want to go. Then, by assessing how you learn—including your learning and personality styles—you will discover how to maximize your learning potential.

The many exercises, journal entries, and portfolio worksheets throughout this text support one of its major themes—that success in school and success in your career are definitely connected! The skills, competencies, and behaviors you learn and practice today will guide your marketability and flexibility throughout your career, and will promote success in your personal life.

“Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.”

BOOKER T. WASHINGTON
Founder of Tuskegee Institute

What Is a “Peak Performer”?

Peak performers come from all lifestyles, ages, cultures, and genders. Some are famous, such as many of the people profiled in this book. However, anyone can become a peak performer by setting goals and developing appropriate attitudes and behaviors to achieve desired outcomes. Peak performers excel by focusing on results. They know how to change their negative thoughts into positive, realistic affirmations. They focus on their long-term goals and know how to break down goals into daily action steps. They are not perfect or successful overnight. They learn to face the fear of making mistakes and work through them. They use the whole of their intelligence and abilities.

Every day, thousands of individuals quietly overcome incredible setbacks, climb over huge obstacles, and reach within themselves to find inner strength. They are successful because they know they possess the personal power to produce results and find passion in what they contribute to life. They are masters, not victims, of life’s situations. They control the quality of their lives. In short, they are their own best friend.

Peak Performers



Self-Management: The Key to Reaching Your Peak

What is a primary strength of every peak performer? A positive attitude! Peak performers have a positive attitude toward their studies, their work, and virtually everything they do. This fundamental inclination to view life as a series of opportunities is a key to their success. Does this describe how you approach each day? Check your attitude by completing **Personal Evaluation Notebook 1.1** on page 4.

Anyone can develop the attitude of a peak performer, and it is not even difficult. It simply involves restructuring thought patterns. Instead of dwelling on problems, create options and alternatives to keep you on track. Redirecting your thought patterns in this way will give you more drive and make every task seem more meaningful and less daunting.

A positive attitude is one of the many components of **self-management**. Are you responsible for your own success? Do you believe you can control your own destiny? Think of self-management as a toolkit filled with many techniques and skills you can use to keep you focused, overcome obstacles, and help you succeed.

Along with a positive attitude (which we will discuss further in Chapter 2), some very important techniques in this toolkit are self-assessment, critical thinking, visualization, and reflection.

Personal Evaluation Notebook



1.1

Am I a Positive Person?

Having a positive attitude is key to effective self-management. Most people believe they are generally positive but often are not truly aware of their negative self-talk or behavior. Answer the following questions to determine your overall outlook. After you have answered the questions, ask a friend, co-worker, or family member to answer the questions about you. Were your answers the same?

	Mostly True	Sometimes True	Rarely True
I tend to look for the good in everyone.	_____	_____	_____
I look for the positive in each situation.	_____	_____	_____
I do not take offense easily.	_____	_____	_____
I welcome constructive criticism and use it to improve.	_____	_____	_____
I am not easily irritated.	_____	_____	_____
I am not easily discouraged.	_____	_____	_____
I do not take everything personally.	_____	_____	_____
I take responsibility and face problems, even when it is not comfortable.	_____	_____	_____
I don't dwell on personal mistakes.	_____	_____	_____
I don't look for perfection in myself.	_____	_____	_____
I don't look for perfection in others.	_____	_____	_____
I do not depend on others to make me happy.	_____	_____	_____
I can forgive and move on.	_____	_____	_____
I do not become overly involved or disturbed by others' problems.	_____	_____	_____
I do not make snap judgments about people.	_____	_____	_____
I praise others for their accomplishments.	_____	_____	_____
I don't start conversations with something negative.	_____	_____	_____
I view mistakes as learning experiences.	_____	_____	_____
I know if Plan A doesn't work, Plan B will.	_____	_____	_____
I look forward to—not worry about—what tomorrow will bring.	_____	_____	_____

Self-Assessment

One of the first steps in becoming a peak performer is **self-assessment**. Out of self-assessment comes recognition of the need to learn new tasks and subjects, relate well with others, set goals, manage time and stress, and create a balanced, productive life. Self-assessment requires facing the truth and seeing yourself objectively. It isn't easy to admit you procrastinate or lack certain skills. Even when talking about your strengths, you may feel embarrassed. However, honest self-assessment is the foundation for making positive changes.

Self-assessment can help you

- Understand how you learn best
- Work with your strengths and natural preferences
- Balance and integrate your preferred learning style with other styles
- Use critical thinking and reasoning to make sound decisions
- Determine your interests and what you value
- Change ineffective patterns of thinking and behaving
- Create a positive and motivated state of mind
- Work more effectively with diverse groups of people
- Handle stress and conflict
- Earn better grades
- Determine and capitalize on your strengths
- Recognize irrational and negative thoughts and behavior
- Most important, focus on self-management and develop strategies that maximize your energies and resources

Teaching Tip

Explain the importance of being honest about strengths and weaknesses. Ask students if it is difficult to be honest when they self-assess.

“Who looks outside, dreams; who looks inside, awakes.”

CARL JUNG
Psychologist

WORDS TO SUCCEED

The world is full of people who believe that, if only the other person would change, everything would be fine. This book is not for them. Change is possible if you take responsibility for your thoughts and behaviors and are willing to practice new ways of thinking and behaving.

Self-assessment is very important for job success. Keep a portfolio of your awards, performance reviews, and training program certificates, as well as the projects you have completed. Assess your expectations in terms of the results achieved, and set goals for improvement. At the end of each chapter, you will find a Career Development Portfolio worksheet, which will help you relate your current activities to future job success. This portfolio will furnish you with a lifelong assessment tool for learning where you are and where you want to go and a place for documenting your results. This portfolio of skills and competencies will become your guide for remaining marketable and flexible throughout your career. Chapter 14 further explores how to develop an effective portfolio and prepare for your future career.

Critical Thinking Skills

Throughout this book, you will be asked to apply critical thinking skills to college courses and life situations. **Critical thinking** is a logical, rational, systematic thought process that is necessary in understanding, analyzing, and evaluating information in order to solve a problem or situation. Self-management involves using your critical thinking skills to make the best decisions and solve problems.

Using critical thinking helps you

- Suspend judgment until you have gathered facts and reflected on them
- Look for evidence that supports or contradicts your initial assumptions, opinions, and beliefs
- Adjust your opinions as new information and facts are known
- Ask questions, look for proof, and examine the problem closely
- Reject incorrect or irrelevant information
- Consider the source of the information
- Recognize and dispute irrational thinking

Because critical thinking determines the quality of the decisions you make, it is an important theme throughout this book. Chapter 10 is devoted to honing your critical thinking skills and practicing creative problem solving. You use your critical thinking skills every day—from analyzing and determining your learning styles to communicating effectively with family members, classmates, and co-workers.

Make sure to complete the exercises and activities throughout this book, including the **Personal Evaluation Notebook** exercises and the end-of-chapter **Worksheets**. **Think Fast** case studies throughout the text highlight that we are constantly making decisions that often have many repercussions—both positive and not-so-positive. Work through these to enhance your critical thinking skills.

Visualization and Affirmations

Visualization and affirmations are powerful self-management tools that help you focus on positive action and outcomes. **Visualization** is using your imagination to see your goals clearly and to envision yourself successfully engaging in new, positive behavior. **Affirmations** are the positive self-talk—the internal dialogue—you carry on with yourself. Affirmations counter self-defeating patterns of thought with more positive, hopeful, and realistic thoughts and feelings.

Using visualization and affirmations can help you relax, boost your confidence, change your habits, and perform better on exams, in speeches, or in sports. You can use them to rehearse for an upcoming event and practice coping with obstacles.

Through self-management, you demonstrate that you are not a victim or passive spectator; you are responsible for your self-talk, images, thoughts, and behaviors. When you observe and dispute negative thoughts and replace them with positive, and realistic thoughts, images, and behaviors, you are practicing critical thinking and creativity. You are taking charge of your life, focusing on what you can change, and working toward your goals.

You can practice visualization anytime and anywhere. For example, between classes, find a quiet place and close your eyes. It helps to use relaxation techniques, such as taking several deep breaths and seeing yourself calm, centered, and focused on your goals. This is especially effective when your mind starts to chatter and you feel overwhelmed, discouraged, or stressed. See yourself achieving your goals. Say to yourself, “I feel calm and centered. I am taking action to meet my goals. I will use all available resources to be successful.”

Reflection

Another important self-management tool is **reflection**. To reflect is to think about something in a purposeful way, with the intention of making connections, exploring options, and creating new meaning. Sometimes the process causes us to reconsider our previous knowledge and explore new alternatives and ideas.

Don't confuse reflection with daydreaming. Reflection is conscious, focused, purposeful—not simply letting your mind wander. When you reflect, you direct your thoughts and use imagination. Think of your mind as an ultra-powerful database. To reflect on a new experience is to search through this vast mental database to discover—or create—relationships between experiences: new and old, new and new, old and old. As you reorganize countless experiences stored in your mental database, it becomes more complex, more sophisticated, and ultimately more useful. This ongoing reorganization is a key component of your intellectual development; it integrates critical thinking, creative problem solving, and visualization.

A convenient way to reflect is simply to record your thoughts, such as in a journal. In this text is ample opportunity to practice reflection and critical thinking, including a **Journal Entry** exercise at the beginning of each chapter and a follow-up **Worksheet** at the end of each chapter.

Throughout the text, we'll explore additional self-management techniques that focus on certain aspects of your schoolwork, employment, and personal life. **Peak Progress 1.1** explores the ABC Method of Self-Management, a unique process to

“It's not the load that breaks you down, it's the way you carry it.”

LOU HOLTZ
College football coach

WORDS TO SUCCEED

Hands-On Application

In small groups, have students come up with an actual event and apply the ABC Method. Stress that they can learn to dispute irrational, negative thoughts and replace them with positive thoughts.

Peak Progress

1.1

The ABC Method of Self-Management

Earlier in this chapter, you answered some questions to determine if you approach everyday life with a positive attitude. Researchers believe that positive, optimistic thinking improves your skills for coping with challenges, which may also benefit your overall health and minimize the effects of stress.

What does “negative thinking” mean? If you are negative, you may tend to

- Filter out and eliminate all the good things that happen and focus on one bad thing
- Blame yourself (or someone else) automatically when something bad happens
- Anticipate the very worst that could happen
- See things as only good or bad—there's no middle ground
- Criticize yourself—either aloud or internally—in a way you would never do to someone else
- Waste time complaining, criticizing, reliving, and making up excuses—rather than creating solutions and moving on

The good news is that anyone can become a positive thinker. First, you need to become aware of patterns of defeating thoughts that are keeping you from achieving your goals. Then you can challenge and dispute these negative and irrational thoughts.

Clear thinking will lead to positive emotions. Let's say you have to give a speech in a class and speaking in public has caused you anxiety in the past. You might be saying to yourself, “I am terrified. I just hate getting up in front of people. I just can't do this.” These negative beliefs and irrational thoughts can cause severe anxiety and are not based on clear thinking. You can direct your thoughts with positive statements that will dispel anxiety: “Public speaking is a skill that can be learned with practice and effort. I will not crumble from criticism and, even if I don't do well, I can learn with practice and from constructive feedback. I will explore all the resources available to help me and I'll do well in this class.”

Self-management can be as easy as ABC. These simple steps help you manage your thoughts, feelings, and behaviors, so that you can create the results you want.

(continued)

The ABC Method of Self-Management *(concluded)*

A = Actual event: State the actual situation that affected your emotions.

B = Beliefs: Describe your thoughts and beliefs about the situation that created these emotions and behavior.

C = Challenge: Dispute the negative thoughts and replace them with accurate and positive statements.

Let's use another example. When you read the quote on page 1 of this chapter, you might have felt the same way—overwhelmed. You are in a new situation, with many new expectations. Let's apply the ABC Method to focus your energies on developing a positive outcome. For example, you might say,

A = Actual event: "It's the first day of class and I have a mountain of reading and lecture notes to go over."

B = Beliefs: "What if I fail? What if I can't keep it all straight—learning styles, personalities, temperaments? These other people are probably a lot smarter than me. Maybe I should drop out."

C = Challenge: "Going to college is a big change, but I have handled new and stressful situations before. I know how to overcome feeling overwhelmed by breaking big jobs into small tasks. I know I'm talented and smart in many ways. Going to college is a good investment in my future, and I want to graduate. I've handled transitions in the past, and I can handle these changes, too."

When you challenge negative thoughts and replace them with positive thinking, you feel energized, and your thoughts spiral upward: "I'm excited about discovering my learning and personality styles and how I can use them to my advantage. So many resources are available to me—my instructor, my classmates, the book's resources. I will get to know at least one person in each of my classes, and I will take a few minutes to explore at least one resource at school that can provide support. I see myself confident and energized and achieving my goals."

In the end-of-chapter **Worksheets** throughout this text, you will find opportunities to practice the ABC Method of Self-Management, as well as the self-management exercises at www.mhhe.com/ferrett9e.

Further Reading

The ABC Method presented here is a modified version of the model first developed by psychologist Albert Ellis, the founder of rational emotive behavior therapy (REBT). One of his many publications is *A New Guide to Rational Living*.

Teaching Tip

Stress that it is important for students to practice the ABC Method of Self-Management, so that it becomes a positive habit.

help you work through difficult situations and achieve positive results. It uses skills such as critical thinking, visualization, and reflection to find positive outcomes.

Discover Your Purpose: A Personal Mission Statement

At the beginning of the chapter, you were asked to write about why you're in school and how it relates to your life plan. In the Getting Started section, you also explored many reasons you are attending college, such as to learn new skills, get a well-paying job, and make new friends. (If you haven't read the Getting Started, now is the perfect time.) Thinking about the answers to these and related questions gets you started on writing your mission statement.

A **mission statement** looks at the big picture of your life, from which your goals and priorities will flow. This written statement (which can be one or more sentences) focuses on the contributions you want to make based on your values, philosophy, and principles. When you have a sense of purpose and direction, you will be more focused, and your life will have more meaning.

In one sense, you are looking at the end result of your life. What do you want to be remembered for? What legacy do you want to leave? What—and who—do you think will be most important to you?

Here is one example of a mission statement: "I want to thrive in a health care career that allows me to use my creativity, grow in knowledge from mentors and colleagues, advance into leadership positions, make a positive impact on my profession,

and provide an effective balance with personal interests, including having a family, traveling, and participating in my community.”

Think about how a college education will help you fulfill your mission in life. If you have chosen a profession (for example, nursing or teaching), you may want to include the aspects of the career that interested you (such as helping others achieve healthy lifestyles or educating and nurturing young children). It does not need to be lengthy and detailed, but it should reflect your individuality. Focusing on your mission statement will help you overcome obstacles that will challenge you.

To write your mission statement, begin by answering these (or similar) questions:

1. What do I value most in life? (List those things.)
2. What nouns and/or adjectives best describe me? (such as designer, traveler, parent, compassionate, dependable)
3. Which verbs best describe what I like to do? (such as create, explore, write)
4. What is my life’s purpose? Or, if I could help make one change in this world, what would it be?
5. What legacy do I want to leave? Or, how do I want others to think of me and my accomplishments?

Now, considering the answers to those questions, draft a personal mission statement.

My mission statement:

In Chapter 2, we’ll discuss how to use goals for motivation. Then, in Chapter 3, we’ll explore how your mission statement and personal goals guide you to use your time effectively. You will also review your mission statement at the end of this text. Over the years, review and update your mission statement as you change and grow personally and professionally.

Skills for School and Job Success

What does it take to succeed in a job? Based on feedback from employers, the Secretary’s Commission on Achieving Necessary Skills (SCANS; **Figure 1.1**) lists the skills and competencies that are necessary for job as well as academic success. Rate your skills by using honesty and critical thinking to complete **Personal Evaluation Notebook 1.2** on pages 11 and 12.

Discover Your Learning Style

Everyone processes information differently and there is no single right way to learn, but knowing your preferred learning style can increase your effectiveness in school or at work; enhance your self-esteem; and help you to reduce frustration, focus on your strengths, and integrate various styles.

Teaching Tip

Explain to students that SCANS will be used as a guide to help them connect what they learn in class to the world outside.

Class Discussion

1. Applying SCANS. Knowing how to learn. How does this competency create college and job success?
2. Ask students if they would want their surgeon to be operating on them if he or she had not passed a test indicating technical competencies.

Key Teaching Concept

The most important concept in this chapter is to learn how to learn.