

LEARN HOW IN ONE SEMESTER OR LESS

ACHIEVE

COLLEGE SUCCESS

Full First Edition



RAYMOND GERSON

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RAYMOND GERSON



ISBN: 978-1-7332940-1-0

Title: *Achieve College Success: Learn How in One Semester or Less*, First Full Edition

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This book can be used by educators to teach a full-semester college readiness/success course.

Instructor materials are available for educators who adopt and use the book to teach students.

For information about the instructor materials you can email Raymond Gerson at raymondgerson@gmail.com.

All Open Educational Resource books (OERs) by Raymond Gerson are available at his website: <https://www.upbeatpress.com>. These OERs are only available in digital (PDF) formats. If educators prefer to make printed copies for their students, that is permissible if the students do not have to pay for the books.

Dedication

To all my students, from whom I have learned so much.

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Meet the Author

During junior high and my first two years of high school, I was such a poor student that a counselor told my parents I was not capable of getting a college education. My parents waited until I earned my master's degree in psychology before telling me that a school counselor had said I wasn't college material. Today, I teach students how to succeed in college.

As a teenager, I felt lost, had no goals, did not believe in myself, and was in danger of dropping out of school. An illness in my senior year gave me a wake-up call, and I started getting more serious about my education. I really needed a book like this, but none was available. I wrote this book for you—to give you the gift I needed when I was in school. It is a blueprint for your success.

Helping you to overcome your obstacles, to believe in yourself, and to learn the skills necessary to succeed in college is my passion, because of what I had to overcome.

Eventually, I found out that I had my own special abilities, just as you do. This my ninth book, and I have had a wonderful career that would not have been possible without a college education. I've been a career counselor, vocational rehabilitation counselor, owner of a job placement business, and training specialist. I came out of retirement to be an adjunct professor of career and college success courses.

Forty-five years of “real world” experience teaching success strategies, several years of classroom experience, and a passion for motivating and inspiring students all came together for me to write *Achieve College Success: Learn How in One Semester or Less*. I wrote this book to help you gain the knowledge and skills you will need to become successful in college, in your career, and in your life.

RAYMOND GERSON



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Foreword

I met Raymond Gerson almost twenty years ago when he began teaching as an adjunct professor in the Human Development Department at Austin Community College. I remember being impressed even then by his enthusiasm for teaching and learning and his ability to inspire his students to levels of achievement beyond their expectations. At ACC, he teaches extended orientation courses for entering “at risk” students, learning strategies courses for college-level students, and career exploration and planning courses for students in academic transfer and workforce programs. In all of these courses, Raymond has connected with students in a personable, responsive way that generates very positive feedback, and some remarkable stories of transformative change in students’ lives.

This book captures Raymond’s energy, insights, and experience from a lifetime of guiding people to success in school, career, and life and makes them available to students in high schools and colleges everywhere. It is particularly powerful in its focus on the attitudes as well as the actions that can transform a student’s performance to a new level of effectiveness.

Unfortunately, all too many students in high schools and colleges are never explicitly taught the essential knowledge, skills, attitudes, and behaviors that lead to success in learning. As educators we teach topics and courses in specific departments and disciplines, but not often enough that most important of lessons—how to learn. That is the intent of this book.

Achieve College Success: Learn in One Semester or Less can help students clarify what is important to them and what they hope to accomplish in school and in life; give them some insight into their unique learning preferences and patterns and how they can make the most of them; introduce them to the most effective strategies for learning and performing on key educational tasks; and provide students guidance in how to take control of their time and attention so that the effort they put forth brings them the success they seek. The chapter on preparing for career success and making a positive difference connects students to the world beyond college and to the goal of all successful learning—the creation of a successful life.

Raymond’s book is a fine contribution to that worthy goal and one that will bring benefits to students and teachers alike. Make the most of it!

—Tobin Quereau
*Professor, Human Development and
Assistant Department Chair for Behavioral Sciences
Austin Community College*

Preface

For the Student

Achieve College Success... Learn How in One Semester or Less is intended to help you become an excellent student and to prepare you to succeed in college.

Earl Nightingale, a leader in the field of Personal Development, once said that “Success is the progressive realization of a worthy goal or ideal.” In other words, success happens when you are making progress toward worthwhile goals. By this definition, success for you, as a student, is to begin making progress in improving your learning and grades, and finding that reaching your academic goals is becoming much more likely.

I have seen first hand, in my courses, that when a student studies, understands, and applies the strategies in this book, grades on tests and papers quickly improve. The student also reports that grades start improving in other courses. Quick improvement does not mean a student gets something for nothing or that motivation and the will to study are not required to succeed in college. The ability to read well and taking the time to study are a must for college success. When you combine willingness to work and learning how to study, you will find success quickly comes your way. As you start getting better and better grades, you will find it fun and will look forward to working harder and smarter.

Write for Success

Self-reflection leads to self-knowledge. Self-knowledge results in better choices and actions, which leads to success. This is why self-knowledge is power.

One of the best ways to self-reflect is to keep and use a journal. Please purchase at least a spiral notebook, or better yet, a hardbound journal to use as you read this book. Keep a record of your thoughts, feelings, dreams, and goals. At the end of each chapter, there will also be a written assignment for your journal and several questions to answer. Writing out your thoughts will help you to know yourself better and be clear about what is important for you. It will provide you with many benefits.

Features of the Book

- 1 **Pre-Course and Post-Course Assessment:** In the beginning (after this Preface) and end of this book, there is a questionnaire for you to find out how much you know about the topics in this book. You will learn about your strengths and weaknesses as a student. It will allow you to measure your progress when you take it again at the end of this book.



② Each chapter contains:

- An introduction of the topic and the benefits you will gain from learning it
- Activities that you can do individually or with others to strengthen the lessons
- A journal assignment
- Student comments about the benefits of using the strategies in this book
- Author's note: this is a personal note from me about each chapter topic
- An inspiring article or paper written by one of my former students
- Goal for the week: this is a small goal you want to accomplish
- A summary of main points
- Questions to answer in your journal and/or to discuss with others

- ③ **Supplementary website:** I have a website, which provides you with more study, success, and career strategies. The website address is www.raymondgerson.com. My other website is www.upbeatpress.com.

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For the Instructor

COLLEGE SUCCESS STRATEGY COURSES MAKE A POSITIVE DIFFERENCE FOR STUDENTS

In the fall of 2006, I came out of retirement to begin teaching three part-time courses for the Austin Community College (ACC) in Austin, Texas. One course covers career exploration and planning. The other two courses—a twenty-hour, eight-week class and a forty-hour full semester class—teach students study skills and success strategies to help them succeed in college. Both “at-risk” and regular students take these courses.

Assessment studies by ACC for the two study skill courses indicated positive outcomes for students who successfully complete the courses when compared to similar students who have not taken these courses. Positive outcomes are indicated by fewer course withdrawals and greater retention the following semester. There was a slight improvement in grades in their other courses for the eight-week students and significant improvement for the full semester students when they successfully completed these courses. Students re-enrolled in subsequent semesters at much higher rates as well. The results seem to support the observations of mine and student anecdotes that report that improvement begins in less than eight weeks. Students continue improving when they find more time to learn and use these new skills. I chose the subtitle, *Learn How in One Semester or Less*, because students who use these success strategies begin showing progress in the eight-week, twenty-hour course and more in a full semester course.

When students begin learning more easily and their grades start improving, they experience a growing sense of accomplishment. They begin to build a “success mind-set” and “can-do” attitude, which increases their self-esteem and motivation. I’m often amazed at how quickly students improve when the ideas and strategies contained in this book are learned and applied.

Several professors, including myself, have used this book to teach courses to ninth grade students.

How is This Book Different

Twelve Reasons that *Achieve College Success* is unique and useful for everyone:

- 1 Professor Gerson uses many inspirational stories from his own life to motivate students and reinforce the lessons.
- 2 Professor Gerson’s conversational style makes students feel he is talking directly to them.
- 3 All the ideas and strategies in the book have been successfully class-tested with the author’s students and with other teaching and counseling professionals.
- 4 Based on student and professional feedback, *Achieve College Success*, is updated frequently to ensure the text works well for students, instructors, and counselors, alike.
- 5 Practical and user-friendly language is used throughout the book to make reading easier for regular college, “at risk”, and high school students who want to succeed in high school and college. However, there may be a couple of activities where students may need to use a dictionary.
- 6 Contains strong career development and exploration components.
- 7 Offers “writing good papers” tips.
- 8 Includes psychological and motivational tips on building a healthy, successful self-image, and character.
- 9 Each chapter features actual former student success stories designed to engage and inspire new students.
- 10 Professor Gerson pulls from his vast experience to offer easy-to-use techniques that motivate and inspire students to succeed.
- 11 Many of the general life success principles presented throughout the book are distilled from some of the best self-help books ever written.
- 12 Professor Gerson has written original articles in the book with a two-fold purpose: 1) as cooperative learning activities to teach students specific skills and, 2) to motivate and inspire students to develop a “success” mind-set from the first page to the end.

Ways for Instructors and Counselors to Use this Book

This book can be used to teach a full semester course. The chapters and the topics within each chapter can stand alone. They can also be used for short workshops. Counselors can use the book, or parts of it, to work individually with students or with small groups.

I designed the assessments and activities so that it would be possible for students who are not in school to do them individually. However, most students who use this book will be in school. All of the activities and assessments are intended to be used by instructors as cooperative learning activities for students in a class room setting.

For example, even the self-assessments and questionnaires in the book can be used for reflect, pair and share small group interactive activities. The instructor’s manual for educators also provides additional cooperative learning activities you can use with students.

CHANGES TO THIS EDITION

- **Four chapters have been added to Achieve College Success Brief Edition to make this a 12 chapter book.**
- **The interior page layout has been visually streamlined to speed learning the key concepts.**

Each chapter now has visual learning markers and icons for student learners to try out and use:

Chapter Mind Map – Most chapters have a “visual map” outlining the key concepts to keep in the reader’s mind and use.



Student Activity Icon – Student activities give students opportunities to try out the concepts presented.



QA Icon – Questionnaires, self-assessments, and weekly student goal assignments give students opportunities to reflect, identify and personalize the best strategies to use.



Light Bulb Icon – Study/Reading strategies give students tools to try out as they study, read and learn.



Student Comment Box – Students share their success using the tools described by the author.



QR Bar Codes – Students can access online more information about key topics by using a QR Scanner app from Google Play (Android) or from iTunes store (i Phone).



Poems Icon – Created by the author, to enhance recall and understanding of key concepts.



RA Icon – An article on how to use “Retrieval Learning” has been added to Chapter 5 after Activity 5.6.

Acknowledgments

I want to thank Mary Cervantez for helping me type part of the first draft. I would also like to thank Laura Tabor-Huerta for helping me with several of the graphs and charts. Thanks also to my friend Deb McCarthy for her constructive feedback.

My gratitude to Tobin Quereau who hired me to teach college success strategy courses at Austin Community College. Without the opportunity to teach these courses, this book could not have been written.

I owe special thanks to Lynn Skaggs, PhD, college professor of psychology, for making many helpful suggestions to improve the text.

Thank you to my lovely wife, Bonnie, for her support and understanding, while I spent endless hours at the computer writing this book.

Thanks to my former students who gave me permission to use their stories and comments throughout the book.

I deeply appreciate Lorna Adams, past President of Upbeat Press, for her belief in me and for publishing several of my books.

A big thank you to Vera Steves - for the wonderful work she did on the manuscript.

Thanks to Cheryl Spector, Director of First Year Experience, California State University, Northridge, for her suggestions which improved my annotation example and convinced me to add some longer student comments throughout the book.

I would like to thank Ross Oliver for helping me improve “How to Choose a College Major” and for the list of campus resources.

My appreciation to Christie Carr for creating and contributing information about online education. Her article, “Distance Learning/Distance Education” is a welcome addition to the Appendix of this book. Thank you to Melinda Townsel for her feedback on my information about using college libraries.

Thanks to Carlos E. Nunez for the excellent cover design and page layout and design for this edition.

Thankyou to Jason and Vidya with ebookpbook for adding the new chapters and formatting.

Student Testimonials

Comments from former students who have benefited from strategies in [Achieve College Success](#).

"The most valuable part of this course was that it made me a better reader by giving me tips on how to understand a story. It also made me a better test taker and increased my self-esteem and positive thinking."

— JOSH SMITH

"This class helped me in three ways: how to take good notes and write well, setting goals that I achieved, and learning how to improve my memory and test-taking strategies."

— ROSEMARY MARIN

"I had not been to college for several years and was out of the loop. I decided to give this course a try. I have been able to successfully apply these ideas to my other courses. It gave me confidence. I would encourage anyone who is starting college for the first time or in a long time to learn these ideas and strategies."

— JAMES SANDERS

"This course improved my grades because I now look at test questions differently. I also know the best learning skills that fit me."

— JOSE ONTIVEROS

"I learned how to turn my dreams into goals and better time management. I learned that doing activities first because I like them isn't good for me unless the activities are important priorities."

— LYJAE JOHNS

"This course helped me to get a better understanding of my career and my life. I learned more about myself in this course than in any other course I have taken. This course has reassured me that I have a bright future."

— JOSEPH GONZALES

"The most valuable part of this class for me was getting the blueprint for a successful college experience. I wish I could have taken this class when I was younger, but I can honestly say that because of this class I am a better student, mother, wife, and friend."

— BETTY VILLAREAL

"I learned how to manage my time, my writing skills improved, and my study habits are so much better. This course has been an inspiration to me."

— DEVON KERR

Comments by Educators

"This book captures Raymond's energy, insights and experience from a lifetime of guiding people to success in school, careers and life and makes them available to students in high schools and colleges everywhere."

—**TOBIN QUEREAU**, Professor of Human Development and Assistant Department Chair for Behavioral Sciences, *Austin Community College*

"This is an excellent book that will prepare students for the transition from high school to college. Raymond's book will be the key to success for all students planning any type of post-secondary education. Therefore, I would like to see the book in the hands of every student before they graduate from high school because the book shows you how to achieve success in college, in your chosen career and in life. It is one book that students should keep and refer to throughout their lives."

—**THOMAS S EVERS DYK**, VAC Coordinator/Special Services, *Oak Ridge High School and College Park High School, Conroe ISD*

"This is the third book I have used in my Transition to College Success courses. The book is a definite upgrade based on student performance and evaluations. It is a complete package for teaching students how to achieve student success."

—**ROSS OLIVER**, Professor of Human Development, *Austin Community College*

"I really like the book. It is well written, very approachable and packed with great ideas for student development."

—**LYNN SKAGGS**, PhD, Professor of Psychology, *Central Texas College*

"I loved the Power Points because they lessened my handouts and were easy to follow. Most of my students came to Austin Community College from high school special education classes this semester. They were concerned at first about whether the book and course would be too difficult. They were happy to discover that it was clear, they could do it, and they were successful. My students liked the book's personal style and were encouraged by Raymond Gerson's stories about overcoming his own obstacles."

—**GLORIA "GLO" FOLEY**, PhD, Counselor and Professor of Human Development, *Austin Community College*

"I have pilot tested and plan to adopt Professor Gerson's book for my "Transition to College Success" course because of its simplicity and readability. It helps students stay focused on reading which is a major event and most important for college achievement. Many of my students are not proficient readers. This book helps to open their minds."

—**BILL YOUNG**, PhD, Professor of Human Development, *Austin Community College*

Pre-course Assessment

This questionnaire is not a test. It is an opportunity for you to find out what you know and don't know about the topics in this book. It will help you to see your strengths as a student and the areas in which you need improvement. At the end of the book, you will have an opportunity to repeat this questionnaire so you can measure your progress. Please be honest where you see yourself now.

Read the statements below and give yourself points for each one. Use the point system below, and then add up your total points for each of the eight topics. Then, add up all of your points for an overall total score.

- 5 Points The statement is mostly or always true
- 4 points The statement is often or frequently true
- 3 points The statement is sometimes true
- 2 points The statement is rarely true
- 1 point The statement is never or almost never true

PRE-ASSESSMENT

1 Goals

- A. I have clear goals for what I want to accomplish in life.
- B. My goals are written down.
- C. My goals have deadlines or dates for completion.
- D. I have short, medium, and long-range goals.
- E. I have goals for all major areas of my life: education/career, physical, mental, spiritual, financial, social, and family.
- F. I practice visualizing my goals as if I have already achieved them.

Total _____

2 Career Development

- A. I have identified and know my strongest values, skills, and interests.
- B. I know my strongest personal traits.
- C. I know how to research occupations.

- D. ___ I am familiar with Holland's six personality types and work environments.
- E. ___ I have identified needs and problems in the world, which I would like to help with or solve.
- F. ___ I know how to pick majors in college or jobs that would be a good match for me.

Total _____

3 Learning Styles and Types of Intelligence

- A. ___ I am familiar with different learning styles.
- B. ___ I know which is my preferred and best learning style.
- C. ___ I am familiar with theories of different types of intelligence.
- D. ___ I know my strongest types of intelligence and how to use them.
- E. ___ I know how to use my preferred learning style and types of intelligence to overcome my weaknesses.
- F. ___ I take good care of my body and my brain.

Total _____

4 Time Management

- A. ___ I have a clear picture of how I spend my time.
- B. ___ I know several time management strategies and use them regularly.
- C. ___ I know how to prioritize, I make a daily list of my priorities, and do them most of the time.
- D. ___ I am able to get my class assignments done on time.
- E. ___ I use time management tools such as planners and calendars.
- F. ___ I know how to balance my activities so there is enough time for work, fun, school, and family.

Total _____

5 Reading and Studying

- A. ___ I know and use reading and study systems.
- B. ___ I know how to create and use study aids.
- C. ___ I break my study periods into small chunks.
- D. ___ I know and use annotation while reading.
- E. ___ I am skilled in the art of using questions to be engaged with what I am reading.
- F. ___ I know and use strategies before, during, and after reading my textbooks.

Total _____

6 Note-Taking and Writing

- A. I use a note-taking system.
- B. I regularly take notes in my classes and when I read textbooks. I review and study my notes shortly after taking them and before tests.
- C. I use a writing system, and I know how to write good papers.
- D. I know the Cornell Note System and how to use it.
- E. I know what a thesis statement is and how to use it.
- F. I ask and use journalistic questions before I write my essays.

Total _____

7 Vocabulary Building Skills

- A. I know the difference between an abridged and unabridged dictionary and use them to look up words I do not know.
- B. I use a thesaurus when writing my papers.
- C. I have and use specific systems for expanding my vocabulary.
- D. I am aware of the high correlation between a good vocabulary and success.
- E. I am aware of the relationship between vocabulary and scores on intelligence tests.
- F. I purposely learn at least one new word every day and practice using them in sentences.

Total _____

8 Memory Strategies and Test-Taking

- A. I know and use several techniques for improving my memory.
- B. I create memory aids to prepare for tests.
- C. I know how to use my preferred learning style to aid my memory.
- D. I know and use several strategies to reduce test anxiety.
- E. I know several strategies for taking objective and essay tests.
- F. I predict questions that may be on the tests and create practice quizzes to take before the actual exam.

Total _____

9 Critical Thinking Skills

- A. I know the definition of critical thinking and how to use it.
- B. I know, understand, and use Bloom's Taxonomy and six levels of thinking.
- C. I know how to ask questions to stimulate Bloom's six levels of thinking.
- D. I know how to develop and apply multiple strategies to solve problems.

- E. I can analyze information in a textbook critically and find faulty premises and conclusions unsupported by insufficient evidence.
- F. I understand the differences between Bloom’s terms “Analyze, Evaluate, and Create” and know how to use them to think critically.

Total _____

1 0 Relationship Skills

- A. I have identified, evaluated and corrected my worst relationship mistakes.
- B. I have identified and use many strategies for creating and keeping great relationships.
- C. My self-image is positive, healthy and strong.
- D. I know Daniel Goleman’s eight qualities of socially intelligent people.
- E. I know my social intelligence strengths and weaknesses.
- F. I am an excellent communicator and have identified many communication skills which I use.

Total _____

1 1 Financial Management

- A. I know how and use a budget worksheet every month to manage my money.
- B. I have clearly written short and long-term financial goals.
- C. I save at least 10% of my income each month.
- D. I manage my credit cards well and I am not in debt.
- E. I know and apply the correct percentages of my money each month for my needs, my wants and my savings.
- F. I understand the different student financial aid opportunities that are available to me.

Total _____

1 2 Create the Life You Want

- A. I know my purpose and mission in life.
- B. I know and use many success principles and strategies.
- C. I am improving myself and my character on a regular basis.
- D. I understand why my thoughts are powerful and how to use positive self-talk.
- E. I know ways to create the life I want and how to make a positive difference.
- F. I understand the importance of my self-image and how to improve it.

Total _____

Overall Total Score _____

Campus Resources

Use your campus resources, which are usually free and can help you to have a successful college experience. Counselors can also help you to identify appropriate campus resources to meet your needs. (**Instructors—Please go over these and any additional appropriate resources for your campus.**)

Here are a few campus resources:

- **Academic advisors.** They are usually found in counseling offices and centers. Advisors can help you in choosing courses for your major. They help you to meet degree requirements and can provide information about which courses will transfer to other colleges and universities.
- **Admissions.** This is where you can go to add or drop a course or get a copy of your transcript.
- **Career counseling.** Your campus will probably have either a career center or counseling offices where you can go for career guidance. They can help you to: assess your skills and interests, take career tests, find matching careers, and provide assistance in determining your major.
- **Computer center or lab.** The campus computer center provides you with computer access. Staff are usually available to help you with computer-related questions or problems. You can use computers to complete: class assignments, email, print documents, access the Internet, and other uses.
- **Counseling.** Counselors can provide you with short-term personal counseling and guidance. They can also refer you to appropriate agencies if you or your family members need crisis management.
- **Disability services.** You can get accommodations if you need help with learning disabilities or other mental and physical barriers.
- **Employment services.** Some colleges offer job placement assistance and help find work on campus.
- **Financial aid office.** You can get information about financial aid and scholarships.
- **Health center.** You can get services for health problems, medication, and shots. Health centers are usually not available on community college campuses.
- **Housing.** On-campus housing is provided for residential colleges. Residential housing is not provided at most community colleges.

- **Library.** Your campus library has databases you can trust for writing your research papers. Often the reference librarian can guide you to the many library resources you may need.
- **Policy and procedure manual.** Most colleges have these available for free. This helps you to become familiar with campus policies and grading procedures.
- **Security.** You can go to campus police if you see a suspicious person on campus, have an on-campus car accident, or lock your keys in your car.
- **Student center.** Provides information about clubs and organizations where you can meet other students who have similar interests.
- **Testing center.** You can take make-up tests here. Students who are referred by the Office for Students with Disabilities and need extra time on tests can take their tests in the testing center.
- **Tutoring services and learning labs.** Tutors can help you with courses in which you face. Tutors are often found in learning centers and computer labs.

Introduction

- 1 Why are you going to school?
- 2 What do you want to get from your education?
- 3 What dreams do you have that a good education can help you achieve?

Only you can answer these questions. By answering these questions, you will discover a purpose and goal to give you direction in your life. When you find a clear and strong purpose, you will have the motivation and determination to work hard to achieve your goals.

The purpose of a good education is to bring out your best self so you can use your full ability. A good education will give you the knowledge and skills to open doors to a better career so you can make more money. For example, data collected by the U.S. Department of Commerce

Median annual income of persons with income 25 years old and over, by gender and highest level of education, 2009

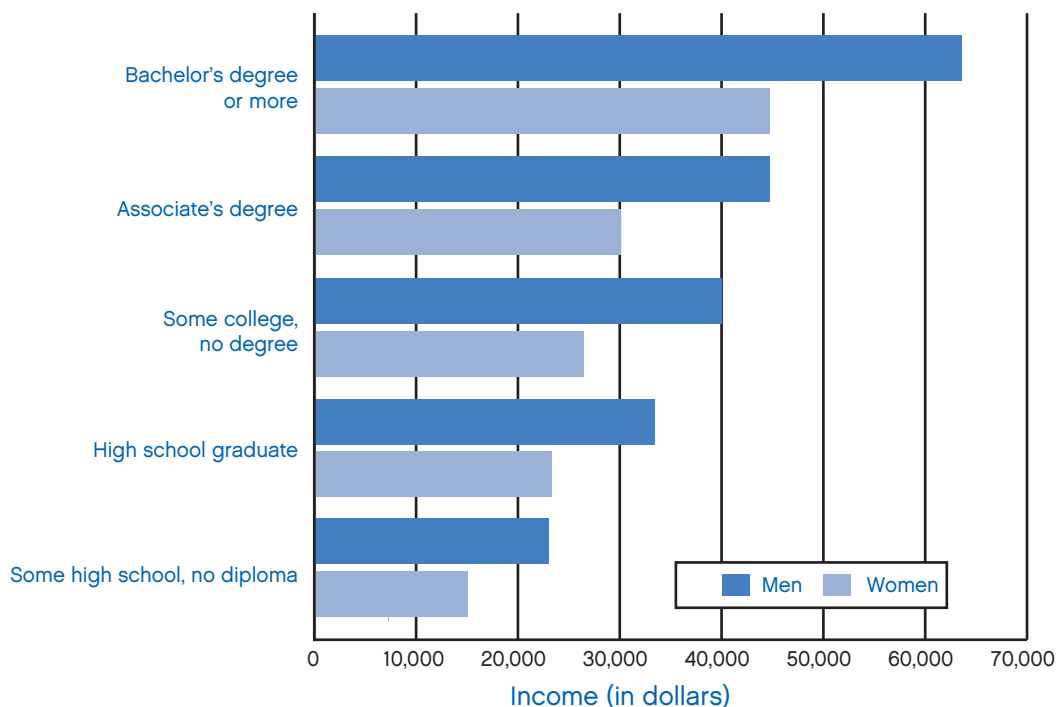


FIGURE 1A MORE EDUCATION IS LIKELY TO RESULT IN MORE INCOME

Source: U.S. Census Bureau, from "Income, Poverty, and Health Insurance Coverage in the United States, 2009," *Current Population Reports, Series pp 60-238*, 9/2010.

Unemployment rates of persons 25 years old and over, by highest level of education, 2009

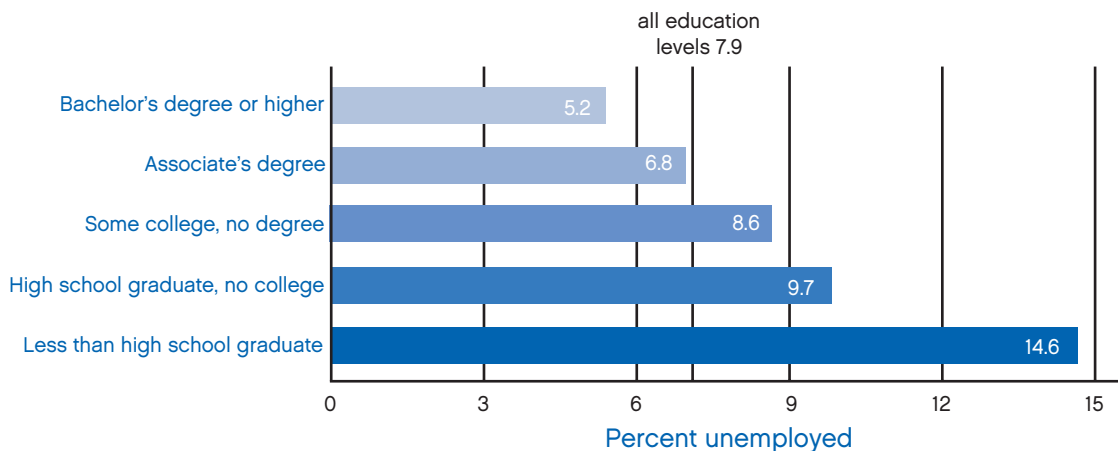


FIGURE 1B MORE EDUCATION IS LIKELY TO MEAN MORE CONSISTENT EMPLOYMENT

Source: From U.S. Department of Labor, Bureau of Labor Statics, Office of Employment and Unemployment Statistics, “Current Population Survey,” 5/2010.

and the U.S. Department of Labor indicates that more education is likely to result in higher income and less unemployment. If you are a high school graduate, you will most likely earn more than a high school dropout. If you are a college graduate, you will likely make more money than a high school graduate. See Figures 1A and 1B.

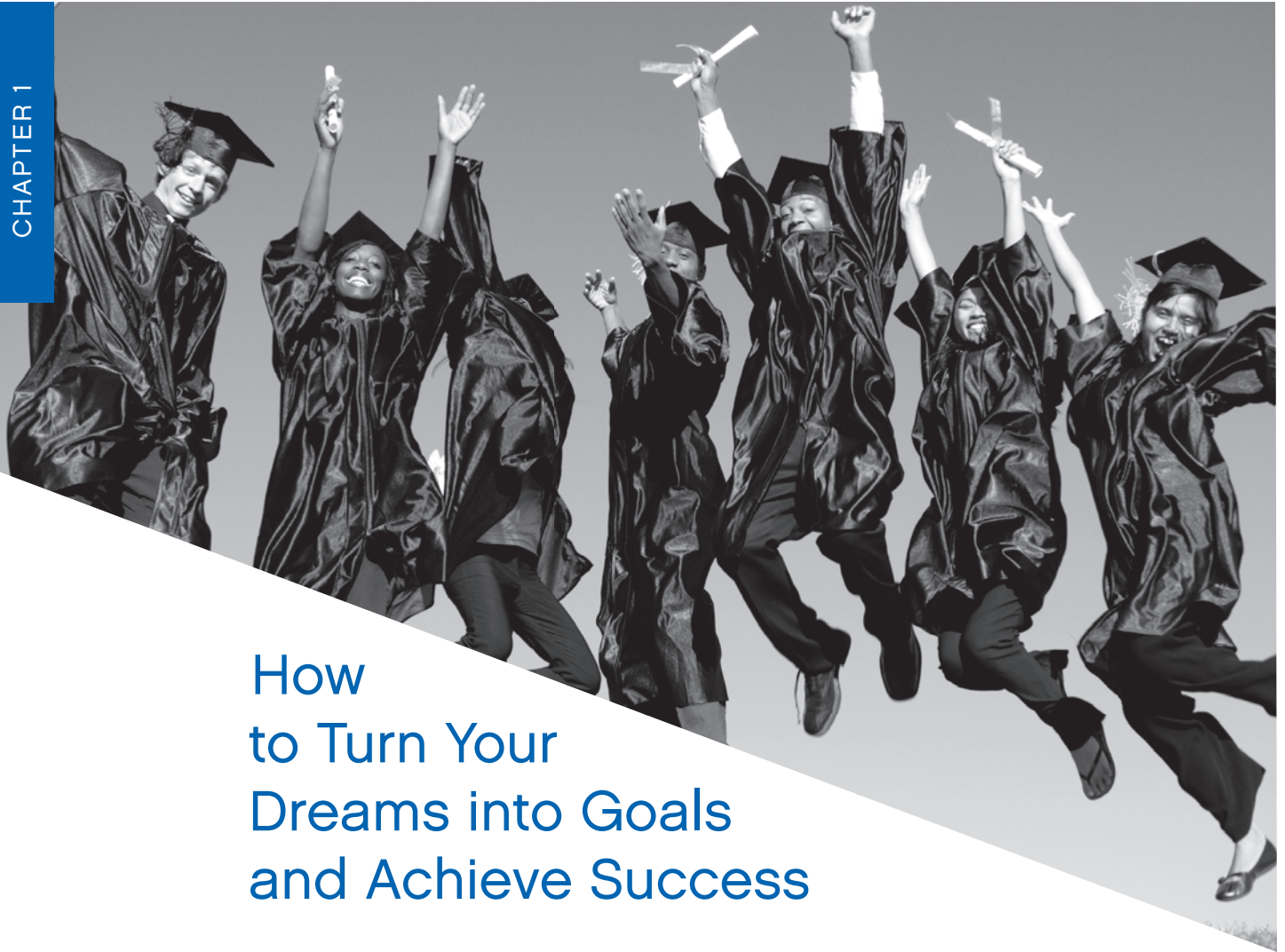
Blueprint for Success

Achieve College Success: Learn How in One Semester or Less will help you get more from your education because it gives you a blueprint for success. You will learn better ways to learn and study, how to manage your time better, how to discover a great career, how to achieve your goals, ways to take great notes, how to make better grades on tests, how to memorize, and other tools for success. Not only will you learn how to succeed in school, but you will learn new attitudes, work habits, ideas, and strategies for succeeding in your career and life.

Your success in school, career, and life depends less on you having a high IQ and more on you developing good study habits and the will to succeed. The actions you take today will determine your future. Your habits and actions will determine what kind of student and person you become and what your life will be like in the years ahead. No matter what your past experience in school has been, you can start succeeding now! Look at your education as a great opportunity to learn and grow. Few people in the world get the opportunity for a good education. You can make it an exciting journey to the life you want.

Before your life is over, make sure to sing your special song (use your special talents and abilities) and make your mark. Your education can be a path to becoming your best self, to a rewarding career and life, and to making a positive difference in the world.

Now let’s get started making the most of your education so you can begin traveling the road to your dreams.



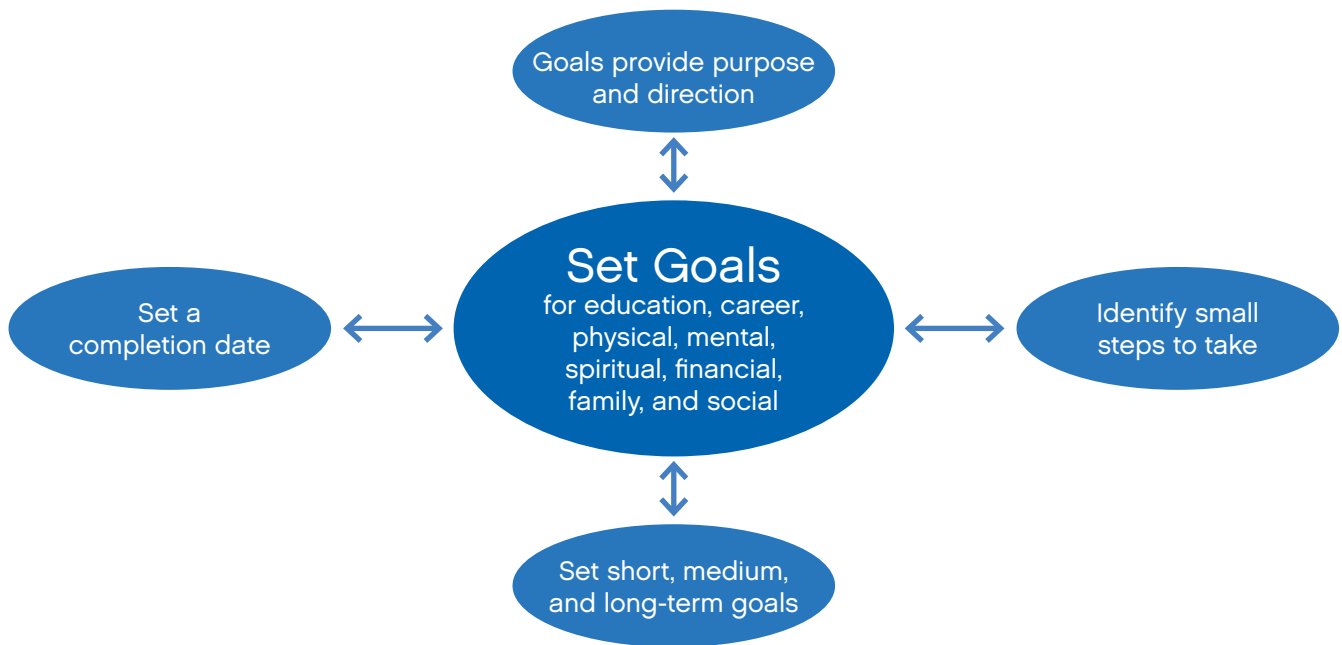
How to Turn Your Dreams into Goals and Achieve Success

Why is this book starting with a discussion about goals? Because when you have goals and see the relationship between them and your education, you will be motivated to do well in school. A good education will also help you to accomplish many of your goals. Without goals, it will be difficult to see how your education can be applied to your life. Having goals will help you to understand the value of a good education.

Turning Dreams into Goals Can Make Your Dreams Come True

- What are your dreams?
- Do you have dreams for your life?
- Do you want a college education?
- Do you want a great marriage someday?
- Would you like a new home of your own?
- Do you desire to have a successful and fulfilling life?

Great accomplishments begin with a dream or vision. “Nothing happens but first a dream,” said Carl Sandburg. You will experience success when you turn your dreams into measur-



“Good thoughts are no better than good dreams, unless they be executed.”

—Ralph Waldo Emerson

able goals and back your desire for these goals with the right actions. Henry David Thoreau spoke of this type of success when he said, “If one advances confidently in the direction of his dreams and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.”

Keep moving toward your life dreams and they will happen unexpectedly during the most ordinary times. For example, you may be washing your clothes when a phone call comes to offer you a great job that you interviewed for a couple of weeks ago. You might be watching TV when a letter is delivered, letting you know that your magazine article has been accepted for publication only. You have already put in the hard work, but the results often come when you least expect them or in ways you did not think would happen.

Answer These Questions to Get What You Want

① Ask yourself: “What do I really want?”

② Then ask yourself: “Do my actions and habits support my goals and values?”

To help you answer the questions above, let’s look at the following example: Let’s say you want to become an excellent student.

Do you study enough to support the goal of becoming an excellent student?

One of my students was watching TV forty hours a week, but only studying two to three hours a week. She said her main goal was to do well in college, but her school work was not getting done, so she dropped out. Her actions did not support her desire to succeed in college.

What can you do when you see that your habits are not supporting your goals?

You can keep changing your actions until they start getting you what you want, or at least until they are moving you in the right direction. My student, who was watching forty hours of TV a week, could have made a different choice, if she realized what she was doing would not take her where she wanted to go. She could have studied more and watched less TV. It is good for you to have dreams, but they must be turned into goals that are backed up by your actions.

Goals are what you aim to reach or achieve. Having an end date in mind provides you with an added reason to make them more than just dreams.

Later in this chapter, we will work on goal setting—how to set and accomplish your goals. It is okay to change your goals. When you achieve them, you can set new ones. Goals give direction and purpose to your life.

JOE'S GOALS
Free goal-tracking tool



joesgoals.com

Benefits of Goal Setting

- Gives you a sense of direction and purpose
- Helps you stay motivated
- Provides a way for you to measure your progress
- Builds your self-confidence and sense of self-worth
- Increases self-responsibility
- Helps you determine actions needed to support your goals
- Provides you with a sense of accomplishment
- Makes your priorities clear
- Provides you with a roadmap for good planning
- Guides your decision-making
- Increases your ability to get the life you want

Set Goals for Great Accomplishments

You can set short-term goals for one year or less, intermediate or mid-range goals from over one year up to five years, and long-term goals for over five years. For example, if you are a senior in high school, a short-term educational goal could be to graduate in one year. A short-term goal could also be to make an A on your next test. You might even have a goal to graduate from college in four years with a bachelor's degree, which would be an intermediate goal. A goal to receive your master's degree in six or seven years would be an example of a long-term goal.

Form a habit of breaking all of your goals into small steps or small short-term goals.

For example, let's say you need to complete a particular course to reach your goal of graduating from high school or college. You can break this down by having a goal to earn a specific grade on each of the tests and papers that are required in this particular course.

Big goals and tasks may seem scary, but almost anything can be achieved in small steps.

The Japanese word *kaizen* means small steps for continued improvement. Any large goal or project can be broken into small steps, which can lead you to achieving the goal. Slow and steady often wins the race.

According to Robert Mauer, author of *One Small Step Can Change Your Life*, taking small steps helps you to bypass fears that often arise when you are facing big changes. A huge task does not seem too big when you break it down into small steps. Fear and anxiety limit your ability to think clearly and to be creative. When you take small steps to your large goals, you remain relaxed, confident, and think more clearly.

Here is an example from my life of how small steps often lead to big gains. I started weight lifting when I was eighteen years old. In the beginning, I weighed 120 pounds and could only bench press 75 pounds. Two of my weights were a quarter of a pound each. I would tell myself every couple of weeks that I should be able to add these small weights totaling just a half a pound to the barbell. I continued adding them to the barbell a half pound at a time. In a few years, I was able to bench press 300 pounds at a body weight of 145 pounds. This is an example of using small steps, like a ladder, to accomplish a big goal. I kept increasing the weight by a small amount and, in a few years, was lifting 225 pounds more than when I began weight lifting. It is amazing what can be accomplished with little steps. This approach can be used to achieve any type of goal you wish to pursue.

You can decide what you want in life, whether it is a great relationship, education, career, or any other goal. Begin taking small steps toward your goal until you achieve it!

“When I arrived on campus I was lost and afraid of the challenge. I was losing integrity, courage, dependability and self-awareness. This course and book were like a hand being stretched out for me to reach and to guide me. Now I will always keep improving and building the blocks to accomplish my goals.”

—Ruben Rodriguez

Building a Successful and Fulfilling Life

There are eight major categories or parts of life in which you should consider setting goals so that your life will be balanced, successful, and rewarding. These categories are: education, career, financial, family, social, physical, mental, and spiritual. If you do not relate to the word “spiritual,” you can think of personal development goals to strengthen your character, ethics, and virtues.

1 EDUCATIONAL GOALS

Your educational goals can be varied. For example, you might be setting a short-term goal like getting a paper in on time or making a minimum of a “B” in a course. An intermediate goal might be to get an associates degree in two years. Whereas, earning a master’s degree in six years would be a long-term goal.

ACTIVITY 1.1

Brainstorm several possibilities (write them down as fast as they come into your mind) and then write three education goals below that you would like to accomplish.

A. _____



B. _____

C. _____

2 CAREER GOALS

Your career goals include any goals that prepare you for your professional career. If you are in school now, look at it as your most important job. The education you are getting now is your path to your “dream job.”

The average person will spend over eighty thousand hours of his or her life working. Most people spend more time working each day than they do sleeping, socializing, or doing anything else. A big chunk of your life will be spent working. It is important to enjoy the work you do because how you feel about your career will affect every other part of your life. For example, if you are stressed and unhappy at work, it can hurt your physical and mental health, relationships, and overall quality of life. If you enjoy your career, it can have a positive influence on all of the other areas of your life.

Examples of career goals you might consider, while you are in school, could be courses you want to complete, volunteer or internship opportunities, skills you wish to acquire, your college major and specific careers of interest, extra-curricular activities, and leadership development opportunities. These are just a few examples to consider, but you will want to decide on your own goals.

After you begin your professional career, you can continue to set goals for getting additional skills, for promotions, and for other desired career achievements. A good education can open the doors of opportunity into a career you love and do well. Now you will brainstorm about your career goals.

ACTIVITY 1.2

Brainstorm several possibilities and then write three career goals below that you would like to accomplish.



A. _____

B. _____

C. _____

3 FINANCIAL GOALS

How much money will you need to be happy? This is worth thinking about now because earnings can vary a lot from one career to another. Some people need more money to be happy and others need less.

Certainly you want enough money to meet your needs so that you are not under financial stress. Financial problems can have a negative influence on other areas of life such as your health, relationships, career satisfaction, and quality of life.

Set short-range (1 year or less), mid-range (1-5 years), and long-range (over 5 years) financial goals. For example, you can set a short-term goal to save 10% of your income from each paycheck. Then, you can set a longer-range goal to buy a house or earn a certain amount of income two years after you graduate from college.

Even if you have very little money now, you can start creating good habits such as saving a little money and avoiding credit card debt. These habits will help you build a mind-set for being in control of your finances instead of money controlling you.

ACTIVITY 1.3

Brainstorm several possibilities and then write three financial goals below that you would like to accomplish.

A. _____

B. _____

C. _____



4 FAMILY GOALS

For most people, family relationships are important. There are usually only a few people in anyone's life that will be there when the chips are down. If you maintain good relationships with your family members, they will often be some of your best friends for life. Therefore, it is worth investing some time and energy to keep good family relationships.

You can set goals for the type of relationships you want to build and keep with your family and then schedule the time to do it. One of my busiest students set a goal to spend a half day

helping her mom do some shopping for clothes to prepare for her mother and father’s wedding anniversary. She said she and her mom had a special time together and will have many great memories.

You do not know how long your loved ones will be on this earth, so now is the time to love and appreciate the important people in your life.

ACTIVITY 1.4

Brainstorm several possibilities and then write three family goals below that you would like to accomplish.



A. _____

B. _____

C. _____

● ● ●

“I learned that taking small steps to my goals can have a big impact on my life.”

—Dustin Hall

5 SOCIAL GOALS

You can set goals for the types of social relationships that you want to have. Social goals include friends, recreation, and fun. All of us need time to recharge our batteries and have fun with others. Good friendships are important and can add quality to your life.

Set goals for the type of social relationships you want to build and schedule the time to do it in your calendar.

Research studies have shown that social relationships are important for physical and mental health. The reverse is also true. People who are isolated, cut off, and without friends, usually have more major illnesses and die earlier than people with strong personal relationships.

ACTIVITY 1.5

Brainstorm several possibilities and then write three social goals below that you would like to accomplish.



A. _____

B. _____

C. _____

6 PHYSICAL GOALS

You need your physical body to function efficiently in this world. It is worth taking care of because it is the only body you will have in this life.

Once a student of mine told me that she did not take time to exercise or to eat well. She said, since she has only one body, which is temporary, her approach to life was “Eat, drink, and be merry for tomorrow you may die.” She thought that taking care of her body was a waste of time. I asked her, “If you knew that you had to keep your car running for life because it could not be replaced, wouldn’t you take excellent care of it?” She replied, “Yes, that makes sense.” I said, “You only have this one body for the rest of your life, so doesn’t it make sense to take good care of it?” She said, “Yes” and began taking better care of herself.

Our habits tend to go on autopilot and follow us for life. They are easier to change when you are young, than in later years. Bad habits can be replaced with good ones. Your day-to-day habits have a growing effect over time. Positive habits bring positive results and negative habits bring negative results.

Small positive habits done on a regular basis can pay off big over enough time. For example, walking a mile a day might seem like a small habit, but in one year you will have walked 365 miles; in ten years, you will have walked 3,650 miles. Imagine the benefits to your heart and lungs after ten years of walking just one mile a day! On the other hand, let’s say you drink one can of soda a day. This gives you about ten teaspoons of sugar a day. What effect will this have on your weight and long-term health compared to a healthy habit like walking?

Your habits may seem small, but they can have big effects. Habits can follow you through life and are usually difficult to break. Doesn’t it make sense to replace your negative habits with positive habits? You can use small positive habits to maintain excellent health, achieve your dreams, and live a fulfilling life.

You can set short- and long-range physical goals. For example, let’s say you want to lose thirty pounds. That’s a big goal that will usually take some time. However, you can set short-term goals along the way. For example, you decide to lose an average of two pounds a week. This small, short-range goal supports your big (long-term) goal of losing thirty pounds. Other physical long-term goals can involve exercise or changes you want to make to your diet.

You could set a short-term goal to run, swim, or walk a certain number of miles each week. There are many goals that can be set to have the body and energy that you want.

“I gained knowledge about my goals and all of the different types of goals. At first I thought the goal thing was a little weird and especially all the different sections of goals. I got used to it and how it works. So now I have a goal in each little section and I have a deadline for both my short and long-term goals.”

— Robert Robinson

ACTIVITY 1.6

Brainstorm several possibilities and then write three physical goals below that you would like to accomplish.



A. _____

B. _____

C. _____

“This chapter on goals made me realize to not give up. Just keep moving forward.”
 — Alexandra Martinez

7 MENTAL GOALS

Each of us has a mind, and you can keep it sharp by using it effectively. Your mental development goals can include improving your mental performance, deciding what you would like to learn, gaining greater psychological or mental health, and more self-control. For example, you might set goals to increase your vocabulary and sharpen your mind by playing crossword puzzles, or increase your power of concentration by using mental exercises.

Many athletes practice visualization exercises to prepare for athletic events. A golfer may picture putting the ball in the hole or a diver might visualize making a perfect dive over and over.

Many years ago Dr. Maxwell Maltz, author of a groundbreaking book called, *Psychocybernetics*, discovered that an imagined experience can greatly improve one’s performance. In one study, three groups of people with a basketball shot free throws to determine their baseline scores. One group just practiced shooting free throws, another group pictured themselves shooting free throws, and the third group did nothing. Once again, the three groups shot free throws. The group that did nothing did not improve. The group that shot free throws improved by 24%; the group that practiced visualization improved by 23%. Those who practiced in their minds did about as well as those who actually practiced with the basketball. Today, many athletes use mental imagery to improve their performance in sports. You can also use mental imagery to improve your performance in school and to help you accomplish other goals.

Another way to improve your mental development is to increase your self-awareness and self-knowledge. One way to do this is to keep a journal. Observe your emotional reactions, thoughts, and feelings throughout the day. Jot down your observations in your journal before you go to sleep at night, then review over time. This practice will increase both your awareness of yourself and others and keep your mind sharp.

KEEP A JOURNAL

wikihow.com/keep-a-journal



ACTIVITY 1.7

Brainstorm several possibilities and then write three mental development goals below you would like to accomplish.

- A. _____

- B. _____

- C. _____



8 SPIRITUAL GOALS

People will choose different paths for their spiritual growth or for developing their character and virtues, but the result should be more peace of mind and inner strength. Spiritual or character development will help you to maintain your mental balance when you face difficulties, obstacles, and even tragedies.

According to a national study of 112,232 college students by Higher Education Research Institute at U.C.L.A., four out of five first-year students are interested in spirituality. Many students said that they were on a spiritual quest. Goals can be set for doing any spiritual or character-building practice that works for you.

Most of us have heard of people who seem to have everything the world has to offer and yet, they are depressed, suicidal, drug addicts, or alcoholics. They may be famous, physically attractive, wealthy, and super successful, but still they feel empty inside and unhappy. The missing part of them seems to be an inner quality, which can provide a sense of meaning and purpose.

Examples of spiritual or character traits (inner qualities) could be peace of mind, patience, compassion, integrity, more love for others, etc.

“I can’t believe I have accomplished so much in this short period of time. I laughed when I was told to take this class and thought it would teach me nothing. I became more intelligent about myself and now I know how to make my goals come true.”

—Sujin Lee

ACTIVITY 1.8

Brainstorm several possibilities and then write three spiritual or personal development goals that you would like to accomplish.

- A. _____



B. _____

C. _____

All eight major categories that were discussed affect each other. Sometimes one or more of these seven goal areas takes priority and requires extra time and attention. This is natural. However, if you totally ignore any of these major parts of your life, you will probably feel that something is missing or that your life is out of balance. If you need to focus more on a given area of your life at certain times, it is still wise to give some attention to all eight areas.

GOAL SETTING
 Tips and articles



success77.com

Additional Tips for Setting Goals

To accomplish anything important, you will need to know where you are going. A person without goals is like a ship without a destination. The ship may never leave the harbor and if it does, there is no telling where it will end up. Do you want to leave the outcome of your life to chance? If not, it is important to steer the course of your life’s direction by setting clearly-defined goals. For a successful program, your goals need to be specific, time-controlled (start and end dates), your own (not goals someone else wants for you), and written down. Writing down your goals helps you to make them clear in your mind; it helps you feel committed to achieving them. Your goals need to be in harmony with your values and with each other. It is also important to consider the following questions:

- Can I work on these goals on a daily basis?
- Are my goals morally sound?
- What obstacles must I overcome?
- What solutions and plan of action will I use?
- What knowledge and skills will be needed?
- Are my goals big enough to create a sense of challenge? (It is helpful to set big goals, if they are realistic).
- What benefits will I gain by reaching my goals?
- Did I include some goals which will help others?
- Can I commit myself to start and complete this project?
- Are my goals believable and achievable?

Identify One Goal for Each of the Eight Categories To Start Working on Now

The purpose of the brainstorming and goal setting exercise was to help you come up with several goals, and to begin thinking about what you want. After going over your list of goals, you may find that some are unrealistic or unimportant to you. You may wish to add goals, redo

others, and make some of them more specific. You are now ready to set one goal and a plan of action in each category so that you can begin working on them now.

For now, please concentrate on writing down just one goal (short-term, intermediate, or long-term) under each of the following eight categories. These may be chosen from the goals you brainstormed, but they do not have to be. Later, you can continue to add and revise goals. Think of your goal setting program as a work in progress.

By setting goals for the following areas, you will be improving yourself as a person and your life will take on a sense of purpose.

MY GOALS

- | | |
|--|---------------------|
| <p>1. Education:
Plan of action:</p> | Date of completion: |
| <p>2. Career:
Plan of action:</p> | Date of completion: |
| <p>3. Financial:
Plan of action:</p> | Date of completion: |
| <p>4. Family:
Plan of action:</p> | Date of completion: |
| <p>5. Social:
Plan of action:</p> | Date of completion: |
| <p>6. Physical:
Plan of action:</p> | Date of completion: |
| <p>7. Mental:
Plan of action:</p> | Date of completion: |
| <p>8. Spiritual or character:
Plan of action:</p> | Date of completion: |

You should have at least one goal in each category. Remember the question, “Do my actions support my goals?” Now you will have a way of answering this question and staying on track. Break your goals down into small steps and keep marching forward until you accomplish them.

Managing Your Money for Success

How well do you manage your money? This will be one of the keys to your success in the future. It will be difficult to feel successful if you are in debt.

The way to successfully manage your money and save is by keeping your expenses less than your income. In other words, don’t live beyond your means. You can keep track of your income and expenses by using a monthly budget. A budget is simply an itemized estimate of your monthly income and expenses.

“This class benefited me in learning and applying study skills. It also made me look at my goals and my life.”

—Lynn Carpenter

FRUGAL LIVING
Budget calculator

frugalliving.about.com/library/Budget_Calculator/bl_budgetcalculator.html



Here Are a Few Tips:

- Spend less than you earn
- Do not carry a credit card balance (pay it off each month)
- Pay yourself first. Set aside and save at least 10% of your income
- Focus on your most important budget items first
- Look at your spending patterns. What would you change?

FINANCIAL BUDGET ACTIVITY

Fill in the monthly budget work sheet, then brainstorm ways you can earn more and/or spend less so that you will be able to save a minimum of 10% of your income.

MONTHLY BUDGET WORKSHEET			
Monthly Income	Amount Earned	Monthly Expenses	Amount Spent
Your paycheck	\$	Rent or house note	\$
Bonuses or tips	\$	Food	\$
Student loans	\$	Tuition	\$
Grants	\$	Books	\$
Scholarships	\$	School supplies	\$
Money from family	\$	Transportation	\$
Other	\$	Utilities	\$
—	—	Personal needs	\$
—	—	Credit card payments	\$
—	—	Insurance	\$
—	—	Health care	\$
—	—	Entertainment	\$
—	—	Other expenses	\$
Total \$	—	Total \$	—

AMOUNT SAVED FOR THE MONTH: \$ _____

JOURNAL ASSIGNMENT

Identify a short-term goal that you can accomplish in one week or less. This can be a complete goal in itself or it can be a step toward a long-term goal. An example of a short-term goal in the career/education category could be to make a specific grade (which you determine) on an upcoming test or, if procrastination is a problem, to turn in a paper on time.

You can also set a short-term goal, which is part of a larger goal. For example, let's say you want to lose thirty-six pounds in twelve months which is a big goal. You would need to lose an average of three pounds a month to achieve your goal. You might set a short-term goal to lose one pound a week.

After you set your short-term goal, identify the obstacles to overcome and the specific steps you will take to accomplish the goal.

At the end of the week, write at least one page in your journal explaining what your goal was, whether you achieved it, the obstacles you overcame, the steps or plan of action you used, and what you learned from this activity that can be applied to school and your life.

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS



- What is the value of turning my dreams into goals?
- Which of the eight major categories of goals needs more of my attention right now and why?
- What is an example of one tiny step that I can take in the direction of my most important goal?
- What are three examples of goals that I have already achieved in my life and what did I learn from these accomplishments?

AUTHOR'S NOTE

One of the main reasons that I was not a good student in junior high and my early high school years was that I had no goals. Without goals I did not understand the reason I needed a good education and I lacked motivation. As I began setting goals, I started realizing how education could help me to get what I wanted. My schoolwork took on a new meaning and purpose.

Most students become discouraged at some time or another. There is an article in this chapter I wrote to give hope to students who are discouraged now or who may be in future. It was also written to inspire all students, whether they are discouraged or full of hope.

RAYMOND GERSON



Student Success Story

The following paper was written by James Sanders, a former student of mine. As a young man, he had goals and a vision of the life he wanted to create for himself. He lost sight of his goals, got in with the wrong crowd, and lost his way. After much suffering, James refocused, created new goals, and returned to college. Here is his inspiring story.

To the Brink and Back

By James Sanders

After graduation from high school, I lost control of myself, forgot what was important, and gave up on my personal goals. I was the kid who thought he knew it all and had all the time in the world to find or complete what was missing somewhere along the way.

During my last year of high school, I got in with several different crowds, but regretfully, I followed the kids who were doing nothing with their lives and I went right into the party scene.

I had been a leader who others respected and followed. It's hard to remember why I chose to follow the party crowd, but I suppose I was on a journey of rebellion. I became party central myself and my accomplishments were few and far between. Living a life of drugs and late nights turned into years and I got swallowed up by darkness.

Exhausted from what seemed to be years of hell, I knew it was time to make a change. It would not be easy because I had no job, no place to live, lost my right to drive, had no money, and had lost touch with my family members.

I decided to set small goals and use what was in front of me. I needed a job and took one tending bar so I could earn some cash fast. My survival depended on it. I supplied free drink tickets to my party friends in exchange for places to stay at night.

This allowed me to save money quickly, which was part of my plan. I was taking one small step at a time and in a few months I had saved enough to get my own place.

Still faced with the party crowd and scene, I decided to get an apartment close to restaurants within walking distance. This would get me away from the night clubs. I took a job as a bar tender in an upscale restaurant. My coworkers started having a positive affect on me because they were not only working, but they were going to college and trying to make something of themselves.

Money was tight, so I got a sober roommate, who was in college, to cut expenses and he was a positive influence. I then cut ties with some of the losers and bad influences. As painful as it was to watch those I loved stay chained to drugs and alcohol, I could not have felt better about looking out for myself.

In the years that followed, I reconnected with my brother, mom, and dad for the first time since high school. I also returned to college and felt really good about myself. I am grateful for the skills and lessons. I learned so much about people, saw the difference between good and evil, and gained self-respect. Today, I feel self-worth, see life through multiple perspectives, and above all else, have a clear path to a great future.

Hope for Discouraged Students

Are you a discouraged student?

Do you think that teachers or other students see you as dumb and a failure? What others say or think about you is not as important as how you feel about yourself. Don't let others define or label you. Find your own limits and discover from experience what you are capable of accomplishing. Discover your own abilities.

There are many different types of intelligence. Everyone has their own special talents and types of intelligence. For example, some have a gift for music, teaching, counseling, writing, sports, comedy, etc. These require different types of intelligence. Also, your intelligence is not fixed at birth. You can continue to increase your intelligence throughout your life in spite of obstacles.

Read the biographies of great men and women and you will see that many of them were once labeled by others as unintelligent or mediocre. Winston Churchill failed the sixth grade and his teachers thought he was not smart. Helen Keller was born deaf and blind. She was unable to speak until she was taught to do so by Anne Sullivan. Most people had no faith in her ability to accomplish anything of importance. As an adult, Helen Keller gave inspirational talks to audiences all over the world. It is not the hand that we are dealt that determines whether we win the game, but it is how we play the game that counts. Helen Keller was born with a difficult hand but came out a winner. Some people are born with a good hand and lose the game by wasting

their lives.

There are many other examples of intelligent people who were considered unintelligent by others. When Albert Einstein and Thomas Edison were in elementary school, their parents were told their children were not smart. Abraham Lincoln was demoted from being an officer in the military to the rank of private because he was considered incompetent. Even though

“I used to stop short of my goals if I thought I could not get them done. Now I finish everything I do. I did what the book says and learned that when you take small steps you can get anything done. I realize now that I want to become a baseball coach and there is no way anyone can take that from me.”

— Pablo Pena

some people considered Churchill, Keller, Einstein, Edison, and Lincoln to be unintelligent, they proved to be intelligent and made important contributions to others.

It is difficult to predict what others will accomplish in their lives. Who can predict what you are capable of achieving, if you work hard in school and are determined to succeed? Success in school depends more on skill and will than a high IQ. Good study skills, combined with the motivation to succeed, can take you a long way in school and life. Will or motivation must come from within you. Study skills can be developed. Study skill courses are usually offered at high schools, early college programs, community colleges, and universities. Many of these courses contain success strategies, which can be used to achieve your goals not only in school, but in your life. I could have used these types of success courses when I was in school to build my self-confidence and learn how to study.

In middle school and during my early years of high school, I experienced self-doubts, insecurity, and a lack of self-confidence. Like you, I also felt discouraged. When I compared myself to others, they seemed smarter, more popular, and superior in many ways. I had no goals and I did not understand how my classes were relevant to my life and future. Needless to say, my grades were poor to average. IQ tests indicated that I was of average intelligence and this is how I perceived myself.

My parents were concerned about my poor performance in school and they spoke to a high school counselor about me. He told them not to encourage me to go to college. He said that I was not capable of succeeding in college and that I would probably perform at a below average level at anything I did throughout my life. Fortunately, my parents did not tell me this story at that time, which I probably would have used as an excuse to quit school. I did not find out what this counselor said about me until I graduated from college with a master's degree and an A average.

I thought about quitting school many times when I was a teenager. And, I am so thankful that I continued my education in spite of obstacles and periods of discouragement.

Over time and through my life experiences, I discovered that I had talents, and I began to develop my strengths. I discovered that I was capable of making a positive contribution to others through inspirational writing, public speaking, coaching, counseling, and teaching. I love my work. It gives me much joy and a deep sense of purpose.

Do not give up on yourself. You were born for a purpose. Search within yourself. Discover your own special abilities and how you want to use them to make a positive difference.

CHAPTER 1 MAIN POINTS

- Goals are dreams with a plan and an end date.
- Goals provide a direction for your life, self-motivation, and purpose.
- Set short-term and long-term goals in eight major categories: education, career, financial, family, social, physical, mental, and spiritual.
- Break goals into small steps.

For examples of a student Pre-Course Assessment and Goal paper see Appendix A, page 216.



I have written poems for most chapters to reinforce lessons in those chapters. Research on how the brain learns indicates that rhyme and poetry often enhance recall and understanding.

How Many Dreams?

A poem by Raymond Gerson
(can be sung to Blowin' in the Wind by Bob Dylan)

How many dreams can I turn into goals,
To make my dreams come true?
And how many plans will need to be made,
To keep my goals in view?
And how many steps will I need to take,
To make my life like new?

The answer my friend, is found deep within,
The answer is found deep within.

How many times will I set measurable goals,
To make my wishes be real?
And how many deadlines am I willing to set,
To pursue my goals with zeal?
And how specific am I willing to get,
To achieve a big deal?

The answer my friend, is found deep within,
The answer is found deep within.

How many years am I willing to fight,
To create the life that I need?
And how many wishes in my heart will I want,
Before I'm willing to proceed?
And how long am I willing to go,
Before I finally succeed?

The answer my friend, is found deep within,
The answer is found deep within.

In Chapter 2, you will be identifying some of your skills, interests, and values which you can use in different careers. You will begin thinking about careers of possible interest to explore for more information.



Preparing for Career Success . . . Discover Your Skills, Values, and Interests

At this point in time, you may or may not know the exact career that you want after college graduation. Even if you do know, you might change your mind when you gain more self-knowledge.

Self-knowledge should be the starting point for making career choices. If you don't know who you are, which includes your skills, values, and interests, how can you choose a career that is a good match for you? Self-knowledge is the way you can determine a good match. Many people make the mistake of looking outside of themselves at career choices, before they look within to discover what they are about. In this chapter, you will discover more about yourself so that you can make wise career choices. The answer to what works best is within you, and you will discover the answer by getting to know yourself better. This chapter is designed to help you to increase your self-knowledge through a variety of activities. Through a series of self-assessment activities you will identify your most important talents, skills, values, interests, personal strengths and learn more about your personality and preferred working environments. This chapter will also challenge you to think about problems in the world that you want to solve or needs in society that you want to fill.



“Your life’s work is the work you were born to do—the most appropriate vehicle through which to express your unique talents and abilities.” —Laurence Boldt

By the end of this chapter, you may not know the exact career you want to go after, but you will have some careers that you want to explore and learn more about. Even beginning to think about career goals will motivate you to do well in school because you will see the relationship between getting a good education and getting the job you want.

When I ask my students, “Why are you going to college and what do you hope to gain from a good education?,” they usually answer, “a good career.” They want a career that pays well, is enjoyable, and one in which they are successful. Most of my students realize that a good education can open doors of opportunity to rewarding careers so that they won’t have to work in low-paying and back-breaking jobs for the rest of their lives.

A Student Learns the Hard Way

One of my best students told me that he had returned to college after dropping out in his freshman year three years earlier. When he first came to college, his only interest was partying, and he did almost no studying. He said he worked for three years in a physically demanding, low-paying job. One day, he told his boss that he no longer wanted to do this type of work. His boss asked, “What other kind of work can you do with so little education?” My student said these words from his supervisor felt like a knife stabbing him in his heart. He said the words were painful because he knew they were true. He thought, “Yes, what else can I do if I don’t get a better education.” He returned to college as a more mature and serious student because he had learned the value of a good education in the “school of hard knocks.”

Career Satisfaction Improves Life Satisfaction

Research shows that life satisfaction and happiness increase when you are happy with your job. Your quality of life is affected by what you do for a living. After working for over forty years in career counseling and job placement, I observed that about 75%–80% of employees feel unhappy in their jobs. This is tragic, considering the amount of time we spend working and the influence our careers have on our lives. It does not have to be this way.

You have talents which are waiting to be discovered. It is your responsibility to find your gifts and to use them in your life's work. This is one of the secrets to job fulfillment. You can make a positive difference and contribution by discovering your talents and how to use them to fill a need in the world. Such a career will give you a sense of purpose in life. According to Fred Buechner, your true vocation will be, "The place where your deep gladness and the world's deep hunger meet." In other words, you will experience joy when you use your talents to fill a need for others that you are passionate about. Ask yourself, "What is my life calling me to do? What is my life asking of me and how can I give it my best?" This chapter will help you begin searching for answers to these questions.

Benefits of Career Exploration and Planning

- You get to know yourself and what you want in life
- Discover your skills, interests, and values
- Explore career choices that match you
- Teaches you how to do a job search
- Reduces the chance of wasting time in college majors and jobs that are not right for you
- Increases your self-confidence
- Discover a purpose in life that motivates you

Your Life Provides Clues to Your Natural Gifts

The following section contains some ideas from another book I wrote called, *Create the Life You Want*.

You will discover your special talents by observing:

- Enjoyable activities you do well
- Repeated feedback from others about what you do well
- Behaviors and skills that are so natural that you rarely notice them
- Activities you do where time seems to fly
- People whose work you admire
- Activities that make you come alive

Source: Developed by Raymond Gerson. Based on *Create the Life You Want* by Raymond Gerson. Inspirational Works, 2006.

Richard Bolles wrote a best-selling career book called, *What Color Is Your Parachute?* In his book, Bolles asks his readers to identify their motivated skills. These are skills you are motivated to use and would enjoy using in a job. You can identify your motivated skills and talents by examining your most enjoyable accomplishments.

I love teaching and counseling others. Some years ago, I began to notice the way I naturally share ideas, information, and inspiration with others. This happens whether I am with a group of people or one-on-one. Without thinking about it, I had been doing this from my childhood, beginning with my younger sister and brothers. Before I began teaching, I noticed that movies or books about great teachers inspired me and had a powerful affect on my emotions. These are examples of how your life can provide clues to the right work or vocation.

Pay attention to yourself. Notice what you naturally do so well that you may have overlooked strong abilities. You may not think of them as skills or talents. Notice what inspires you and makes you feel most alive.

Observe yourself in your daily activities. Recall past behaviors and experiences. (Look at jobs or volunteer work you have done. Decide which you liked and in which you did well.) Consider subjects you are good at in school. What do you do well and what is difficult? Write in your journal to help you get clear about your strengths and weaknesses. Briefly review it each evening before going to sleep. Write down observations about yourself from the day just past. Listen to yourself. Listening carefully to the advice you give others will help you get in touch with your beliefs and what you care deeply about. For example, a friend of mine used to advise me to teach psychology. Eventually, he returned to school and got his PhD in psychology. He has been a college professor of psychology for years and loves it.

“This course helped me to get a better understanding of my career and my life. I learned more about myself in this course than in any other course I have taken. This course has reassured me that I have a bright future.”

— JOSEPH GONZALES

ACTIVITY 2.1

Name three things that you naturally do well:

1. _____
2. _____
3. _____



Discovering Your Greatest Gifts

Finding your greatest gifts and natural career path will come from answering the question,

- ① Who am I?
- ② Who is the real you?
- ③ What is natural for you to do?
- ④ Are there some things you do so well that you have heard about it many times from others?

If feedback from others is similar and repeated often, it is worth thinking about. Over and over again, I heard from others that I had a gift for inspiring people. It is such a natural part of who I am that I took this gift for granted for many years. Do you have talents you've ignored or overlooked? Ask those who know you well to tell you what they believe are your greatest

strengths and talents. Weigh the feedback against everything else you know about yourself. See if it fits and is supported by your own observations and life experiences.

Activities during which you lose all sense of time can provide important clues to your natural vocational tendencies. You may get so focused on what you are doing that you don't notice time passing. When you're bored, time drags, but time flies when you're doing something you enjoy.

Who do you admire for their work, talents, or accomplishments? Do you know anyone whose job you would love to have? What about their job appeals to you? Each of us has lots of ability and special talents that can be developed. Your talents, combined with a positive regard for yourself and others, can be a powerful way for you to make an important contribution. Using your special gifts to accomplish a worthwhile purpose will improve your life and those lives of others.

You will do well and enjoy your work when it uses your best and favorite skills, matches your top interests, and supports your highest values.

In the following activities, you will be identifying your favorite skills, interests, and values.

IDENTIFYING YOUR SKILLS

Rank the following skills and talents on a scale of 1 to 10. A 10 represents exceptional skill, a 5 is average, and a 1 is very little or no skill. Determine your top 10 skills.

- | | | |
|---------------------------------|-----------------------------------|-----------------------------------|
| 1. Acting _____ | 2. Adapting _____ | 3. Analyzing _____ |
| 4. Appraising _____ | 5. Arranging _____ | 6. Assembling _____ |
| 7. Assessing _____ | 8. Building trust _____ | 9. Calculating _____ |
| 10. Carving _____ | 11. Coaching _____ | 12. Compiling _____ |
| 13. Computing _____ | 14. Constructing _____ | 15. Consulting _____ |
| 16. Counseling _____ | 17. Creating _____ | 18. Dancing _____ |
| 19. Designing _____ | 20. Developing _____ | 21. Diagnosing _____ |
| 22. Drawing _____ | 23. Editing _____ | 24. Establishing _____
rapport |
| 25. Evaluating _____ | 26. Executing _____ | 27. Growing things _____ |
| 28. Healing _____ | 29. Initiating _____ | 30. Inspiring _____ |
| 31. Interviewing _____ | 32. Inventing _____ | 33. Leading _____ |
| 34. Managing _____ | 35. Mediating _____ | 36. Music ability _____ |
| 37. Negotiating _____ | 38. Operating _____
Machines | 39. Organizing _____ |
| 40. Painting _____ | 41. Performing _____ | 42. Persuading _____ |
| 43. Physical _____
ability | 44. Planning _____ | 45. Producing _____ |
| 46. Recruiting _____ | 47. Repairing _____ | 48. Researching _____ |
| 49. Resolving _____
problems | 50. Sculpting _____ | 51. Selling _____ |
| 52. Serving _____ | 53. Sewing _____ | 54. Speaking _____ |
| 55. Strategizing _____ | 56. Supervising _____ | 57. Synthesizing _____ |
| 58. Teaching _____ | 59. Working with _____
animals | 60. Writing _____ |

Now go back over your list and identify your top ten best and favorite skills. List them below:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Source: Developed by Raymond Gerson. Based on *How to Create the Job You Want* by Raymond Gerson. Enrichment Enterprises, 1996.

There are many ways to get new skills and develop them such as working at a job, going to school, volunteering, and internships. Volunteering is a great way to find out if a particular type of work appeals to you and to develop new or current skills.

IDENTIFYING YOUR INTERESTS

In this section, you will consider:

- Subjects that interest you and which you know a lot about
- Problems or needs in the world which you feel passionate about

The subjects of interest may have been learned in school, at work, doing volunteer work, from hobbies, or from reading or training you did on your own.

List your top five areas or subjects of interest below:

1. _____
2. _____
3. _____
4. _____
5. _____

Problems or Needs in the World

Every job tries to solve certain problems or to fill particular needs. For example, a nurse works with illnesses, injuries, and patients who need to get well.

There are millions of problems in the world needing your energy and creativity to solve them. Problems actually create opportunities for solutions, and this often means they create new jobs.

● ● ●

“The most valuable thing that I learned from this book and course is that in life you have to do what you love to be happy. I learned that when you’re good at something you should really look into how you can do that in a career. When you do something you love you are more likely to be successful at it. Even though we might achieve something great without loving what we do, it is also important to be happy in that work.”

— AMANDA FIGUEROA

What problems do you feel deeply about? What do you feel passionate about? Which needs would bring you joy if you could fulfill them for others?

There are many different jobs using a variety of skills to solve the same problems. Say you decide to contribute to the need of affordable housing in your community. You could do this as a carpenter, a builder/developer of houses, or a real estate salesperson. All of these jobs can help solve the problem of too little affordable housing.

Perhaps you want to help young people grow up to be healthy and strong adults. You might consider teaching, coaching or counseling, becoming a health care provider, or physical fitness trainer. There are many different jobs, dealing with similar needs, to consider when seeking a match for your skills.

To decide which problems are of greatest interest to you, ask yourself, “What contribution do I want to make? If I were rich and didn’t have to work, what would I do? What type(s) of people in the workplace do I admire? When I solve a problem or fill a need, which ones bring me the greatest joy? If I had two years to live and decided to work, what would I do? How do I want to be remembered?” Answering these questions can put you in touch with your strongest interests.

Let’s look at some examples of problems and needs in the world that can become careers, if you choose to solve them.

EXAMPLES OF POSITIVE ACTIONS TO FILL NEEDS AND/OR SOLVE PROBLEMS

- Reduce crime
- Increase affordable housing
- Improve technology for persons with disabilities
- Build better teams and relationships
- Improve the economy
- Match people to appropriate jobs
- Design better technology
- Reduce illiteracy
- Provide relief for victims of natural disasters
- Improve quality of products
- Improve physical or mental health of others
- Reduce costs
- Improve efficiency and make things work better
- Provide recreation and entertainment
- Improve the lives of children
- Improve communication
- Develop training and development programs
- Improve education
- Raise funds for worthy projects
- Organize and improve work flow
- Help people to save time
- Improve transportation services

- Identify problems before they happen
- Provide financial planning for others
- Increase sales
- Reduce environmental problems
- Improve services or products

Source: Developed by Raymond Gerson. Based on *How to Create the Job You Want* by Raymond Gerson. Enrichment Enterprises, 1996.

If the list above leaves you uninspired, think of other problems that interest you. Below, list at least five needs or actions you think would be challenging and enjoyable to do, whether or not they come from the above list.

1. _____
2. _____
3. _____
4. _____
5. _____

Now decide which of your favorite skills and interests are the best match for the actions or needs you think are important. Then, prioritize and arrange these needs in order of importance to you. What are your top three?

1. _____
2. _____
3. _____

Consider preparing for a career that will allow you to fill the need or solve the problem that is most important to you.

IDENTIFY YOUR VALUES

There is a saying that “a person who stands for nothing will fall for anything.” What is important to you in life? What are your most important values? Upon what values do you stand?

The following exercise will give you a way to examine some values and to consider which of them are most important to you. Feel free to add any to the list that are not included, if they are important to you.

Check each value below that is very important to you. Review the list, and write down your five most important values below the list.

- | | | |
|-------------------|------------------------|------------------------|
| 1. Abundance_____ | 2. Accomplishment_____ | 3. Appreciation_____ |
| 4. Adventure_____ | 5. Affection_____ | 6. Attractiveness_____ |
| 7. Balance_____ | 8. Belonging_____ | 9. Calmness_____ |

“I was able to learn what my skills, values and interests are and what jobs fit me based on them. I now have the tools I need to get my dream job.”
— DESTIN KOZOJED

- | | | |
|----------------------|-------------------------|------------------------------|
| 10. Capability_____ | 11. Challenge_____ | 12. Compassion_____ |
| 13. Confidence_____ | 14. Contentment_____ | 15. Courage_____ |
| 16. Creativity_____ | 17. Dependability_____ | 18. Determination_____ |
| 19. Discipline_____ | 20. Excellence_____ | 21. Expertise_____ |
| 22. Faith_____ | 23. Fame_____ | 24. Family_____ |
| 25. Fidelity_____ | 26. Financial_____ | 27. Fitness_____ |
| | independence | |
| 28. Flexibility_____ | 29. Generosity_____ | 30. Gratitude_____ |
| 31. Happiness_____ | 32. Helping others_____ | 33. Honesty_____ |
| 34. Humility_____ | 35. Inspiration_____ | 36. Integrity_____ |
| 37. Justice_____ | 38. Kindness_____ | 39. Knowledge_____ |
| 40. Leadership_____ | 41. Love_____ | 42. Make a contribution_____ |
| 43. Motivation_____ | 44. Nonviolence_____ | 45. Optimism_____ |
| 46. Persistence_____ | 47. Popularity_____ | 48. Power_____ |
| 49. Punctuality_____ | 50. Recreation_____ | 51. Relationships_____ |
| 52. Respect_____ | 53. Self-control_____ | 54. Skillfulness_____ |
| 55. Solitude_____ | 56. Spirituality_____ | 57. Success_____ |
| 58. Teamwork_____ | 59. Thoughtfulness_____ | 60. Variety_____ |
| 61. Virtue_____ | 62. Wealth_____ | 63. Wisdom_____ |

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

IDENTIFY YOUR PERSONAL STRENGTHS OR TRAITS

When you become aware of your strengths, you believe more in yourself. You can then develop and use these strengths in your career and your life.

Review the list of personal traits and positive qualities below. Select and write down the five you think are your greatest strengths and fit you best in the numbered list. If your greatest strengths and needs are not listed, feel free to add them.

- | | | | |
|----------|-------------|---------------|--------------|
| Kind | Disciplined | Honest | Self-reliant |
| Friendly | Persistent | Inspiring | Neat |
| Positive | Caring | Energetic | Self-aware |
| Trusting | Gentle | Helpful | Humorous |
| Calm | Creative | Charming | Fair-minded |
| Stable | Considerate | Self-directed | Flexible |

Ambitious	Tactful	Tolerant	Competent
Poised	Reliable	Dependable	Strong-willed
Faithful	Motivated	Unselfish	Compassionate
Overcoming	Cooperative	Dedicated	Open-minded
Courageous	Trustworthy	Consistent	Imaginative
Independent	Sociable	Determined	Efficient
Confident	Talented	Hard working	Cheerful
Thoughtful	Forgiving	Expressive	Enthusiastic
Persuasive	Affectionate	Accepting	Understanding

1. _____
2. _____
3. _____
4. _____
5. _____

You can also look at these strengths as self-management skills, as they are important to employers who will hire you. These strengths also can be thought of as soft skills, which are different from the hard skills, that are needed to do a particular type of job.

An additional activity you can do is to ask people who know you to make a list of five of your best personal traits.

“Out of every class I have taken this was the most helpful. The class helped me to choose a career path that I am confident in pursuing and the motivation to do so.”
— PAUL KADERLI

SKILLS MOST WANTED BY EMPLOYERS

This list was based on a study by Michigan University Placement Services. It was compiled from a survey of five hundred employers in the United States.

1. Ability to get things done
2. Common sense
3. Honesty/integrity
4. Dependability
5. Initiative
6. Good work habits
7. Reliability
8. Interpersonal skills
9. Enthusiasm
10. Good judgment
11. Motivation
12. Decision-making skills
13. Intelligence
14. Adaptability
15. Oral communication
16. Energy
17. Problem-solving ability
18. Good work ethic and habits
19. Mental alertness
20. Emotional control

Source: Reprinted from Lawrence Boldt, *Zen and the Art of Making a Living* (New York: Penguin Group, 1991), p. 492.

Consider which of the above skills you already have and which ones you need to develop.

PERSONALITY TYPES AND WORK ENVIRONMENTS

According to John Holland, there are six different personality types, and people usually look for careers and work environments that match their personality.

“I always thought that you don’t necessarily need to work in something you enjoy because life is not perfect and sacrifices may be needed.

Reading this chapter helped me see that you can at least try to get an opportunity to do so.” “I also felt inspired by the author sharing stories about struggles he faced in school. Even though he struggled like any other student, he was able to become a college professor and writer. This gives hope to me and to all of us.”

— JESSICA LOZANO

The six personality types are:

- 1 **Realistic (R)** – Practical, love to work outdoors and with their hands, enjoy building things, and using tools. Examples of matching occupations: carpenter, chef, auto mechanic, industrial arts teacher, and pilot.
- 2 **Investigative (I)** – Good at math and science, problem solving, research, and curious about how things work. Examples of matching occupations: biologist, doctor, chemist, and veterinarian.
- 3 **Artistic (A)** – Creative, attracted to the arts such as music, art, dancing, and acting. Enjoy being innovative. Examples of matching occupations: graphic designer, writer, musician, and fashion designer.
- 4 **Social (S)** – Helping others is most important. Attracted to teaching, social work, counseling, and other direct helping relationships. Examples of matching occupations: counselor, teacher, nurse, and dental hygienist.
- 5 **Enterprising (E)** – They like to influence others and are goal and results driven. Good communicators who often are attracted to business and management. Examples of matching occupations: lawyer, business owner, salesperson, and hotel manager.
- 6 **Conventional (C)** – They like things orderly and organized.

Good with details. Enjoy routine and working with data and numbers. Examples of matching occupations: accountant, secretary, banker, and bookkeeper.

In the order of your preference, which of these personality types you think best fit you? Most people feel a match with two to three of them, but they have an order of priority.

My preferences are:

1. _____
2. _____
3. _____

For a more complete and accurate assessment of your Holland Code, (three letters) you can go to <http://www.self-directedsearch.com> to take the online Self-Directed Search Assessment.

Keep in mind that a career decision should be made based on many factors and not just on one or even several tests or assessments.

HOLLAND CODE
For more information

self-directedsearch.com



ACTIVITY 2.2

Careers to explore.

List three occupations that you would like to research, explore, and learn more about.

1. _____
2. _____
3. _____



How to Choose A College Major

You are ahead of the game because of the work you have already started doing in this chapter. Once a student identifies careers that are a good match, the next step is to find college majors that are a good fit for those careers.

You have started the career development process by:

- Assessing your interests, skills, and values
- Considering your personality type and appropriate working environments
- Identifying occupations to explore
- Reading about those occupations and requirements in the *Occupational Outlook Handbook*

You can also:

- Consider what were your best and worse subjects in high school
- Consider which parts of any jobs you have done were enjoyable and which parts you disliked
- Take an online career assessment. For example, many colleges offer career assessments such as “Discover.” It allows you to search by occupations to find appropriate college majors.

Here are more tips:

- Talk with a high school guidance counselor, if you are in high school
- See an academic advisor or counselor, if you are in college
- Talk to students in majors that interest you
- Talk to professors who teach in departments of interest
- Interview people who work in careers that interest you for their advice and find out what were their majors
- Do internships, volunteering, and part-time work in career fields of interest to find out if they are for you
- Consider degree requirements for majors that interest you. Are you willing and able to meet these requirements and to go to school that long?
- Consider labor market projections. Will jobs in this field be in-demand in your preferred geographic locations?
- Consider earning potential. Will it be enough to meet your needs and desires?
- Use college catalogs as a resource to find descriptions of majors

THE PRINCETON
REVIEW



www.princetonreview.com

OCCUPATIONAL
OUTLOOK
HANDBOOK

bis.gov/ooh



- Look at books on how to find a college major
- The *Princeton Review* online can be a resource. Go to: <http://www.princetonreview.com/majors.aspx> to do a college majors search. You will see profiles of over 200 majors.
- Students often change majors as they take courses, do research, learn more about possible occupations, and/or realize that career opportunities will develop regardless of the major/degree that is earned. So don't panic if you decide that your first declared major or career choice is not the one for you.

You can find out more about these careers through written or online research. Both the library and the Internet can provide good sources of information. Your school librarian can help you.

One good source is the *Occupational Outlook Handbook* (OOH) which you can find in most libraries or online at www.bls.gov/ooh.

Another great way to learn more about careers that interest you is to talk with people who work in these occupations. This is called "informational interviewing." Usually people who you already know can refer or introduce you to the people who you want to interview. One of the counselors at your school can help you to think of some questions to ask. You can also find questions by reading more about informational interviewing online. Take advantage of the resources at your high school or college because this can make a difference between success and failure in school. Resources include counselors, tutors, learning labs, librarians and libraries, and more.

JIBBER/JOBBER

jibberjobber.com



LINKEDIN

linkedin.com



ONLINE JOB SEARCH STRATEGIES

- Use search engines to include searches for: job banks, job listings, job sites, and job opportunities listed by location and careers.
- Use keywords on your resume to highlight your skills.
- Use social media sites such as LinkedIn, Twitter, and others.

TWITTER

twitter.com



TIPS FOR JOB SEEKERS USING SOCIAL MEDIA WEBSITES

- LinkedIn - Search the jobs section by keywords and location. Search for employer contacts. Search previous employers and schools and seek recommendations to be included in your profile. Create a profile, include keywords in your resume, connect and network, and use the answer section to ask and answer questions.
- Twitter - Use Twitterchats (live conversations) and learn job search strategies from jobhuntchat, H Chat and Careerchat. Network, find job leads, show your expertise, and follow employers of interest.

What is Your Life Calling You to Do?

The word "vocation" comes from the Latin word for "voice." It means a calling that you hear. A calling comes from within you and inspires you to move in a certain direction. Finding the right career is a process of self-discovery. Who are you and what are your natural tendencies? Answering these questions will lead you to the right career.

I believe, based on my over forty years of doing career counseling with hundreds of people, that each of us is born with a purpose. You can say it is a mission, avocation, calling, or whatever name you prefer to call it. Discover and line up with your purpose, and you'll find work that gives meaning to your life. You will experience joy when you find a purpose beyond or greater than yourself. Happiness tends to be unattainable when you live only for yourself. Your ability to make a difference will be obvious when you perform the work you love and do best.

When you give the best of yourself, using your natural ability and holding back nothing, you will get much joy in return for your efforts.

Express Your Own Unique Song and Music

You have only a little time to use your ability and make your dreams happen. Life passes quickly. Your life will be over before you know it, so time is too valuable to waste. Becoming aware of your limited life span can be a motivator for you to take positive action. Now is the time to go for your dreams. You can't change the past, but you can take action now!

Ask yourself:

- 1 What do I really want out of the rest of my life?
- 2 What are my highest priorities?
- 3 What dreams have I not yet achieved?
- 4 Have I sung my special song and used my best talents?
- 5 What contribution would I like to make?

The answer to these questions is inside you. It is a matter of self-reflection and self-discovery. No one wants to die with their song unsung and with their ability unused. You have your own special talents and the ability to make a difference in the world. Let your life speak to you. Notice what it is that lights you up inside with fire, aliveness, and passion. Look for clues to your life's purpose. You can discover and use your greatest and most natural gifts and talents. You can make a difference!

JOURNAL ASSIGNMENT

Use the *Occupational Outlook Handbook* (OOH) to research the three occupations that you listed as being of interest.

In your journal, write a brief summary of what you learned from the OOH about these careers. Write about what you liked and disliked about these occupations.

“I realized that a career doesn't have to be a high paying one for me to enjoy it. A career that includes your interests can be fun.”

— DUSTIN HALL

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What are five enjoyable activities that I do well?
- What strengths and talents do others repeatedly tell me I have?
- How can I use my strengths to overcome my weaknesses?
- Who are three people whose jobs I would like to have and why?



RAYMOND GERSON



AUTHOR'S NOTE

Earlier, I mentioned that I did poorly in school until my last year of high school, when I started getting more serious about my education. During those years, I had no goals and felt lost. I had no idea what my skills, interests, and values were, what careers I was suited for, and I had no sense of purpose. At this time, school had little meaning because I couldn't connect the value of an education with where I wanted to go in life. It's no wonder I was doing badly in school.

I desperately needed career guidance with someone that could help me discover that I actually had natural gifts and potential. Unfortunately, this type of guidance was not available in my school.

I teach a full semester college course in career exploration and planning. High school students can also take the course as part of the Early College Start Program. The course helps a student to discover skills, values, and interests, determine an appropriate major and career goal, how to research the job market, and how to use job search strategies.

It is my belief that every high school and college should offer a course in career development and planning. A student who learns both study skills and discovers a career direction will gain the motivation and know-how to do well in high school and college.

Student Success Story

The following paper was written by a former student of mine who completed my college career course while she was still in high school. Her paper provides an excellent example of how many of the ideas and exercises in this chapter can help a student to discover an appropriate career direction and purpose.

Case Study Paper for Career Exploration and Planning Course

By Tracy Rocha

I am a high school senior, and a few weeks ago I had no idea what I wanted to do after graduation. I knew I wanted to go to college, but I wasn't sure what I was going to study. My counselor at school mentioned this career exploration course to me and after taking the course my situation changed from being stuck to just the opposite. Now I have a pretty good idea of what I want to do and this is all because of this class.

This course is one of the few classes that have actually benefited me in realizing what I want to do for the rest of my life. I enrolled into the class with low expectations, but came out of it with a lot of valuable knowledge. This class not only helped me learn how to be a good job-hunter and narrow my career choices to either becoming a medical social worker or a physician's assistant, but it also taught me a lot about myself.

I never would have imagined that the number one rule to be successful in life is to "know thyself." You need to realize what strengths, values, weaknesses, and interests you have and to think of the steps needed to achieve the goals that will help you create a better future. This is what I did throughout this course.

With the help of the professor, the Discover program, and the What Color is Your Parachute book, my accomplishments during this semester have been many. First of all, I took the time to evaluate myself and thought really hard about what I wanted. I learned that my mission in life is "to care for and be of service to others, helping people overcome situations by informing them of unknown possibilities,

and influencing their decisions to live a better life,” and that is exactly what I plan to do. I am going to let my mission guide me from now on, and with the help of God, I believe I will get to where I want to be.

During this course, I also set goals for myself that will hopefully keep me on the right track. I learned that goals have to be realistic and at the same time short-termed enough to stay focused on them. Some steps I have taken toward my career goals are to research my career choices and learn in depth about them. The two careers I mentioned earlier fit me perfectly. Both careers allow me to do what I love, how I want to do it, and where I want to do it. They are both jobs that are in high demand and will let me live my life as I want. I will not be super-rich, but I will not have to worry about money. Last but not least, I made a resume, cover letter, and thank you note during this semester which gave me the opportunity to practice for the future and improve my skills.

From when I started this course to where I find myself now, I feel I have come a long way and have made much progress. I’m more confident in where I am headed with my life and have a lot of hope. Even though life is full of surprises that might cause change, I am following my heart in what I want to do and will have no regrets. I know I will feel good about myself and live life with a positive attitude. I will be happier and feel I have lived my mission like God wanted me to do.

My plan after ending this course is to make a final decision about which of the two careers I will pursue. I want to keep striving to accomplish my goals and try my best always. Even if that means sacrificing certain things and learning how to balance my life, this is something I want to get better at. The key for me now is just to take “baby steps” because they are what will lead me to big achievements.

I have big expectations for myself now and to tell you the truth I am not scared of meeting them or other people’s expectations. As I mentioned before, this class has really prepared me for what is ahead of me and I believe I can do what ever I put my mind to. I am willing to step up to the challenge.

I just want to take this time to thank you, Mr. Gerson, for having such a huge impact on me. I appreciate everything. I am inspired to make something out of my life. The things I learned during this class, I will take with me forever.

DANIEL POROT
 Career expert:
 Information
 and games for
 identifying your skills



careergames.com

**DISCOVER ACT
 CAREER PLANNING**
 (Check with your
 school or college to
 find out if they can
 give you Discover
 or another online
 career assessment.)



act.org/discover

ACTIVITY 2.3

Goal for the week:

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____



CHAPTER 2 MAIN POINTS

- Your life provides clues to your natural ability.
- You will do well and enjoy your work when it matches your skills, interests, and values.
- Many different jobs can fill the same need or can solve similar problems.
- Within you is a special song—a form of expression waiting to be discovered and communicated.



The Voice of My Vocation

By Raymond Gerson

(This poem can be sung to the melody of Seven Spanish Angels)

In my heart there is a treasure,
it lies deep inside of me,
It's the answer to my purpose,
the dream I know can be.

The voice of my vocation,
is calling out to me,
I listen and can hear it,
And it will set me free.

I will find a need and fill it,
I will use my talents well,
to make a contribution,
before the final bell.

When the end is near and I'm looking back,
there won't be regret,
because I've lived a life of purpose,
there'll be no need to fret.

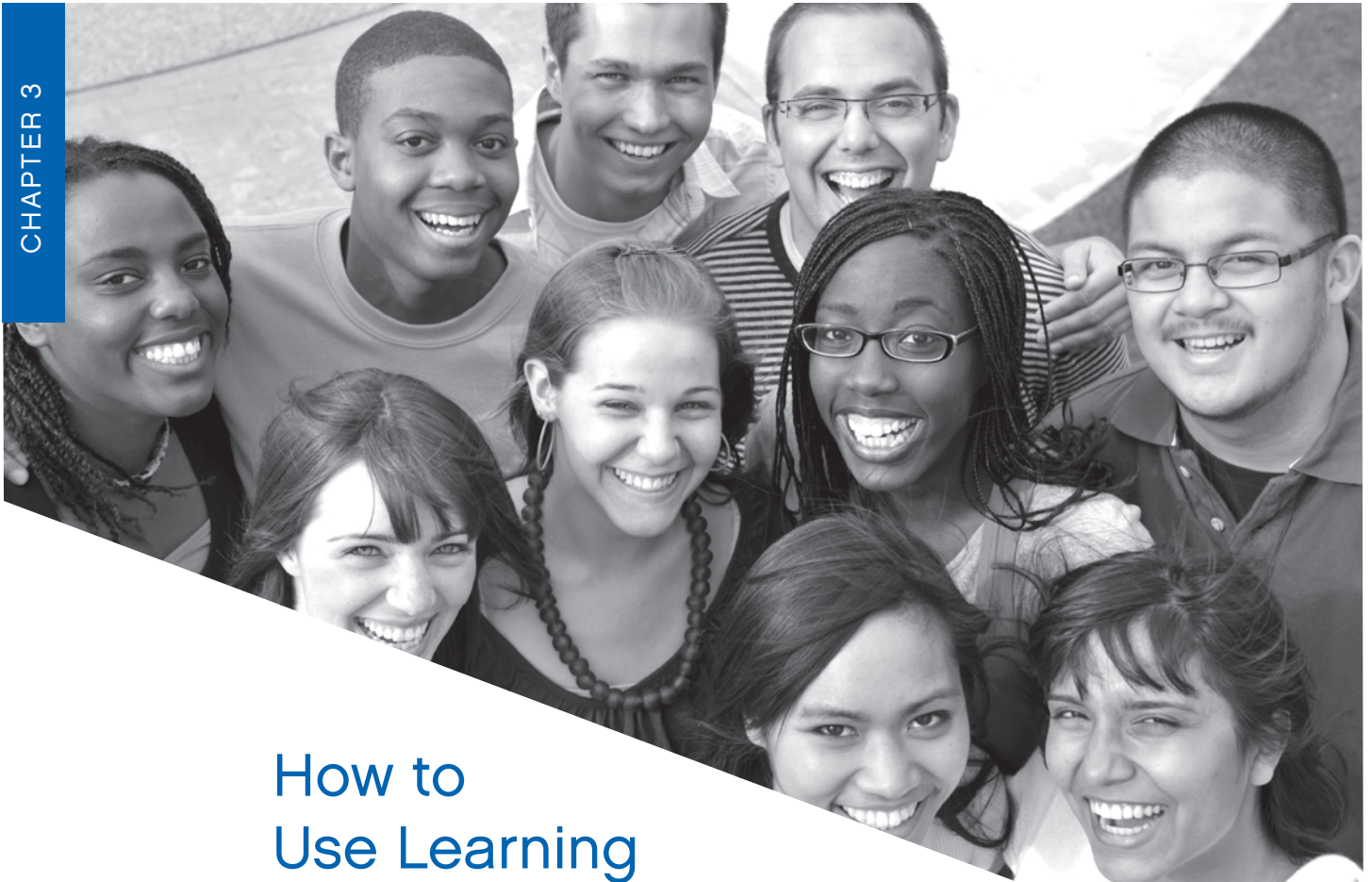
In the world there are problems,
that call out to me,
one that needs my talents,
with solutions I can see.

I want to leave my footprint,
in the sands of time,
I want to share my treasure,
and live a life sublime.

I will find a need and fill it,
I will use my talents well,
to make a contribution,
before the final bell.

When the end is near and I'm looking back,
there won't be regret,
because I've lived a life of purpose,
there'll be no need to fret.

In the next chapter you will be learning about ways that you are smart and how to play to these strengths.



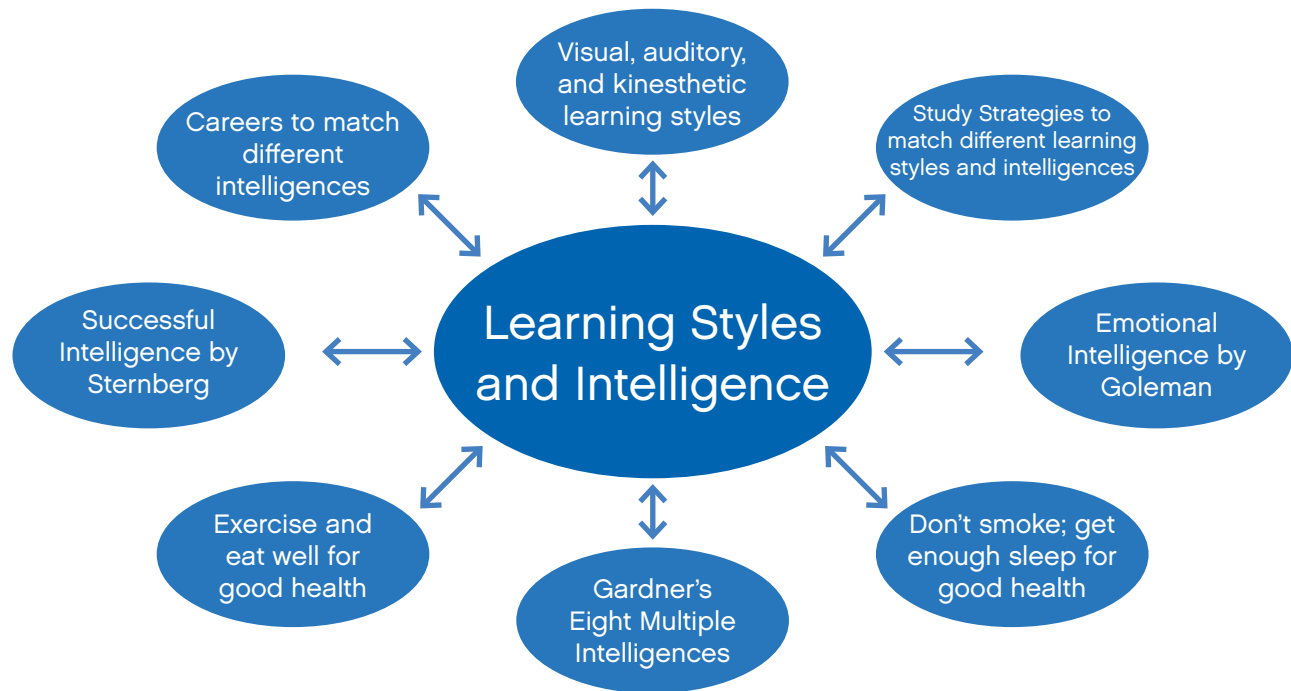
How to Use Learning Styles and Types of Intelligences to Perform at Your Best

There is great news regarding learning styles and intelligence. People have different styles of learning, which influences how they learn best. When you identify and understand your preferred learning style(s), you will learn more easily. You will be able to use your favorite learning style to make up for the ones which are not as natural. You will also be able to use your less preferred learning styles when needed. This knowledge will help you, even when one of your instructors teaches in a style that is different from the one you prefer to use.

Not only are there different learning styles, but there are also different types of intelligence. People are smart in different ways. Everyone is not the same. This chapter will help you to identify and more easily use your best types of intelligence. As you will learn in this chapter, an IQ test is not the only measure of intelligence, but instead, it indicates two particular types of intelligence, mathematical and linguistic.

Your intelligences are not fixed at birth. You can actually increase your intelligence throughout your life.

When you become aware of your preferred learning style or styles and your strongest types of intelligence, your self-confidence will grow, and school will become easier and more enjoyable. Now let's take a look at some additional benefits you will gain from this knowledge.



“Having intelligence is not as important as knowing when to use it, just as having a hoe is not as important as knowing when to plant.” — Chinese Proverb

Benefits of Knowing and Using Your Preferred Learning Style and Types of Intelligences

- Allows you to be your best and most natural self
- Increases your ability to learn
- Increases your self-confidence
- Shows you how to overcome your weaknesses
- Makes learning easier and more enjoyable
- Helps you to not only succeed in school, but also in your career and life
- Gives you an edge over your competition
- Helps you to learn more easily from instructors who use teaching styles that are different from your preferred learning styles
- Improves your self-image

ACTIVITY 3.1

Now you will have an opportunity to take an assessment to determine your preferred learning style or styles.

Your Name _____



LEARNING STYLE QUESTIONNAIRE

Circle either A, B, or C for each of the 15 statements according to your top choice or preference.

1 I learn best when I:

- A. Picture the lesson in my mind.
- B. Listen to the lecture.
- C. Go on a class field trip.

2 I enjoy it most when I:

- A. Use charts, maps, and pictures to help me remember a lesson.
- B. Receive a verbal explanation.
- C. Move around the room while learning.

3 It helps me when an instructor:

- A. Shows me a DVD or PowerPoint presentation.
- B. Explains and discusses the lesson.
- C. Gives a hands-on demonstration.

4 I remember best by:

- A. Reading instructions.
- B. Hearing and discussing instructions.
- C. Trying out and practicing the instructions.

5 I am best at:

- A. Turning words into pictures.
- B. Turning pictures into words.
- C. Role-playing with words and ideas.

6 I am best at:

- A. Putting puzzles together.
- B. Explaining my ideas.
- C. Working with my hands to make and fix things.

7 I learn best when I:

- A. Write things down so I can see it.
- B. Teach a lesson to others.
- C. Am in a lab where I can learn hands-on.

8 When I take a test:

- A. I can see answers from the textbook in my mind.
- B. I hear answers in my mind.
- C. It helps to trace answers with my finger.

- 9 I would rather learn a lesson by:
- A. Reading the book.
 - B. Listening to the book on tape.
 - C. Participating in a skit.
- 10 I like teaching others by:
- A. Showing them pictures and then explaining the information.
 - B. Explaining and discussing the information.
 - C. Acting out the ideas.
- 11 I learn to spell best by:
- A. Seeing the words over and over in my mind.
 - B. Saying the words over and over in my mind.
 - C. Tracing the words with my fingers and saying the words while moving around.
- 12 I like to:
- A. See the teacher's facial expressions while hearing a lecture.
 - B. Hear stories and examples while learning.
 - C. Fidget while hearing a lecture.
- 13 When a friend gives me directions, I prefer to:
- A. Receive them by e-mail with a map.
 - B. Hear an explanation of the directions over the phone.
 - C. Be taken there and shown the way by my friend ahead of time.
- 14 I prefer a teacher who uses:
- A. Slides.
 - B. Discussions.
 - C. Demonstrations.
- 15 You purchased a new computer and before setting it up, you prefer to:
- A. Look at the pictures in the manual.
 - B. Get verbal instructions from a friend who has the same computer.
 - C. Try to put it together first on your own.

Source: Questions developed by Raymond Gerson based on many theories of sensory learning styles.

Scoring: Add up your choices for each letter and write your totals on the lines below:

Total A's circled _____ **Visual**

Total B's circled _____ **Auditory**

Total C's circled _____ **Kinesthetic**

Determining Your Primary Learning Preference

Determine the differences between your highest and other two scores. If the difference is three points or more, your highest score represents your primary or main learning preference. If the differences are two points or less, you probably have more than one dominant learning preference. Some people do not strongly favor one over the others and use two or even all three learning models equally well.

No questionnaire is totally reliable in determining your preferred learning style. If you think this assessment was inaccurate, then use your best judgment to decide which is your preferred dominant learning style—after you read an explanation of three learning models in the next section.

“This chapter taught me how to improve my study and learning skills. It also taught me how to help others figure out how they prefer to learn and how to use this knowledge.”

— JESSICA LOZANO

Sensory Learning Styles

Learning styles are preferred ways of learning. They are how you prefer to take in and process information.

There are many different learning styles. In this section, we will be looking at three learning styles which rely on different senses.

The three primary sensory learning models are: **visual** (eyes or seeing), **auditory** (ears or hearing), and **kinesthetic** (hands or touch). Some schools of thought identify four sensory learning styles by dividing the visual learning style into two segments: a preference for pictures and a preference for seeing and writing words.

Visual learners prefer and learn best by seeing. They learn best by turning words into pictures and by seeing visual presentations. Visual learners prefer slides, videos, DVDs, movies, charts, maps, graphs, diagrams, and lots of handouts.

Auditory learners prefer and learn through listening. They learn best through class discussions, lectures, teaching others, books on tapes or CDs, and from reading lessons from the book out loud.

Kinesthetic learners prefer and learn best by hands-on opportunities and demonstrations. For example, a chart or diagram of how to fix something may not make sense or appeal to kinesthetic learners until they first try fixing it with their hands. It is difficult for kinesthetic learners to sit still and listen to lectures because they like to move around.

All Three Learning Styles Are Important

Even though most people prefer one learning style over the others, it is of great value to be able to use all three when needed. You can also use your strongest learning style to excel and make up for your less developed styles.

Try to find ways to use your preferred style as much as possible. While reading a textbook, if you are a visual learner, you can draw pictures to give meaning to the words. If you're an auditory learner, you can read out loud and discuss the lessons with others. If you're a kinesthetic learner, you can read while moving about or create a skit and act it out to make the lesson come alive and be understood.

The following section will provide you with additional information about the three sensory styles of learning.



Tips to Effectively Use Visual, Auditory, and Kinesthetic Learning Styles

1. VISUAL

- Use images: photos, colors, maps, charts, and graphs
- Use DVDs, radios, and films
- Create mind or idea maps (these will be explained in Chapter 4) and time-line charts as study aids
- Highlight, circle, and underline the text and your notes
- Read the text before lectures
- Create your own symbols and drawings to illustrate key points
- Create study cards to learn terms and definitions
- Ask your instructors to use more visuals
- Color code to organize notes

2. AUDITORY

- Read the text out loud
- Tape lectures and listen to audios
- Participate in study groups to reinforce lessons
- Sit where you can easily hear the lecture
- Avoid studying with disturbing noises in background
- Talk problems through
- Teach yourself lessons in your own words out loud
- Use jingles and rhymes to memorize information

3. KINESTHETIC

- Read the text and your notes while walking around the room
- Trace words with your index finger or with a 3 by 5 card while reading
- Study for short periods followed by brief exercise breaks
- Take courses which have labs and field trips
- Study with others
- Get your hands on what you are learning
- Participate in role playing exercises
- Use study cards while moving around
- Use a computer to rewrite your notes
- Read and highlight to create movement and hands-on activity

DISCOVER YOUR STRONGEST TYPES OF INTELLIGENCES

Our schools value IQ tests, which measure linguistic and logical-mathematical intelligence. Students who are gifted with numerical and reasoning ability and who are good with words and language usually do well in school because much of the learning requires these skills.

“The main benefit of this chapter for me was understanding that even though you may struggle in classes it doesn't mean you are ‘dumb.’ Learning other methods of intelligence and learning styles can make anybody a genius.”

— DUSTIN HALL

“So why are multiple intelligences important?”

Multiple Intelligences are eight different ways to demonstrate intellectual ability. The theory of Multiple Intelligences was presented by Howard Gardner in his book, *Frames of Mind: The Theory of Multiple Intelligences*.

Dr. Gardner believes that it is important for schools and teachers to recognize and teach in a way that will benefit you by presenting lessons in a variety of ways, if you are gifted with other forms of intelligence.

A student who might be considered to be an underachiever can shine when teachers use a variety of teaching methods such as music, games, role plays, self-reflection exercises, and creative cooperative group activities. For example, a student might have the potential to become an excellent musician, artist, carpenter, or business owner.

So, it is valuable for you to develop and use many of the eight types of intelligences, but you will usually be strongest in one to three of them.

Here are Dr. Gardner's eight Multiple Intelligences with brief descriptions of each:

Verbal	Ability to use written and spoken language to express oneself and communicate well. Excellent with words.
Logical-Mathematical	Ability to detect patterns and think logically. Problem solving and reasoning ability in math and science. Excellent with numbers.
Visual-Spatial	Ability to create images and understand spatial relationships. This is not limited to visual sight, but is seen within the mind's eye. Excellent with pictures, graphs, and charts.
Bodily-Kinesthetic	Ability to use the body with skill. Ability to use one's mind to control bodily movements such as with athletes and dancers. Excellent control of one's body.
Interpersonal	Ability to understand other's feelings and intentions. Ability to relate well to others. Often referred to as "people skills." Excellent with people.
Intrapersonal	Ability to be self-aware and to understand one's own feelings, thoughts, goals, and actions. Excellent self-knowledge.
Musical	Ability to understand and create musical sounds and recognize musical patterns. Excellent with music, sound, and rhythm.
Naturalistic	Attraction to and understanding of nature and the environment. Attuned to and excellent understanding of nature.

ACTIVITY 3.2

Now is your turn to determine your multiple intelligences.

Your Name _____

**MULTIPLE INTELLIGENCES QUESTIONNAIRE**

Rate yourself on the following questionnaire. Check the statements that you strongly agree with. Remember that no questionnaire is totally accurate. You can also get a feel for which Multiple Intelligences are your strongest by reviewing the descriptions and doing some self-reflection.

1 VERBAL-LINGUISTIC

- When I share a story from my life, it flows with ease.
- I love to read.
- I enjoy writing.
- It is easy for me to remember poems and quotations.
- I can easily persuade others or sell them something.
- I remember a lot of what I read or hear.
- I express myself well.

_____ Total

2 LOGICAL-MATHEMATICAL

- Adding, subtracting, multiplying, and dividing are easy for me.
- I can add up numbers fast without using a calculator.
- Puzzles are fun and easy for me.
- I am good at problem solving and enjoy math and science.
- It is easy for me to remember telephone numbers.
- I like to investigate things to understand how they work.
- I prefer making decisions based on logic instead of feelings.

_____ Total

3 BODILY-KINESTHETIC

- Dancing comes easy, and I am good at it.
- I am good at sports.
- I am well coordinated.
- It is difficult for me to sit still in class, and I fidget a lot.
- I learn best by doing instead of by watching or hearing.
- When I study, I like to get up often and move around.
- Scary rides at a carnival and dare devil challenges appeal to me.

_____ Total

4 VISUAL-SPATIAL

- I easily understand maps, charts, graphs, and pictures.
- If I go somewhere once, I can always find my way back.
- I can easily picture images in my mind.
- I like drawing and doodling.
- I prefer a map instead of written directions.
- I easily turn words into pictures.
- When I explain something to someone, I like to draw them a picture.

_____ Total



5 INTERPERSONAL

- I am very social and relate easily to people.
- I am sensitive to how and what people are feeling.
- I like to share and teach others something I just learned.
- People feel comfortable telling me their personal troubles.
- I can easily make people feel comfortable and at ease.
- I really like helping others.
- I like listening to other people tell their life story.

_____ Total

6 INTRAPERSONAL

- I need time alone to self-reflect.
- I am in touch with my feelings.
- I like keeping a journal or diary of my thoughts and feelings.
- Spending time alone recharges and energizes me.
- I have goals and know what I want.
- I am a deep thinker and think often about what is important to me.
- Self-improvement is very important to me.

_____ Total

6 MUSICAL

- I learned to play a musical instrument without difficulty.
- I like to sing and often have a song in my mind.
- Music is a very important part of my life.
- I have excellent rhythm.
- If I hear a song once, I remember much of it.
- I like to study with music in the background.
- I listen to a lot of music each week.

_____ Total

7 NATURALISTIC

- The environment is very important to me.
- I love being outdoors and in nature.
- I have special feelings for plants and animals.
- I like being outside as much as possible.
- I can recognize different types of plants and trees.
- I believe strongly in recycling.
- Environmental pollution and issues concern me, and I take an interest in them.

_____ Total

Source: Developed by Raymond Gerson. Based on Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences*. New York. Harper Collins, 1993.

Name your three strongest intelligences in order of preference below.

1. _____
2. _____
3. _____

Using your multiple intelligence results, you can identify your best study strategies.

Study Strategies for Each Type of Intelligence



- 1 Linguistic**
 - Read the textbook and write down main points in your own words.
 - Teach what you are learning to others.
 - Rewrite class notes.

- 2 Logical-Mathematical**
 - Create an outline of the text and organize information into a logical sequence.
 - Create practice quizzes with problems that may be on the test and solve them.
 - View and treat class projects like a scientific experiment.

- 3 Visual-Spatial**
 - Create graphs, charts, and pictures.
 - Create pictures to show relationships between concepts and ideas.
 - Review your class notes and draw pictures to remember the words and ideas.

- 4 Bodily-Kinesthetic**
 - Pace and move around when you read.
 - Turn a lesson into a skit.
 - Take short exercise breaks when studying.

- 5 Interpersonal**
 - Study with and listen to others.
 - Teach the lessons to others.
 - Write papers that contain stories about people.

- 6 Intrapersonal**
 - Keep a journal reflecting your thoughts.
 - Make some time to study alone.
 - Set many small goals for what you want to achieve in your classes.

- 7 Musical
 - Memorize by putting words to jingles and music.
 - Play soft music in the background while you study.
 - Listen to pleasant music to relax before going to take exams.

- 8 Naturalistic
 - Study outside when possible.
 - When studying inside, surround yourself with pictures of nature or with natural plants.
 - Take breaks from studying and walk around outside.

Some Career Examples that Match Types of Intelligence

Linguistic	Teachers, writers, and lawyers.
Logical-Mathematical	Scientists, engineers, and computer programmers.
Visual-Spatial	Artists, architects, and inventors.
Bodily-Kinesthetic	Dancers, athletes, and firefighters.
Interpersonal	Counselors, salespersons, and nurses.
Intrapersonal	Writers, psychologists, and inventors.
Musical	Singers, composers, and musicians.
Naturalistic	Environmental scientists, gardeners, and geologists.

“Successful Intelligence” to Achieve Your Goals

Robert Sternberg, a psychologist and professor at Yale University uses the term, “Successful Intelligence” to identify the type of intelligence needed to accomplish goals. In his book, *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*, Sternberg explains the three parts of successful intelligence. It consists of the following three abilities:

- 1 **Analytical thinking** is needed to analyze and evaluate information. It plays a big role in school success.
- 2 **Creative thinking** has to do with the ability to come up with new ideas or different ways to solve problems.
- 3 **Practical thinking** involves putting the first two into action. It helps you to get from where you are to where you want to go.

Let’s say you are trying to decide if a part-time job would be right for you.

Begin by brainstorming and determine several job possibilities that you would enjoy and do well. This process uses your creative thinking skills.

Then, use your analytical thinking ability to evaluate and weigh job options to decide which one is your best choice.

Finally, when you take action by contacting employers and scheduling job interviews, you are using your practical thinking process to get the job you want.

Sternberg was an underachiever in school and did poorly on standardized tests until a fourth grade teacher recognized his ability and potential. He began to believe in himself

“Now when I study I know and use the learning style that works best for me.”
— MONICA ACOSTA

and became a successful leader in the field of psychology. His work provides further evidence that IQ and standardized tests measure analytical and recall ability, but this ability alone does not necessarily result in success in a career or in relationships.

I have a friend who did not do well in college and dropped out after his first year. He had learning disabilities and ADHD, but only discovered this years later. Unfortunately, he did not get the right type of support because his learning disabilities were not identified at the time. However, he had strong creative and practical intelligence, and today he makes over one million dollars a year with his own Internet business.

Remember to use all three: analytical, creative, and practical thinking, which makes up Successful Intelligence, and this will help you to achieve success in school, career, and life.

“When you know what kind of learner you are it helps you to pinpoint exactly how to learn in better ways. After taking the self-evaluations I found out that my learning type was kinesthetic. This means I learn more from hands-on activities than I do from listening to a lecture. The stuff I learned from taking this course will help me make better decisions, know myself better, use better learning strategies, and much more.”

— KATE ELLIS

ACTIVITY 3.3

Use your creative thinking to brainstorm five ways (below) that you can use to be more successful in school:

1. _____
2. _____
3. _____
4. _____
5. _____



Analyze the five ways you listed and decide on the best choice for you. Use your **practical thinking** to take action and use the method you selected to improve a grade on an upcoming test.

Emotional Intelligence Can Increase Your Success

Daniel Goleman wrote a groundbreaking book called, *Emotional Intelligence: Why It Can Matter More Than IQ*. Goleman discussed a form of intelligence in the book which he referred to as Emotional Intelligence (EI). EI is the ability to know, use, and manage your emotions.

A person with high Emotional Intelligence tends to be more successful in life than someone with low emotional intelligence, even if his or her IQ score is average. There have been people with high IQ scores who did not do well in their careers because of low EI.

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Daniel Goleman's Five Components or Parts of EI

- ① **Self-awareness** – Ability to understand your emotions and their effect on others. It also includes your ability to identify and monitor your emotions.
- ② **Self-regulation** – Ability to control your impulse to act before thinking.
- ③ **Motivation** – Ability to pursue your goals and work for reasons that go beyond external rewards such as money and recognition.
- ④ **Empathy** – Ability to put yourself in another person's shoes and to understand what they are feeling.
- ⑤ **Social skills** – Ability for you to relate well to others and manage relationships effectively.

Source: Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam, 1997, p. 43–44.

Emotional Intelligence is especially important in today's workforce because of the need for teamwork among different types of people. Many projects are done in teams today, and it is important for you to be able to work well with many different types of people. EI is also very important for you if you want to become a manager or leader.

The good news about EI is that you can develop and increase it. By using many of the strategies in this book, you will automatically increase your Emotional Intelligence. You can purposely develop your self-awareness, ability to manage yourself, awareness of others, and your ability to relate to others.

JOURNAL ASSIGNMENT

Think about your educational journey up to this time in your life. Recall a time in elementary, middle school, high school, or college in which you used one of the types of intelligence discussed in this chapter. Perhaps you surprised yourself or others by using an ability that you didn't know you had and it resulted in an achievement.

Write at least one page in your journal explaining what type of intelligence you used, how it made you feel, and what was the outcome or achievement.



QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What is my preferred learning style and strongest type(s) of intelligence(s)?
- What are the three ways I plan to use my type(s) of intelligence(s) to succeed in college?
- What were my thoughts and feelings when I learned that there were different types of learners and intelligences?
- What are a couple of careers worth exploring and researching that might allow me to use my strongest types of intelligences?

AUTHOR'S NOTE

Many students do poorly in school or drop out, even though they are capable of succeeding. A student might think he is “dumb” or “a slow learner” when he is actually smart in his own way. Unfortunately, in some cases, neither the student nor teacher has recognized the student’s ability and how to use it in school. I have seen many students begin to excel in school when they discovered their preferred learning styles and strongest types of intelligence. I know you can do the same.

When I first heard about Dr. Gardner’s theory of Multiple Intelligences in the early 1980s, a light went on in my mind. I realized that this knowledge of Multiple Intelligences and how to use them was missing when I was in school, and that it would help many students just like you.

RAYMOND GERSON



Student Success Story

In the following story, a student talks about how “dumb” he felt for years before finding out about his strongest forms of intelligence. He expresses his anger because no one taught him about multiple intelligences and learning styles until college, and his gratitude at finally getting this knowledge.

Smart After All

By Rodney Richardson

For many years, I struggled in school and felt stupid. I compared myself to everyone else and they seemed to be smarter than me. I saw myself as a slow learner.

I was always restless in school, got bored easily, and it was hard for me to sit still and pay attention. My role was to be the class clown and make people laugh, which made me popular with the other students, but often in trouble with my teachers. I love talking with people and having fun.

I was diagnosed with ADHD a few years ago, which I guess explains why paying attention to the teachers was so hard for me. Accidentally, I discovered that I learn more when I read a book and dance around the room at the same time. I love music and play the guitar. I’m also a good dancer. So, when I would put on music and read while dancing around, it would help me remember more. Also, if I put anything to a jingle or rap it helps me to learn it better.

I didn’t know anything in middle school or high school about learning styles and multiple intelligences. When I took this course, I learned about these things. Now it makes sense why I learned better while dancing around the room. I see now that I have my own kind of intelligence and I am good at a lot of things. I have a gift for music, dancing, and relating to people. I am a kinesthetic learner which explains why I get restless when the teacher only gives lectures. Now I know that I learn best hands-on, during field trips, labs, performing skits, and things like that.

All those years of comparing my weaknesses to other people’s strengths was really dumb. I feel kind of angry that nobody taught me these things in school until now. Many kids drop out thinking they aren’t smart when they can do a lot of things well.

This information about learning styles and types of intelligence hit me like a bolt of lightning. Now I get how I am smart and somebody worthwhile. Even though I could have really used this information earlier in my life, I’m grateful to have it now. It’s already helping me to do better in my other classes.

Many teachers probably never expected me to go anywhere in life. I plan to prove them wrong. I now expect to be successful in college and to do something great with my life.

ACTIVITY 3.4

Goal for the week:



In Chapter 1, you set a small goal for the week. In Chapters 2–8, you will have an opportunity to continue this process. Setting and achieving at least one small goal each week will increase your number of successes and build your self-confidence. Make the goal specific and measurable.

An example follows:

I will achieve the following goal: Make a ninety or above on my math test this Friday.

Three steps I will take to achieve my goal:

- ① Study my class notes and math chapters for three hours this week.
- ② Get one hour of tutoring in math.
- ③ Create and take a practice math quiz before the actual test.

Now you try it.

I will achieve the following goal this week: _____

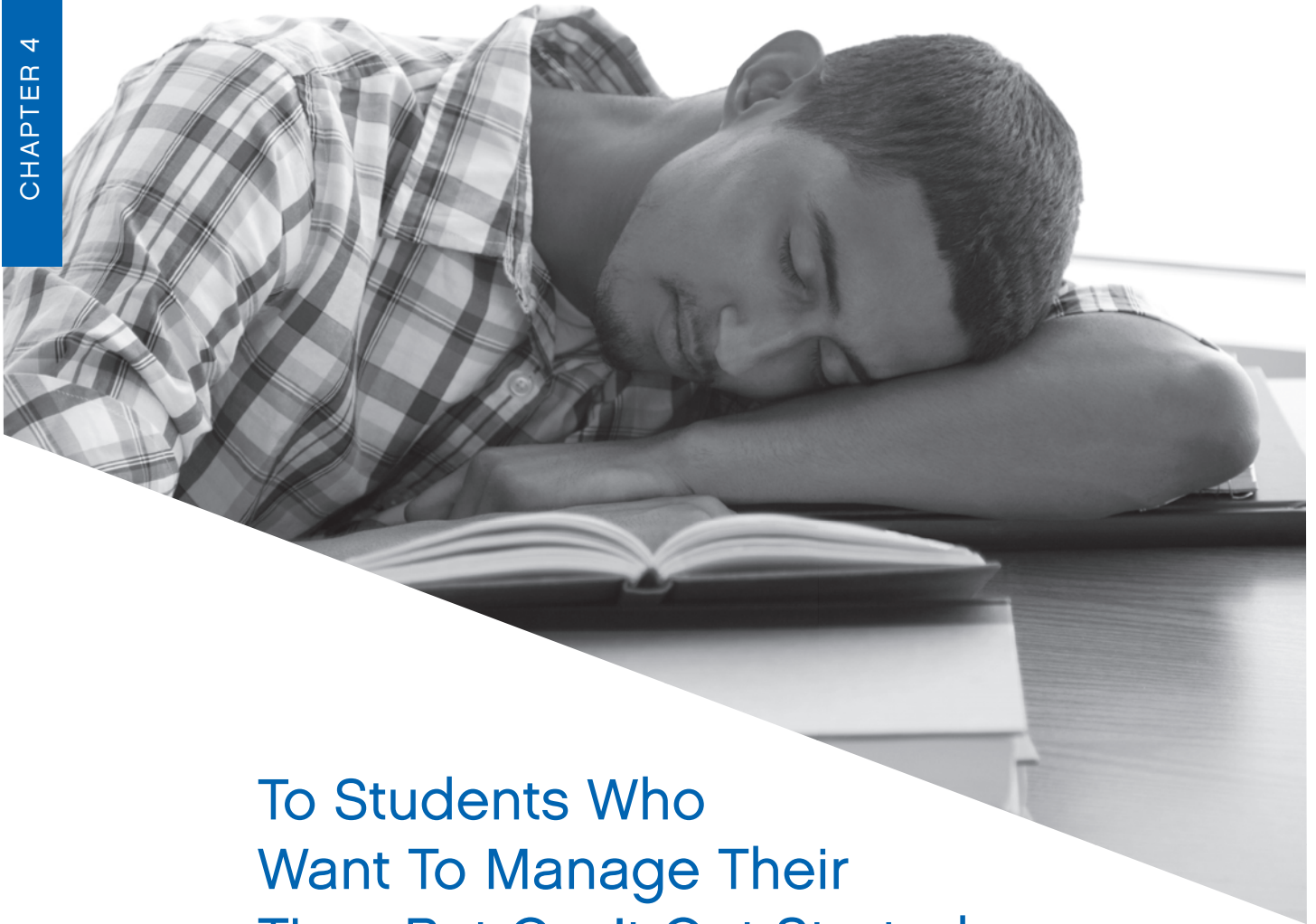
Three steps to achieve my goal:

1. _____
2. _____
3. _____

CHAPTER 3 MAIN POINTS

- There are many different learning styles and types of intelligence.
- You can increase your success in school by knowing and using your unique abilities.
- Your intelligence is not fixed at birth, and you can increase it throughout your life.
- Your IQ score only measures a couple of types of intelligence. A student with an average IQ score can excel in school, career, and life by using her preferred styles of learning and best types of intelligences.

In Chapter 4, you will be learning time management skills and strategies. These skills will help you to make the best use of your time and will provide you with another major key to the success you want.



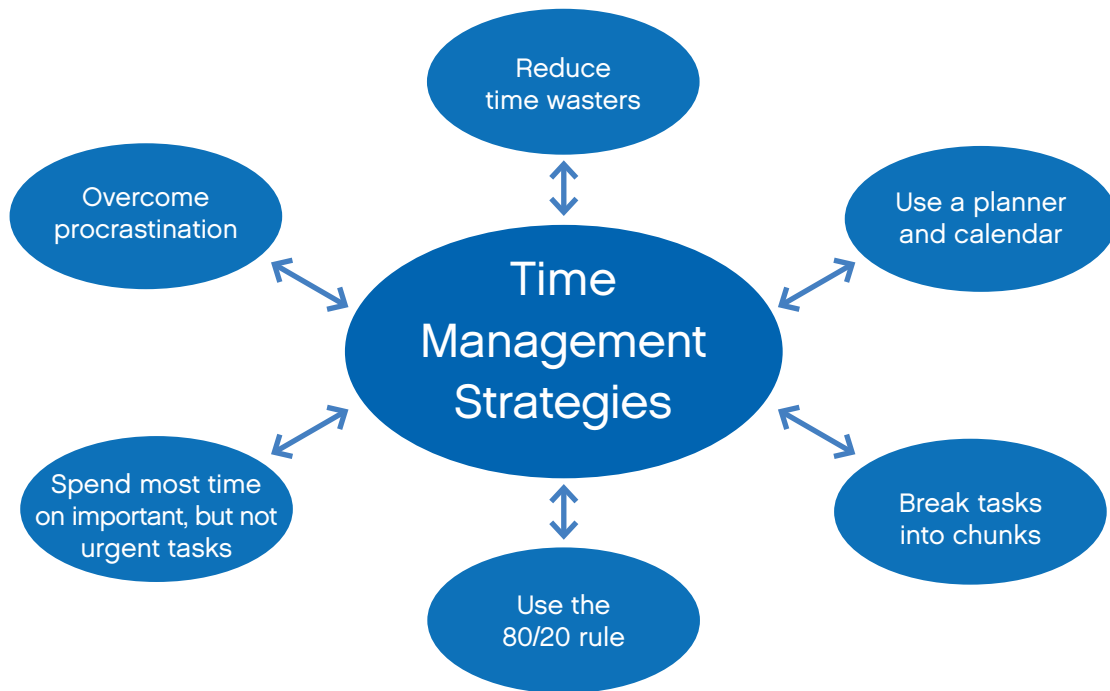
To Students Who Want To Manage Their Time But Can't Get Started

Time is your most valuable resource. You cannot replace it, and it passes very quickly. Time is life, because as it passes so does your life. Managing your time well is managing your life well.

You can take time from activities of lower importance and priority and spend more time on your highest priorities. Time management begins with thinking about what is really important to you. **What do you really want?** Once you know your priorities, you can decide whether your actions support them. If your actions are not taking you where you want to go, just keep changing what you are doing until you are back on track.

1. Ask yourself, "What is the best use of my time right now?"
2. What are you willing to cut out or reduce so that you have time to do what you believe is most important?

Don't sacrifice your most important priorities for things which are of less importance.



“Time is at once the most valuable and the most perishable of all possessions.”

—John Randolph of Roanoke

80/20 Rule

The 80/20 Rule says that 80% of your unfocused effort is usually responsible for only 20% of your results. The remaining 80% of your results are achieved with only 20% of your effort. By applying time management strategies, you will be able to direct more energy into 20% of the activities which bring you the greatest results. Good time management will help you do what is important with focused attention.

Benefits of Effective Time Management Strategies

- Reduces your time wasters
- Helps you overcome procrastination
- Better planning for what you want to accomplish
- Keeps you on track to your goals
- Helps you accomplish your highest priorities
- You get more done with less effort
- You gain extra time for fun and recreation
- Supports your most important values
- Reduces your stress
- Helps you to live the life you really want

Do You Make These Common Time Management Mistakes?

Rate Yourself

4 3 2 1
Very much like me Somewhat like me Not much like me Not at all like me

_____ I do not plan my actions and study time, but instead go by moods.

_____ My study environment is usually messy and disorganized.

_____ I often study and do school work when I am sleepy, not alert, and not at my best.

_____ I let too many distractions and temptations come between me and what is really important for me to be doing.

_____ I have low energy because of a lack of exercise and poor diet.

_____ I study for long periods of time without taking breaks.

_____ I have too much to do, and I don't cut out time wasters.

_____ I usually do not set deadlines for my school work and other priorities that need to get done on time.

_____ I spend too much time on low priorities.

_____ I usually do what I like first even if these activities are not that important.

_____ I don't make good use of small pockets of time throughout the day.

_____ I spend too much time trying to understand difficult material instead of seeking help.

_____ **TOTAL**

Score Results: The higher your score, the more you need to reduce your time management wasters.

Tips For Managing Your Time

- **Plan of action.** It would be a mistake for you to only do your school work when you feel like it, instead of planning and scheduling the time. It could cause you to fail, especially in college, because there is so much homework and reading to do.
- **Studying when you're not at your best.** It is important for you to get enough sleep so that your mind is alert, and you can concentrate on your studies. Lack of sleep will reduce your ability to remember what you study. Know when you are at your best. Are you a morning or evening person? Schedule your most difficult classes and school work when you will have the most energy and feel your best.
- **Allowing for many distractions.** It is difficult to focus on school work if your cell phone is ringing, you are receiving text messages, the TV is playing, and friends are dropping by unannounced. Remove these distractions so you can focus your attention on studying. Tell friends and family “no” when they want to socialize during your study time. Make plans to play at a better time.
- **Disorganized study environment.** Create a study environment that helps you concentrate and do your important work. Have the necessary supplies (pens, pencils, highlighters, notebooks, etc.) so you don't have to get up and down to get them. Make enough space so you can spread out and work.
- **Poor diet and lack of exercise.** You need energy and good health to do your school work well. Take short exercise breaks between study periods. Eat healthy snacks instead of junk and fast foods.
- **Studying too long without breaks.** If you study for thirty to forty-five minutes, take a short break. You will understand and remember more of what you read. Break your studying into small steps, so you can stay focused.
- **Too much to do.** There are times when you may have too much to do. See what you can reduce or cut out so, you have time for your top priorities. Balance is also important. There is a time for study and a time for play. You will benefit from both.
- **Not setting deadlines.** You can set many small goals with deadlines for completion. If, for example, you have a paper due in two weeks, set a deadline to begin and complete your paper.
- **Spending too much time on low priorities.** Decide what your most important tasks are. Spend more time, energy, effort, and attention on your top priorities and less on activities which don't support your goals.
- **Doing activities you like first.** This is fine, if these are your important priorities. Don't do an activity first just because it is pleasant. Do your important activities first, even if they are difficult and unpleasant for you.
- **Failing to use small pockets of time wisely.** You can study between classes or write part of a paper while sitting in a doctor's office. While waiting in line at a store, you can review flash cards. Use these small pockets of time wisely. They will add up to big results.

“When I arrived on campus I was lost and afraid of the challenge. I was losing integrity, courage, dependability and self-awareness. This course and book were like a hand being stretched out for me to reach and to guide me. Now I will always keep improving and building the blocks to accomplish my goals.”

—Ruben Rodriguez

“I learned to use my time wisely and now use calendars and planners every day.”

—Valeria Rangel

➤ **Not seeking help.** Beating your head against a concrete wall is not productive. Reading something over and over without understanding it can use up valuable time while accomplishing nothing. Seek out assistance when you need it. Use your school’s resources, counselors, tutors, etc. Planning ahead is one of the most important time management strategies you can do. There is a saying, “If you are failing to plan, you are planning to fail.” What follows is a brief self-assessment for you to see how well you are planning.

Planning Self-Assessment

Circle the number for each statement that best describes you.

	Never	Rarely	Sometimes	Often
I plan ahead and block out study time.	1	2	3	4
I use a daily planner and/or I will need to study each week.	1	2	3	4
I enter my academic and social plans on my planner and calendar.	1	2	3	4
I allow for the unexpected, so I can be flexible and adapt	1	2	3	4
I accomplish most of my plans.	1	2	3	
I plan well.	1	2	3	4
I meet assignment deadlines by planning ahead.	1	2	3	4
I estimate how many hours I will need to study each week.	1	2	3	4
I start work early on long-term projects.	1	2	3	4
I set short-term goals with deadlines.	1	2	3	4

For items you answered with a number 1 or 2, consider trying new habits to improve in these areas.

Time Management Tips for Making the Best Use of Your Time

➤ **Use a planner and calendar.** Use an electronic or paper planner and calendar for your daily, weekly, monthly, and yearly goals. Write down your important plans including school assignments, work, personal development, and social activities.

- **Identify your common time wasters.** Being aware of your time wasters is your first step toward making positive changes. Begin substituting your more important activities and tasks for your time wasters by writing them down in your planner.
- **Prioritize.** List five of the most important things you need to get done each day. Arrange the list of activities in order of priority from number one through five. Focus only on your number one item until it's done. Then go to your number two item and on down the list. Make your to-do lists in the evening for the following day.
- **Delegate.** You may have some household chores or responsibilities that can be delegated or given to someone else in the household once in a while. For example, you may need to study for a test and you might be able to pay a younger brother or sister to do a few of your chores for you. You might be able to trade chores which you can do at a better time.
- **Set time limits and deadlines.** Know how much time you have available to complete assignments. This will allow you to start early, prepare for the unexpected, and to complete your assignments on time.
- **Let others know your needs and your schedule of important activities.** Your friends and family need to be aware of your needs, and you should respect and be aware of their needs. There are times for you to say "No, I can't go play at this or that time because I have to study. Let's set a date for another time."
- **Schedule your work for the right or best time.** Plan to do your important and difficult tasks when you are at your best and you have enough time to focus on them.
- **Review your class notes and readings before class and often.** This saves you last minute cramming for tests and reduces stress. You will retain more and be better prepared for your classes. Study daily and keep up with assignments because this will keep you relaxed and productive.
- **Get a good night's sleep and take naps, if helpful.** Most students between fifteen and twenty-two years of age need eight to ten hours of sleep to feel at their best. Sleep deprivation negatively affects your memory and concentration. Studying without focus wastes your valuable time.
- **Set small goals and break your large tasks into small chunks.** This keeps you from feeling overwhelmed. It is easier to start and complete small projects, which helps build your self-confidence and create a "success" mind-set. Study in small segments with short breaks in between.
- **Work on your important, but unpleasant activities a little each day until completed.**
- **Include rewards for yourself when you accomplish your tasks and goals.** Build in consequences or a negative effect when you do not follow through, such as not giving yourself the reward. Examples of rewards are you go to the movies, out for pizza with a friend, etc. Find ways to motivate yourself by using rewards when you get the job done, and use a take away when you fail to come through.
- **Exercise and eat well for maximum energy.** You need good health and energy to work hard and to concentrate.
- **Concentrate on one thing at a time.** This will be more effective for you than multi-tasking when you need to really concentrate. When you are able to focus on the assignment at hand, it will save you time, and this is a key to success.

"I learned how to manage my time wisely so I can work to the best of my ability to be more productive and successful."

—Stephano Alvarez

"The assessment we did in class showed me how little I knew about succeeding in college. The result was like a punch in the face. I learned so much and improved in many areas like my study skills, time management and goal setting."

—Aaron Kwok

- **Use resources and seek assistance.** Use your school tutors, counselors, library, and any other help you need.
- **Be present and enjoy the moment.** Instead of regretting your past and worrying about your future, focus on what you are doing now. Do small things with care and attention because this will give you the best results. This is how you can best use and benefit from your time.

Time Management Strategy to Accomplish Your Priorities

In his book, *First Things First*, Steven Covey presents a time management strategy which uses the following four quadrants or squares.

	Urgent	Not Urgent
Important	Quadrant 1	Quadrant 2
Not Important	Quadrant 3	Quadrant 4

In the **first quadrant**, you list activities that you feel are both important and urgent. These take top priority. In the second quadrant you list activities and things that need doing which you consider to be important, but you don't have to complete them right away. These activities take second priority. The third quadrant contains activities and tasks which are not important to you, but others are trying to make you think they are urgent. Quadrant 4 consists of activities that are not important or urgent for you right now and there is no need to do them.

If something is both important and urgent to you, it needs to be taken care of first. For example, you may have to take someone to the hospital. However, these demands in quadrant 1 are stressful and are not where you want to spend unnecessary time and effort.

- **Quadrant 2 is the best place to focus your attention and effort because it will prevent many things from becoming urgent** and ending up in quadrant 1. If you start early on these important tasks, then you will complete most of your assignments on time without creating urgency. Quadrant 2 is the most productive and best place to spend your time.
- **Quadrant 3** activities are not important to you, but others try to make you think they must be done now. For example, a friend wants you to return his phone call immediately about something that can wait a couple of days.
- **Quadrant 4** consists of activities that you usually consider a waste of time such as sitting and doing nothing. You want to cut out or at least reduce time wasters. However, there may be times where a few minutes of doing nothing is actually useful. For example, you may feel burned out and need some down time to just zone out and relax.

In the exercise that follows, decide which of the four quadrants you would list each of the activities.

The Four Quadrant Exercise

Assign each activity below to one of the four quadrants, either quadrant 1, 2, 3, or 4. Your answers should show the number of the quadrant you would use for each of the seven activities below.

- A. ___ A paper is due in your English class tomorrow and you haven't started working on it.
- B. ___ A paper is due in your History class next week and you have half of it done.

- C. ___ Your best friend left a message to call back right away about a movie he wants to see with you in a few days.
- D. ___ You have a Psychology test in a week and you are prepared, but you want to review your notes before the test.
- E. ___ Your friends want you to attend a meeting tomorrow which they say is urgent, but it has nothing to do with your interests and goals.
- F. ___ You feel like watching several hours of television today even though you have a test tomorrow.
- G. ___ Your favorite charity called and asked you to give them some money.

Keep in mind that the more you say no to Quadrant 3 and 4 activities, the more time you can spend on your top priorities listed in Quadrants 1 and 2.

Source: Questions developed by Raymond Gerson. Based on Covey, Stephen, Roger Merrill, and Rebecca Merrill. *First Things First*. Free Press., 1996, p. 37.

Do You Procrastinate for These Reasons?

Procrastination is when you put off doing something that you need to do. Procrastination can keep you from getting what you want in life. Procrastination is how things that need to be done pile up until you feel stressed.

SOME OF THE COMMON REASONS THAT PEOPLE PROCRASTINATE

- **Going by moods.** If you are not careful, you might avoid important but unpleasant tasks because you do not feel like doing them.
- **Fear of failure.** If you avoid doing the task and fail, you can say, “I failed because I didn’t try,” not because you could not accomplish it.
- **Fear of success.** It is important for you to feel worthy of success or you might avoid it. If you fear the demands, expectations, and criticism that might come from being successful, you might hold back from big accomplishments.
- **Poor decision-making skills.** If you cannot make a decision, you will not do what you need to get done. First, you must decide; then act.
- **Poor organizational skills.** If you have difficulty putting things in the right order and organizing, you may hesitate to begin the task.
- **Perfectionism.** If you feel the need to be perfect or to do something perfectly, you may hold back because anything less might seem like failure.
- **Not planning ahead.** You cannot do everything at the spur of the moment. You will only accomplish some important things well, if you plan ahead.
- **Being unsure of the next step.** If you don’t know where to start or what to do first, then it is likely that you will not begin.

WAYS TO OVERCOME PROCRASTINATION AND ENJOY THE SUCCESS YOU WANT

- **Know when you are procrastinating.** Be aware of when you are putting off important activities and honestly admit it to yourself.
- **Procrastinate on low priorities instead of high priorities.** Use the habit of procrastination to put off your time wasters.
- **Set up rewards for not procrastinating important tasks.** Deprive yourself of rewards if you put off doing what needs to be done.

- **Estimate the monetary cost.** For example, figure out what a semester of your classes will cost you. Now figure how much each class will cost. If you are putting off going to a class, now you will be able to figure out how much money missing class will cost.
- **Set small goals and take little steps.** We discussed this as a time management strategy, and it can help you to avoid procrastination.
- **Tackle the most important task first.** This time management strategy can also help you to overcome procrastination. Do your unpleasant but important activities first and play later.
- **Do it now.** Clement Stone, a successful entrepreneur, used to repeat “do it now” over and over for motivation to do the task right now. You might try this approach.
- **Ask for help.** Do not try to do everything by yourself. Use resources and seek assistance from others when you need it.
- **Do not expect perfection.** Realize and accept that you are human. Even though you want to do well, don’t think you must do things perfectly. The road to success is often paved with failures along the way.
- **Set deadlines.** Let’s say you have a paper due for a class in two weeks. This is the final deadline, but you can also set some of your own deadlines. For example, set a deadline

to write a page a day. Set a deadline to have a rough draft completed three days before the final paper is due. You can also set a deadline to complete your paper one day before the final due date.

- **Use time management tools previously mentioned.** You can use time management tools such as calendars and planners to overcome procrastination.
- **Prioritize.** This is another important time management strategy we discussed earlier that also helps to overcome procrastination. Make a daily to-do list the night before. Arrange your list in order of importance. Totally focus on your #1 item until it is done; then go to #2 and continue in this manner.
- **Use positive self-talk.** Explain to your mind the benefits of doing the task now. Reframe or change how you see your unpleasant tasks by recognizing they have value.
- **Try to make the tasks fun.** See if you can be creative and make the task or assignment into a game.

“The one big thing that helped me out was the time management section. It helped out because I got to see where I was spending most of my free time which was mostly in video games and sleeping. So because of that I cut down my gaming time for more school work time. I think that I’m getting better at getting my school work down. Now I do school work first and after that I get into my gaming.”

—Robert Robinson

Remind yourself that you can accomplish great things in small steps. A brick layer starts working on a house by putting one brick in place. The job to be done might seem huge and overwhelming to the brick layer, but brick by brick he gets it done. Thousands of bricks end up in place, but the brick layer accomplished it one brick at a time. In the same way, you can break things into small manageable chunks and go step-by-step to successfully complete your tasks. As Doc Childre and Howard Martin put it, “You’re writing the story of your life one moment at a time.”

ACTIVITY 4.1

Where does your time go? Guess how much time you spend each week in the activities listed below in the left column.

Keep track of how you are actually spending your time for one week and record your results on the **Time Log Sheet** (which follows on the next couple of pages). At the end of a week, you will be able to fill in the right side below; then compare your guessed and actual times. Now, fill in your estimated time in the left column (which is a guess as to how much time you are spending in each category per week). It should add up to 168 hours, which is a full week.

“I thought this class was going to be a waste of time. Instead I learned how to study, take notes, manage my time, and writing skills.”
—Melinda Medina

Assess Your Time Exercise

Estimated Time

Actual Time

Time in class _____	_____
Time at work _____	_____
Study time _____	_____
Grooming _____	_____
Commuting _____	_____
Sleeping _____	_____
Cooking/eating _____	_____
Time with family _____	_____
Time with friends _____	_____
Shopping _____	_____
Exercise _____	_____
TV _____	_____
Computer fun _____	_____
Hobbies _____	_____
Other _____	_____

Total hours per week: 168

ACTUAL TOTAL _____

Time Log Sheet

Use the **Time Log Sheet** below to track your activities for seven days. Then, go back to the **Assess Your Time Exercise** and fill out the actual time in the right column and total the hours.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6–7 a.m.							
7–8							
8–9							
9–10							
10–11							
11–12							
12–1 p.m.							
1–2							
2–3							
3–4							
4–5							
5–6							
6–7							
7–8							
8–9							
9–10							
10–11							
11–12							
12–1 a.m.							
1–2							
2–3							
3–4							
4–5							
5–6							

JOURNAL ASSIGNMENT

Compare your estimated and actual times once they are recorded in the **Assess Your Time Exercise**. Write at least one page in your journal about what you guessed correctly, where you were incorrect, and any surprises. Write about areas that need more of your time, less of your time, and time wasters you want to eliminate. Also, address the extent to which your actual time spent supports your goals and values. Conclude by discussing changes, you will make to more effectively use your time.

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What are five of my biggest time wasters? How can I reduce or get rid of them?
- What is my most common time management mistake? How can I correct it?
- Why do I procrastinate? Name three ways that you can overcome procrastination.
- What are my three top priorities to get done tomorrow? Name three small steps that you can take for accomplishing each of these priorities.
- What benefits have I received from exercise in the past?
- What is one new activity I am willing to do to improve my physical health and energy level?
- What is one new activity I am willing to do to improve my mental health?
- What am I willing to do to main my good health as long as possible?

AUTHOR'S NOTE

Many of my students become angry and upset after doing the time assessment activity because they learn how they are actually spending their time. Some have been shocked at the differences between categories of their estimated and actual time. The shocks come when they realize that their time spent did not support their goals and priorities. For example, I mentioned that one of my students discovered that she watches forty hours of TV a week and studies two to three hours a week. This came as a rude awakening and shock to her, even though she decided not to change these habits.

I explain to my students that their disappointment, anger, and shock can serve as a motivator for positive change. The first step is for a student to be willing to see reality, instead of remaining blind to what is really happening. Secondly, once a student sees how he or she is actually using valuable time, it is possible to make changes. I encourage you to spend your time (life) in a way that takes you to your goals.

RAYMOND GERSON



SUCCESS STORY PAPER

The following paper was written by a student of mine who is a single mother of three children. She works full time and began college later in life. Needless to say, she has a lot on her plate. Finding enough time for her many priorities is a challenge.

Time Monitor Paper

By Lynn Carpenter

The time monitor paper is difficult for me to write. The reason is I do not have enough spare time to even think about where my time goes. I was actually exhausted when looking at this assignment because it made me realize how much I do on a day-to-day basis.

During this assignment I realized that there are definitely areas that can be improved. The way I spend my time at home is one of the things that can be adjusted. For instance, I could use the small amount of time that I watch TV and use it for more quality time with my kids and doing homework. Instead of waiting until the last minute to do my assignments I could get it done before it is actually due. I spend a lot of time working and going to school which affects my kids and managing my time better would give me more time with them.

During the week I spend an average of 75 hours on school and working, 56 hours sleeping, and 11 hours driving which adds up to 142 out of a 168 hour week. This leaves 26 hours a week for my kids and any time I might actually have for myself which is not much.

At this point in my life I realize that I am stretched about as far as one person should be, but in the long run this sacrifice will pay off. It will pay off because I am bettering myself working toward a goal that will improve my life and the lives of my children. The education that I am receiving will help me to put my kids through college and create better opportunities for me later.

I do plan on changing a few things like the time in front of the TV and focus more on the most important things in my life.

ACTIVITY 4.2

Goal for the week:

Three steps to achieve my goal:

1. _____
2. _____
3. _____



WHY IT IS IMPORTANT TO TAKE GOOD CARE OF YOUR BODY, TOO

Your physical and mental health are connected and affect your ability to succeed in college, career, relationships, and other areas your of life.

Without good health, it will be difficult to make your dreams come true. Vitality and energy are byproducts of good health and are needed to succeed in college, your career, maintain excellent relationships, and accomplish many other goals.

You probably know, from your own experience, that your physical and mental health affect each other. When you are physically ill, your mind is less clear, and it's easy for you to feel down. When you're depressed, you have less energy. You will need to keep your brain healthy to think clearly, to focus your attention, and to retain and recall information. Let's look at some of the benefits of good health.

Benefits of Good Health

- Increases your odds living a longer life
- You will have more energy
- Positively influences your mental health
- Increases your sense of well-being
- Improves your self-esteem
- Improves your overall quality of life
- Gives you more energy and stamina to pursue your goals

Tips for Maintaining Excellent Health

Genetics play a role in your health and longevity, but lifestyle plays an even bigger role in affecting your overall state of health.

There are no guarantees, but here are some ideas for increasing your odds of having a long and healthy life. These tips will benefit both your brain and your body.

1. DRINK PLENTY OF WATER

Much of your body and brain are made up of water. You need water to stay hydrated, to flush out toxins, to get nutrients from food, and for your brain to work well. Drinking plenty of water also keeps your skin from becoming dry and prematurely wrinkled from dehydration.

How much water do you need a day? Rule of thumb is to drink one half your weight in ounces each day. For example, if you weighed 130 pounds, you would need 65 ounces or about two quarts of water a day. If you do strenuous exercise or work, you will need even more water.

If you are dehydrated, you probably have lost your thirst signals, which let you know when you need water. Once you start drinking enough water, your thirst signals will return. Then you can get enough water by drinking it when you feel thirsty.

Coffee, tea, and soda are not substitutes for water. Actually, they are dehydrating. If you drink them, you will need more water. Even fruit juice is not a substitute for water because it comes from a food source, and it's not a real solvent. A true solvent is something that dissolves and cleans poisons out of your body.

Drinking tap water is better than not getting enough water, but it is best to drink water which has been purified naturally or through reverse osmosis or distillation. Only some of the bottled water meets these conditions.

2. YOU NEED A LITTLE SUNSHINE

It is true that you can get too much sun, but you need some sunshine. Ten to twenty minutes of daily early morning or late evening sun is good for you.

Sunshine gives you vitamin D which you need so your bones can absorb calcium. Without enough vitamin D, your bones can become brittle and break. It is unnatural to spend all of your time indoors. You need fresh air and a little sunshine to maintain excellent health.

3. EXERCISE IS IMPORTANT

Your body needs movement and physical activity. Proper exercise can slow down your physical deterioration. Your brain needs oxygen and exercise will provide more of it for your brain

“The main benefit I got was to use my time wisely, separate the important from the unimportant, and calculate use of my time.”

—Bianca Hernandez

and other vital organs. Your brain requires about 25% of the total oxygen that you need. You need three types of exercise: flexibility, aerobic, and strength training.

“I liked the stories about real people. The course was amazing and worthwhile for my future. I can use these strategies for better health, concentration, school success, and whatever else I want to apply them to.”

—John Saucedo

A. Flexibility exercise.

Your body will become stiffer as you age. Yoga, swimming, tai chi, or just doing stretching can help you to maintain flexibility.

B. Aerobic or cardiovascular exercise.

Walking, biking, jogging, dancing, and sports which help you to stay in your working heart rate for twenty to thirty minutes are good for your heart. Charts are available to determine the working heart rate for your age bracket.

C. Strength training exercise.

This type of exercise keeps your muscles firm and strong. When combined with proper nutrition, it also keeps your bones strong. This exercise includes: weight lifting (it can be light weights), calisthenics, and machines, which provide resistance. Unless you are an athlete or compete in sports you don't need to spend a large amount of time exercising. Like anything else, you can overdo exercise and then you will receive less benefit from it. It is better for you to exercise in moderation.

4. DON'T SMOKE

If you are serious about maintaining excellent health, it is important to stop smoking or to never start. It is damaging to your health.

5. EAT WELL

Fresh fruits and vegetables are among the most important foods you can eat. A variety of colors in fruits and vegetables are better for you because they contain different types of antioxidants. Antioxidants strengthen your immune system and slow the aging process. Fresh produce is best, frozen is second best, and the least nutritious are canned fruits and vegetables. It is good to eat some raw foods such as vegetables, fruits, nuts, and seeds. They contain enzymes which are frequently destroyed when the food is cooked. Enzymes help with your digestion and increase your energy. If you eat a salad with one or two meals a day, you will be creating a great and healthy habit. When you eat raw food, know your sources to avoid bacteria contamination. Whole grains, beans, seeds, and nuts are good for you. Raw nuts, seeds, fruits, and vegetables give you energy and contain vitamins and minerals. Your brain also requires nutrients to function well. For example, your brain uses glucose which you can get from fruit and whole grains.

It's best for your health for you to avoid or reduce fast foods, foods high in salt, saturated fat, and sugar. Following these simple and common sense health tips can increase your chances of living a healthy and enjoyable life.

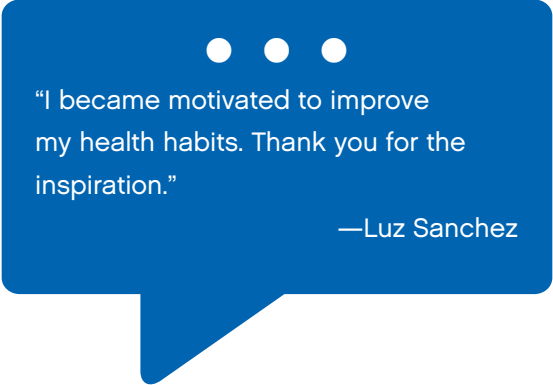
6. GOOD DENTAL HYGIENE

Many dentists say that brushing and flossing your teeth at least once a day may add a few years to your life. Many forms of bacteria, which cause illness, start in your mouth. Good dental hygiene reduces the amount of harmful bacteria in your mouth and prevents it from entering other organs in your body. The loss of teeth is often due more to gum disease than problems

with the teeth themselves. Taking a few minutes a day to brush and floss your teeth is a healthy habit that will keep you smiling.

7. GET ENOUGH SLEEP

Getting enough sleep is important for staying healthy. If you are not getting enough sleep at night, try a power nap during the day. Lack of sleep over time can damage your health. It also can reduce your ability to concentrate, impair your memory, and lower your energy, which you need to succeed. Use good time management principles discussed earlier so you can find enough time to get the sleep you need. Sleep benefits both your brain, body, and soul



“I became motivated to improve my health habits. Thank you for the inspiration.”

—Luz Sanchez

8. ALCOHOL AND DRUGS CAN DAMAGE YOUR HEALTH

Alcohol is a depressant and destroys brain cells. It impairs your physical and mental functioning. Alcohol also contributes to many accidental deaths, illnesses, and unsafe sex and violence. If you drink alcohol, then drink in moderation. Avoid binge drinking. If you think you have a serious drinking problem, then seek help.

Drugs are as damaging as alcohol and some do greater harm. If you are arrested you can go to prison, damage your reputation, have problems finding a good job, lose valuable relationships, and destroy your peace of mind. If you have a problem with drug use or addiction, seek counseling and help from detoxification centers or support groups like Alcoholics Anonymous (AA) and Narcotics Anonymous (NA).

Tips for Keeping Your Brain Healthy

- Get enough sleep
- Get oxygen through exercise
- Glucose is important and is contained in fruit
- Drink enough water
- Eat a diet low in cholesterol and saturated fat
- Eat more fruits and vegetables for antioxidants
- Stay physically active (Dancing is especially good for your body and brain)
- Stay mentally active and learn new things
- Minimize stress
- Do not abuse drugs and alcohol.
- Don't smoke
- Maintain a social life, positive relationships and have fun



Manage Your Time

By Raymond Gerson

Manage your time,
to get off of the dime,
Play your best role,
and go for your goal.

Take positive action,
and find satisfaction.
Plan your day,
and you'll find your way.

Follow your plan,
know that you can.
You can be shrewd,
don't go by your mood.

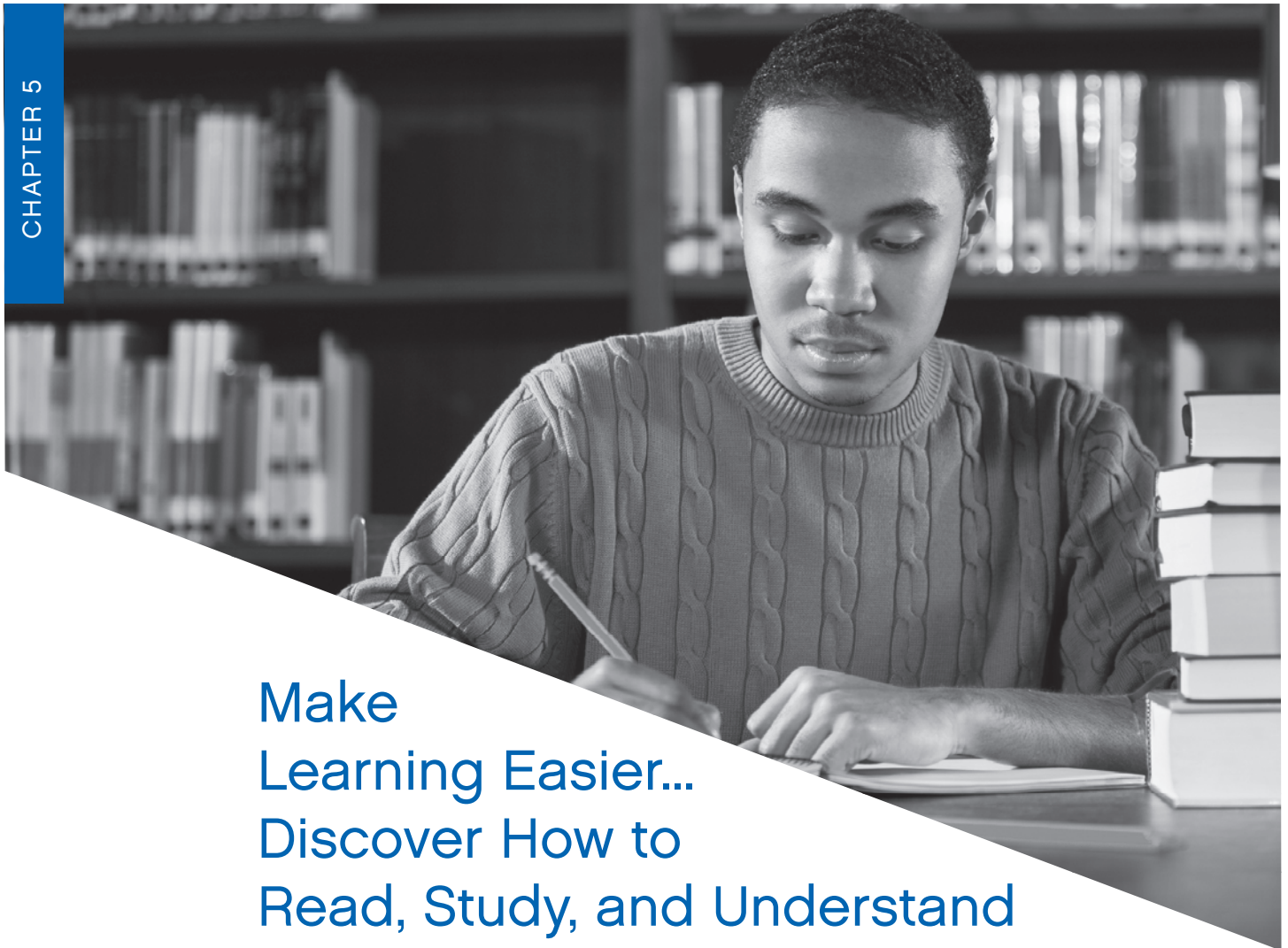
Use pockets of time,
it will help you to climb,
the latter of success,
and not get stressed.

Cut out distraction,
avoid the inaction.
Focus your attention,
Increase your comprehension.

Pursue your destination,
to overcome procrastination.
Take steps that are small,
and you will not stall.

Life goes by fast,
much time has passed.
Make the rest worthwhile,
You can do it with style.

In Chapter 5, you will be learning strategies to use when reading and taking notes so you can get the most from your textbooks and class lectures.

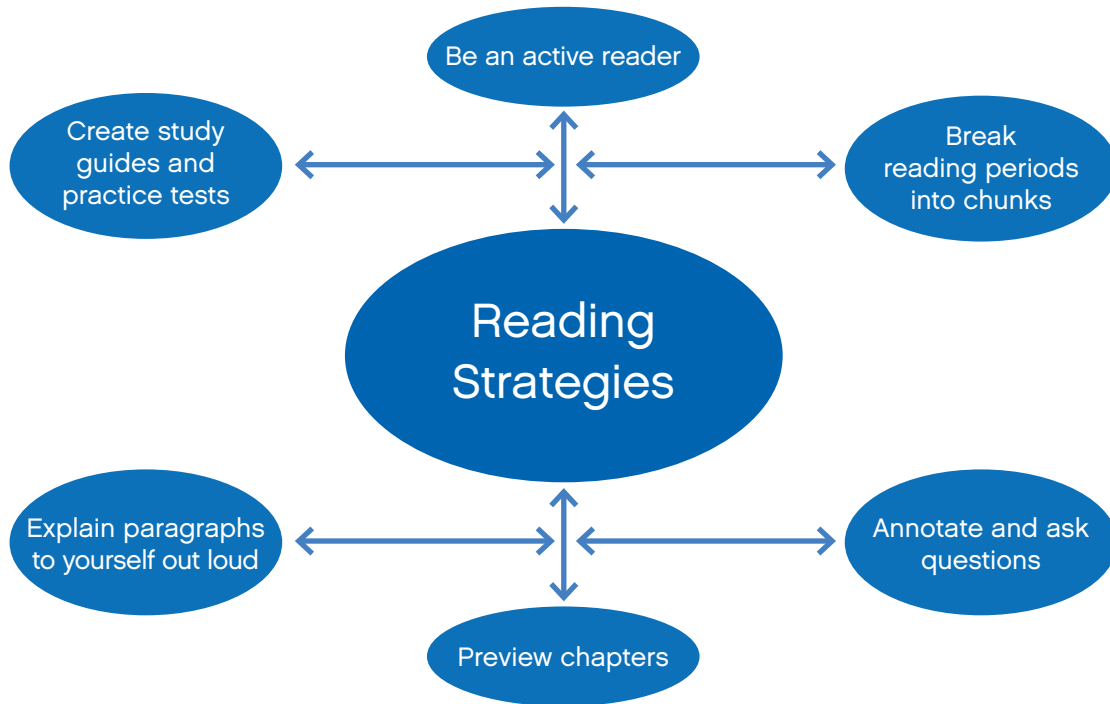


Make Learning Easier... Discover How to Read, Study, and Understand Textbooks

Your reading ability and comprehension are strongly related to succeeding in college. You need good study skills for purposeful and worthwhile learning to occur. Effective study skills are centered on your reading and writing ability. If you can't read well, you will not do well in college. Not only will you need to understand words, but you must be able to get the hang of ideas, meaning, theories, and concepts.

The key to your being a good reader is for you to be an active, not a passive, learner. If you are a passive learner, you just read the words in a textbook without focused attention and without thinking about what you're reading. If you are an active learner, you think, question, and take notes when you read. As an active learner, you read important passages from the textbook and write the main points down in your own words. You use study skill strategies as an active learner to make sense out of what you are reading.

In this chapter, you will learn about strategies of active learners and how to understand and remember more of what you read.



“Learning without thought is labor lost.” —Confucius

Benefits of Excellent Reading Skills

- Increases your retention and comprehension
- Improves your ability to focus
- Improves your self-esteem and self-confidence
- Increases your learning satisfaction
- Stimulates and develops your critical thinking skills
- Improves your self-management skills
- Learning becomes more enjoyable for you
- Attain higher levels of achievement
- Reduces your test anxiety

READING
STRATEGIES



mindtools.com/dstratg.html

Now let's look at strategies you can use before, during, and after reading.

Strategies You Can Use Before Reading

- ➊ **Create and use the right study environment.** Choose a location where you can eliminate or reduce distractions, have enough room for your materials, and won't have constant interruptions.
- ➋ **Choose a time when you feel rested and alert.** If you are sleepy, take a short nap before studying. Eat a healthy snack if you need some energy.



- ③ **Ask yourself what you already know about the subject.** Connecting what you're already familiar with to the new material will make learning easier for you.
- ④ **Set goals and know the purpose of your study session.** Ask yourself what is it you are trying to learn. For example, are you preparing for a test or to write a paper? These are different purposes, and you will study for them in different ways.
- ⑤ **Preview the chapter(s).** When you preview chapters before reading them, you will gain a comfort level with the material that you are going to read. You will know what the chapter is about and where you are going. It's like you are looking at a map before you take a trip. When you look over the chapters, form the habit of turning headings and sub-headings into questions. This will help you to focus and to get a better idea of what the author is saying.

When you preview chapters, glance at:

Chapter headings and sub-headings, introductions, questions, pictures, charts, bold or italicized words, and summaries or conclusions.

It will only take you a few minutes to preview a chapter and this provides a good overview. This overview will help you understand and retain more material when you read the chapter.

READING STRATEGIES

emmanuel.edu/Documents/Academics/ARC/Reading%20Strategies.pdf



Strategies You Can Use During Reading

- ① **Break up your reading and ask questions.** Read a section of the chapter and then ask yourself questions about what you read. Check your understanding of the material. This process will help keep your attention focused on what you are reading. If your mind wandered while reading, you will know it when you pause to ask questions. If you lost focus, you can go back and reread the section.

Reading one section at a time will increase your comprehension and retention of the material. While reading each section, anticipate and guess questions that might be on your next test. Jot down these questions and make them part of a practice quiz that you will take before the actual exam is given.

Read in chunks followed by taking small breaks. For example, read for about thirty to forty minutes and then break for a few minutes. You will retain more information this way. Studies have shown that you will remember more at the beginning and ending of a reading session. So you can purposely create many beginnings and endings by breaking up your reading. Many people find that their concentration begins to fade after thirty to forty minutes. Use this knowledge to your advantage.

- ② **Look up words you do not understand.** Keep a dictionary and a thesaurus handy. A good vocabulary will increase your success in school and life. Many high level executives and CEOs have vocabularies second only to college English professors. If you do not understand individual words, it will be difficult to comprehend the meaning of the sentence that contains those words.
- ③ **Write summaries of what you are reading.** You can do this in a separate notebook or in a section of the notebook you use for class notes. Write a brief summary in your own words after reading the chapter - or after reading each major section of the chapter.
- ④ **Create study guides.** Here are examples of study guides to help you study effectively:
 - A. **Create flash or study cards.** Use 3 x 5 cards for learning and memorizing vocabulary words, definitions, and the meaning of scientific and other terms. Write the word or question on one side of the card and the definition or answer on the other side. Study cards are great for helping you memorize information, but you still need to

understand the concepts. One advantage of study cards is that you can take them with you to use when you are waiting at the doctor's office, waiting in line, or when you are in other situations where you have small chunks of time available.

EXAMPLE OF A STUDY CARD

- B. Create outlines.** Outlines are a good way to organize your thoughts and the material you are reading. They are especially effective if you like to structure material in a sequence or linear fashion.

What is annotation?

Front

Writing key ideas in the margin of the text in your own words.

Back

ACTIVITY 5.1

Outline the main points in the article below.

Using Dissatisfaction to Find Work That Matters

By Raymond Gerson

One clue for discovering work that matters to you can be found by noticing your own dissatisfaction with problems you see in the world. Are there problems that inspire compassion for others? Do you see problems or needs that make you feel sad or angry? Is there a need that you would like you fulfill if you had the power to make a difference?

Dissatisfaction can be positive if you use your discontentment to make a contribution. How can you use your talents and skills to help fill a need you see in the world? Aristotle put it this way, "Where your talents and the needs of the world meet, there lies your vocation."

Now fill in the numbers and letters below with what you consider to be the main points:

1. Main point here:

- a. Supporting point: _____
b. Supporting point: _____

2. Main point:

- a. Supporting point: _____
b. Supporting point: _____
c. Supporting point: _____

- C. Create idea maps.** These are especially good for visual learners. An idea or mind map (also referred to as "think link") is a picture of the main lessons that shows how they are connected to each other. Idea maps are diagrams used to represent ideas linked to and arranged around a central idea. Ideas branch out from the central idea, and there is no limit to the number of branches and connections that you can create. See Figure 5.1.



FIGURE 5.1 IDEA MAP

Source: Developed by Raymond Gerson. Based on Tony Buzan. *Use Both Sides of Your Brain: New Mind Mapping Techniques*. Plume, 1991.

ACTIVITY 5.2

Create an idea map for the seven goal categories, but also expand each of them into another branch as in the financial goal example.

- D. **Create timelines.** This study aid involves putting events in chronological order or in a sequence of events, usually in the order they occurred. It is a good study guide for courses like history where you can list historical events in order of occurrence and prominent people who were associated with those events. Table 5.1 is an example of a timeline of major losses in the life of Abraham Lincoln.
- E. **Practice annotating and annolighting.** Annotating consists of writing key ideas in the margins of the textbook in your own words. Annolighting consists of highlighting key words and phrases and annotating these highlights in the margins. In other words, you are explaining the highlighted words and phrases.

Table 5.1 Abraham Lincoln's Major Losses and Failures	
Year	Temporary Defeats
1832	Defeated for state legislature
1833	Failed in business
1835	Sweetheart died
1836	Nervous breakdown
1838	Defeated for speaker
1854	Defeated for U.S. senate
1856	Defeated for V.P. nomination
1858	Defeated for U.S. senate
1860	Success—elected U.S. president

It is best not to highlight on the first reading. Skim a section after you have read it; then, highlight only key words and phrases instead of whole sentences.

When students highlight on the first reading, they tend to highlight too much and this defeats the purpose of highlighting. Highlighting helps to identify main ideas and bypass less important information. This increases comprehension and retention of material. It is best to highlight only 15%–25% of the material.

Determine your purpose; then highlight. For example, is your purpose to identify main ideas or were you asked to understand the author's philosophy on a particular subject? Your purpose and goal for the text will determine what is best for you to highlight. You should only highlight words you think are necessary to understand important ideas in a sentence.

“I found this book to be very easy to read and understand. I have learning disabilities and sometimes have difficulty reading and understanding what I read. But this book was an exception to that. It was a great book. Professor Gerson gave good tips. I found it to be encouraging and positive. I would recommend this class to any incoming freshmen.”

—SAM LEEPER

Example of Annolighting

Note: The *italics* on the right represent written comments in the margins.

Work as an Art Form and You as the Artist

By Raymond Gerson

Anyone who responds to an inner calling to fulfill a worthy purpose, envisions their goal, and then brings this vision into reality and form is an artist. In this way your work can be a form of art. Gibran said, “Work is love made visible.” When you love what you do, your work becomes an expression of love. It is natural to desire to express the best of yourself in the world through your vocation. This is how the inner (that which needs to be expressed from within you) becomes the outer visible form of your work.

An architect envisions a building, draws it on paper, and eventually it takes the form of a building. A teacher sees the results he or she wants the students to achieve, conveys this expectation to the students, and inspires them to rise to the level of expectation. Both the architect and the teacher are like artists who paint their masterpiece. Laurence G. Boldt, in his wonderful book, *Zen and the Art of Making a Living* put it this way, “You can experience your everyday life as art by bringing inspiration and absorption, creativity and resourcefulness, play and delight.”

When you are inspired and in the flow, your work becomes a form of art.

*Follow heart,
see goal, make
happen and
you're an artist.*

*Be an artist.
Picture what
I want and
bring into form.
Be inspired!
Create.*

ACTIVITY 5.3

Annolight the following article from Chapter 1.

Small Habits Can Transform Your Life

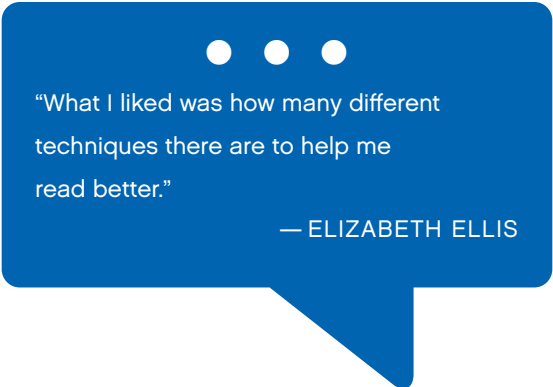
By Raymond Gerson

Your day-to-day habits have an increasing effect over time. Positive habits bring positive results and negative habits bring negative consequences.

Small, positive habits done on a regular basis can give you large benefits over enough time. For example, walking a mile a day might seem like a small habit, but in one year you would have walked 365 miles and in ten years you would have walked 3,650 miles. Imagine the benefits to your heart and respiratory system after ten years of walking just one mile a day.

On the other hand, let's say you drink one can of soda a day. This gives you the equivalent of ten teaspoons of sugar a day. What effect will this have on your weight and long-term health compared to a healthy habit like walking?

Your habits may seem small, but they can have big effects. Habits tend to be difficult to break and can easily follow you through life. So doesn't it make sense to replace your negative habits with positive ones and to add new positive habits to your life? You can use small positive habits to maintain excellent health, to achieve your dreams, and to live a fulfilling life.



“What I liked was how many different techniques there are to help me read better.”

— ELIZABETH ELLIS

Combining Questions and Annotation

You can add questions on one side of your text and annotate on the other side, if your book has enough margin space. If there is not enough space you can use your notebook. People usually think in questions and answers. When you read a section in your book certain implied questions are answered by the author. You can ask questions which were answered by what you read. This practice will engage you with your reading. You will become an active reader, and it will help you to stay focused and to understand what you read. And, it makes reviewing for your test easier.

Annotation is even more powerful as a strategy when you combine it with asking questions. When you prepare for your test, you can review your questions on one side and your answers (annotation) in your own words on the other side. You can cover your answers while looking at the questions and use them as a self-test.

Let's look at an example where I used this strategy for an article I wrote about taking small steps to your goals.

Small Steps to What You Want

Questions

What is **kaizen**?

How can I make the journey to my goals manageable?

How can I over-come fear of big goals and remain self-confident?

What is an example of using small steps to reach a big goal?

How can I make my dreams and goals come true?

Lao Tzu said, "A journey of a thousand miles must begin with the first step." The Japanese word **kaizen** means small **steps** for **continued improvement**.

Any large **goal** or project can be broken into **small steps** which leads us to the **achievement** of the **goal**.

According to Robert Maurer, author of **One Small Step Can Change Your Life**, taking **small steps** helps us to **bypass fears** that often arise when we are facing big changes. An overwhelming task does not seem daunting when we break it down into small steps. Fear and anxiety restrict our ability to think clearly and to be creative. When we take **small steps** to large goals we remain relaxed, **confident**, and **think** more **clearly**.

I started weight lifting when I was eighteen years old. I could only bench press **75 pounds**. Two of my **weights** were a **quarter** of a **pound** each. I would often tell myself that I should be able to lift a half pound more weight and I would add these small weights to the barbell. In a few years, I was able to bench press **300 pounds** at a body weight of 145 pounds. This is an example of using small **incremental steps** to **accomplish** a big **goal**. I kept increasing the weight by a small amount, consolidated my gains, and in a few years was lifting **225 pounds more** than when I began weightlifting. It is amazing what can be accomplished with small incremental steps.

You can **decide what** you **want** in life, whether it is a great relationship, career, or any other goal. Then begin taking **small steps** toward your goal until you **achieve it**.

Now you have a combination of two simple, but powerful strategies to increase your understanding and memory of what you read. Try **combining questions** with **annotation** and you will **learn faster, easier, and better**.

Annotations

Keep stepping up.

Break down large goals into smaller ones.

Take small steps.

Weight lifting. Keep adding small weights to make big gains in strength.

Decide what you want and go one step at a time.

ACTIVITY 5.4

In the following article, write questions on one side and your annotated comments on the other.



Questions

Listen to Your Life and Discover the Work You Were Born to Do

Annotations

“Is the life I am living, the same as the life that wants to live in me?” These are the words of Parker Palmer from his book, *Let Your Life Speak: Listening for the Voice of Vocation*.

Are you living your life based on “oughts” and “shoulds” or on what your life and inner voice are calling you to do? It is easy to fall into the trap of pursuing a career because you or others believe this is what you “ought” to do. And yet, to “follow your bliss” and to discover the work that you were meant to do, you must listen to your heart.

Parker Palmer spent years in vocations, which were not aligned with his true nature and best talents. This resulted in his being depressed for many years of his life. Eventually, he returned to teaching and helping educators. This work was in harmony with the life that wanted to be expressed through him. Greater job satisfaction and the ability to make a positive contribution was the result.

One of my college students was depressed and was self-sabotaging by missing classes and turning his school work in late. For years, he and others believed that he “should” become a nurse. More self-reflection helped him to realize that nursing would not be fulfilling. He had worked in hospitals before and did not enjoy it. Recalling the joy of being an athletic trainer’s assistant while in high school made him realize that he wanted to go in a different direction. For example, he remembered patching up the quarterback who went back into the game and scored the winning touchdown. This experience made him feel joy and a sense of purpose and accomplishment.

My student changed his college major and began pursuing the goal of becoming an athletic trainer. His depression disappeared, papers were turned in on time, and he attended every class. He was inspired, happy, and self-motivated. His grades began to improve, and he seemed like a different person.

This is an example of what can happen when you stop living your life according to “oughts” and begin living the life that wants to live in you. The clues to a career that is right for you are in your life. Let your life speak and then listen to your own inner voice. This is one way to discover the work you were born to do.

The following two articles were blogs that I wrote for one of my websites. They are about a simple reading comprehension strategy that has done wonders for many of my students.

Reading Comprehension Strategy Makes Student Scream

Why did a student in a college psychology course let out a loud scream of delight, leap out of her chair, run down the aisle, and then give her professor a big hug? Read on for the rest of the story.



A friend of mine is a professor of psychology who is also helping his students to improve their reading comprehension. He gives tough exams, and many of his students fail the tests, unless they understand the concepts and principles.

Last semester, he started advising a few students, who were failing, to read each chapter three times. He advised these students to stop after reading each paragraph and explain it out loud to themselves. Instructions were not to go to the next paragraph until they could explain the meaning of the preceding one. This strategy was being offered to the students to help them become active readers in which they thoroughly engaged with the material for understanding and then through repetition stored the information in their long-term memories.

Several students who used this strategy went from making "Fs" to making "As." One of the students was so excited when she received her grade of "A" that she hollered out loud, bolted from her seat, ran down the aisle toward her professor and then gave him a big hug. Prior to this experience, she was failing all of her college courses in spite of reading the chapters in her textbooks.

Now, my friend has decided to conduct an experiment and do some action research to find out which of three different strategies will improve reading comprehension and test scores the most.

One group of students plans to read the chapters once before the next test, but will also pause after each paragraph and explain it out loud. They are not to go to the next paragraph until they understand the meaning of the preceding paragraph. Group 2 will read the chapters three times, but will not pause and explain the paragraphs. Group 3 will read each chapter three times and will also explain each paragraph three times.

Which of these three strategies will work best and in what order? Which group will make the highest scores? Which one will prove to be the most effective reading comprehension strategy? Read the following article to find out.

"I have always had problems with reading comprehension and keeping my attention on what I am reading. After I started using the reading strategies in this chapter my test scores went from Fs to As."

— ADRIANNA VASQUEZ

Reading Comprehension Strategy Makes Student Scream (Part 2)

I promised to give you the results of my friend's study. Before I share his comments and results, I want to share what has happened with a few of my students.

A couple of my students made failing grades on two of my quizzes. I asked them to prepare for the next exam by reading the chapter once, but to stop after each paragraph and explain it out loud. The latest brain research indicates

that most people can remember 90% of what they teach or explain compared to 10% of what they hear and 20% of what they both hear and see. Both of my students tried this strategy, and they made As on the next quiz. Another student improved from a D average on previous quizzes to a B after using this technique.

My friend is Lynn Skaggs, PhD and professor of psychology, at Central Texas College. Here are his results in his own words:

"The results were really good. I had 25 students participate and were pretty evenly distributed among the three groups:

Group 1 – read once, summarizing each paragraph out loud before going to the next paragraph;

Group 2 – read the chapter three times;

Group 3 – do both.

I compared their grade with the average on their previous two tests.

Group 1 – grade increased 23%

Group 2 – grade increased 21%

Group 3 – grade increased 24%

There is really no significant difference in performance among the groups. The increase is the equivalent of a student averaging 75 increasing to a 92.

A confound was that almost all of Group 3 had good grades on their previous two tests, so their ability to improve was very limited. So, I looked at only students who had D or F averages:

Group 1 – increased 28%

Group 2 – increased 28%

This is the equivalent of a student with a 60 average increasing to 77 – from failing to passing.

Group 3 – There was only one student with D or F in this group, but his grade increased 57%!

Since there is really no difference between the study techniques, it probably comes down to a student finally studying, period, and using almost any technique that requires lots of involvement with the text.

The main technique error is in barely studying the text and focusing on notes taken from the text instead. That seems to be a recipe for failure.

Read the text, read the text, read the text is the recipe for success. However, the most important ingredient for success is for the student to make the effort to study and stop texting friends!"

*Source: Lynn Skaggs, PhD, Central Texas College
Reprinted with permission.*

ACTIVITY 5.5

Read the following article **one paragraph at a time**. Explain each paragraph out loud to yourself or to another person.

Focused Attention Is a Key to Success

One of the secrets of successful people is their ability to focus on the task at hand. Concentrated attention is the key to achievement in sports, school, relationships, and in your career.

Concentrated attention is similar to the power of focusing the rays of the sun through a magnifying glass on to a piece of paper. It burns a hole through the paper because the sun's rays are magnified. Similarly, you can magnify your results with concentrated attention.

Make a list of your priorities for each day. Tackle these tasks, which you identified as important one-by-one. Treat each task that you are doing as the most important activity of the day. This will help you to be totally present in the here and now. Do each activity with enjoyment and enthusiasm, if possible. If you are unable to be enthusiastic, at least do the activity with your attention until you have completed the task or reach an appropriate stopping point. Then, scratch it off of your to-do list (if it is unfinished, add it to tomorrow's list) and approach your next priority in the same way. This may not sound cool in this age of multi-tasking, but it will give you excellent results.

Be like a scientist and try this approach of focusing your attention on one task at a time as an experiment to see if it works for you. I think that you will be pleased with the results.



Strategies You Can Use after Reading

- 1 **Review the text.** Pay special attention to your highlights and annotations. The more often you review, the more you will remember. Review again as close to the time of the test as possible. If you can review in the morning before you take the test, this will ensure the material will be fresh in your mind.
- 2 **Review your study guides.** If you haven't created any study guides, it is not too late to do so as you read. You can also create study guides after you have completed reading the chapters. Use whichever study guides seem best for the situation. Use the ones that work best for you.
- 3 **Review your notes from the textbook reading and from class lectures.** Note taking will be discussed later in the next chapter.
- 4 **Create a practice test with anticipated questions.** This can be a powerful study method. You can do this alone or - even better - with a couple of your classmates. Each of you can develop questions.

You can come up with more questions together than by yourself. If you anticipate even half of the questions that will be on the test, it will be a big advantage for you. You will be able to answer those questions quickly and easily; then you can concentrate on the questions that you didn't anticipate. This will reduce your test anxiety and increase your level of self-confidence during the exam.

- 5 **After you have read each chapter in the text, write a final summary.** Distill the material into the main points and ideas.
- 6 **Teach others what you have learned.** The teacher learns as much or more than the student. When you teach the material you learn and retain it better. You strengthen what you already know and gain new perspectives or ways of looking at the material.

“The most valuable part of this book and class for me was the chapter on how to read and study text books. It helped me to study better. For example, I was going to take a reading vocabulary test in another course. My goal was to make a 90, but I exceeded my goal and made a 97. The material in this book was very useful and helpful because it was easy to understand what the author was trying to convey.”

— ELIDA MEDRANO

You can teach lessons to younger brothers or sisters, to friends, or if you have children who are old enough, you can teach them. Getting together with a couple of classmates offers an opportunity for you to teach each other. Each one of you can be responsible to teach different parts of the material to each other.

- 7 **Seek help if anything is not clear.** If you are having difficulty understanding anything from the text or class notes, seek assistance. For example, see if tutoring is available. You can also seek assistance from a classmate or from your instructor.

ACTIVITY 5.6

Review the main points of what you have read in this chapter. Create a brief practice quiz. Write five multiple choice questions in your notebook with four possible answers for each question. Only one choice will be correct. Here is an example:



The key to effective reading is to be:

- A. An active learner.
- B. A passive learner.
- C. A genius.
- D. A speed reader.

Correct answer is A.

Now you have a variety of reading strategies to use. Be systematic, like a scientist, and experiment with these different strategies to find out what works best for you.



Retrieval Learning Practice for Student Success

When I was in college I decided to try self-testing to see if it would improve my grades. I created my own practice quizzes and answered the questions before I was tested on the material by my professors. The result was that my retention of material and grades improved. I also forgot less information over a semester compared to how I was doing before.

There are now many research studies which have demonstrated that self-testing is a powerful and effective method of learning. In the book, *Make It Stick: The Secret of Successful Learning*, the authors review numerous research studies that validate the effectiveness of self-testing or “retrieval learning practice” for students. Self-testing can take the form of flash cards, creating practice quizzes or writing summaries of the main ideas.

Self-testing is a retrieval practice for recalling facts and ideas from memory and is a more effective strategy than re-reading according to many studies which are referred to in *Make It Stick*. Retrieving information strengthens memory and interrupts forgetting. It strengthens neural pathways and makes it easier to recall the information in the future. The learning is deeper and more lasting. The other advantage of self-testing is that students can identify what they do not know or have forgotten. It gives students a realistic picture of what they remember and understand about the material so that they can improve.

In addition to encouraging students to do their own self-testing, educators can give practice quizzes and/or frequent short quizzes as part of their grade. One college professor who was mentioned in *Make It Stick* was in the habit of giving students only a mid-term and final exam during the semester. He was dissatisfied with overall student attendance and grades. This professor decided to try a different approach and he replaced the two major exams with quizzes every week. Student attendance, grades, retention and understanding of material increased significantly.

One study cited in the book was done with an eighth grade science class. One group of students reviewed all of the course material three times during the semester. The second group of students were given low-stakes quizzes with feedback three times during the semester. The

first group of students averaged a C- in the course. The group of students who took the low-stakes quizzes averaged an A- in the course.

Whether you are a student, educator or someone interested in improving your capacity to learn, using self-testing as a learning strategy is worth a try. Let me know how it goes.

Study and Learning Tips

Here is additional information from the book, *Make It Stick: The Science of Successful Learning* by Brown, Roediger and McDaniel. Retrieval Learning is an effective learning strategy which involves recalling facts, ideas and events from memory. It strengthens both memory and understanding of information. Students can use it in the form of self-testing and teachers can use it to stimulate students to recall what they have been learning.

When reading a textbook start with questions and read for answers. This brings purpose and focused attention to the reading. Study sessions which are spread out over time, varied and which alternate the study of more than one subject are more effective. Reflection is a retrieval practice. Students can ask themselves what did I do or learn and how did it work out.

Elaboration can be used and students can ask themselves what they would do different next time. They can also elaborate and teach themselves lessons from the text in their own words. This is a form of self-teaching and I have found that it works best if students do it out loud.

Recalling information is better than looking up the answers. First students should try to recall the answers without looking at the textbook.

Slower and effortful retrieval leads to long-term learning. Retrieval learning enhances metacognition and complex thinking. Correct answers need to be provided to students after retrieval practice and testing. Students need to know how they performed.

Underlining, highlighting and re-reading do not use retrieval practice and are less effective as study strategies than retrieval learning practice.

Effortful learning changes the brain and increases the capability of students.

Read and pause to ask: What are the key ideas? What ideas are new for me? How do I define them? In what way are these ideas related to what I already know?

Make your primary study strategy self-quizzing. This could be using flash cards, multiple choice quizzes or essay questions. This book, *Make It Stick* is full of research-based strategies which can benefit students, teachers and others who want to enhance their own learning or that of others.

JOURNAL ASSIGNMENT

Try out one of the reading strategies discussed in this chapter. Write at least one page in your journal describing your results and what you learned from using the reading strategy.

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What are my greatest strengths and weaknesses as a reader?
- Which of the reading and study strategies discussed in this chapter appeal to me the most? How will these strategies benefit me?
- What is one reading strategy that I will use right away and how will I use it?
- What was the most important lesson that I gained from the student success story in this chapter?



RAYMOND GERSON



AUTHOR'S NOTE

I had a student in one of my classes who was reading at seventh grade level according to her score on the Texas Success Initiative. This was the lowest reading level of anyone in my college success course. She failed my first two quizzes with scores of 40 and 50. I asked her to try the strategy of reading a paragraph in the text and then explaining it (teaching it) out loud to herself. I asked her not to go to the next paragraph until she understood the previous one. On the next quiz she made a 100.

On every quiz after that, she continued to make A's. When I asked what she was doing to go from Fs to As, she said that she was following my advice and explaining each paragraph in the book to herself out loud. As a result of practicing this strategy, she was consistently out scoring other students with higher reading scores. She told me that using this one strategy transformed her life, helped her to develop a success mind-set, and gave her the confidence that she can succeed in college.

I suspect that her low reading score on the Texas Success Initiative was at least partially due to a reading attention problem. When she learned a way to focus and keep her attention on what she was reading, better comprehension was the result.

Student Success Story

In one of my courses, I ask the students to write a paper about their educational journey from elementary, middle school, and high school, which led them to college. The paper usually reflects their learning experiences, obstacles, and what it took to get them to college. In the following story, a former student shares part of her educational journey.

My Educational Journey

By Angelica Rubio

As I began my education years ago, I entered with high hopes. My future was bright and I was ready for the adventure. Somewhere along that journey, my promising future tumbled right before my eyes. It didn't happen over night; it was more of a slow deterioration of everything I had dreamed of becoming.

Looking back on those early years, I remember who and what I once wanted to be. I was a typical child who dreamt of being a veterinarian. It seems a little silly to me now, but then I believed it was within my grasp. I had all the potential to become anything I wanted because of all the effort and determination I put forth. It was amazing how learning came so natural to me even at this early age. I was always a straight A student and was very involved in my education.

Then, junior high came along and I was so thrilled. I was ready for the bigger and better challenges that came along with it. Although it was a big transition from elementary I never once allowed it to prevent me from always giving 100%. While there, I explored my learning abilities, which ultimately led to many achievements and awards. So many people around me believed that if I continued on this path, I was sure to succeed in a college career. As my junior high years came to an end, I was ready for the next challenge – high school.

High school, to me, was a whole different ball game. In a way, I guess you could say that I let the glamour of it all get the best of me. There were so many new things to experience, and I took the phrase, "have the time of your life" a little too literal. I used to think these four years were the best times of my life; boy how I was wrong! Somehow my love for school became just one big social occasion for me. My grades quickly dwindled down to ones that I could never have imagined. I took a long, hard drop to the bottom of the pit; it was such a disappointing feeling. Toward the end, I tried to make up for all the time lost, but I was a little too late. So, eventually, I quit and let down all those people who for years believed so strongly in me. Overall, what hurt the most was letting me down. Deep down I still had faith that somewhere, somehow, I would be somebody.

With all said and done, here I am today, a new Angelica who's ready to conclude that journey that I cut short so long ago. It may have taken me a little while, but I see it as better late than never. When I finally decided to start where I left off, I met someone who made me believe again. This woman not knowing anything about me had so much confidence in my ability. Today, I am thankful for her faith. I am at a point in my life where all I want to do is succeed. I am so determined, it has become my passion. My whole educational experience to this point is a lesson learned. I hope to never look back at what I once was or could have been. Like the saying goes, "You live and you learn." My outlook now is to live and learn another day for my future.

ACTIVITY 5.7

Goal for the week:

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____



CHAPTER 5 MAIN POINTS

- Your reading ability and study skills are strongly related to college success. Be an active, not passive learner.
- Use study strategies such as: previewing, breaking up your reading, creating study guides, and annotating to help you to be an effective reader.
- Ask yourself questions as you read and use them for self-testing.
- Explaining each paragraph in your own words and out loud will enhance your reading comprehension.

Active Reader Am I

By Raymond Gerson

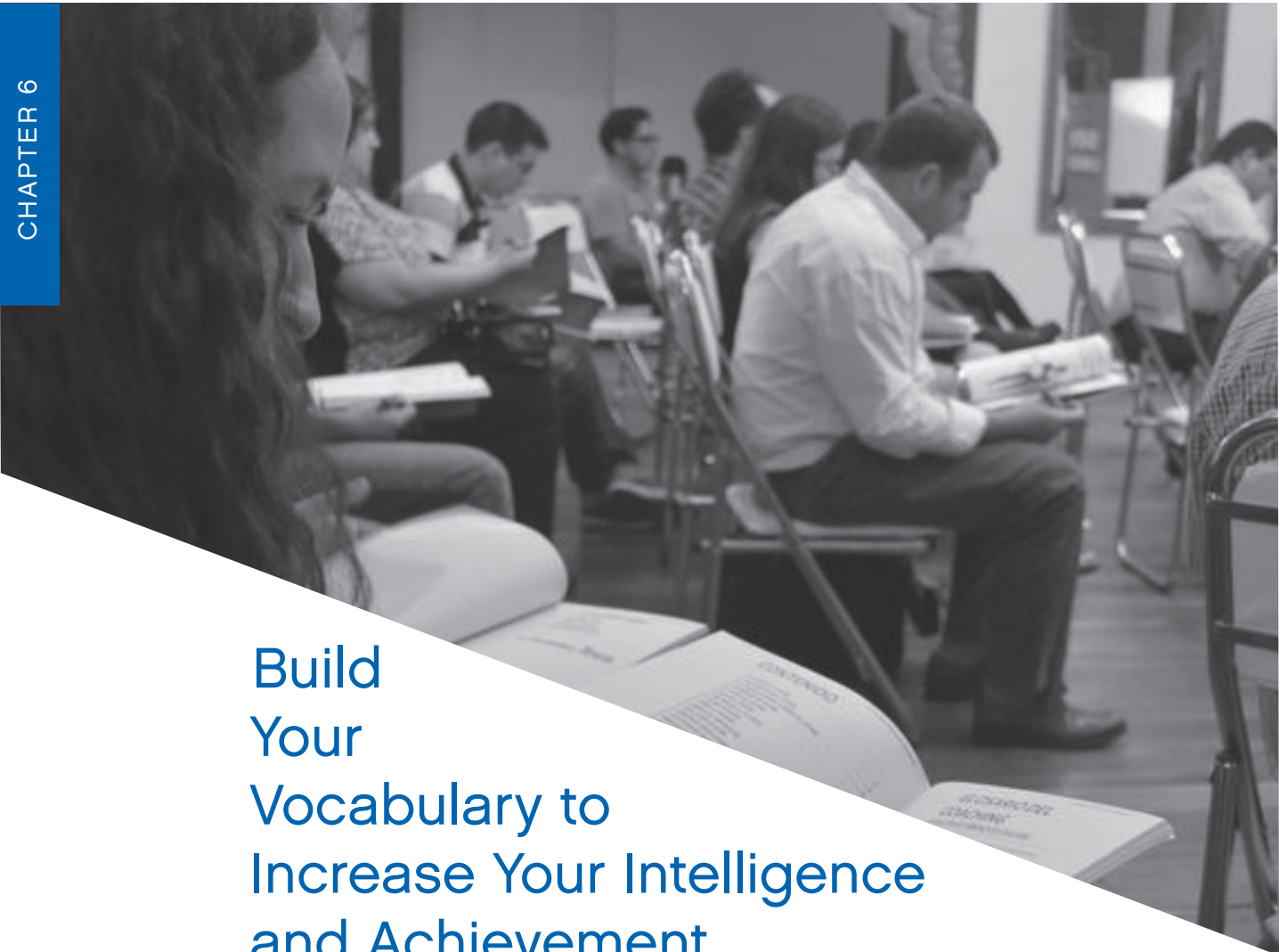
I will focus my attention,
for better reading comprehension,
it is my intention,
to avoid split attention.

I will ask myself questions,
and teach myself lessons,
I'm open to suggestions,
to avoid brain indigestion.

I'll break reading into parts,
and incorporate the arts,
it requires our hearts, and leads to more smarts.
Books are to be read,
to get knowledge in my head,
then I'll earn my own bread,
and be able to get ahead.



In Chapter 6 you will learn better ways to expand your vocabulary which is highly related to school, career and life success.

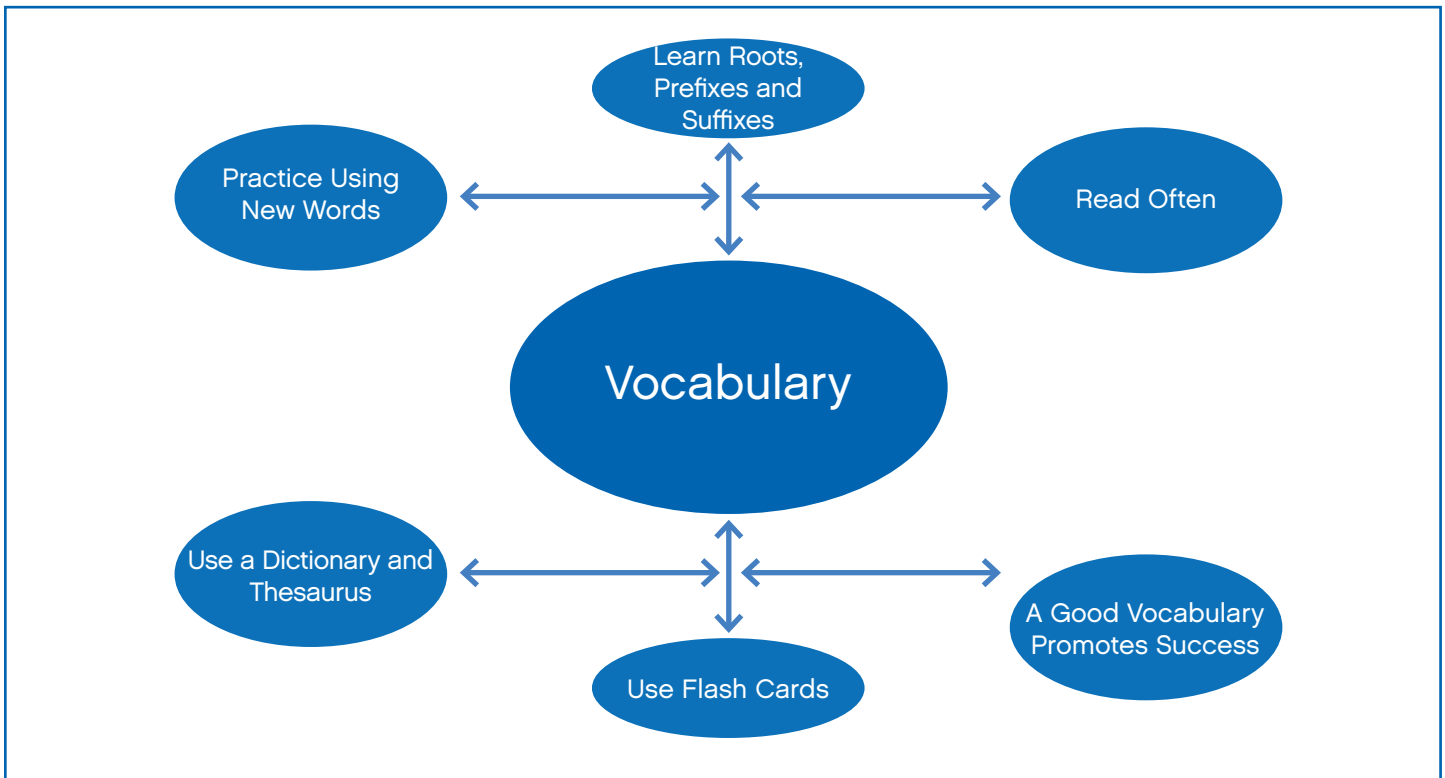


Build Your Vocabulary to Increase Your Intelligence and Achievement

Why do you need a good vocabulary? You need a well-developed vocabulary because there is a strong relationship between a large vocabulary and success. Johnson O'Connor spent a lifetime researching what made people successful. He found that the most common characteristic of people who were successful was a greater vocabulary. O'Connor's research revealed that people with a strong command of words were more successful in school, in their careers and scored higher on intelligence tests.

What if you have great ideas, but lack the words to express them well? Imagine going to a job interview and not having the words to communicate what you want the interviewer to know about you. It could cost you the job. Whether you are studying a textbook, writing a letter, wooing a potential romantic partner, or trying to convince someone of your point of view, you will need the right words to succeed. Without understanding words in your textbooks you will not be able to grasp the meaning of the material.

Whether it seems fair or not, people will judge you by your words. They will perceive you as smart, educated and competent by the way you express yourself. A good vocabulary will improve your ability to think clearly. You will have more words to draw from so that you can think things through and solve problems in school, at work, and in your relationships.



“Words are, in my not so humble opinion, our most inexhaustible source of magic.” —J.K. Rowling

One of the best ways to build your vocabulary is to read a lot, including reading for pleasure. This is especially true if you also look up unfamiliar words in a dictionary when you come across them.

The purpose of this chapter is to provide you with ways to start building your vocabulary. You will learn some new words, but more importantly, you will acquire the knowledge to easily continue developing your vocabulary throughout your life.

Benefits of Developing a Good Vocabulary

- Building a good vocabulary will increase your intelligence
- Is related to success
- You will be able to express yourself better
- Helps you to be a better reader
- Will help you in job interviews
- Your thinking will improve

Tips for Building Your Vocabulary

- **Remind yourself why it is important.** Think about both the benefits of having a good vocabulary and the consequences of not having one. This can help you to keep up the motivation for improving your vocabulary.
- **Read often.** Reading a lot, including for pleasure, can increase your vocabulary. For the best results look up unfamiliar words in a dictionary and use a thesaurus to learn synonyms and antonyms.

- Use **flash cards**. Write the word you want to learn on one side of a 3x5 card and the definition on the other side. It will work best if you also include a sentence using the word.
- **Link new words to familiar ones**. When you link a new word to one that you already know it will be easier to remember. For example, say you came across the word imposter and it was unfamiliar, but you knew the definition of the word pretender. By linking these two words you could easily remember that an imposter pretends to be something or someone he is not.
- Use **examples to remember new words**. You could easily remember the word imposter by picturing a person who often pretends to be someone other than herself. Create word pictures like this to remember the definition of new words you are learning.
- **Give yourself practice tests**. Make up vocabulary word tests. You can test yourself and also have others test you.
- **Play word games**. Games like scrabble or crossword puzzles can expand your vocabulary.
- **Practice using new words**. Repetition helps you to store new words in your long-term memory. Rehearse, repeat and practice new words several times. Use the new words in conversations and in writing.
- Use **both abridged and unabridged dictionaries**. Abridged dictionaries not only provide you with definitions of words, but also give you examples of how to use them. Unabridged dictionaries offer the advantage of providing you with more definitions.
- **Learn parts of words**. By learning roots (the basic meaning of a word), prefixes (beginning of a word before the root), and suffixes (the end of a word after the root) you can determine the meaning of many words.

Learning to Use Roots, Prefixes, and Suffixes

English words consist of three parts: The root, a prefix, and a suffix. A root contains the basic meaning of a word. A prefix comes before the root and a suffix comes after the root. Both prefixes and suffixes can change the meaning of a word. Roots, prefixes, and suffixes can help you to figure out the meaning of many words.

An example of a root word for sleep is “hypno.” This probably brings words to your mind such as “hypnosis” which is a form of sleep. An example of a pre-fix is “ex” which means outer or from. The word external is part of this prefix. On the other hand, the prefix “in” refers to internal, within or inside. Here is an example of a suffix: “logy.” It means the study of a particular field such as “Psychology” or “Anthropology.”

More Examples of Roots, Prefixes, and Suffixes by Robert Harris

General Roots and Prefixes

Root or Prefix	Meaning	Examples
a, an	not, without	atheist, anarchy, anonymous apathy, aphasia, anemia, atypical, anesthesia
ab	away from	absent, abduction, aberrant, abstemious, abnormal, abstract, absorb
acro	high, tip, top	acrobat, acrophobia, acronym, acromegaly
ad	to, toward	admit, addition, advertisement, adherent, admonish, address, adhesive, adept, adjust
alt	high	altitude, altimeter, alto, contralto, altocumulus

Root or Prefix	Meaning	Examples
ambul	to walk	ambulatory, amble, ambulance, somnambulist, perambulate, preamble
ante	before	anteroom, antebellum, antedate antecedent, antediluvian
anti, ant	against, opposite	antisocial, antiseptic, antithesis, antibody, antichrist, antinomies, antifreeze, antipathy, antigen, antibiotic, antidote, antifungal, antidepressant
audi	to hear	audience, auditory, audible, auditorium, audiovisual, audition, audiobook
auto	self	automobile, automatic, autograph, autonomous, autoimmune, autopilot, autobiography
be	thoroughly	bedecked, besmirch, besprinkled, begrudge, begrime, belie, bemoan
bell	war	belligerent, antebellum, bellicose, rebel

Number Prefixes

Prefix	Meaning	Examples
mono, uni	one	monopoly, monotype, monologue, mononucleosis, monorail, monotheist, unilateral, universal, unity, unanimous, uniform
bi, di	two	divide, diverge, diglycerides, bifurcate, biweekly, bivalve, biannual, billion
tri	three	triangle, trinity, trilateral, triumvirate, tribune, trilogy, tricycle, trillion
quat, quad	four	quadrangle, quadruplets, quaternary, quarter, quadrillion
quint, penta	five	quintet, quintuplets, pentagon, pentane, pentameter, quintillion
hex, ses, sex	six	hexagon, hexameter, sestet, sextuplets, sextillion
sept	seven	septet, septennial, septillion
oct	eight	octopus, octagon, octogenarian, octave, octillion
non	nine	nonagon, nonagenarian, nonillion
dec	ten	decimal, decade, decalogue, decimate, decillion
cent	hundred	centennial, century, centipede, centillion
mill, kilo	thousand (10^3)	millennium, kilobyte, kiloton
mega	million (10^6)	megabyte, megaton, megaflop
giga	billion (10^9)	gigabyte, gigaflop
tera	trillion (10^{12})	terabyte, teraflop
peta	quadrillion (10^{15})	petabyte
exa	quintillion (10^{18})	exabyte
zetta	sextillion (10^{21})	zettabyte
yotta	septillion (10^{24})	yottabyte
milli	thousandth (10^{-3})	millisecond, milligram, millivolt

Prefix	Meaning	Examples
micro	millionth (10^{-6})	microgram, microvolt
nano	billionth (10^{-9})	nanosecond, nanobucks
pico	trillionth (10^{-12})	picofarad, picocurie
femto	quadrillionth (10^{-15})	femtosecond
atto	quintillionth (10^{-18})	attosecond, attometer
zepto	sextillionth (10^{-21})	zeptosecond
yocto	septillionth (10^{-24})	yoctosecond

A Handful of Suffixes

Suffix	Meaning	Examples
able, ible	able to be, capable of being	pourable, drinkable, readable, washable, curable, visible, flexible, collectible
ance, ancy	state of, process of	performance, reliance, defiance, radiance, acceptance, ascendancy, discrepancy, infancy
dom	condition, office, state	kingdom, freedom, wisdom, sheikdom, fiefdom, sheikdom
ee	one who receives	payee, mortgagee, employee, appointee, abductee, examinee, referee, refugee
er, or	one who does [the verb]	driver, hiker, reader, manager, polisher, speaker, counselor, author, creator, director, sculptor
ful	filled with	frightful, delightful, wonderful, cupful, wakeful, bashful, bountiful, beautiful, cheerful, colorful, dreadful, fateful
ify	to make into	purify, deify, simplify, clarify, petrify
ification	process of making into	purification, deification, simplification, clarification, petrification
ish	the nature of, resembling	Cornish, Irish, bookish, freakish, foolish, boorish, selfish, sluggish, priggish
ism	doctrine, system, characteristic quality	capitalism, heroism, optimism, skepticism, realism, patriotism, communism, idealism, conservatism
ist	one who performs; an adherent of an ism	tympanist, cellist, idealist, communist, realist, moralist, pharmacist, pragmatist
ize	to make into	rationalize, normalize, realize, capitalize
ization	the process of making into	rationalization, normalization, realization, capitalization
less	without	loveless, fearless, worthless, nameless, baseless, bottomless, effortless, friendless, noiseless, harmless

Source: Reprinted with permission from: Harris, Robert. "Word Roots and Prefixes." *Virtual Salt*. 5 February 2010. Web. 2 March 2010. For more examples by Robert Harris go to: www.virtual-salt.com/roots.htm

ACTIVITY 6.1

Match the roots, prefixes, and suffixes below to the correct meaning:

- | | |
|-------------|---------------------|
| 1. ___ alt | A. Quality |
| 2. ___ ante | B. Nine |
| 3. ___ auto | C. Three |
| 4. ___ tri | D. Before |
| 5. ___ oct | E. High |
| 6. ___ non | F. One who receives |
| 7. ___ ee | G. Self |
| 8. ___ ism | H. To make into |
| 9. ___ ize | I. Eight |



“One thing I liked was the charts with the roots, prefixes and suffixes. It made words I previously did not know make sense. I also liked the variety of ways information on vocabulary was presented such as flash cards, matching, use in sentence, multiple choice, use of dictionary, fill-in the blanks and use of pictures or symbols.”

—AUSTIN PESEK

The answer keys for all of the activities in this chapter can be found on page 102 before the summary of main points.

Motivation's Role in Expanding Your Vocabulary

The motivation to expand your vocabulary will play an important role in your success. Remind yourself why you want to build a strong vocabulary. What will be the benefits of doing so and the disadvantages if you do not build your vocabulary?

Malcolm X was an example of someone who became highly motivated to build up his vocabulary due to unusual circumstances.

When Malcolm X entered prison to serve a six-year sentence he was barely able to read and write. Answering letters from his family was difficult for him and this became a source of pain. He became highly motivated to overcome his deficiency and began painstakingly studying the dictionary. He would copy and write out entire pages of words and definitions. Then he would study and practice using these words. When Malcolm X left prison he had an excellent command of the English language and he became an excellent speaker and writer. Building a strong vocabulary paid off and transformed his life.

Many Different Methods Can be Used to Expand Your Vocabulary

Through a variety of activities and strategies in this chapter you will learn to build your vocabulary. There is not just one way to do it. After trying out several methods you will discover which works best for you. Then you can continue to use these throughout your education and career.

First, let us take a look at the definitions of ten words and examples of how to use these words in a sentence.

1. **Aspiration** – A strong desire, goal, or ambition. Example: Finding a great career after college graduation is the aspiration of most students.

“I think students will benefit big time from this chapter. The words and examples are very clear and specific. I enjoyed doing the activities. I liked the many different ways to learn new words and plan to continue practicing these strategies to increase my vocabulary.”

—LILIA REYES

2. **Affinity** – Attraction to a person, animal, thing, or idea. A natural fondness for someone or something. Example: Professor Johnson became a college professor because of his affinity for college students.
3. **Benevolent** – Kind feelings, a desire to help others, characterized by doing good. Example: She is a benevolent doctor who loves helping others to improve their health.
4. **Diligent** – Persistent at doing something, maintains steady and constant effort to accomplish a task or goal. Example: Maria was diligent while pursuing her degree and overcame every obstacle that stood in the way of her college graduation.
5. **Formidable** – Very strong, powerful, or intimidating. Example: Muhammad Ali was an awesome boxer and a formidable opponent in his prime.
6. **Ludicrous** – Laughable, ridiculous because of being absurd. Example: It is ludicrous for Sam to think that he will do well in college without studying.
7. **Mitigate** – To lessen something, to make something less severe, harmful or unpleasant. Example: The prisoner’s sentence was mitigated due to good behavior.
8. **Propensity** – Tendency toward a way of behaving, bent of mind or inclination toward something. Example: Josh has a propensity for expanding his vocabulary and using big words.
9. **Stereotype** – Simplified image of someone or a group, labeling or categorizing others in a standard way. Example: In many old Western movies Indians (Native Americans) were given the stereotype of savages.
10. **Template** – A model or anything that serves as a pattern. A shape of metal or paper used to make copies. Example: The teacher uses a template and fills it in for her lessons.

ACTIVITY 6.2

Use ten blank flash cards. Write each of the words above on one side of each flash card. On the opposite side of each card write the definition of the word. You will learn the new words more easily if you also write a sentence that includes them on the back of each card. Study your flash cards to learn the definition of each word. Then test your memory by looking at each word, defining it, and then checking the other side of your cards for accuracy.

ACTIVITY 6.3

Here is another way to strengthen and reinforce your learning of new words. Test your knowledge by matching each word to the correct definition.



- | | |
|--------------------|--|
| 1. ____ Aspiration | A. Persistent and steady effort. |
| 2. ____ Affinity | B. To lessen something. |
| 3. ____ Benevolent | C. Laughable and absurd |
| 4. ____ Diligent | D. Labeling others with a simplified image |
| 5. ____ Formidable | E. A natural attraction. |
| 6. ____ Ludicrous | F. Kindness and desire to help others. |
| 7. ____ Mitigate | G. Strong and powerful. |
| 8. ____ Propensity | H. A model or pattern. |
| 9. ____ Stereotype | I. Strong desire or ambition. |
| 10. ____ Template | J. Bent of mind or inclination. |

Boost Your Career, Brain Power, and Intelligence by Expanding Your Vocabulary

When you complete your education and seek a professional career you will probably have a lot of competition. During job interviews a good vocabulary will assist you in describing your qualifications for the job with clarity and self-confidence. After you begin your career your excellent command of language is likely to make a good impression on your employer, customers and co-workers. This could play a significant role in your ability to get promotions, to advance, and to become known as an expert in your field if you also learn your job well. This is another incentive to expand your vocabulary now while you are still in school before you start your professional career. There is not a better time to start building your vocabulary than during your formal education. You may have less time available for reading and learning new words later. You will also be forming the habit of learning new words and you can continue this practice throughout your career and life.

Earlier I mentioned that when people expand their vocabulary their intelligence scores increase. Your brain is like a muscle that needs to be exercised and used. Why not boost your intelligence and brain power by developing your command of words? Let us look at other ways that you can build a strong vocabulary.

“I really enjoyed this chapter. I was amazed at how much breaking a word into parts helped me to learn the meaning. I liked the information on suffixes and prefixes because it went along way in helping me to break these new words down so that I could understand and remember the definitions.”

—SAMANTHA RICE

ACTIVITY 6.4

Look over the following ten words, definitions and write your own sentence using each word.

1. **Abhor** – Strongly dislike, hate, detest, and shrink away from. Example: Albert began to abhor alcohol after his friend died from driving while intoxicated.

Your sentence: _____
_____.

2. **Boisterous** – Loud, full of energy, rowdy, and noisy. Example: She was so boisterous at the party that the host asked her to leave.

Your sentence: _____
_____.

3. **Circumvent** – To get around it, bypass, or avoid. Example: To reach that mountain in the distance we will need to circumvent the river.

Your sentence: _____
_____.

4. **Gregarious** – Sociable, fond of other's company, and outgoing. Example: Erica is usually the center of attention at parties because she is so gregarious.

Your sentence: _____
_____.



5. **Ineffable** – Unspeakable, incapable of being expressed in words, inexpressible. Example: John’s experience of falling in love was ineffable and he felt that his friends would only understand it if they had a similar experience.

Your sentence: _____
 _____.

6. **Meticulous** – Very careful with details and precise. Example: The house painter’s work on my house was meticulous.

Your sentence: _____
 _____.

7. **Oblivious** – Lacking awareness of something, unconscious, and unmindful. Example: I was oblivious of how close my car was to the building until I hit it.

Your sentence: _____
 _____.

8. **Panacea** – A remedy for all ills or difficulties. A solution for all problems. Example: Sanford wished that there was a panacea for his illness, but there was not one.

Your sentence: _____
 _____.

9. **Perplex** – To confuse, to be puzzled. Example: Tonia felt perplexed when her boyfriend became angry for no apparent reason.

Your sentence: _____
 _____.

10. **Quagmire** – A difficult situation to get out of. Example: Some people believe that the war in Iraq became a quagmire.

Your sentence: _____
 _____.

ACTIVITY 6.5

Drawing symbols and pictures can help you to remember the definitions of new words. This is especially good for visual learners. Draw a symbol in each of the squares that will help you to remember what each word means.



Abhor	Boisterous	Circumvent	Gregarious	Ineffable
Meticulous	Oblivious	Panacea	Perplex	Quagmire

Earlier you reinforced and tested your learning of ten vocabulary words with a matching activity. This time you will be doing the same thing, but will be working with a set of questions that use multiple choices.

ACTIVITY 6.6

The test words are in bold. You will have four choices. Circle or underline the one that is closest to the definition of the test word.

1. Bill **abhorred** smoking.
 - A. Liked.
 - B. Battled.
 - C. Hated.
 - D. Resisted.
2. He was **boisterous** at the meeting.
 - A. Quiet.
 - B. Friendly.
 - C. Mysterious.
 - D. Loud.
3. We **circumvented** the dress code.
 - A. Accepted.
 - B. Bypassed.
 - C. Resented.
 - D. Enjoyed.
4. Janet is a **gregarious** person.
 - A. Sensible.
 - B. Sociable.
 - C. Kind.
 - D. Mean.
5. Alberto had an **ineffable** experience.
 - A. Unspeakable.
 - B. Difficult.
 - C. Sad.
 - D. Wonderful.
6. Martin was **meticulous** when repairing his car.
 - A. Careless.
 - B. Unhappy.
 - C. Precise.
 - D. Clumsy.
7. She was **oblivious** of how she came across to others.
 - A. Unaware.
 - B. Conscious
 - C. Forgetful.
 - D. Aware.



“Some of the vocabulary words I knew and there were a lot that I didn’t know. I especially liked how we had to use the words in sentences. Putting the words in sentences really helped me.”

— TERRY BISHOP

“I thought vocabulary was not important, but after reading this chapter I changed my mind. I see how a person’s vocabulary can reflect on his or her character, vision and future success. I am working now to continue improving both my vocabulary and reading comprehension.”

— SEONGYUN BAK

8. The man is always looking for a **panacea**.
 - A. Cure all.
 - B. Gift.
 - C. Picnic.
 - D. Girl friend.
9. I feel **perplexed** by his strange behavior.
 - A. Confused.
 - B. Amused.
 - C. Encouraged.
 - D. Hurt.
10. Some people think the economy is in a **quagmire**.
 - A. Slump.
 - B. Impasse or jam.
 - C. Rebound.
 - D. Decline.

Use a Dictionary and Thesaurus to Learn New Words

Dictionaries can be used to learn new words, to check spellings, to find meanings and some dictionaries can also help you with correct pronunciation. A dictionary defines words and provides you with examples of how to use them in a sentence.

When you look up words you will also have the opportunity to learn other new words because several meanings will be provided by the dictionary. You can carry a pocket dictionary with you to school, and don't forget to use an online dictionary when appropriate. You can use online dictionaries on your computer and on several types of phones.

Also use a thesaurus. It will provide you with synonyms and antonyms. This will be especially beneficial to you when you write papers. It is not good to keep using the same word over and over again in an essay. The thesaurus will give you other similar words to use.

You can expand your vocabulary by looking up words in a dictionary and then writing the words and their definitions. Review and use the new word several times until it becomes part of your vocabulary. Remember, this was how Malcolm X, who was mentioned earlier, went from being practically illiterate to gaining an excellent command of words.

ACTIVITY 6.7

Look up each of the following words in a dictionary. Write the definition for each word. Study and practice using each word.



1. **Animated** _____
_____.
2. **Brazen** _____
_____.

3. Eloquent _____
_____.
4. Pragmatic _____
_____.
5. Quandary _____
_____.
6. Reciprocate _____
_____.
7. Relish _____
_____.
8. Sate _____
_____.
9. Tedious _____
_____.
10. Vacillate _____
_____.

ACTIVITY 6.8

Look at the following brief definitions for the ten words above. Fill in the blanks with the word that matches the definition.

1. Irresolvable state, perplexed. _____.
2. To satisfy excessively. _____.
3. Bold. _____.
4. Lively. _____.
5. To give in return. _____.
6. To enjoy. _____.
7. Practical. _____.
8. To hesitate or fluctuate. _____.
9. Dull, boring. _____.
10. Expressive, articulate. _____.



ACTIVITY 6.9

Let's test your knowledge of the first ten words that you learned in this chapter, but in a different way than we did before. Look over the brief definitions of the ten words below and answer with a "T" if you believe the definition is correct. Answer with an "F" if you think the definition is incorrect.

- ___ 1. **Aspiration.** Strong desire or ambition.
- ___ 2. **Affinity.** Dislike, drawing away from.
- ___ 3. **Benevolent.** Balanced, steady.
- ___ 4. **Diligent.** Persevering, hard working.
- ___ 5. **Formidable.** Awesome, intimidating, strong.
- ___ 6. **Ludicrous.** Likeable, nice.
- ___ 7. **Mitigate.** To make less.
- ___ 8. **Propensity.** Natural inclination or tendency.
- ___ 9. **Stereotype.** Creative.
- ___ 10. **Template.** A model or pattern.



Practicing Your New Skills and Knowledge

You have learned several ways to build, test, and use your vocabulary. You learned many new words in this chapter that can serve as the beginning of a journey to gain a greater command of language. One of the keys to success is consistently making an effort toward your goals. If you learn just one new word a day your vocabulary will grow by 1, 460 words in four years. In ten years you would have a command of 3, 650 new words. Actually you would have learned more words than that because knowing these words helps you to understand the meaning of many similar words. So continue building on the words you learned in this chapter and use your knowledge of how to develop a great vocabulary. It will build your self-confidence, increase your feelings of self-worth, help you to make better grades, make a good impression on others and improve your career opportunities.



Answers to tests in the chapter

Activity 6.1 Match roots, prefixes, and suffixes

Answer key: 1. E, 2. D, 3. G, 4. C, 5. I, 6. B, 7. F, 8. A, 9. H.

Activity 6.3 Match words and definitions

Answer key: 1. I, 2. E, 3. F, 4. A, 5. G, 6. C, 7. B, 8. J, 9. D, 10. H.

Activity 6.6 Circle or underline definitions of text word

Answer key: 1. C, 2. D, 3. B, 4. B, 5. A, 6. C, 7. A, 8. A, 9. A, 10. B.

Activity 6.8 Fill in the blanks

Answer key: 1. Quandary. 2. Satiated. 3. Brazen. 4. Animated. 5. Reciprocate. 6. Relish. 7. Pragmatic. 8. Vacillate. 9. Tedious. 10. Eloquent.

Activity 6.9 First ten words you learned true or false

Answer key: 1. T, 2. F, 3. F, 4. T, 5. T, 6. F, 7. T, 8. T, 9. F, 10. T.

Resources for vocabulary building:

www.freevocabulary.com.

JOURNAL ASSIGNMENT

Reflect on and write in your journal the most important information you learned about expanding your vocabulary and the effect it had on your mindset. Consider starting a journal of new vocabulary words and meanings that you can review and use until these words become second nature.

**QUESTIONS TO ANSWER IN YOUR JOURNAL
AND DISCUSS WITH OTHERS**


- What will be the value to me if I expand my vocabulary?
- What is my preferred method or system for continuing to improve my command of words?
- What is my degree of commitment to increasing my vocabulary? How much time am I willing to devote to it per day or per week?
- How can I use my expanded vocabulary to improve my relationships and career opportunities?

AUTHOR'S NOTE

Even people who have not had the good fortune of getting a college education can benefit from expanding their vocabulary. Both my mother and my wife only attended one semester of college, but they love to read and learn new words. In spite of their lack of formal education they have an excellent command of language and this helped them to be successful in their careers. Both of them would tell you that they could have gone even further in their careers if they had a college career. However, without their excellent vocabularies they would have experienced much less success. Just think what you will be able to accomplish with both a college degree and an excellent vocabulary.

RAYMOND GERSON



Student Success Story

The following success story is by a former student who from childhood had a strong curiosity and desire to learn as much as possible. She had a fascination for learning the English language and this was the beginning of her journey to build a strong vocabulary.

My Vocabulary Success Story

By Mayra Mendoza

My vocabulary began as a byproduct of a very curious mind. I was probably still in the womb when I first asked a question. Adding new words to my vocabulary and many other learning experiences were the result of my insatiable curiosity.

When I was about eight years old I blurted out, as I commonly did, yet another question. One of my brothers who was a teenager at the time remarked, “Ah Mayra, you ask way too many questions!” I was completely taken aback.

Looking back, perhaps my questions had been shot down several times before, but the next time was different. Sebastian, my eldest brother, immediately rejected the notion that my asking questions was too much or annoying. He said, “No, go ahead and ask all the questions you want. How else will you learn?” I didn’t need to be a day older to understand that my curiosity was valued and that small gesture has taken my trait a long way.

In elementary, I grew up reading the Goosebumps and The Babysitter Club book series, but being an English Language Learner, I didn’t always know what every word meant. A little stubbornness and that valuable curiosity convinced me that unfamiliarity would not deprive me from my joy for reading. I read and read, and read some more. Oftentimes I reread the same section four times or more before understanding what it meant. This achievement and the insight about how I accomplished it felt like a bright light shining within me, similar to the effect Sebastian’s comment had on me a couple years earlier. I realized that there were no impediments that would keep me from understanding anything, because now I knew that everything could be broken down!

Later in middle school I became fascinated with reading books on UFOs. I also loved watching videos of presidential speeches and their effect on the audience caused by the selected words and diction. Then too, I was attempting to understand subjects too far-reaching for my mind at the time. I still enjoyed reading about it and dissecting each word, until I learned a couple of my favorite FDR speeches and memorized multiple alien “hot spots” by heart! For me, it paid off because my curiosities didn’t go unanswered.

In high school, I picked up debate, politics and Model United Nations among a dozen other hobbies, projects and responsibilities. Each and every one of the activities fulfilled a curiosity I had for the subject, but also, as I can see now, each activity helped expand my vocabulary. I probably wouldn’t be saying today that vocabulary is my forte, if I’d never tried out for orchestra.

I’m not saying that you have to be a bookworm or member of every organization provided at your school, though it sure helps. Building a strong vocabulary comes from exposure to a wide array of subjects. Connecting your courses to your own interests, hobbies and other everyday tasks is wise because it becomes relevant and motivational to learn something new (words included!).

ACTIVITY 6.10

Goal for the week:

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____



CHAPTER 6 MAIN POINTS

- There is a strong relationship between a good vocabulary and success in school, career, and life.
- Expanding your vocabulary increases your intelligence, your ability to think things through, and your powers of persuasion.
- People will judge you by your vocabulary and a good command of language will increase your opportunities for career advancement.
- Reading often and using a dictionary to look up and practice new words are both important for developing your vocabulary.

Vocabulary Poem

By Drew J. Allen

I met a little man,
Whose words were true & wise
And as he spoke, his silver arrow
Targeted my mind

With clarity, profundity
He reached far deep inside
I could not help but listen in!
(as if hypnotized)

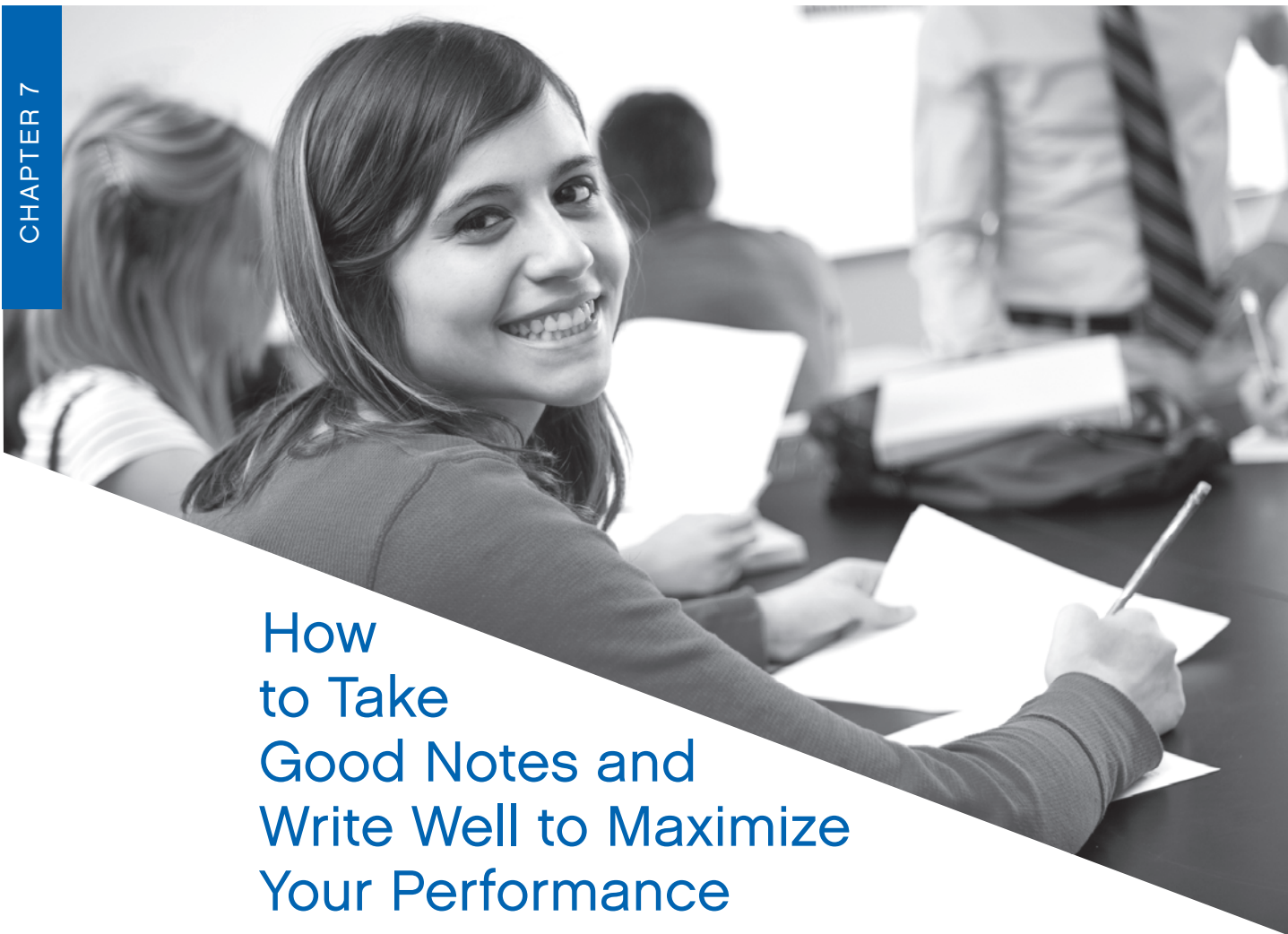
Hours passed in seconds flat
From night to dawn then day
The sun in view, he bid me adieu
And went along his way

That old silver arrowhead
Stayed inside my brain
To see my world, grow and grow
For words alone can change.

Drew Allen's website:
<https://drewjallen.com>



In Chapter 7 you will be learning about effective note taking and writing skills which can enhance your grades and success in college.



How to Take Good Notes and Write Well to Maximize Your Performance

Note-Taking Skills

TAKING GOOD NOTES FOR SCHOOL SUCCESS

The information presented in your classes by teachers and professors usually contains important ideas and material, which will be included on exams. Most instructors include questions on exams that come both from the textbook and the class lectures. Many students do not realize the importance of listening in class with focused attention and taking good notes.

If you are not in class, you cannot listen to the instructor, cannot pick up verbal and nonverbal cues as to what is important, and cannot take notes. So, a major key to your success is attending class.

Note-taking helps you to concentrate on what your teacher or professor is saying. It helps you understand and organize the information in your textbook that is related to the lecture.

It is important for you to take good notes and review them often because you will forget information rapidly after you hear it. The Ebbinghaus Forgetting Curve reveals (Table 7.1) how much information you will remember with the passage of time. Hermann Ebbinghaus found that we tend to lose more than half of our memory of newly learned knowledge in

a matter of days and weeks. This tends to happen unless you review the learned material. So, you can see that if you do not attend your classes, listen attentively, take good notes, and review them; you will retain less and less of the material over time.

“I can now express myself well in my notes and through my papers. I realize that I can do anything now if I put my mind to it. My reading has improved.”

— THERESA HERNANDEZ



“True ease in writing comes from art, not chance.” — Alexander Pope

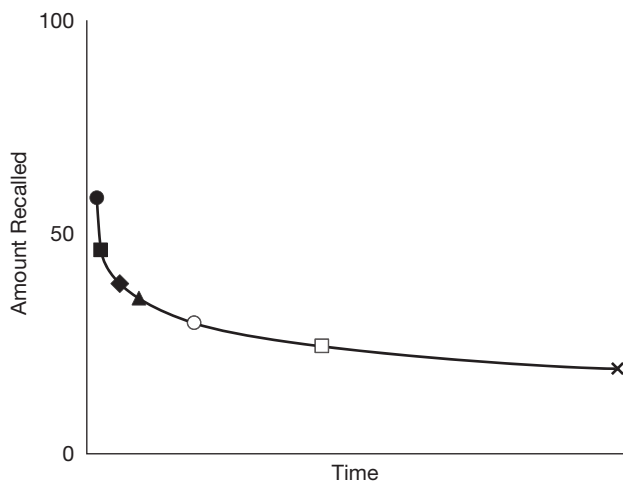


Table 7.1 The Ebbinghaus Forgetting Curve	
Time	Amount Recalled
● 20 minutes	58.2%
■ 1 hour	44.2%
◆ 9 hours	35.8%
▲ 1 day	33.7%
○ 2 days	27.8%
□ 6 days	25.4%
× 31 days	21.1%

Source: Hermann Ebbinghaus, *Memory: A Contribution to Experimental Psychology*, (1885). Translated by Henry A. Ruger & Clara E. Bussenius (1913). Originally published in New York by Teachers College, Columbia University.

Benefits of Effective Note-Taking

- Important information is recorded and available to you for review instead of forgotten
- Helps you to concentrate in class, stay alert, and be an active learner
- Helps you organize information
- Complements and makes information in the textbook easier for you to understand
- Improves your grades on exams and class assignments
- Builds your critical thinking ability
- Builds your listening skills
- Provides you with information to study that may not be in the textbook
- Improves your overall learning

Active Listening Is Important For Effective Note-Taking

Active listening means that you are engaged with the lecture. You can do this by:

- **Listening with your focused attention.** This means being fully present.
- **Asking questions both silently and out loud.** You can ask questions silently within your own mind and also ask your instructor questions to stay engaged.
- **Watching for verbal and nonverbal cues.** You will find what information is important by listening and watching your instructor's verbal cues and body language.
- **Writing what you are hearing in your own words.** You will understand and remember your own words better than the words of others. Translate your instructor's lectures into your own words so it makes sense to you.
- **Evaluating what you are hearing.** Analyze and evaluate the information presented to separate the important from the unimportant

ACTIVITY 7.1

Think about the internal and external distractions that interfere with your ability to listen well. List three of these distractions and brainstorm ideas for reducing them.



1. _____

2. _____

3. _____

NOTE-TAKING ASSESSMENT

Decide to what extent each statement applies to you. Circle the rating that fits you best at this time.

	Rarely	Sometimes	Often	Almost always
I attend my classes.	1	2	3	4
I pay attention and listen with focused attention.	1	2	3	4
I take notes.	1	2	3	4
I take notes in my own words.	1	2	3	4
I ask questions silently and out loud.	1	2	3	4
I use a specific note-taking system.	1	2	3	4
I review my notes soon after class.	1	2	3	4
I compare my notes to the textbook.	1	2	3	4
I write down main points and use abbreviations.	1	2	3	4
I review my notes often before my test.	1	2	3	4

ACTIVITY 7.2

List your three biggest note-taking problems. Brainstorm several possible solutions to each problem.

1. _____

2. _____

3. _____



TIPS TO HELP YOU TAKE EFFECTIVE NOTES

1. **Attend your classes.** You cannot take notes if you are not in class. It is also important to be rested and alert when you take notes. Take your textbook, notebook, pens, and other materials that you will need to class so you can take good class notes. It will really help if you read chapters ahead of time before your instructor discusses them in class.
2. **Pay attention to verbal and nonverbal cues.** Your instructor will often give you hints as to what is important.
 - A. **Verbal cues** – The instructor’s voice becomes excited, slows down or speeds up, pauses before and after a comment and she varies pitch, repeats something, says “listen to this” or “an important point is”, or other comments, which indicate that an important idea is being stated.
 - B. **Nonverbal cues** – The instructor’s eyes or face lights up, gestures become animated, he paces back and forth, looks to see if students are taking notes, points to information on the board or to a handout or PowerPoint slide.
3. **Sit close so you can see and hear well.** Obviously, you need to be able to hear the instructor. Sit close enough to watch the instructor’s expressions so you can pick up nonverbal cues.
4. **Write legibly.** You want to write neatly enough so you can read your notes later.
5. **Leave a couple of lines between topics.** This allows you to fill in what you missed after class.
6. **Compare notes with a classmate.** Each of you may have written and missed something different from each other. “Two heads are better than one.”
7. **Do not try to write everything down.** Take down what you feel is important, not too much or too little is a good rule of thumb.
8. **Annotate your notes after class when you have time.** Use the same process of annotating or annolighting your class notes that you learned for textbooks.
9. **Date and number your pages and identify the subject.** This keeps your notes organized, and it will be easy to find the notes from class lectures when you need them.
10. **Review and edit your notes soon after class.** The sooner you review your notes, the easier it will be to fill in missing information. It will be fresh in your mind. Every time you review your notes, you will retain more information.
11. **Read or skim chapters before the instructor discusses them in class.** If you do this, you will be familiar with the material and will be able to take better notes.
12. **Ask questions in class.** You can ask the instructor questions for a better or clearer understanding of the lecture and material. This also allows you to slow the instructor down so you will have more time to capture important points. You can also ask questions silently in your mind, which can help you to stay focused and alert.
13. **Create study guides and anticipated test questions from your notes.** This is something you can do soon after class. You can create study guides, which you learned earlier in this chapter, and make up practice quizzes from your notes.

“I learned how to take better notes and writing skills. I learned valuable skills that I can use in my other courses and in my life.”

—JOSE PALICIOUS

14. **Compare the text to your class notes.** The text and your notes will usually complement each other. Both usually make more sense to you when you compare them.
15. **It is better to write on one side of the paper.** This allows you the opportunity to place your notes side by side for easier reviewing.
16. **Include examples and facts, which illustrate important points.** This allows you to say and understand more of what is in your notes.
17. **Rewrite key ideas in your own words.** Summarize what you think are the most important ideas.
18. **Use abbreviations and symbols.**

For example:

- Write “psy” instead of “psychology”.
- Put a star sign by important points.
- Use symbols like equal (=) instead of writing out the word.
- Shorten words like “continued” and write “cont’d” instead.

These are just a few examples of how you can abbreviate and shorten words to save time when writing notes. You can create and use your own abbreviations, symbols, and shortcuts that work for you as long as you can understand what you have written. This will increase your speed at taking notes.

19. **Review your notes soon after taking them and before exams.** This is as important as reviewing your textbook. It is important to review your notes within a day after taking notes and at the end of the week to help get this information into your long-term memory. Then, review again before your quiz, but first, self-test. Create a practice quiz, give it to yourself, and test your understanding and recall.
20. **Use a note-taking system.** There are several note-taking systems to choose from. For example, you can use an outline method to emphasize major topics. Under the major topics, you can add subtopics and under these, list supporting points, examples, and illustrations.

Examples of Note-Taking Systems

You can use an idea map, which was discussed earlier, as a note-taking system. This is especially useful, if you are a visual learner.

One of the most popular note-taking systems is the **Cornell Method**. In this system, you divide the page into three sections (See Figure 7.1). The largest section is on your right (usually about six inches wide); you use this space for taking notes during class. You can also use this space while taking notes when you read the text. Use the left section (about two and a half inches wide) after class to write in questions or make statements that are addressed in your notes. Use bottom section (about two inches deep and eight and a half inches wide) for summarizing what you think are the main points.

DARTMOUTH
ACADEMIC SKILLS
CENTER
Note-taking tips



dartmouth.edu/~acskill/success/notes.html

COLLEGE
WRITING TIPS



collegewritingtips.net

Cornell System of Note-Taking

Figure 7.1 is an example of the Cornell Method being used to take notes on the subject of How to Write Essay Papers.

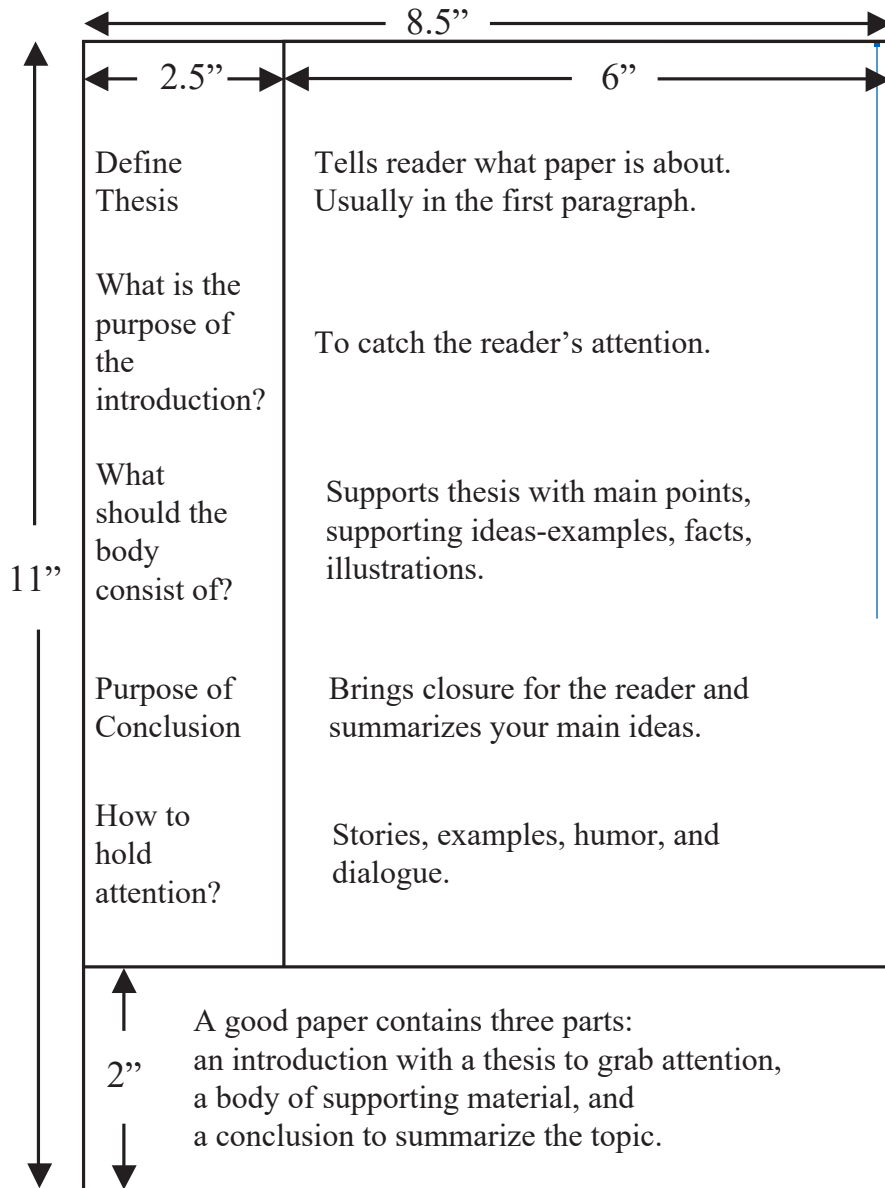


FIGURE 7.1 CORNELL NOTE-TAKING SAMPLE: HOW TO WRITE ESSAY PAPERS

Now you can see the value of note-taking and how taking good notes will contribute to your success in school.

Outline Method

An outline method of note-taking works well for linear thinkers who like to take notes in an organized and logical sequence. It is similar to using other outline formats that you have probably used before (See Figure 7.2):

- I. **Main idea #1.** Knowing how to plan a research project is the first step.
 1. **Supporting point.** Identify sources and where to look for information.
 - A. Example: World Wide Web or library databases.
 - B. Example: Information that is recent and reliable versus old and unreliable information.
- II. **Main idea #2.** Keyword searching is different from subject searching.
 1. **Supporting point.** Key word searches usually bring up many more documents and irrelevant items than a subject search.
 - A. Example: “Time management” is a keyword phrase that will bring up many documents.
 - B. Example: “Time Management for college students” will bring up less documents, but they will be more relevant.

FIGURE 7.2 OUTLINE SAMPLE: LIBRARY RESEARCH

Idea Map

You have seen an example of an idea map used for reading comprehension. The principle is the same for taking notes and is especially appealing to visual learners and students who are strong in Visual-Spatial Intelligence. Idea maps are also referred to as mind maps or think links. See Figure 7.3 sample below.

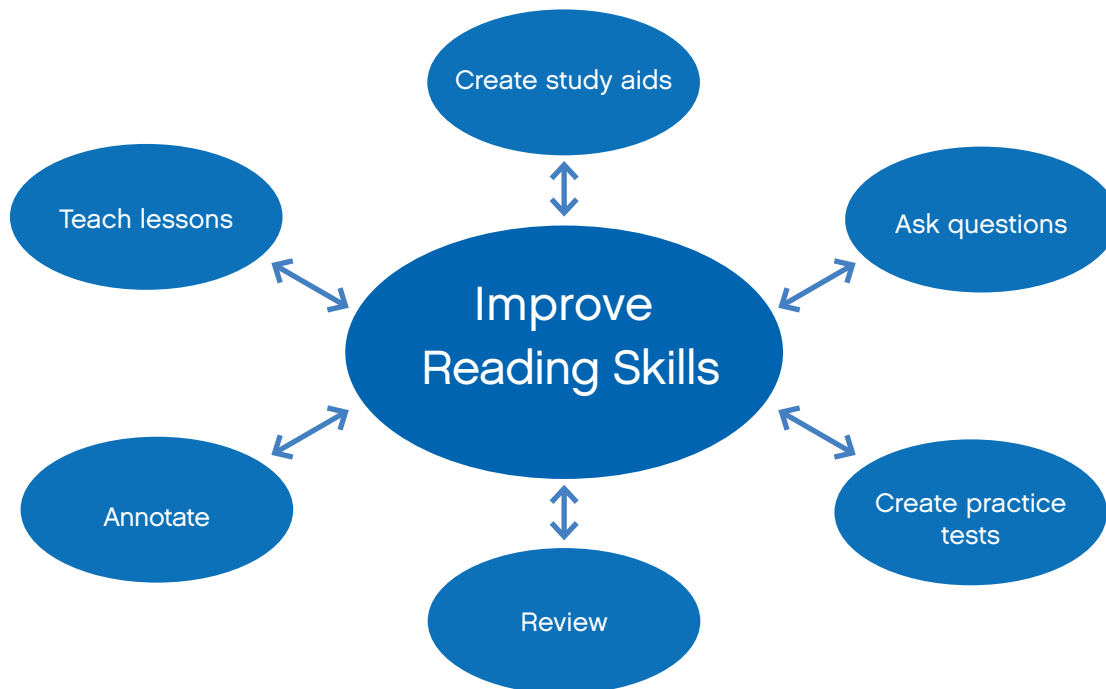


FIGURE 7.3 NOTE-TAKING IDEA MAP SAMPLE: IMPROVE READING SKILLS

Parallel Note-Taking System

If your instructor provides you with lecture notes before the topic is covered in class, you can use parallel note-taking. This is an excellent system for taking advantage of online notes.

This system works best with a three-ring binder. On one side are your instructor’s lecture notes and on the other side is a blank sheet of paper for your notes. During the lecture, record your notes on the blank paper with the instructor’s lecture notes in front of you. In other words, the instructor’s notes and the paper for your notes will be parallel to each other (See Figure 7.4).

How to Get Your Priorities Accomplished	How to Get Your Priorities Accomplished
<p>Instructor’s notes</p> <p>Make a list of your priorities for each day. Tackle these tasks which you identified as important one-by-one. Treat each task that you are doing as the most important activity of the day.</p> <p>This will help you to be totally present in the here and now. Do each activity with enjoyment and enthusiasm, if possible. If you are unable to be enthusiastic, at least do the activity with your attention until you have completed the task or reach an appropriate stopping point.</p> <p>Then, scratch it off of your to-do list (if it is unfinished add it to tomorrow’s list) and approach your next priority in the same way. This may not sound cool in this age of multi-tasking, but it will give you excellent results.</p>	<p>My notes</p> <p>Each day, I list my priorities in order of importance and do them one at a time.</p> <p>Doing them with enthusiasm is best, but at least with attention.</p> <p>Complete the task and scratch off my list.</p>

FIGURE 7.4 PARALLEL NOTES SAMPLE: HOW TO GET YOUR PRIORITIES ACCOMPLISHED

CONNECT NOTE-TAKING TO YOUR BEST MULTIPLE INTELLIGENCES

In Chapter 2, you identified your three strongest multiple intelligences. You can use these intelligences for effective note-taking. For example, if you are strong in musical intelligence, go over your notes after class and translate important ideas into a rap, rhyme, or song. If you are strong in logical-mathematical intelligence, use an outline method, put the main ideas into a logical order, and analyze the connection between these ideas.

ACTIVITY 7.3

Identify three note-taking strategies that match your top three multiple intelligences. Think about how you can use these intelligences to take better notes.



Best Multiple Intelligences

1. _____
2. _____
3. _____

Best Note-Taking Strategies

- _____
- _____
- _____

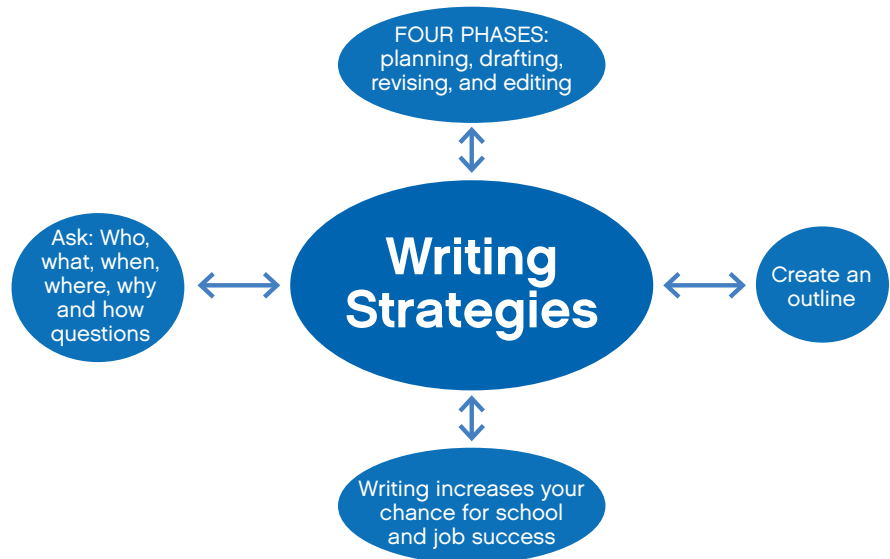
As you practice taking notes and use at least one note-taking system, you will see an improvement in your grades if you edit, study, and review your notes. Using good note-taking skills is one of the keys to college success.

Now you have four different note-taking systems from which to choose. You may prefer to use one system, a variation of a system, or to use different systems when appropriate for the situation.

Writing Skills

BENEFITS OF WRITING WELL

- Increases your job opportunities
- Improves your grades and college achievement
- Helps you to do better on essay tests
- Allows you to write articles in your career field
- Communicates your level of professionalism and expertise



Tips for Writing Good Papers

There are four main phases or stages of writing.

They are: 1) planning 2) drafting 3) revising, and 4) editing. Let's look at the purpose of each stage.

STAGE 1: PLANNING

In this phase, you will be deciding on your topic (unless your instructor gives you one). You will be thinking about what you want to say about your topic. Even if your instructor chooses your topic, you will write about it in your own unique style. The planning phases consists of the following steps:

- 1 Choose a topic you are passionate about. If you didn't choose the topic, you should still look for parts of the topic that interest you. Write about what you know.
- 2 **Brainstorm.** Jot down topic ideas as fast as they come into your mind. If the topic was chosen for you, then write down ideas about what you already know and want to say about it in your own way.
- 3 **Determine your audience.** Who are you writing this paper for? Have an audience in mind for whom you will be writing, even if only the instructor will read your paper.
- 4 **Narrow down your topics and ideas.** Identify the topic you will write about. Narrow down the main ideas you want to cover.
- 5 **Write your thesis statement.** Write "The purpose of my paper is" and complete the sentence. What is your paper going to be about?

“Now I am a more responsible student. Writing in English is not one of my strengths, but I completed all written assignments and feel so proud of myself. These ideas taught me how to improve my study habits and this will help me to succeed in college.”

— GABRIELA QUEVEDO

- 6 **Ask questions like a journalist.** Who? What? Where? When? Why? How? Answer these questions for yourself.

Below are examples of using journalistic questions to write a paper. I will show you a sample paper at the end of the Writing Tips section.

- A. **Who?** Who has had bad experiences that had a benefit?
- B. **What?** What are examples of these experiences?
- C. **When?** When did these events happen?
- D. **Where?** Where did these events take place?
- E. **Why?** Why were these experiences important?
- F. **How?** How was good found in these bad experiences?

- 7 **Create an outline.** Make an outline before writing your paper. Include your introduction and thesis statement, at least three main points for the body of your paper to support your thesis, and your conclusion. Let's look at a sample outline below:

Sample Outline

Title: The Hidden Benefits in Life's Difficulties

- 1 Introduction.
 - A. Napoleon Hill opening quotation.
 - B. Thesis statement– “Every bad experience has a benefit.”
- 2 Body.
 - A. Supporting paragraph and idea #1.
 - 1. Overcoming adversity can lead to greatness.
 - 2. Abraham Lincoln example.
 - B. Supporting paragraph and idea #2.
 - 1. Good is often hidden in what seems to be bad.
 - 2. Story of wise persons in India.
 - C. Supporting paragraph and idea #3.
 - 1. There is opportunity in crisis.
 - 2. My personal health crisis story.
- 3 Conclusion and summary.
 - A. Adversity can lead to greatness.
 - B. Benefits are hidden in bad experiences.
 - C. Opportunity can be found in crisis.
 - D. Good is hidden in bad experiences.

ACTIVITY 7.4

Think of a paper that you will be writing for one of your classes. Write out the thesis statement. Answer the six journalistic questions.

STAGE 2: DRAFTING

This is the second phase of writing your paper. The first draft is your first actual writing of your paper. Here are steps for the drafting phase:



- 1 **Freewrite your first draft.** Write with your heart (later you will edit with your mind). Let the ideas flow without criticizing or judging what you are writing. Try to write without lifting your pen from the page or your fingers from the keyboard of your computer. Let it flow.
- 2 **Research.** After freewriting, is a good time to gather facts, stories, and examples to support your thesis and main idea. Some people advise doing research sooner. My personal experience has been that it is better to freewrite first to say what you think and feel, then do research to support your thoughts.
- 3 **Introduction.** Include your thesis statement and attention grabbers in your introduction. Your thesis tells your audience the purpose of your paper. You can grab the reader's attention by using a quotation, a startling statement, a good question, humor, or a human interest story.
- 4 **Body.** Develop each supporting paragraph. Every paragraph in the body of your paper should support your main points. A good rule of thumb is to have at least three points or ideas that support your thesis. Use a separate paragraph for each of these points.
- 5 **Write clear and simple sentences.** Write as if you are having a conversation with one person in your target audience.
- 6 **Stay focused on the main topic.** Move from sentence to sentence and from paragraph to paragraph so it flows and makes sense.
- 7 **Conclusion.** This is where you summarize your main points. You can end with a call to action, a story, or with a great quotation, if any of these are appropriate for your paper and audience.

STAGE 3: REVISING

In this third phase, you evaluate your paper to see what you need to improve, reshape, and rewrite. In the drafting phase, you did freewriting from your heart without making any revisions. Now you have the opportunity to fill in details and improve your first draft.

Ask yourself:

1. Does your thesis, your thesis sentence, and paper meet your writing purpose?
2. Is it clear and simple to understand?
3. Will it grab the reader's attention?
4. Does the body contain ideas which support your thesis?
5. Does it flow?
6. Do you have a strong conclusion?

Answering these questions will help you to know what needs revising. This is the phase in which you take a look at the overall structure (big picture) of your paper. Then, look at your paragraphs. See if they are organized well, flow easily from one to another, and if they are too short or too long. Rearrange your paragraphs, if necessary, so that they are in a logical sequence. Do the same thing with your sentences. When you finish revising, the content and structure of your paper should be in good shape.

Eliminate words and information that are unnecessary. For example, remove sentences or words that you have repeated unnecessarily. Replace words with different ones that will make your writing clearer, more interesting, and more believable.

STAGE 4: EDITING

This stage involves correcting grammar, punctuation, and spelling errors. Use a computer to spell-check. Also, manually check for spelling errors that the computer might miss. Check your commas and periods to make sure that they are in the best place. Do you need any exclamation marks, colons, or semicolons? This is the phase to make grammatical improvements and to proof and polish your work.

One approach you can use is to **proofread your paper from back to front**. When you read your sentences from the end of the paper to the beginning, it will help you to focus and catch errors that you would normally miss.

Read your paper out loud. If you run out of breath while reading a sentence, it is probably too long and may need to be shortened.

Seek assistance if you need someone with good grammatical skills. Learning labs at colleges usually have assistants who will look over your paper to point out grammatical errors and to make suggestions for improvement.

Wait a while before looking over your paper for the final time. **Proofread your paper one more time**, and complete the final draft of your paper before turning it in to your instructor.

Now let's look at an example of a paper that I wrote from the outline you saw earlier.

“This course and book helped me improve the way I do my school work, listen, write, and take notes. Another thing I felt great about was reading stories not only by Professor Gerson, but also from his previous students who went through difficulties in their lives. I think those stories made me realize that I can accomplish whatever I want, as long as I put my mind to it and don't quit.”

— TANA CABEQUELA

Sample Paper

The Hidden Benefits in Life's Difficulties

By Raymond Gerson

“Every adversity, every failure, and every heartache carries with it the seed of an equivalent or greater benefit.” These are the words of Napoleon Hill who spent his life studying successful people and the obstacles they had to overcome. Based on Napoleon Hill's experience interviewing hundreds of successful people, he concluded that every bad experience has a benefit. I believe that you also can find something good and benefit from difficult life experiences.

You can become a greater person by overcoming adversity. Take the example of Abraham Lincoln. Lincoln's sweetheart died, he had a nervous breakdown, was demoted while serving in the military, failed in business, and lost several elections. Many historians agree that he was one of the finest human beings and presidents we have had in the United States. Lincoln's many adversities seemed to only make him stronger and more determined.

Good is often hidden in experiences that seem to be bad. There is a story that illustrates this idea. Long ago in India, there were no matches and people covered their cooking fires with ashes. The ashes kept the fires alive. In a particular village, all of the fires mysteriously went out. The villagers were upset because they had no way to cook. They went to see the wise one of their village and told him about their problem. He replied, “This is something good.” This sounded crazy to the villagers, but the wise one just said, “Wait and see.” A couple of days later a cruel king passed through the country with his army of soldiers. They killed people and destroyed villages. One night when the king came to the vil-

lage with no fires, he thought that no one must live there. So the king ordered his soldiers to go on to the next village. This story illustrates how something good can lie hidden in something that appears to be bad.

The opposite side of crisis is often opportunity. When I was in high school, I became ill because I was not taking good care of myself. I had to be out of school for six weeks. At first, this seemed like a terrible crisis to me. I was so bored that I began to study for the first time in my life. When I returned to school, I had to take many make-up tests, but to my surprise I made As and Bs. Because of this experience, I made the decision to go to college. I am still enjoying a wonderful career because of my decision to attend college. I also realized that my health was important and began taking good care of myself. I am still experiencing the payoff today. What seemed like a crisis at the time turned out to be an opportunity to attend college and become healthy.

In conclusion, there is a benefit and something good in every bad experience. Overcoming adversity can make you great, good is often hidden in bad experiences. There is opportunity in every crisis. Look for the good in your difficulties and you will find it.

“The Hidden Benefits in Life’s Difficulties made me realize that through all my pain I can still come out on top. This book is powerful because it gives you information that benefits not only college success, but your life in general.”

— BETTY HALL

THINK LIKE AN ARTIST WHEN YOU WRITE

When you have a paper to write, think of yourself as an artist who is going to create a sculpture. The planning phase is similar to an artist coming up with the idea for creating the sculpture. In the drafting phase, you are taking chunks and shaping them into a general outline. The revising phase is where you add details to make your sculpture look better. In the final editing phase, you polish your work, add any finer details, and smooth out any errors. Do your best to turn your writing into a memorable work of art!

JOURNAL ASSIGNMENT

List the two most important note-taking strategies and two most valuable writing tips that you learned from this chapter. Reflect on and write your ideas for applying these strategies and tips to maximize your performance in school.

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What does the Ebbinghaus Forgetting Curve reveal to me about the importance of taking notes in class?
- What are my strengths and weaknesses as a note taker? Which note-taking strategies will help me the most—and why?
- How can I best apply the four stages of writing to write better quality papers?
- What three strategies will I use to improve my writing ability? Why do I think they will improve my writing?



RAYMOND GERSON



AUTHOR'S NOTE

In the early stages of my college success courses, I always notice that several students aren't taking notes. Even when I say, "Be sure and study these ideas (which I name) because there will be questions about them on the test," some students still don't take notes. This never ceases to amaze me. In time, I am able to convince most of these students to take notes in class. It has been my experience that if you don't take notes, you are likely to do poorly in class or dropout.

Student Success Story

The following paper was written by Tomas Carrizales-Rodriguez. He got off track, dropped out of high school, and spent some time in trouble with the law. Fortunately, with the right type of support and through his own effort, Tomas turned his life around.

From Dropout to Graduate

By Tomas Carrizales-Rodriguez

The biggest accomplishment in my life was finishing high school at the age of 16 and enrolling in Austin Community College. This was important for me because I am the first in my family to attend any type of higher education.

I had trouble in high school because I went to DAEP. This is a school where the bad students go and I was there for a year. I hated it there so I stopped going to school. For the next two years, I was a dropout. I was just doing drugs and not going home. I would get in trouble with the cops and my mom just got tired of it. So she went up to the high school for help and she found Mr. Day, one of the principals. He told my mom to bring me up to the school so he could talk to me.

I had always felt judged by high school principals because no matter whether I was good or not, I was blamed and sent to DAEP. So I didn't want to go back to school or talk to this new principal. Mr. Day said, "I can help you if you let me Tomas." I asked, "How can you help me?" "Well, first you need to get back in school, then I can help you a lot more." I said, "I don't want to go back to DAEP." Mr. Day said, "Well, you have to go for two weeks and you will be out. Then, I can help you get your credits that you need to finish high school and, hopefully, you can go to college."

I think one of the biggest steps I had to take was to quit feeling sorry for myself. I feel I had a pretty tough life. I grew up without a dad and that was tough on me. My family struggled to get by and this fuelled my anger at the world. Once I started to mature, I looked back and thought, "All I am doing is hurting me. If I don't want this to keep repeating, I have to fix it now or I will have no future."

I knew I could not do this all on my own. If I had not had the support of my mom who never gave up on me and the guidance from the Opportunity Center, I'm scared to think where I would be now.

When Mr. Day put me in Atlas, I had no credits and I was about to turn 15 so I was pretty far behind. I met with Mr. Day and the counselors and set up a plan for me to get caught up and graduate early. It was up to me to make it happen. I had to stay focused and attend school everyday. The Opportunity Center was a great place to be. The teachers will help you one-on-one and they don't look down on you if you act up a little bit. They just want to help you. I was getting my credits faster than I thought and they told me that I could graduate early. I needed help

"This book and the stories in it are making me realize that anything is possible if I am just willing to give my all. It is giving me the hope that I always had in me. I just needed to be reminded that it was there."

— ISRAEL VASQUEZ

on my reading and writing so Mrs. Horton helped with that as well as with my college paperwork. She is a huge influence in my life. A lot of people from Del Valle Opportunity Center helped me turn my life around and to become a success.

I learned many lessons from this experience. I know the importance of having faith in myself. You have to believe in yourself first before anyone can help you. Also, no matter how tough your life is, someone else has it just as bad or even worse than you. I learned that it is important to be at school everyday and be on time. This is a habit you will need throughout your entire life. I learned that there are a lot of good people out there who care about students and people no matter how messed up they are. I know to set goals and dream big because if you work hard anything can happen. I feel I picked up good study skills and work habits. I think all these things apply to everyday life. Because school is not just about knowledge, it is also a guide to the rest of your life. When I get a job, I know I need to be there on time and have good attendance. I have to be able to pick up what they are teaching me and I might have to do extra at home so I can get ahead at my job.

I know I still have a lot to learn, but life is one big lesson in failure and success. I am proud that I graduated from High School and am attending ACC. This by far is the biggest success of my life. It has taught me study and note-taking skills or I would not have been able to graduate early because it is not easy to pick up all those credits as quickly as I did. It has taught me to be prepared. It has also taught me to believe in myself. I hope with what I learned in the past, combined with this course, I can achieve my next success and that is graduating from college.

ACTIVITY 7.5

Goal for the week:

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____



CHAPTER 7 MAIN POINTS

- Use a note-taking system to capture important points and take better notes to study and review.
- It is important for you to take good notes, review them within twenty-four hours, again in a week and again before the test because otherwise information is quickly forgotten after you hear it for the first time.
- Asking and answering journalistic questions and preparing an outline will help you to write better papers and in less time.
- A good paper will include an introduction and thesis which grabs the reader's attention, a body with strong supporting ideas, and a conclusion, which brings the topic to closure and leaves the reader wanting more.



On Writing Well By Raymond Gerson

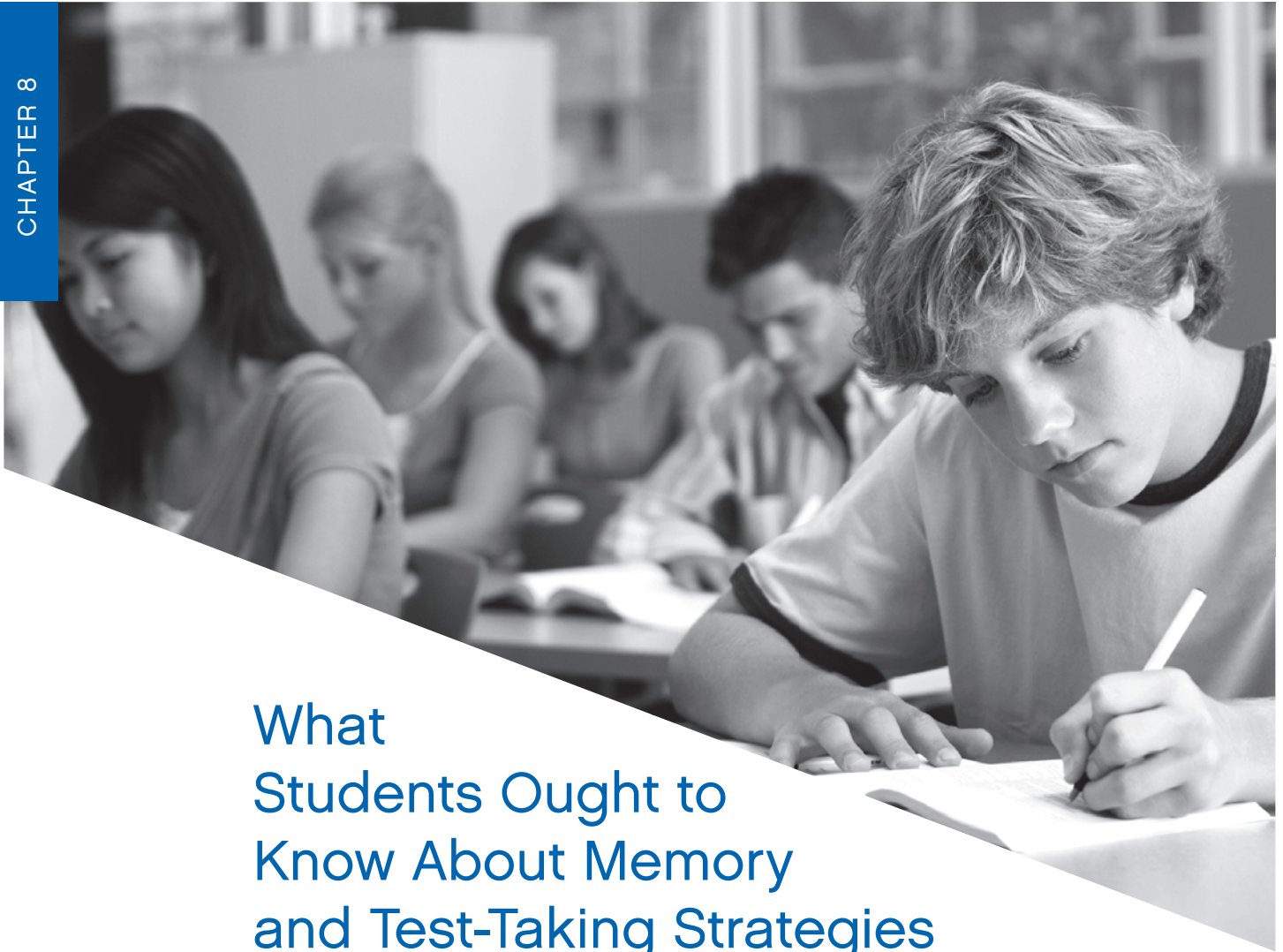
Plan, draft, revise and edit,
this will help you receive course credit,
The introduction, body and conclusion,
will help you avoid confusion.

Your thesis tells what its about,
in the introduction don't leave it out,
Your conclusion can be a call to action,
this will increase reader satisfaction.

Like an artist creating a sculpture,
you can write like you're a sculptor,
Create, shape, improve and polish,
and bad writing you'll abolish.

To take notes be in class,
this will help you more than pass,
Then use a good note taking system,
this will show that you have wisdom.

In Chapter 8 you will be learning memory and test taking strategies which can boost your grade point average, increase your self-confidence and reduce your test anxiety.



What Students Ought to Know About Memory and Test-Taking Strategies

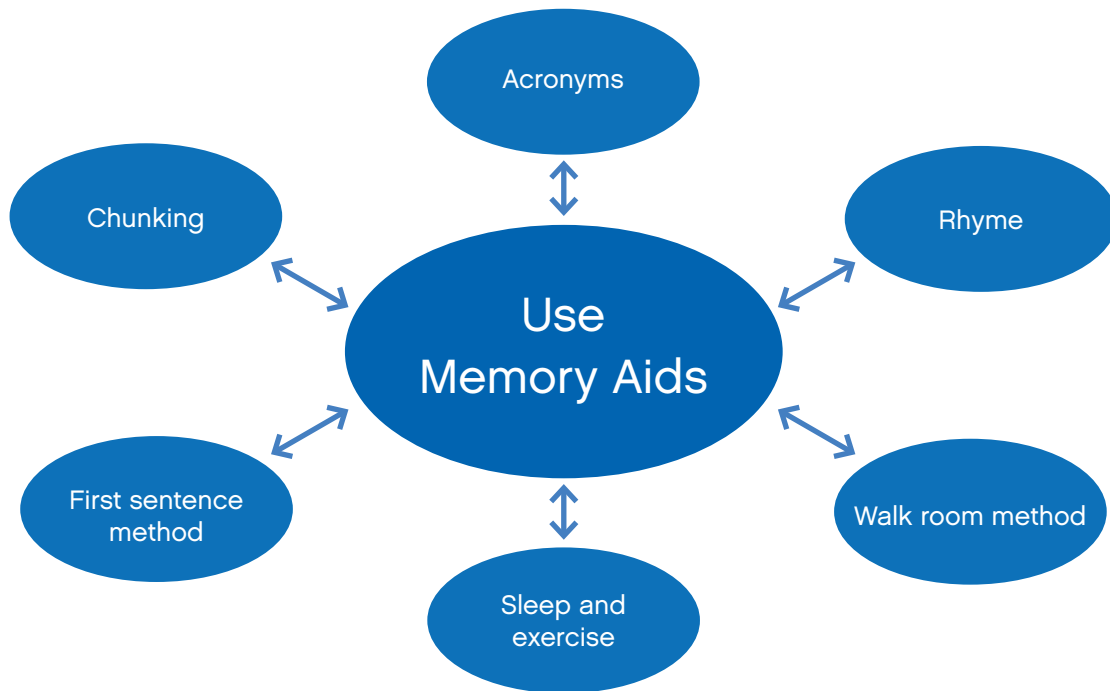
In this chapter, you will learn several memory techniques that you can use to remember more of what you study and learn. Later in the chapter, you will learn many different test-wise strategies that will improve your skills and confidence when preparing for and taking tests. Also, you will learn ways to reduce or eliminate test anxiety. Having a better memory plus effective test preparation and test-taking skills are a powerful combination that will help you achieve success during your college career.

“The strategies for overcoming test-taking anxiety were most helpful for me.”

—GUILLERMO RAZO

How to Remember More of What You Want to Retain and Recall

A better memory will help you to retain and recall more information from the text and class lectures for your tests and papers. A better memory can help you to achieve greater success in school. Even on exams that have questions, which require an understanding of concepts and principles, you will not do well, if you don't remember information related to those principles. Good recall will make it possible for you to use information in school, your career, and in your life when it's needed.



“An education isn’t how much you have committed to memory, or even how much you know. It’s knowing where to go to find out what you need to know, and it’s knowing how to use the information you get.”

—William Feather

Your short-term memory stores information for a few seconds up to a few minutes. Your long-term memory contains information that requires you to use more effort to retain it and your conscious effort to recall it.

There are a variety of memory aids known as **mnemonics**, which you will be learning in this chapter. **Mnemonics** are memory aids that help you to quickly and easily remember information.

Benefits of Memory Aids and Having a Good Memory

- You can learn and recall facts, names, and figures more easily
- Your brain functioning improves because you stimulate parts of your brain
- Your test scores will usually improve
- Improves your concentration
- You will be able to recall more information when writing papers
- You will be better at remembering people’s names, which improves relationships

HERE ARE SOME WAYS TO HAVE A BETTER MEMORY

- **Exercise.** It increases oxygen to your brain.
- **Get enough sleep.** If you are in your teens or early adulthood, you need eight to ten hours of sleep a night. Studying before getting a good night's sleep can help you to remember more information.
- **Keep stress levels low.** High stress will interfere with your concentration.
- **Don't smoke.** Smoking will reduce oxygen to your brain.
- **Drink enough water.** Your brain is made up of a high percentage of water, and you need it to function well.
- **Eat well.** A healthy diet helps your brain to be healthy and function well.

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Cognition Brain Training



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STRATEGIES TO IMPROVE MEMORY

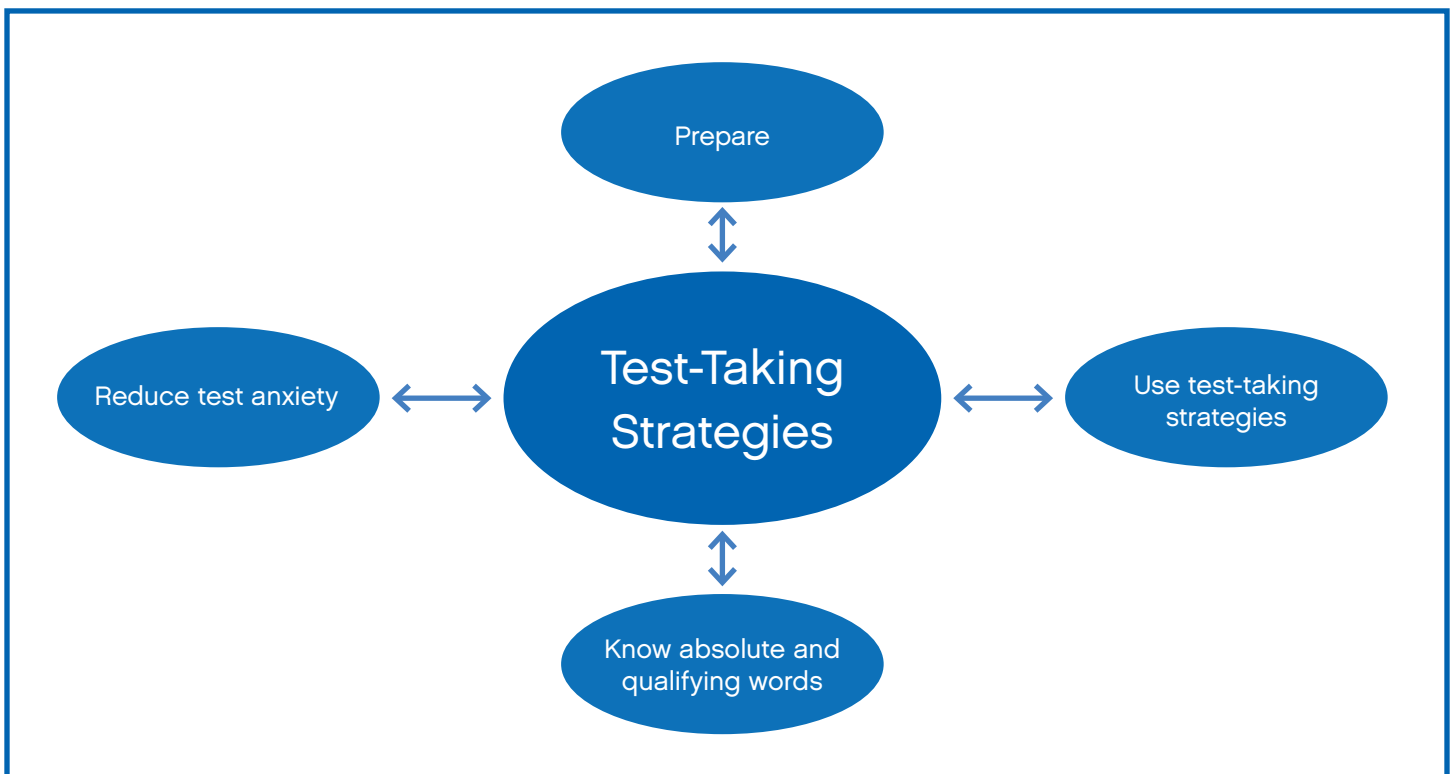
- 1 Use several of the study strategies you learned earlier. Break up your study periods, review often, organize your materials, and create study aids such as flash cards and idea maps. All of these are memory aids, which will improve your success in school.
- 2 Pay attention. You cannot remember material that you never noticed or learned.
- 3 Create memorable images. Word pictures aid your memory. For example, to remember Pat's name, you can picture her in your mind patting her shoulder. For someone named Mike, you could picture and associate him with a microphone in his hand.
- 4 Use your preferred learning style. If you prefer auditory learning, then tape-record what you want to remember and play it back. If you are a visual learner, use pictures, charts, graphs, idea maps, and things you can see.
- 5 Use as many senses as possible. Learn a poem while seeing the words and any pictures associated with these words. Read the poem out loud so you can hear it, and move around while reading. In this way, you will use several of your five senses at the same time.
- 6 Create interest. You will remember more material if you can make it interesting. Material that bores you is more difficult to remember.
- 7 Associate what you are learning with something humorous. Anything you find to be funny or even ridiculous will be easier for you to recall.
- 8 Associate or relate the new material to something already familiar. A student of mine remembered that he gets vitamin D from the sun by picturing himself walking his dog (D for dog) outside in the sun. He said he will probably never forget which vitamin we get from the sun because of the association he created.
- 9 Rehearse, recite, and overlearn. If you are learning a poem or quotation, recite it over and over. It will go into your long-term memory, and you will eventually be able to repeat the poem without thinking about it.
- 10 Use mnemonic techniques. Examples of these memory aids and shortcuts are listed and explained below:

- A. **Acronyms** – These are initials that create pronounceable words such as NBA for National Basketball Association. Another example is Roy.G.Biv so you can remember the colors of the rainbow.
- B. **Acrostics or first letter strategy** – Take the first letter of each of the items you want to remember and make a word or phrase out of these letters. A popular example is “Please excuse my dear aunt Sally.” This is a mnemonic for “Parenthesis, Exponents, Multiplication, Division, Addition, and Subtraction.” This is the order in which operations in algebraic expressions are to be evaluated.
- C. **Rhyme** – Jingles and rhymes will aid your memory. For example, “In 1492, Columbus sailed the ocean blue” or “30 days hath September, April, June, and November.”
- D. **Chunking** – When you arrange a list such as numbers into smaller units, this becomes a memory aid. For example, 19531825 can be chunked into 1953 and 1825 or 1953_18_25.
- E. **Method of loci** – Associate what you want to remember with a familiar route or path. Let’s say you need to remember parts of the body in a particular order such as heart, brain, lungs, and kidneys. Picture a walk through your house and associate parts of the house with each part of the body. For example, when you enter the house you could picture a photo of a loved one in the living room (heart), a picture of Einstein (brain) in the hallway, an exercise machine (lungs) in the master bedroom, and a can of kidney beans (kidneys) in the kitchen. When you see this question on a test, you will easily recall the correct order of these body parts by recalling your walk through your house.

“The memory strategies were another thing in this chapter that really helped me to remember more.”

—ELIZABETH ELLIS

Keep in mind that just memorizing information by itself will not be enough for success in college. You need to combine memorization with learning and understanding the concepts.



Test-Taking Skills

Learning a variety of test-taking strategies is an important part of your academic success. You will be taking exams throughout your education. These tests usually account for a high percentage, if not all, of your grade in each course. No matter how much you study, you will not do your best unless you know how to prepare for and take tests.

Benefits of Test-Taking Skills

- Reduces your test anxiety
- Increases your self-confidence
- Makes good use of your types of intelligence
- Improves your test scores and grades
- Increases your self-confidence for other evaluations and exams that you take later in your career
- Improves your self-esteem
- Gives you more motivation for pursuing your education
- Gives you greater ability to focus on learning due to less anxiety about tests

TEST-TAKING STRATEGIES



testtakingtips.com

General Test Preparation Strategies

Here are some general strategies that will help you: prepare for tests, while you are taking a test, and useful tools after taking a test. I will also cover specific test-taking strategies for the various types of tests that you will be taking. First, here are some tools and strategies you can use to prepare for a test.

TEST PREPARATION STRATEGIES

- 1 Find out what kind of test you will be taking. Will you be taking an essay, a multiple-choice test, fill-in-the-blank, or some other type of test? You need to answer this question to prepare properly for your test. Talk with your instructor to find out what will be covered on the test. Learn as much as possible about your upcoming test.
- 2 Set a goal test score you want to achieve. Study with your goal in mind.
- 3 Use the reading and study strategies you previously learned. One way to prepare for the test is by applying the strategies you learned in the last chapter. Create study guides that will help you prepare for your test and which use your preferred learning style.
- 4 Use the memory strategies that you learned earlier in this chapter.
- 5 Apply test anxiety reduction techniques (discussed later in this chapter) to reduce your anxiety before the test. Picture yourself in your mind taking the test and being relaxed and successful.
- 6 Be positive. Use positive self-talk in the days and hours before you take the test.
- 7 Get a good night of sleep.

- 8 **Build up your energy.** Eat something nutritious before the test so that your blood sugar and energy level are in good shape. Remember that your physical condition affects your state of mind and vice versa.
- 9 **Review your notes and highlights as often as possible.** Just before your test, review your notes one last time so the material is fresh in your mind.
- 10 **Develop a practice test.** Anticipate test questions and give yourself the practice quiz. As you learned in the last chapter, it is helpful to study with and teach others.
- 11 **Finish reading assignments a few days before the test date.** This leaves you time to spend reviewing the material that you consider most important.
- 12 **Talk with students who have already taken the course.** You can look at old exams if other students have them. Ask the former students what you can expect and for any advice they can give you for succeeding on the test.
- 13 **Remind yourself of your long-range goals.** Refresh your memory about why you want an education and the importance to you of succeeding in school. Remind yourself of the benefits you will receive. This will keep you motivated to prepare for the test.
- 14 **Arrive a little early to relax and review.**
- 15 **Bring all of your necessary materials to class.** Bring your pens, Scantrons, #2 pencils, and blue books, if required.

ACTIVITY 8.1

Take a few minutes to sit quietly by yourself and take some slow, deep breaths. Relax your mind and body. In your mind's eye, see yourself taking the test. In this relaxed state, see yourself taking the test while feeling clear-minded and positive. Picture yourself successfully completing the test with a big smile on your face.

SUCCESS STRATEGIES TO USE DURING THE TEST

- 1 **Before you start the test, jot down information on the back of the test that you are concerned you might forget.** Get your instructor's permission to do this.
- 2 **Look the test over to find out what it covers.** For example, let's say you see that the test has thirty multiple-choice questions and two essay questions. You should decide how much time you need to spend on both sets of questions. If you have forty minutes to take the test and need twenty minutes on the essay questions, then you will know that you have twenty minutes to complete the multiple-choice questions. When you look over the test in the beginning, you will also be able to see which questions will be easier for you to answer and which ones will be difficult for you and will require more time.
- 3 **Answer questions that you know and the easier ones first.** This will allow you more time to concentrate on the less familiar and difficult questions.
- 4 **Read the instructions and questions thoroughly.** The questions will often provide you with clues for the correct answer on objective tests and for what your instructor wants you to write about on essay tests.

“I cannot begin to tell you how scared I was of college classes at first because I was afraid of failure. Studying for tests was my weakest spot in school. Every time it was test day I would try to cram as much information as I could before the test. Then when it was time to take it I would always go blank. I am no longer worried about my tests. I have seen improvement in my test-taking ability and test results and now I have a positive mind when tests come along.”

—ASHLEY LEMLEY

- 5 **Answer every question.** If there is “no penalty for guessing,” it’s best for you to answer every question, even if you have to guess.
- 6 **Make sure the test questions and your answers match.** If you are using a Scantron or separate answer sheet, it is very important that you make sure the questions and answers match up.
- 7 **Keep track of time.** You will need to stay aware of how much time you have left during the test. This will allow you to pace yourself, and it increases your chances of completing the test.
- 8 **Use all of the available time.** Go over your test to check for accuracy. Make sure you answered every question and make any changes you think are needed.
- 9 **Ask for clarification.** If you don’t understand a question, ask your instructor to make the question clearer.
- 10 **Be honest.** Do not cheat. Cheating will keep you from learning and can result in your expulsion from school.
- 11 **Reduce anxiety.** If you start feeling nervous and worried, then use the techniques you learned to reduce your test anxiety. Breathe.

SUCCESS STRATEGIES TO USE AFTER A TEST

“I wish I could have taken this course in middle school so I could have been a better high school student. I learned how to become a successful college student.”

—CARLOS RODRIQUEZ

- 1 **Reward yourself for the preparation and work you did.**
- 2 **Get correct answers from the instructor.** You need to be in class when the instructor gives feedback and correct answers. If the instructor does not go over the test in class, you can ask for a private meeting to find out the correct answers to any questions that you got wrong.
- 3 **Use the test as a learning and feedback tool.** Determine what you did well and what needs improvement. Learn from your mistakes. Analyze your strengths and weaknesses on the test questions and answers.
- 4 **After two or more tests in a course, look for patterns.** Is there a pattern to your mistakes? Do you keep making similar mistakes on every test? You can also look for any patterns in the test questions that the instructor uses. For example, let’s say you noticed on multiple-choice questions that the answer “all of the above” is usually correct and “none of the above” is usually the wrong answer. By being aware of your instructor’s pattern, you can watch for questions which contain these possible answers.
- 5 **Make a plan for the next test.** What changes will you make while preparing for your next test and taking the test itself? You may also have a better idea how to pace yourself so you have extra time to spend on difficult questions and to complete the test.

SUCCESS STRATEGIES FOR MULTIPLE-CHOICE TESTS

The majority of tests in college will be multiple-choice tests so you want to be especially test-wise when taking them. Multiple-choice tests usually include a phrase, stem, or question followed by three to five possible answers from which you can choose.

Here are some strategies for taking multiple-choice tests:

- 1 **Read the directions carefully.** Make sure you know what you are being asked to do on the test.
- 2 **Read the entire question or statement to make sure it is asking what you think is being asked.** Be clear in your mind about what you are looking for or supposed to do.
- 3 **Answer easy and familiar questions first.** You can go through the test several times like this.
- 4 **Treat your choices like they are true/false statements.** Ask yourself for each choice, “Is this true or false?”
- 5 **Eliminate choices you know are wrong.** Narrowing your choices to two instead of four increases your odds of making a correct choice. You will have a fifty-fifty chance, even if you guessed. Make an educated guess when you are unsure of the answer.
- 6 **Answer every question.** If there is no penalty, then do not leave answers blank.
- 7 **Look for keywords in the statement or question that provide you with clues to the correct answer.** Choose the answer that is similar or harmonious with the keyword or phrase. See the following example:

Monica is a visual learner. She would probably prefer to learn by:

- A. Listening to lectures.
- B. Watching a PowerPoint presentation.
- C. Participating in a field trip.
- D. Playing a book on tape.

What was the keyword in the statement about Monica? The answer is visual. So before looking at the choices you already know the answer will involve the sense of sight. The answer is obviously B.

- 8 **Pay attention to negatives or questions which are asking you for an exception.**

Here is an example:

The following is not a soft skill:

- A. Mathematics.
- B. Persistence.
- C. Time management.
- D. Self-discipline.

The negative is the word “not.” So if you were using the true/false approach, you would ask for each possible answer, “Is this a soft skill, true or false?” The correct answer is mathematics. Even if you did not know what a soft skill was, you could see that one answer stood out as different from the others and must be the correct answer. If you had been asked which **are the** soft skills, the correct answer would have been different. Your choice would be b, c, and d.

“The test-taking strategies that I learned in this class will take me through my college education. I immediately implemented them into my classes and it has been a great success. The author’s passion comes through in the book and I like how he injected his own life experiences and wrote about them in this book. This definitely inspires, motivates, and makes you believe in yourself.”

—KIM BROWN

- 9 **Make sure your test and answer sheet are lined up.** Make sure you do not mark answers that go with different questions.
- 10 **Pay attention to “All of the above” and “None of the above” choices.** More often than not “All of the above” is the correct answer. More often than not “None of the above” is an incorrect answer. This is not always true, but if you have to guess, the odds will be in your favor if you answer this way.

“The most valuable part of this class for me was getting the blueprint for a successful college experience.”

—BETTY VILLAREAL

- 11 **Look for similar answers.** Usually one of two similar answers is the correct one. Sometimes both choices are available such as an answer like A and B or A and C. These choices are more often correct than incorrect.
- 12 **When there are contradictory answers, one of them is often the correct answer.** If you see that two possible answers on your test are saying the opposite of each other, then one of them must be incorrect.
- 13 **Look for the best answer, even if two choices could both be correct.** Choose the one you think is the best choice.
- 14 **Specific answers are more often correct than vague or general answers.**
- 15 **Words that are repeated often** in the test will often be a right choice in one of the questions on your test.
- 16 **Choose answers that agree grammatically with the statement or question.**
- 17 **Choose logical answers over those that do not make common sense to you.**
- 18 **Pay attention to qualifying and absolute words and statements.** Words like frequently, sometimes, and probably are qualifying words. They leave room for an exception or for you to doubt the answer. Words like “always,” “never,” and “all” are absolute words and leave no room for doubt or an exception. For example, “The grass is usually green” uses the qualifying word “usually.” Qualifying words and statements are more often correct answers. If we said, “The grass is always green,” the word “always” is an absolute word. Isn’t the grass sometimes brown? Absolute statements are more often an incorrect answer on multiple-choice tests.
- 19 **Determine how much time you can spend on each question.** Don’t spend too much time on any given question so that you will have enough time to complete the exam.
- 20 **Review the test.** Change answers, if you think your first choice was incorrect and you see a better choice.

ACTIVITY 8.2

Try these two multiple-choice questions. Choose the best answer.

1. **The correct order for previewing a chapter in a textbook is which of the following?**
 - A. Read a section, create an outline, review the chapter, and check for understanding.
 - B. Preview the chapter, read a section, check for understanding, and create an outline.
 - C. Create an outline, read a section, preview a chapter, and check for understanding.
 - D. Check for understanding, read a section, create an outline, and preview the chapter.
2. **Talking out loud as you read is an excellent study strategy and especially appealing for which learning style?**
 - A. Visual.
 - B. Aural or auditory.
 - C. Kinesthetic.
 - D. None of the above.



What was the keyword in question number one that provided you with a clue to the correct answer? The keyword was “Preview.” This keyword gives the answer away because the first step is to preview the chapter.

In question number two, what was the key phrase in the question? If you replied “Talking out loud,” you were correct. Before you looked at the choices available, you should have known that the answer would involve which of the five senses? If you answered “Sense of hearing,” you are correct. The correct answer is B. It’s the only choice which involves hearing.

STRATEGIES FOR DOING WELL ON ESSAY TESTS

Essays are more subjective than objective tests and offer you the opportunity to express more of your knowledge. Here are some strategies for answering essay questions:

1. **Read the entire question and make sure you understand what is being asked.**
Ask for clarification, if you don’t understand the question.
2. **Identify and interpret directive words.** These are action verbs which indicate what you are being asked to do. Here are examples:
 - A. **Analyze** – Break into separate parts and discuss each one.
 - B. **Compare** – Write about how two or more things are alike.
 - C. **Contrast** – Write about how two or more things are different.
 - D. **Critique or evaluate** – What are the positive and negative aspects? What is the value?
 - E. **Describe** – What are the qualities or characteristics?
 - F. **Discuss** – State the pros and cons.
 - G. **Illustrate** – Give examples and supporting explanations.
 - H. **Outline** – Organize into a structure with main ideas and supporting points.
 - I. **Summarize** – Briefly restate the main points.

- ③ **Brainstorm ideas** and jot them down on a scratch pad.
- ④ **Create a brief outline** to organize what you want to cover before you start writing.
- ⑤ **Use the writing principles discussed in the last chapter.** Use a strong thesis statement in the introduction, supporting ideas in the body, and summarize main points in the conclusion.
- ⑥ **Write neatly** so your instructor can read it.
- ⑦ **Make sure most of the information you write comes from the text or your class notes.**
- ⑧ **Reword the question and make it your first sentence in the form of a statement.** For example, let's say you were asked to contrast visual and kinesthetic learning styles. You could begin by saying, "Visual and kinesthetic learning styles are different in the three following ways." Then you would complete the sentence and say how they are different. This would be a good opening sentence.
- ⑨ **Budget your time.** Don't spend too much of your time on one essay question at the cost of your other questions. You will want to write more, if some essay questions are worth more points than other questions.
- ⑩ **Focus on writing one main idea per paragraph.**
- ⑪ **If a question asks you for facts, do not give personal opinions.** You should provide some factual information.
- ⑫ **Review, proofread, and revise your draft.**

“Test-taking has been a big weakness in my life. It is hard for me to remember everything for a test. The test-taking skills really helped me.”

—ELIZABETH ELLIS

OVERCOMING TEST ANXIETY

One reason that you might not do as well as you are capable is because of test anxiety. **Test anxiety** is a feeling of stress that happens when you are over-worried about your performance on a test. It is possible for you to be so nervous that your mind can go blank during a test or your thinking can become unclear.

The good news is that your test anxiety can be reduced or eliminated. If you have a small amount of anxiety about a test, this is natural and it is usually not a problem. On the other hand, if you have high test anxiety, it can prevent you from having success on tests and in school.

HERE ARE SOME WAYS FOR YOU TO OVERCOME TEST ANXIETY

- **Prepare well for your test.** Find out what the test will be like from your instructor. Use the reading and study skill strategies you learned in the last chapter. The more prepared and confident you feel before the test, the less anxiety you will experience.
- **Change how you see tests.** You can try to see the test as a learning and feedback tool. Tests provide feedback as to what you are doing well and reveal where you need improvement.
- **Understand the relationship between your body, your thoughts, and your feelings.** Your negative thoughts create tension in your body and unpleasant feelings in your mind. By changing your thoughts, you can change how your body feels and how you feel emotionally.
- **Use positive self-talk.** Tackle your negative thoughts by replacing them with positive ones. When you hear yourself thinking thoughts like, “I might fail” come back with “I can and will succeed.”

- **Put the test in perspective.** It's not life and death for you. It's just a test. Even if you fail a test, it's not the end of the world. You are not a failure as a person because you failed an exam. Refocus and do better next time.
- **Exercise before coming to class to take the test to relieve your tension.** Doing some exercise or listening to relaxing music on the drive to class may relieve your anxiety before taking the test.
- **Recognize that you are not helpless.** You have choices and you can take control over how you feel and think.
- **Arrive to class a little early.** Give yourself a few minutes to relax before the class begins. Rushing to class at the last minute can increase your stress level.
- **Visualize success.** Practice mental imagery like the athletes do before they participate in a real sports event. See yourself in your mind's eye taking the test and being relaxed, cool, and confident.
- **Be present in the moment.** Anxiety comes when you worry about the future or remind yourself of your past failures. One way to be present and to relax is to observe your breathing. When you get anxious, you will naturally start breathing faster and shallower. When you are relaxed, you will naturally start taking slower, deeper breaths.

You can purposely take slow, deep breaths before and even during the test. Observe your breathing and you will automatically be focused on the present. When you change your breathing, your thoughts and feelings will become more positive.

Another relaxation technique is to tense all of your muscles and then let go. You can repeat this several times to lessen tension in your body.

JOURNAL ASSIGNMENT

Create a multiple-choice test of ten questions which covers the material in this chapter. Test yourself. Write in your journal what you learned from this activity. 1) What were the benefits for you of doing this exercise? 2) How can you create an even better practice test next time? 3) What insights did you gain?

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What are three memory strategies that I will use to prepare for my next test? How will I use each of them?
- What is an example of something I once overlearned and still can remember today?
- What are three test-taking strategies that I will use to study for my next test? How will I use them?
- Which anxiety reduction strategy appeals to me the most and how can I use it for best results?



RAYMOND GERSON



AUTHOR'S NOTE

I had no idea when I was in high school and college that there were so many test-taking strategies. I could have really benefited from this information. I did stumble upon the idea of creating practice tests, and this was a great help to me. It was a wonderful feeling when I was taking a test and over half the questions had been on my practice test. It allowed me to breeze through the familiar questions and then spend time concentrating on questions that I didn't anticipate.

I memorized several poems years ago by reciting them repeatedly and overlearning them. It amazes me that I can still quote these poems word for word automatically without much thought.

I make it a point to learn the names of my students as soon as possible. Using some of the memory strategies which were discussed in this chapter makes it possible for me to know all of my students' names by the second or third class.

The test-taking and memory aids discussed in this chapter have worked for me and my former students. And, I believe they will work for you.

Student Success Story

The following student paper is different from the previous ones because it is about the benefits, including test-taking skills, that this student gained from taking my Transition to College Success course. This was an eight-week course, and she learned many of the same college success strategies that are in this book.

Final Thoughts about the Course and Its Benefits

By Rhonda Guidry

At first I thought, "Why is this course so important? Why do I need this class? Well, once this course was explained, I got excited and signed up for it. I thought the course was awesome.

The most valuable part of the course for me was the test-taking strategies and study skills. Taking this class has helped me to study smarter, not harder. It helped me with test success and also with test anxiety. I learned that if I did fail a test, it would not be the end of the world, and I became more relaxed about test-taking. The test-taking and study skills helped me to be better prepared to succeed in my other college courses.

Time management also helped me to manage my time more productively. I am better at using a daily planner and using a semester calendar. Also, I learned how to avoid procrastination and how to balance academic and social demands.

I have learned necessary skills for doing college-level work. This will prepare me for college success. Now, I believe that this class is an excellent way to help new students that are entering college. It helps by teaching active listening, note-taking, and other strategies for success in college. I am better now with taking notes, highlighting, and studying. I learned to highlight a chapter and study it to get ready for class discussions and tests.

I plan on using knowledge of my aural learning style and study skills in all of my future courses. I discovered that talking out loud really helps me to remember the lessons. I also go back over every test and look for any careless errors. All of the many skills I learned in this class will help me with the other college courses I will be taking.

ACTIVITY 8.3

Goal for the week:

Your Name _____



Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____

CHAPTER 8 MAIN POINTS

- Memory techniques alone are not enough for you to succeed in college. It is also necessary for you to understand concepts and principles.
- Memory strategies and mnemonics can often help information transfer from your short-term into your long-term memory. This is important for college success.
- See and use tests as feedback, which can reduce your test anxiety and improve your test results.
- Knowing and using test-taking strategies will increase your academic success.

Memory Strategies to Remember

By Raymond Gerson

Memory strategies will help you remember,
 Memory won't fade like a dying ember,
 Good sleep and exercise will improve retention,
 Better recall comes from paying attention.

Acronyms and rhyme will help your recall,
 Remembering will be easier and not hard at all,
 When you over learn, rehearse and recite,
 You will see that your memory's alright.

Retention will improve with stories and visuals,
 You will receive excellent residuals,
 Walking the room method will help you learn,
 and better grades you'll be able to earn.



In Chapter 9 you will learn critical thinking skills which can help you to think things through, solve problems and make good decisions.

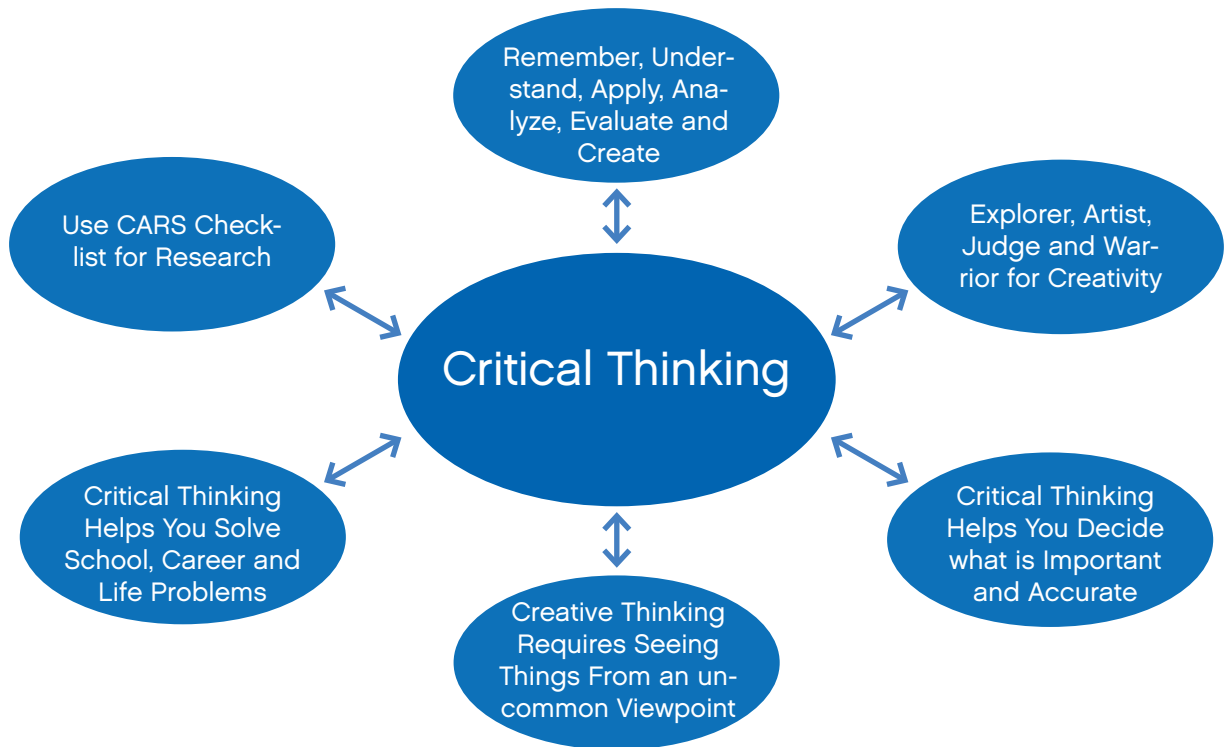


Discover the Secrets of Critical Thinking for Greater Success

What is *critical thinking*, and why is it important for you to develop and use? *Critical thinking* is the ability to use your reasoning to decide if something is accurate and of value. It helps you to think things through and assess your beliefs, conclusions, and judgments and those of others.

You can learn to think critically, and with practice you will get better at it. For example, you can use your reasoning when deciding whether or not to buy a product, analyzing a reading assignment for the main ideas, or evaluating whether someone's argument or point of view is logical. Clearer and more effective thinking will help you to take better actions, and this will increase your achievements and overall quality of life.

As you learn to ask good questions and think well, you will be able to solve many problems on your own and use your thinking to make wise decisions. Your ability to think clearly and logically is more important than ever in our rapidly changing world. You must be able to apply your knowledge and insight to a wide variety of situations, to filter huge amounts of information, to identify what is important, and to solve workplace and real life problems which you did not expect. The ability to solve problems requiring higher level thinking will be a great advantage for you.



“The important thing is to not stop questioning.”

—Albert Einstein

It is important for you to know that “critical” thinking does not mean being negative or tearing others down. It is also different from conventional everyday thinking. Critical thinking is purposeful, goal-directed, reflective, and requires self-discipline. It actually involves thinking about your thinking.

Keep in mind that critical thinking skills can be used ethically or unethically. You can choose to use these skills to do good or harm. You can use critical thinking just for your own self-interest and at the expense of others, or to help both yourself and others. I hope you will use these skills ethically and to bring more good into the world.

You can use a critical thinking process and model for making important decisions, and it can help you to make fewer mistakes. Have you ever bought a product you couldn’t live without and then regretted it? Have you ever gone into credit card debt? How about getting into a bad relationship or choosing the wrong friends? Have you performed poorly on a school assignment and then realized that you could have done much better if you had thought it through? Most of us have made these or similar mistakes, but many of them could have been avoided with critical thinking. Clear thinking, using logic, and good reasoning can help you in school and with your important, everyday practical decisions, both big and small. Let’s take a look at some of the many benefits of critical thinking.

“I enjoyed the stories and the opportunity to self-reflect within myself. Learning to think critically is helping me in college and also in dealing with my life’s struggles and challenges.”

—DEBRA TUBERVILLE

Benefits of Critical Thinking

- Increases your ability to make good judgments and decisions
- Greater ability to avoid being deceived
- Improves your creative thinking skills
- Helps you to be more open minded
- Increases your success in school, career, and relationships
- Helps you to be a better informed citizen
- Improves your ability to see through prejudiced information

A Model of Critical Thinking

There are different models that can be used to improve your critical thinking skills. For the purpose of this chapter we will be using a model that has stood the test of time for over fifty years. It is called “Bloom’s Taxonomy.” Benjamin Bloom and colleagues developed this taxonomy or classification system to help educators teach their students different levels of thinking from simplest to more complex. These six levels of thinking were also referred to by Bloom as “cognitive” or “intellectual” domains. Bloom’s Taxonomy was first described in his book, *Taxonomy of Educational Objectives Handbook 1: Cognitive Domain* in 1956. Let’s take a look at these six levels of thinking and behavior. In 2001 a group of educators revised Bloom’s original terminology based on recent information about learning. They also interchanged the top two terms. This chapter will use the new terms which are listed below.

“The stories in this chapter were awesome. My personal favorite was The Rope Climber story. It made me realize anything is possible and to never give up on myself and my dreams.”

— KRISTEN RODRIQUEZ

Bloom’s Taxonomy of the Cognitive Domain

Levels of Thinking	Definition
Remember	You are able to observe and recall information
Understand	You understand information well enough to explain it
Apply	You are able to use information in practical ways, such as to solve problems
Analyze	You are able to break down information and organize it into parts
Evaluate	You are able to judge the value of information and make choices, based on your judgment
Create	You can put the parts of the information into a whole and see the big picture in new ways

According to Bloom, each of the six levels requires a higher level of thinking than the one before it. The first rung of the ladder is remember (the lowest) and the top level is create (the highest). In order to use any of these six levels of thinking you must be able to use each of the levels below them. For example, to apply (apply) information you must be able to recall (remember) and understand (comprehend) it.

All six levels are important for learning, but the highest three levels (analyze, evaluate, and create) require you to use critical thinking skills. Create requires you to think critically and also reflects what many refer to as “creative thinking.” According to this definition, the ability to think critically also includes creative thinking skills when you form a big or whole picture from information.

You will be using each of the six levels of thinking in this chapter and will be developing your critical thinking skills.

How Questions and Words Stimulate Bloom’s Six Levels of Thinking

Questions can be asked by a teacher or professor (or by you) that provide opportunities for you to think on each of the six levels. Different types of questions are suited for stimulating each of the six thought processes. For example, let’s say you had read a story about President Barack Obama which included his birthday. The question, “What was President Obama’s date of birth?” would require you to use “remember” or recall. On the other hand, what if you were asked, “What motivated him to run for president of the United States?” Which level of thinking would you be using to answer this question? The answer is “evaluate” because this question asked you to make a value judgment.

A statement or even one word used at the beginning of a sentence can lead you to different levels of thinking. For example, the word “combine” used in a sentence such as “Combine the main ideas in the story about President Obama” would most likely stimulate what level of thought in Bloom’s Taxonomy? The answer is “create” which involves putting together parts into a whole. If you used create, remember that you would also need to use all of the levels of thinking that precede it. You could not combine the parts into a whole without using remember, understand, apply, and analyze to some degree.

More Examples of Questions for Using Bloom’s Taxonomy

Remember

Journalistic questions such as who, what, where, when, why, and how can be used to recall information.

Understand

1. Can you explain?
2. Will you please describe?
3. Can you outline?

Apply

1. How would you apply this to your own life experience?
2. How will you make use of these facts?
3. How would you use this information to solve one of your problems?

“I liked the motivational stories in this chapter. The questions pertaining to the stories were good because they helped me to analyze the stories in depth. The questions helped me to understand and appreciate my own successes in life.”

— BIANCA MARTINEZ

Analyze

1. What are the main parts of the story?
2. How are these parts both alike and different?
3. What problems can you identify in the information?

Evaluate

1. What is your opinion about this?
2. Which events listed in this information are the most important?
3. What grade would you give this work?

Create

1. What would these parts look like if they were combined?
2. What would happen if you rearranged these parts?
3. What new idea do you have after putting these parts together?

ACTIVITY 9.1

Now it is time for you to start using Bloom's levels of learning. The following excerpt is fictional. In college you will need to use your critical thinking skills to analyze, evaluate, and create for both fiction and nonfiction. Please read the excerpt below and then answer the six questions that follow.



The Rope Climber

Joe Danton always wanted to be somebody. He longed to accomplish something that he would feel was important. Deep in his heart he felt he would succeed at reaching an important goal someday, although at times he had his doubts. He knew the pursuit of this goal would be a long and difficult struggle filled with many disappointments. However, Joe also felt that he must never give up hope, and he held firmly to his dream of accomplishing something great.

Joe ached to do well at something. He tried different jobs and participated in a variety of college courses without discovering what he wanted to do with his life. He felt mediocre and sometimes a failure at everything he tried. One day Joe went into a gym and noticed a rope hanging from the ceiling. He felt a sudden urge to climb this rope and he imagined a crowd cheering him on. It was difficult to climb, but he made it to the top using both his arms and legs. He decided to practice every day. After many failures and several injuries which cost him months of training, Joe succeeded in climbing the rope with only the use of his hands. He continued to practice every day for several years, but improvement was often slow and a struggle. Finally he became an excellent rope climber.

An opportunity of a lifetime came when rope climbing was reintroduced as an Olympic sport, and he was chosen to represent the United States. Joe and nine other young men, each representing a different country, successfully completed the Olympic trials and qualified for the finals. In the finals a young man from Russia was the first to climb. He was an awesome sight to behold, with rippling muscles on top of muscles. The Russian climbed to the top quickly and gracefully in only 4.2 seconds. The others followed, but no one could beat the Russian's time.

Finally, it was Joe's turn. His girlfriend and his parents were in attendance, and they anxiously watched as he concentrated in preparation for this great moment. Several times he went through the climb mentally. The opportunity he had hoped for, prayed for, and worked his heart out for had arrived. He went for it with all he had in him. Victory! 4.0 seconds! A new world record! A gold medal! The crowd went crazy. A new Olympic hero! A dream comes true!

Years later Joe realized the significance of this Olympic accomplishment. It symbolized the struggle of life as one attempts to climb to the top and attain one's goals. Joe learned that we can make a dream come true if we really want it, if we are willing to work for it; if we are willing to reach deep within ourselves and pull out the best we have to give.

Questions to Answer For the Rope Climber Story

1. **(Remember)**—What was Joe's dream or goal? _____

2. **(Understand)**—What was this story about? Explain the main idea in the story.

3. **(Apply)**—How was Joe like you and how can you apply what you learned to your own goals? _____

4. **(Analyze)**—What qualities and abilities did Joe have and use to succeed? _____

5. **(Evaluate)**—What do you think Joe learned from his experience? What is your opinion about him? _____

6. **(Create)**—Can you combine these qualities and abilities into a whole picture? Draw a mind or idea map on a separate sheet of paper with Joe in the middle and branches of his qualities going out from the middle. _____

ACTIVITY 9.2

Now make a list of six questions of your own for the Rope Climber Story which are different from the ones you just answered.



1. (Remember) _____

2. (Understand) _____

3. (Apply) _____

4. (Analyze) _____

5. (Evaluate) _____

6. (Create) _____

Memorization is not enough For College, Career, and Life Success

Activities like the two you just completed will increase your ability to ask good questions and to use higher level thinking skills to answer them. You can use questions to learn more when reading your textbooks, to gain greater benefits from note taking, to prepare for tests, and to make better decisions.

Your success in college and in your career will depend upon your ability to think. Memorizing material and feeding it back to your professors will not be enough by itself for you to do well in many of your college courses. This will also be the case in your professional career. Employers are looking for employees who can think things through and solve problems that are part of the job.

The human mind in some ways is similar to a computer. When you think of a question, your mind automatically (like a computer) starts a search to find the answer. Better questions will lead you to better answers. As you continue to improve your ability to ask good questions, you will get higher quality answers. Your ability to engage in higher level thinking and to think critically can bring you greater success and happiness in school, career, relationships, and life.

We will be taking a deeper look at how to use analyze, evaluate, and create in this chapter. Let's look now at elements or steps of analysis which can help you to analyze well.

Components of Analytical Thinking

You can use analytical and logical thinking to analyze what you read in your text books, your notes from class lectures, essay papers you have written for your course, to do better research and much more.

An excellent model of analytical thinking has been provided by Dr. Linda Elder and Dr. Richard Paul in their miniature guide, *Analytical Thinking: How to Take Thinking Apart and What to Look for When You Do* (www.criticalthinking.org).

These elements of analytical thinking are:

- **Purpose**—What is the goal or purpose? For example, if you were analyzing something you read in one of your text books you would identify the author’s purpose in writing the material.
- **Primary question**—What is the main question that is addressed by the material you read?
- **Information**—What was the most important information which was used to support the author’s conclusions? What were the facts?
- **Inferences or conclusions**—What did the author conclude? What was the author’s interpretation of the supporting data?
- **Concepts or ideas**—What were the key ideas that can help you to understand the author’s line of thinking?
- **Implications**—What are the consequences if the author is correct?
- **Point of view**—What is the author’s perspective? How did the author see things?

“I liked how this chapter explained all of the different levels of critical thinking and how to use them.”

— ALMA GUZMAN

Reprinted with permission from *Analytical Thinking: How to Take Thinking Apart and What to Look for When You Do*. Elder, Linda and Paul, Richard. p. 28–29. Foundation for Critical Thinking. Copyright 2007. Web site: www.criticalthinking.org.

Major Problems Need Higher Level Thinking and Solutions

There are many major problems and needs in the world today. These problems include dangers from weapons of mass destruction and wars, terrorism, economic difficulties, unemployment, crime, hunger, health care and education deficiencies, and climate change to name a few. We will be taking a look at one of these problems for now.

Some scientists believe that we, as a human race, are close to a critical juncture or fork in the road. One road may lead to destruction if the majority of people continue to follow it and the other might lead to positive and great possibilities. Which road will you choose? Do you see these major problems as reasons to become discouraged, or can you see them as challenges and opportunities to be solved. Problems demand solutions and can become a source of new jobs and opportunities. Perhaps with enough great future leaders (including you) we will take the high road and create a better world.

Many scientists believe that one major problem is climate change and that it can lead to destruction of our planet. The following article was written by William H. Calvin, one of these scientists who consider climate change as a major threat to the planet and to all life forms that occupy the earth. Calvin is both a medical doctor (MD) and a scientist. The information you are about to read comes from his book, *Global Fever: How to Treat Climate Change*.

Please read what Dr. Calvin says with an open and critical mind and then you can decide whether you believe he is right or wrong. We will be using this article as an activity for you to continue practicing Bloom's six levels of thinking.

ACTIVITY 9.3

Please read the following excerpts from *Global Fever: How to Treat Climate Change* by William H. Calvin and answer the questions that follow. The first excerpt is from inside the book cover, and the second one is from the book itself.



"Every decade since 1950 has seen more floods and more wildfires on every continent. Desserts are expanding, coral reefs are dying, fisheries are declining, hurricanes are strengthening. The debate about climate change is over; there's no question that global warming has made the earth sick; and the outlook for the future calls for ever-warmer temperatures and deadlier results. Something must be done-but how quickly?"

With *Global Fever*, William H. Calvin delivers both a clear-eyed diagnosis and a strongly worded prescription. In striking, straightforward language, he first clearly sets out the current state of the earth's warming climate and the disastrous possibilities ahead should we continue on our current path. Increasing temperatures will kill off vegetation and dry up water resources, and their loss will lead, in an increasingly destructive feedback loop, to even more warming. Resource depletion, drought, and diseases will follow, leading to socioeconomic upheaval-accompanying violence-on a scale barely conceivable.

It is still possible, Calvin argues, to avoid such a dire fate. But we must act now, aggressively funneling resources into jump-starting what would amount to a third industrial revolution, this one of clean technologies-while simultaneously expanding our use of low-emission technologies, from nuclear power to plug-in-hybrid vehicles; until we achieve necessary scientific breakthroughs."

In this second excerpt Calvin addresses our younger generations directly.

"Finally, some perspective for the up-and-coming generation of students and young professionals. Remember that the leadership of the civil rights movement was young. They accomplished a great deal within fifteen years. Martin Luther King, Jr., was, at age 35, the youngest person to ever win the Nobel Peace Prize. Trashing the planet is a great moral issue and it needs great leadership.

Your generation gets to do the real makeover of our civilization. Many people will soon concede that the real changes must be made, that we cannot stay trapped in business as usual.

But no previous generation has ever had such an opportunity as you now have. As you tackle the longer-term issues of redesigning our civilization for resilience, you may be able to reconfigure education, governance, and the social contract. You will be laying the foundation for the next thousand years of our civilization."

Reprinted with permission from *Global Fever: How to Treat Climate Change*. Calvin, William. H. Inside cover and p. 290-291, 2008, Chicago Free Press.

ACTIVITY 9.4

Please **analyze** Calvin's comments by answering the questions below:



1. What was the author's purpose, goal, or intent in writing these comments? _____

2. What was the main question that the author answered? _____

3. What is the most important information used by Calvin to support what he said? _____

4. What did the author conclude? How did he interpret the supporting data? _____

5. What are the key ideas that can help you to figure out the author's thinking? _____

6. What are the primary unstated assumptions? _____

7. What will happen if the author is right? _____

8. What was the author's perspective? _____
- _____
- _____
- _____

Conclusion to Calvin's comments

Calvin believes strongly that climate change and global warming will destroy the planet unless something is done soon to alleviate it. Think about how you would write an article on climate change if you were to take the opposite side of the argument. How would you address the eight elements that we just covered?

Critical Thinking Can Help You Avoid Deception

One of the benefits of critical thinking mentioned at the beginning of this chapter was that it can help you to avoid being deceived. There are both honest and dishonest advertisers, salespeople, and others who want you to purchase their products and services. When you think critically, you are less likely to believe sales pitches that are based on false premises and arguments. In the next activity you will be looking at a cigarette advertisement. Pretend that you are seeing this ad in a 1940s magazine. If you saw an ad like this, what questions would you ask? How would you respond to them?

As you read this ad look for faulty premises, stated and unstated assumptions, and conclusions unsupported by evidence. This will allow you to use your analytical thinking. You will also be asked questions to use your creative thinking and evaluation skills.

ACTIVITY 9.5

Please read the cigarette ad and answer the questions which follow the advertising copy.



“Is WAR PRESSURE making you SMOKE TOO MUCH?”

Small Print:

“Should you CUT DOWN now? Why cut down on the relief and enjoyment of extra smoking now, when you feel you need it most? Even chain-smokers find that new Julep Cigarettes banish unpleasant over smoking symptoms. Unlike ordinary cigarettes, Juleps sparkle up your mouth, refresh your throat, keep your breath clean, inviting. With Juleps, you end over-smoking jolts, you enjoy every puff, and you smoke all you want. If smoking is one of your big pleasures, smoke Juleps!

1. No ‘stale-tasting’ mouth: The miracle mint in Juleps freshens the mouth at every puff. Even if you’re a chain-smoker, your mouth feels clean, refreshed at end of day.
2. No raw ‘burned-out’ throat: Miracle mint stays in the smoke of Juleps, caresses your throat. No harsh, “burned-out” feeling, even if you smoke 20-40-60 Juleps a day.
3. No heavy ‘tobacco-breath’: Unpleasant tobacco-breath is a common form of halitosis. But... the hint of mint in Juleps lingers, leaves your breath pleasant and inviting.”

Source: 1941 *Life* magazine advertisement

Questions to Answer

1. What are the false premises or arguments being made in favor of smoking these cigarettes?

2. What are the stated and unstated assumptions? _____

3. What conclusions made by the advertisement were unsupported by evidence? _____

4. What is the overall picture that the advertisers want you to see? _____

5. What is your opinion of their statement, “Switch to Juleps and smoke all you want?” _____

6. What additional questions could you ask to determine whether or not you believe the information in this ad? _____

Conclusion to Cigarette Ad Activity

The purpose of the ad was to sell cigarettes. The premise was that the cigarettes would give you pleasure, reduce stress, do you no harm and therefore you could smoke as many of these cigarettes as you want. An unstated assumption or conclusion that they wanted you to make was “Smoking these cigarettes will be good for me.”

Since our lungs were made for breathing oxygen and not smoke, good questions to ask would be some of the following: “Where is the scientific evidence for their claims? What long-term side effects might there be? What else might happen if I smoke as much as I want? Are the assumptions that they are making valid? How would I rate the validity or truthfulness of their stated benefits?” Questions such as these stimulate critical thought and can help you to think things through before you make important buying decisions.



Using Bloom's Taxonomy For Problem Solving

Problems and obstacles are part of life. Problems can be barriers to your goals, or you can look at them as challenges to be solved. In other words, they can be opportunities for your personal development and success. Most jobs today require good problem solving skills.

You can use Bloom's six levels of thinking and critical thought to solve or resolve many of your problems. Many students say that a major problem for them in college is procrastination. We looked at ways to overcome procrastination in Chapter 3, but let's take a look at how you can use Bloom's six levels of thinking to tackle this problem. You can also use the same process and steps to solve other problems.

1. **Define and explain my problem.** (Remember and Understand)—“My problem is that I procrastinate and turn my school papers in late over 50% of the time.”
2. **What is a similar problem that I solved before? Can I apply this experience to my current problem?** (Apply)—“I overcame a problem of being late for my classes by setting my watch ten minutes early. Maybe I can draw from this successful experience and use it with this problem.”
3. **What are three possible solutions to my problem?** (Analyze)—“One is to write in my planner that my papers are due two days earlier than the actual date. Second, to use sticky note reminders on my refrigerator. Third, to give myself a reward if I turn my papers in on time.”
4. **What do I think would happen if I try each of these possible solutions or combine them?** (Create)—“I think that the sticky notes will not work because after a while I won't even notice them. If I combine #1 and #3 they might work.”
5. **Choose a solution (or solutions) and try it. Take the action.** (Apply)—“I will give the combination of one and three a try for my paper which is due next week.”
6. **What was my outcome and was I satisfied with the results? In my opinion was my solution and outcome worthwhile?** (Evaluate)—“I turned my paper in on time. It felt great and I went to a movie as a reward. I will continue to use this approach with my next papers.”

ACTIVITY 9.6

Now think of one of your problems and use the process above to try and solve it.



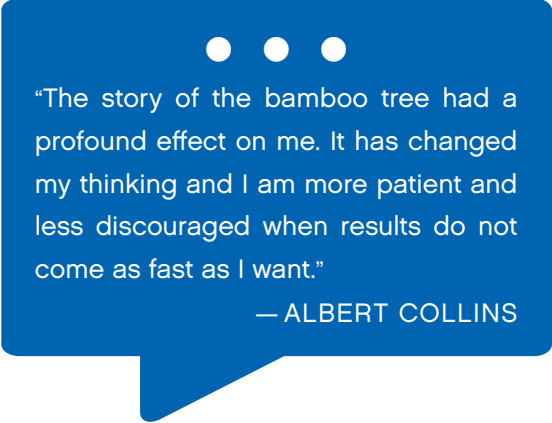
Creative Thinking

Thinking of new ideas and seeing things in a different way will help you to “think outside the box.” Otherwise you might get stuck in a rut and fail to come up with solutions to problems in our rapidly changing world. Have you heard the expression, “He can't see the forest for the trees?” It is good to see the details (trees), but also important to see the big picture (the forest) because when you see more you will be a better problem solver and make wiser decisions.

Creative thinking requires flexibility, imagination, brainstorming, and seeing things from an uncommon viewpoint. Sometimes by rearranging the details or parts you can come up with a different picture or result, and this is a form of thinking creatively. For example, look at the following letters (details) and rearrange all ten of them into one word (big picture): VNTY-ISUEIR. Hint, it has something to do with education. These letters can also be rearranged to spell many different smaller words such as “tin” or “sir.”

Here are a few examples of questions that you can use to stimulate creative thinking:

1. How can I simplify this?
2. What if?
3. What are the bigger possibilities?
4. Why?
5. What is obvious that I did not see?
6. How would a genius see or do this?
7. What are some other ways for me to look at this problem or situation?



“The story of the bamboo tree had a profound effect on me. It has changed my thinking and I am more patient and less discouraged when results do not come as fast as I want.”

— ALBERT COLLINS

Roles of the Creative Process

Roger von Oech, in his book *A Kick in the Seat of the Pants*, speaks of four roles that he believes make up the creative process. These roles are:

- **Explorer.** Act like an explorer when you are looking for new information
- **Artist.** Be like an artist when you want to turn information into new ideas
- **Judge.** Pretend that you are a judge when you evaluate the worth of ideas
- **Warrior.** Be like a brave warrior when you are going to act on your idea(s) and make something happen

After reading the following story you will be asked questions that apply to each of these roles. The purpose of the activity will be to stimulate your use of synthesis and creative thinking.

The Story of the Chinese Bamboo Tree

This is a true story about the Chinese bamboo tree which may contain lessons and truths that can be applied to your life. You start by planting a seed in the ground and then you must water and fertilize it frequently. After one year there are no visible signs above ground that the seed has sprouted and that growth is occurring. You continue to water and fertilize the seed for another year, and still, there are no apparent results from your efforts. So you continue to water and fertilize the ground where you planted the seed for a third year, but you still see nothing happening. You continue for a fourth year and still there is no apparent growth.

During the fifth year you can begin to see a shoot above ground and signs that growth is occurring. And then something remarkable happens! The tree grows over ninety feet in six weeks. Eventually the seed you planted is capable of becoming a tree that grows over two hundred feet tall.

Once the bamboo tree becomes visible (even as a shoot) it grows rapidly. What was happening during all of those years that you were watering and fertilizing the seed? It was developing strong and wide root structures to support the tree and its rapid growth above ground. In other words, the foundation upon which it would grow and stand was being developed during the first four years.

ACTIVITY 9.7

Please answer the following questions:



1. What is one experience from your life that is similar to a lesson in the story of the Chinese bamboo tree that you did not see when you first read the story? Read the story again as an “explorer” to discover that lesson. _____

2. What is one new idea that you get from asking the following question? What new idea and big picture do I see if I pretend that I am the bamboo tree in the story? Be like an artist. _____

3. What is the overall theme of the story when you connect all of the main parts? In your opinion what are the most important parts of the story? Be like a judge. _____

4. How can I act as a warrior and apply an important lesson in the story to my life? What is the lesson and the action I will take? _____

Conclusion to the Story of the Bamboo Tree

Your life dreams are like seeds that need to be planted, watered, and fertilized. Keep working to make your dreams come true and be patient. When you plant seeds, there is an incubation period in which growth is occurring, but it may be invisible and occurring underground so to speak. Do not be discouraged if the results don’t happen right away. That which is built slowly and upon a strong foundation is more likely to last and the harvest will tend to be more plentiful.

Going to college is a lot like growing a bamboo tree. It can take four years or more to complete your degree. It might seem at times like you are working hard and making sacrifices for nothing. The journey may seem long, and you might not see many signs of visible progress. Do not be discouraged or lose heart.

Even if only a small percentage of your efforts produce results, this can be enough to bring you great success. Remember the story of the Chinese bamboo tree when you feel impatient

or discouraged due to a lack of quick progress toward your goals. Remember that tall and strong trees have grown from tiny seeds that were cared for and nourished. Keep nurturing the seeds of your dreams and working hard to make them a reality. You will most likely be pleasantly surprised when you get the fruits of your labor.

Evaluation

In college and in your professional career, you will need to evaluate information for accuracy, reliability, and validity. This will be especially important when you write college papers that require research.

Librarians can recommend databases in your school library that are trustworthy and of high quality. However, you may be like many students today who prefer to use the Internet when doing research. The problem with this is that the Web contains both high-quality and poor-quality information, so it is important for you to know how to tell the difference between the two. You will be learning simple criteria for evaluating information on the Net to determine if it is good research.

The purpose of good research is to determine what is accurate and true. It separates facts from fallacies. Good research provides a clearly stated question or questions, information about the problem or issue, different viewpoints, evidence from facts, contrasting interpretations, conclusions, and some good references which were sources of your information.

An excellent criterion to use for evaluating research (or any information) is the CARS Checklist developed by Robert Harris and discussed in detail in his article, “Evaluating Internet Research Sources.” In brief, CARS consists of the following four steps:

1. **Credibility**—What are the author’s credentials and why should I trust this source?
2. **Accuracy**—Is the information factual and up-to-date?
3. **Reasonableness**—Is the information objective, fair, and does it provide a balanced argument?
4. **Support**—What were the sources of information? How was the information supported?

Few sources will meet every one of these criteria, but this will help you to know the difference between high- and poor-quality information. These criteria will improve your ability to use the higher level thinking skill of evaluation. Here is a summary of the CARS Checklist by Robert Harris:

Summary of the CARS Checklist For Research Source Evaluation

Credibility	Trustworthy source, author’s credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it.
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“The stories from the author’s own life were enlightening and inspirational. I also came to terms with my own critical thinking issues and how to resolve some of them.”

—KEENA ROBINSON

Accuracy	Up-to-date, factual, detailed, exact, comprehensive, audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth.
Reasonableness	Fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies, or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth.
Support	Listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it).

Reprinted with permission from: Harris, Robert. "Evaluating Internet Research Sources." *Virtual Salt*. 15 June 2007. Web: www.virtualsalt.com 7 June 2009.

ACTIVITY 9.8

Use the CARS Checklist to evaluate information on the Internet for your next research paper.



The Payoff Is Just Around the Corner

The following is a true story from my life and like the Chinese bamboo tree; it also holds some similar, but different lessons which you can apply to your own life. After you read the article, you will have an opportunity to create and answer questions that will allow you to use each of Bloom's six levels of thinking.

Many of us dream of starting our own business; this was certainly true for me. In August 1985 I started an executive search and recruiting business in Austin, Texas, with myself as the only employee. The area of specialization that I chose was placing computer salespersons and sales managers in jobs with major computer companies.

One major obstacle was that I only had \$6,000 for both personal and business expenses. I moved into a twenty-by-twenty-foot apartment (more like a tiny room) to cut down on expenses. There I lived and worked, saving money by not running the air conditioner during the day. August is very hot in Austin, and I was working twelve-hour days in a pair of shorts, T-shirt, and rubber thongs on my feet. My office equipment consisted of a cardboard box with manila file folders, some business cards and stationery, a desk, and a telephone.

I had been an executive recruiter, but I had little experience and few contacts in the computer industry. Looking for job search assignments, I began making cold calls to computer sales executives. When I conducted business locally in Austin, I would meet employers in their offices or with salespersons at restaurants. Most of my contacts were out of town; I conducted business with them by telephone. No one had any idea of the conditions in which I was living and working. Shortly after I moved into this tiny apartment, I discovered rats were also living there. Nothing like a little unwanted companionship!

Five months went by and not one of the sales representatives I recruited had been hired. I was on the verge of going broke. Occasionally I would stand in front of a full-length mirror and give myself motivational pep talks. Sometimes I felt discouraged; other times I just laughed at the ridiculousness of my situation.

One day while I was on the phone with an employer, a rat fell through a hole in my ceiling; squealing as it fell. It landed with a thud behind my stove, and then I heard it trying to eat its way through the wall. Unnerved, I continued talking to the employer in my best businesslike manner as if nothing unusual was happening. I'm sure the employer on the phone could never imagine that the owner and president of an executive search business was working under these conditions. My business, my life had reached a critical juncture. It seemed that all of my hard work wasn't going to pay off in time for the business to survive. My dilemma: Should I continue with the business or start looking for a job?

Just when the hour looked the darkest, there was a breakthrough. A computer sales manager hired one of my sales representatives. The next month two more were hired. In another month, three more were hired. My hard work and persistence under trying circumstances had built momentum, and they began to pay off. Checks seemed to be flying into my PO Box. I went from earning zero income in 1985 to \$112,000 in 1986—with very low overhead!

Looking in the mirror one last time, in my best James Cagney (a movie actor from long ago) accent; I said, "Good-bye, you dirty rats!" I moved to a new place with pleasant living and working conditions. When you create work that you love and want to do, there will be obstacles to overcome—internal ones (such as fear) or external ones (like undercapitalization). I faced both of these obstacles and many others.

Success is often right around the corner if you persistently work toward your goals. I share this story in the hope that it will encourage you to pursue your dreams in spite of the obstacles. Certainly there are times to change course, to stop pursuing a particular goal. But there are also many examples of people who gave up shortly before they would have reaped the rewards from their efforts. The road to success is frequently paved with failures or temporary setbacks, and the payoff is often just around the corner.

ACTIVITY 9.9

In this activity you will be developing and answering questions for the story you just read. Please create one question for Bloom's six levels of thinking and then answer your own questions.

1. (Remember) _____



2. (Understand) _____

3. (Apply) _____

4. (Analyze) _____

5. (Evaluate) _____

6. (Create) _____

Conclusion to the Payoff is Just around the Corner

The story you just read reminds me of another true story told by Napoleon Hill in his book, *Think and Grow Rich*. A man bought a gold mine, but became frustrated because after much digging he did not strike gold. He finally gave up and sold the mine. The person who bought the mine dug three more feet and struck gold worth millions of dollars.

The man who sold the gold mine became a very successful insurance salesperson. When asked the secret of his success he answered that it was due to the lesson he learned from stopping three feet short of gold. When customers said no to him he just figured he was within striking distance of hearing them say “yes.” Because of his attitude he was able to be persistent, motivated, and determined which led him to great success. Temporary defeat and failure often precede success when you keep working toward your goals.

JOURNAL ASSIGNMENT

Look over a paper that you have recently written for one of your courses. Analyze your paper to see if you made any faulty premises, for stated and unstated assumptions, and for conclusions which are either supported or unsupported by evidence, reasoning, or logic. Write a brief reflection about your findings and what you learned from this activity.

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS



- What has been the main benefit of this chapter for me?
- How will I apply critical and higher level thinking to my other courses?
- What effect did the stories of “The Rope Climber”, “The Story of the Chinese Bamboo Tree” and “The Payoff is around the Corner” have on me? What did I learn from these stories that can be applied to my life?

AUTHOR’S NOTE

How did the excerpt that you read earlier about the rope climber come about? When I was a teenager my parents took me to a vocational counselor. The counselor gave me some tests to help me determine some of my aptitudes and interests.

One test consisted of a series of pictures and I was asked to write a story about what I thought was happening in the pictures. In one picture there was a muscular boy with his hand holding onto a rope that was hanging from the ceiling. I wrote a version of the rope climber story that you read then, although I improved it years later. The story eventually becomes the basis of a novel. Each person writes a different story when they look at the picture of the rope climber and when they see the other pictures. What happens is that people project themselves into their stories and this reveals information about them.

In my excerpt I projected myself into my story about the rope climber. He succeeded in achieving his big dream, but only after a long, hard struggle and several temporary setbacks. This has been true to life for me. My greatest dreams (such as writing this book to help many students succeed) are coming true late in my life following many years of struggle and temporary defeats.

Our life is often a self-fulfilling prophecy. How you see yourself and dream your life may become the way it plays out. Your beliefs and expectations hold great power. So make your wishes and dreams the ones you want to come true.

RAYMOND GERSON



Student Success Story

The following success story was written by Jessica “Jess” Michallick, one of my former students. As you will see from Jess’s story, she has physical disabilities that are challenging. Her story reflects her use of critical and creative thinking to turn her limitations into strengths.

Jess wants to become a teacher for special needs children. I wrote some comments on her paper including, “The very things that made you different also made you special and unique. You will be able to use your ability to perform to inspire the children to believe in themselves. Your story and example of pursuing a college education in spite of big obstacles will be motivational for the students you teach.”

Any Dream Will Do

By Jessica Michallick

Most of my schooling took place at the Indiana School for the Blind in Indianapolis, Indiana.

My teachers decided I was going to learn Braille, even though I not only knew the complete print alphabet, and numbers, but learned better by sight. I was also told I would be graduating at 21 and only get a certificate of completion. This meant no college in Indiana would take me because they all required high school diplomas. Most of my life was spent living up to the embarrassingly low expectations of my teachers.

Deep down I knew I could do it, but the people I thought knew me better than I did (my teachers) had spoken! This caused me to ignore the voice in my head telling me to prove them wrong. Right when my dreams had changed from being a teacher to marrying a man who didn’t mind supporting a dependant blind girl, I found out we were moving to Texas. Unlike Indiana, where you were instantly thrust into the world of lost dreams known as The Blind School, here they tested you in a public school to see how you did. So, suddenly I was plunging head first into the cold unknown waters of the Austin Independent School District.

Middle school felt like trying a new ride at an amusement park. I had never been so excited and horrified in my life! One day it was announced that Bailey Middle School was having tryouts for its annual musical, Bye Bye Birdie. So, I took the plunge and signed up to audition. I went in to it not expecting much. I was a girl with a desire to be in the theater, and knew I would be mad at myself if I didn’t try out.

I walked in to the cafeteria/auditorium ready to just have fun. When they started handing out sheet music and monologues my heart sank. ISB started controlling my thoughts again. What are you doing here? I thought to myself. Sneak out now while you have a shred of dignity! However, my passion for the stage held me to my spot.

I had memorized the lyrics to an entire musical, which I had on CD, in no time. So, during rehearsal I concentrated on the lyrics the way I did my CD, and sang out just as loud and proud as any of the people who were looking at the music. For my monologue, I had to do a cold read. This meant the director gave me a situation such as, you are telling your friend that a celebrity had just moved into the neighborhood, and I had to make a scene around it. I did this my whole life! I always called it playing and now it was coming in handy. God gave me the ability to memorize song lyrics and movies quickly. plus, the desire to act out my own scene based on these movies, and this was why.

To my amazement I made the play! It was then that I realized I could do anything that they could do. No longer would I live up to the expectations of others. To top it all off, the director saw it as a plus that I couldn’t read the song, and was able to memorize it on the spot. All those things I saw as just making me different from the rest of the world, or just things I taught myself to do, turned out to be perks!

Now I am a graduate from one of the top ten school in the U.S, and made honor role every year. Now, as I get ready to complete the first semester of college the reality has struck me that while others may tell you something is impossible, only you know your limitations. Take it from me; its fun to dream, but it’s thrilling to make those dreams realities.

ACTIVITY 9.10

Goal for the week:

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____



CHAPTER 9 MAIN POINTS

- Critical thinking is the ability to use your reasoning to decide if something is accurate and of value.
- Bloom's Taxonomy consists of six levels of thinking: Remember, Understand, Analyze, Apply, Evaluate, and Create.
- Each of Bloom's six levels requires a higher level of thinking than the one before it. All levels are important, but the highest three (analyze, evaluate, and create) require you to use critical thinking skills.
- Critical thinking can be used to improve your success in school, relationships, career, and for your overall quality of life.

RESOURCES ON CRITICAL THINKING

- www.criticalthinking.org
- Bloom – www.eduscapes.com/tap/topic69.htm

Critical Thinking
By Raymond Gerson

Critical thinking helps you think things through, it's the ability to decide what's true.

Critical thinking helps you assess your beliefs, and then your unclear thinking will decrease.

On Bloom's Taxonomy you analyze, evaluate and create, and then your thinking becomes first rate.

You will be able to ask many great questions, and your actions will move you in clear directions.

In Chapter 10 you will learn effective ways to communicate and relate to others. You will acquire the ability to build great relationships and increase your Social Intelligence.

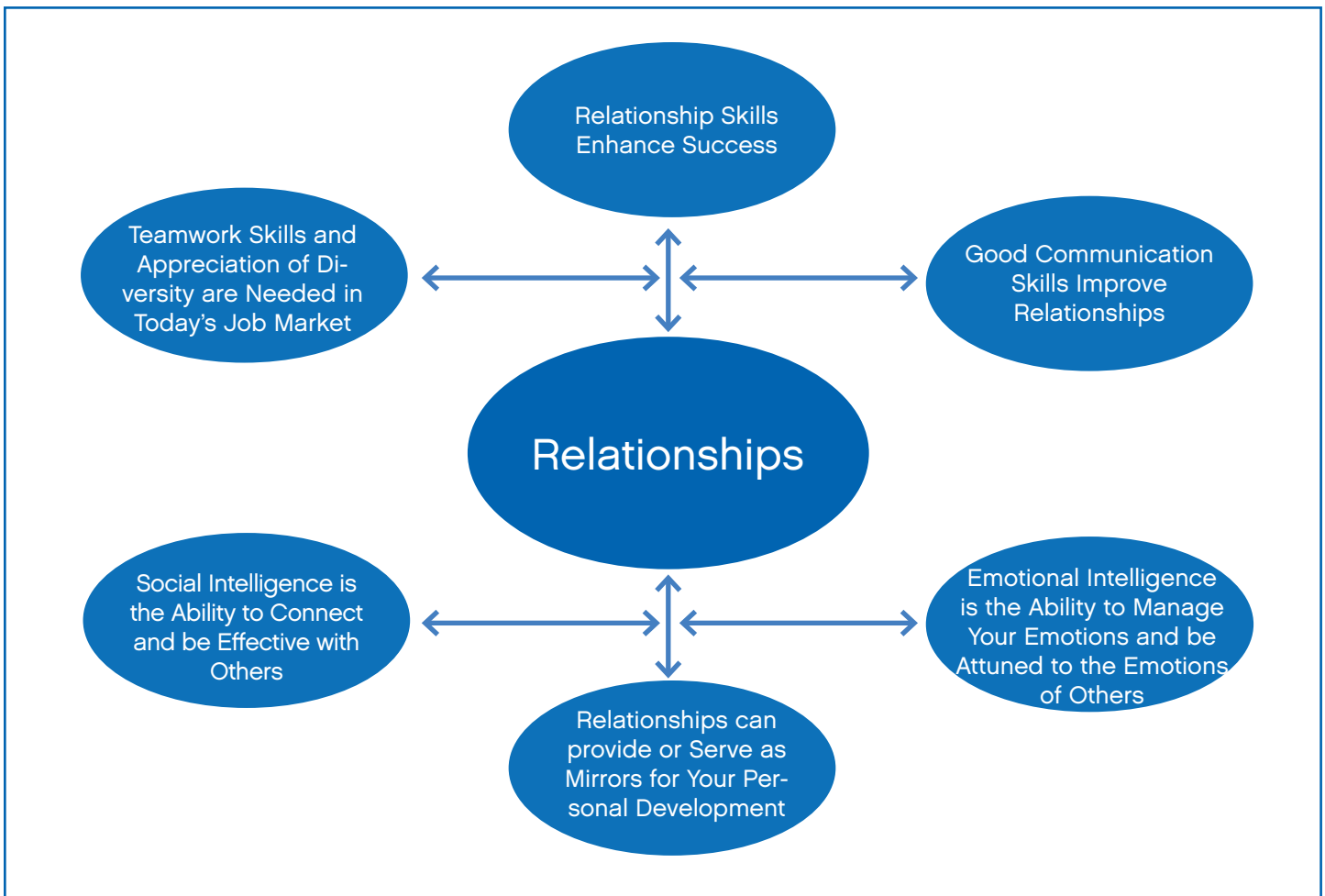


Build Great Relationships for a Successful and Fulfilling Life

Your relationships with your professors, fellow students, friends, family, and others can be the difference between success and failure in college and in your life. Success in college will be more difficult if your relationships are in turmoil or if you lack emotional support. On the other hand, if you know how to get along and work well with others, feel valued and encouraged, have friendships for fun and balance, then your chances of success will be greater.

In this chapter you will be learning about Daniel Goleman's work on Social Intelligence (SI). This is a follow-up to Goleman's research on Emotional Intelligence (EI). Emotional Intelligence has to do with how well you manage yourself and your own emotions. Social Intelligence has to do with your ability to connect and be effective with others. According to Goleman our brains are wired to connect.

Good relationships are important for your physical and mental health. People who feel isolated and cut off from others are more likely to have major illnesses and die prematurely. There is probably no greater pain than to feel lonely and disconnected from everyone else. Relationships are also important for you to have a successful and fulfilling life. No one can



“You can get everything in life you want, if you will help enough other people to get what they want.” — Zig Zigler

accomplish much without the help of others and human beings have a need to belong, to feel acknowledged, to be appreciated, and to know others care.

Relationships also provide opportunities to grow, to learn more about yourself and others and to become a better human being. Your ability to relate, connect, and be effective with others is something you can continue to improve. Developing excellent human relation skills will create opportunities for your success in college, in your career, and in your life. As you improve your emotional and social intelligence you will add value to your life and to others.

Benefits of Building Good Relationships

- Will make you a better team player
- Helps you to improve your communication skills
- Increases your emotional and social intelligence
- Helps you relate to others
- Creates the possibility of more job opportunities
- Brings more meaning, love and joy into your life

“I like the different tips and advice for improving relationships.”

—LORI BRALEY

ACTIVITY 10.1

Take the relationship assessment below.

Do You Make These Relationship Mistakes?

Rate Yourself

4	3	2	1
Very much like me	Somewhat like me	Not much like me	Not at all like me

1. ___ I judge and criticize others.
2. ___ I do not show respect for other's opinions.
3. ___ I try to prove that I am right and others are wrong.
4. ___ I expect others to be almost perfect.
5. ___ I talk more than I listen.
6. ___ I rarely give appreciation and encouragement to others.
7. ___ It is difficult for me to admit I am wrong and apologize.
8. ___ I rarely make friends with people who have different goals and values.
9. ___ It is difficult to express my feelings and share about myself.
10. ___ I focus on people's faults and weaknesses more than on their strengths and good qualities.
11. ___ I try to change others instead of accepting them as they are.
12. ___ I become defensive when others give me constructive criticism.
13. ___ In conflict I withdraw instead of standing up for myself in a positive way.
14. ___ I rarely let others save face when we have an argument.
15. ___ My self-image is poor and this makes me feel insecure with others.

Total _____

Try to improve any areas where you rated yourself a 3 or 4. You will learn in this chapter how to improve your interpersonal and communication skills which will help you to develop successful and fulfilling relationships.

More Tips about Relationship Mistakes

1. **Criticism.** One of the best-selling relationship books of all time was *How to Win Friends and Influence People* by Dale Carnegie. His philosophy could be summed up by the old saying, "You can attract more flies with honey than you can with vinegar." Criticism is like vinegar which leaves a sour taste in the other person's mouth. Praise and appreciation are more like honey which attracts people due to its sweetness.
2. **Disrespect.** Just as you want to be treated with respect, so do others. When mutual respect (and trust) is lacking a relationship usually deteriorates.
3. **Making others wrong.** There is a saying that, "By blowing out another's candle your flame will not burn brighter." Trying to be right at the expense of another is not a win-win situation.
4. **Expecting perfection.** Are any of us perfect? "No." So how can we expect others to be? Being too demanding, controlling, and having unrealistic expectations of others can destroy relationships.

5. **Poor listening.** People want to be heard. Listening communicates that you care and are interested in them. You can talk and share, but also listen as well. Listening is a way of giving attention to others which people are hungry for in our high-tech and less personal world.
6. **Lack of appreciation and encouragement.** There is a saying by an unknown author, “Be kind, everyone is fighting a hard battle.” Isn’t it the truth? Life is not easy. There are many ups and downs. People need to feel appreciated and encouraged. You can provide appreciation and kindness which will do wonders for your relationships.
7. **Not admitting mistakes.** Making mistakes is part of being human. If you have hurt someone by making a mistake why not admit it and apologize? Both of you will feel better.
8. **No common goals and values.** Having some shared values and working together toward common goals strengthens relationships.
9. **Not expressing feelings and emotions.** When you disclose a little about yourself and share your feelings (when appropriate), others feel more connected to you. It also makes you feel better. It helps you to connect with the other’s humanity.
10. **Focusing on people’s faults.** People usually need us more because of their weaknesses than because of their strengths. By accepting others as worthwhile human beings in spite of their faults they may be inclined to improve. Appreciating people’s strengths helps them to feel better instead of worse when they are with you. This approach builds successful relationships.
11. **Trying to change others.** This is a major mistake people often make after falling in love. When people are accepted and loved for who they are they are more likely to improve on their own. Everyone wants to be accepted and not forced to try and become someone else.
12. **Defensiveness.** Sometimes your friends, family, teachers, or boss might give you **constructive** criticism. It is best to listen and then decide if the criticism is justified and worthwhile. Reflect on it before reacting with anger and defensiveness. If the other person was out of line you can come back later and discuss your feelings in a calm manner.
13. **Withdrawal.** This is another destroyer of intimate and other relationships. Your relationship can grow cold if you or the other person pulls away and shuts down. Withdrawal prevents communication which is vital to healthy relationships.
14. **Not letting others save face.** Give people a door to save their good feelings about themselves. If you shame them they will feel embarrassed and want to avoid you. This is a way to make enemies and not how to win friends.
15. **Poor self-image.** If you do not like yourself how will you like others? A poor self-image can result in your sabotaging your relationships. In order to accept imperfection in others you must be able to accept your own imperfections. You can build a healthy self-image or picture of yourself.

Practice accepting yourself in spite of your weaknesses. You can still work on self-improvement, but also accept where you are right now. You are more likely to grow and improve by accepting yourself as a worthwhile person who has both strengths and weaknesses. Hating your faults is not the answer. Forgive yourself for past mistakes and forgive others who have hurt you. As you learn to love and accept yourself in spite of your imperfections, you will become more accepting of the weaknesses in others. This can do wonders for your relationships.

ACTIVITY 10.2

Self-acceptance. Make a list below of five of your best strengths and qualities and five of your worst faults and qualities.

**Strengths**

1. _____
2. _____
3. _____
4. _____
5. _____

Weaknesses

1. _____
2. _____
3. _____
4. _____
5. _____

Practice acknowledging yourself for your strengths. Give yourself credit. Also practice accepting yourself in spite of your weaknesses (even as you try to improve these weak areas).

Additional Relationship Tips

- Be real, genuine, authentic
- Be honest, kind, and act with integrity
- Be flexible, not rigid
- Help people feel safe and relaxed
- Have fun and laugh with others
- Smile and be friendly
- Reach out and speak first to others
- Choose what you will disagree about (do not make everything an issue and battle)
- Show compassion for other's pain and problems
- Be a friend
- Treat people as equals (not like they are beneath you)
- Practice the golden rule
- Help others when they need it
- Be a team player
- Share stories with each other from your lives

A Poor Self-Image Will Sabotage Relationships

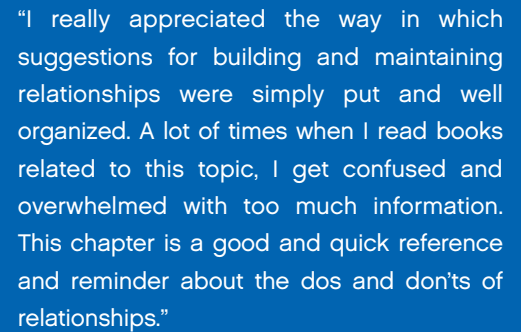
Years ago I had a friend who seemed to have a lot going for him. Handsome, athletically gifted, and intelligent, he had the potential for a successful life. Sadly, he disliked himself and had low self-worth. Anger and inner conflicts made him lash out at others. Instead of using his superior athletic talents to excel in sports, he used them to fight and beat up people. Women were attracted to him at first, but he did not get along with them and would blow the relationships. He also lost jobs due to his personality and dropped out of college. His poor self-image, self-depreciation, and inner conflicts tormented him and resulted in many failed relationships. I lost contact with him for many years. Tragically, he committed suicide at 34 years of age.

This is an example of the importance of building a healthy self-image and learning to accept yourself for both your strengths and weaknesses. It is also important to see people like

my friend in a true light—as a frightened individual. When dealing with difficult and angry people try to change how you see them. If you can see them as frightened, it will change how you interact with them and will increase your effectiveness. People who are rude or mean are usually fearful. Acting aggressively is a way that they try to release their fear and pent up anger.

It is also a mistake to assume that anyone has it all together. This sets you up for unrealistic expectations. Someone may be outwardly successful and smile a lot. You might assume that this is a happy person who is on top of the world. The opposite may be true. Other people are also a combination of strengths and weaknesses just like you and me. If you can see them this way it will do wonders for your relationship with them.

Once I was doing career counseling with a student who was about to graduate from the University of Texas with a perfect 4.0 GPA. You would think she would feel proud and happy about this. “I regret having a 4.0,” she said. “What do you mean?” I asked. She told me that all of her life she was an extremely shy and lonely person. She had no friends and during the four years of college she spent almost all of her time studying. “I am still the same shy and lonely person that I was when I started college” she replied. “Studying less and making a B average, but becoming more balanced and well rounded would have been a wiser choice,” she said. She probably had a high IQ, but needed to develop her emotional and social intelligence. These are important for developing great relationships and for a successful and fulfilling life.



“I really appreciated the way in which suggestions for building and maintaining relationships were simply put and well organized. A lot of times when I read books related to this topic, I get confused and overwhelmed with too much information. This chapter is a good and quick reference and reminder about the dos and don'ts of relationships.”

— DANYALE BRYANT

Improving Your Self-Image and Self-Esteem

We are covering self-image now and will again later because it is so important. How you see and what you feel about yourself affects your relationships, your success and your happiness in life. Here are a few tips for improving your self-image:

1. Take inventory. As Socrates said, “Know Thyself” and “An unexamined life is not worth living.” You saw with my friend who committed suicide how a poor self-image was destructive to himself and to his relationships. Take responsibility for any negative feelings within you by acknowledging them. Reflect on how these negative attitudes are hurting you and others. What is the price that you have already paid for holding on to these painful feelings and attitudes? Are you willing to give yourself permission to transform these negative attitudes into their positive counterparts? For example, hate can become love and resentment can become forgiveness.
2. Acknowledge your positive qualities (as discussed previously) and your strengths and past accomplishments.
3. Read inspiring books. Listen to motivational CDs by people who uplift and build humankind.
4. Give yourself a series of successful experiences. Start by providing yourself with small and successively larger accomplishments.
5. Smile, compliment, and help others.
6. Associate with people who help you to believe in yourself.

Who you are affects others

Your self-image and the person who you are inside play a large role in your power to influence others. Your influence can be positive or negative. This is illustrated in the following story called, “The Splashes of Life.”

A Sioux Indian Story

(author unknown)

“My grandfather took me to the fish pond on a farm when I was about seven, and he told me to throw a stone into the water. He told me to watch the circles created by the stone. Then he asked me to think of myself as that stone person.

You may create lots of splashes in your life, but the waves that come from those splashes will disturb the peace of all your fellow creatures he said.

Remember that you are responsible for what you put in your circle, and that circle will also touch many other circles. You will need to live in a way that allows the good that comes from your circle to send peace of that goodness to others. The splash that comes from anger or jealousy will send those feelings to other circles. You are responsible for both.”

You will touch and affect many people during your lifetime. What is inside of you will flow out to others whether it is peace, joy, love, anger or hatred. The finer the person you become the more beauty you will radiate out to others.

Social Intelligence

Daniel Goleman is an expert in Emotional Intelligence (EI) and Social Intelligence (SI). He wrote a book on EI and his companion book is called *Social Intelligence: The Revolutionary New Science of Human Relationships*.

EI is awareness of yourself and the ability to regulate your emotions. Social intelligence (SI) is your awareness of others, your understanding of their thoughts and feelings, and your ability to interact effectively with them.

SI is similar to Howard Gardner’s Interpersonal Intelligence which you learned about earlier. It also makes use of Verbal-Linguistic intelligence.

Goleman reviewed research from the field of social neuroscience which studies how interactions with others affect the brain. Goleman found that the research demonstrated that our brains are designed to connect with others. In other words we are designed to be sociable. Our emotions affect the emotions of others and vice

versa. For example, a person in a bad mood can bring you down or if you are in a positive frame of mind you might elevate their emotional state. Making people feel better or worse is something within our capability.

According to Goleman our relationships can be toxic (like poison) or nourishing. Another way to put it is that people with low SI are likely to be toxic in their relationships and those with high SI tend to be nourishing. Nourishing people help you feel appreciated, respected, loved, encouraged, valued, and better. Those who are toxic are more likely to leave you feeling unappreciated, disrespected, devalued, and worse than before you interacted with them. Nourishing relationships are good for your mental and physical health. Toxic relationships can be harmful to your health.

The good news is that you can increase your SI. Let’s take a look at some of the characteristics of socially intelligent people.

“I like the focus on social intelligence and the ideas for maintaining good relationships.”

— BRANDON ELLIS

Qualities of Socially Intelligent People

1. Social Awareness

- I can pick up what people are feeling by observing their body language.
- I listen to others with my full attention and easily get in tune with them.
- I can step into another person's shoes and understand what they are feeling and thinking.
- I know how relationships work and what makes them successful.

2. Social Facility

- I can communicate effectively with others without words.
- I can express myself clearly and effectively.
- I can create a positive interaction and outcome with people.
- I care about others and fulfill their needs when it is appropriate.

Source: Based on Daniel Goleman's, *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York, Bantam Books, 2006, p. 84.

ACTIVITY 10.3

Fill out the questionnaire and rating below.

Social Intelligence Self-Assessment

Rate Yourself

4 3 2 1
 Very much like me Somewhat like me Not much like me Not at all like me



1. ___ I know how others are feeling by their body language and facial expressions.
2. ___ I know how people are feeling by listening to the sound of their voice.
3. ___ I am fully present when I listen to others.
4. ___ I can easily get in tune with another person when they tell me their problems.
5. ___ It is easy for me to put myself in another's shoes and feel what they are feeling.
6. ___ I am very sensitive to what others are feeling and easily understand what they are thinking.
7. ___ I have a good understanding of what makes relationships successful.
8. ___ I know what the appropriate behavior is in any social situation.
9. ___ I can communicate my thoughts and feelings clearly when I talk with others.
10. ___ I have some good relationships where we can be comfortable and communicate in silence at times.
11. ___ I communicate my thoughts and feelings clearly when I speak to others.
12. ___ I know how to project self-confidence and my caring feelings to others.
13. ___ I can positively lift the mood of others.
14. ___ I inspire, encourage, and motivate others.

- 15. ___ I am compassionate when people are hurting, and I take appropriate action to help them.
 - 16. ___ I am conscious of what others need and I am good at fulfilling their needs.
- Total** _____

For qualities you gave a 1 or 2, consider trying to improve in these areas. A 3 is a good score, but can be improved to a 4 which represents excellent SI.

Source: Questions developed by Raymond Gerson based on Daniel Goleman’s *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York. Bantam Books, 2006.

Purpose of the SI Self-Assessment

The purpose of the Social Intelligence Assessment was for you to evaluate areas of strength (which you can build upon) and areas of weakness (which you can improve). Gaining insight into where you stand can help you to increase your SI. There can be filters on our mind which is why people often see what they want to and are blind to their own faults. Self-evaluation and feedback from others helps us to see the reality and to break through our illusions.

Another worthwhile activity is to get feedback about how others see you and your SI. Consider having some people who know you well to assess your SI using the Social Intelligence Self-Assessment.

ACTIVITY 10.4

Brainstorm a one-word list of the characteristics of your “good” teachers/professors and a list that describes “bad” teachers/professors.



Good teachers

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Bad teachers

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Compare your two lists to Goleman’s qualities of socially intelligent people. Which of your lists more closely matches high SI? Many people find that their list of qualities of a successful teacher, boss, friend, family member, or anyone else will closely match the traits of people who are socially intelligent.

As you develop your SI you will become more socially responsible, compassionate, able to determine the needs of others, respond appropriately with others in different social situations, and successfully interact with them. Your SI will increase your success in every facet of your life that involves relationships. You can also use it to make the world a better place to live.

Effective Communication Skills

Improve Relationships

Good communication skills can help you to develop excellent relationships. Effective communication involves the ability to clearly convey your thoughts and feelings to others. It is also important to understand their thoughts and feelings.

Being a good listener is part of the communication process. Listening well communicates to others that you care enough to take the time and give the effort to really listen to them.

In the following activity you will be assessing your communication skills.

ACTIVITY 10.5

Please check any communication problems below that apply to you.

1. What is your most difficult communication problem?

- A. Expressing myself clearly when speaking.
 - B. Expressing myself clearly in writing.
 - C. Asking intelligent questions.
 - D. Listening and understanding others.
 - E. Not expressing myself to avoid conflict.
 - F. Other (Describe) _____
- _____



Please answer the following questions:

2. Studies have shown that over 90% of the effect of communication is due to tone of voice and non-verbal factors such as gestures and facial expressions. How do you feel about this? How can you communicate more effectively? _____

3. How do you feel when you want to express yourself, but no one will really listen to you? How do you feel when they interrupt and advise you? _____

4. Think of someone who really listens to you. How does this make you feel? Think of someone who communicates well. What is it that this person does to communicate effectively? _____

5. How does poor communication affect your relationship? In what ways would becoming a better listener help you in your relationships? _____

How to Listen

1. Face the other person (Arm's length is usually considered an ideal distance for relating). Couples who are in a romantic relationship will usually be closer. What is considered a comfortable distance can also vary in different cultures.
2. Lean toward the other person at times.
3. Look interested and be attentive.
4. Maintain good eye contact. This does not mean to stare at someone constantly. What is considered good eye contact can vary in different cultures.
5. Suspend judgment or criticism. This will shut them down.
6. Wait before responding—don't interrupt.
7. Listen for the other person's feelings and meaning.
8. Ask questions if you need clarification. (Questions which begin with what, why, where, who, how, and when are good. It is important to ask some open-ended questions that cannot be answered with just a yes or no.)
9. Invite the other person to continue talking with statements such as: "Is that right? Really. I would like to hear more."
10. Provide feedback of what you think the other person is feeling and meaning.
11. Try to put yourself in the other person's place to experience empathy.

ACTIVITY 10.6

Listening Exercise. This can be done in a classroom or outside of class with a friend.



Now let's practice listening. Pair off with another person and spend two minutes telling about either the funniest, scariest, most exciting, or most interesting experience that ever happened to you. The other person should practice the listening skills above. At the end of two minutes, the one listening becomes the talker and the talker becomes the listener.

Questions to answer after the listening activity:

1. What listening skills did your partner use?
2. Which listening skills do you wish to develop?
3. What were your feelings about this exercise?
4. Tell your partner what you liked most about his/her presentation.

Communicating Respect with Words and Managing Conflicts

Communication also involves the ability to communicate your thoughts and feelings. The manner in which you communicate is important. You can alienate others with your words or you can establish a warm rapport with them. You can create effective relationships by showing respect for the other person's point of view.

For example, when you offer your opinion you can precede it with words like, "I feel," "I believe," and "I think," or "In my opinion." Instead of saying, "You're wrong" you can say, "I see it differently," or "My viewpoint or experience is different."

There are times when someone may do or say something which upsets you. You may need to confront the other person and stand up for yourself. According to Dr. Thomas Gordon this is an ideal time to use what he refers to as “I messages.” An “I message” conveys to the other person how you feel and why. For example, if you are angry because someone walked on your new carpet with muddy shoes, you could say, “I feel angry when you track mud on my new carpet because I will have to clean it up.” You have described your feeling, what caused the feeling, and why you feel that way without verbally attacking the other person. You did not put down the person, but let it be known that you did not approve of his or her behavior.

This type of confrontation is a good way to manage conflicts. It is an example of being assertive, not passive or aggressive. Not standing up for yourself and just trying to sweep problems under the rug is an example of being passive. Being passive means you act like a doormat and let people step all over you. This builds up negative emotions and at a later date you might act aggressively. This is known as passive-aggressive behavior. Becoming aggressive can also destroy relationships because it will usually hurt other people’s feelings and sometimes results in violent behavior. Assertive behavior is a good middle ground because you stand up for yourself in a way that is still respectful to the other person. They may still feel hurt or react, but it is usually not damaging to the relationship.

Using an “I message” and being assertive are less threatening to the other person’s self-esteem than using what Dr. Gordon refers to as a “You message.” A “You message” puts the other person down and tells them what to do. For example, “You quit tracking mud on my new carpet.” An “I message” may not be effective if you have a conflict in values with the other person. It will not work if the other person has no respect for how you feel.

ACTIVITY 10.7 Communicating your thoughts and feelings.

- Write down two situations in which someone does or has done something to upset you. This could be a friend, teacher, family member, boss, or other person. The action which upset you should conflict with your own needs and have a negative effect on you. Describe each of the two situations below:



A. _____

B. _____

- Write an “I message” for each of the above situations and share this with others.

Example of Excellent SI, Human Relations, and Communication Skills

Benjamin Franklin is an excellent example of someone who learned how to build great relationships by improving himself and his character. Here was a man with little formal education who was one of 17 children born to a soap and candle maker. And yet he became a successful writer, scientist, inventor, and politician. Franklin contributed greatly to the Declaration of Independence, to medicine, oceanography, meteorology, and to using the power of electricity. From poverty he rose to become one of the most influential people in history.

In his youth many people thought that Ben Franklin was arrogant. He seemed tactless, and offended others and many people did not like him.

“What kind of person do I want to become?” Franklin wondered. After reading a book called, *Essays to Do Good*, he decided that he wanted to be a “doer of good” and a person who is useful to others. Knowing that he could live usefully became more important to Franklin than making a lot of money and dying rich. He understood that by becoming a better human being and person of good character that he could add to the welfare of others. Franklin began to set goals to improve himself.

Franklin practiced developing 12 virtues. The first eight can be considered as personal development traits. They were: temperance, order, resolution, frugality, moderation, industry, cleanliness, and tranquility. The other virtues can be thought of as social characteristics because they had to do with his social interactions with others. They were: silence, sincerity, justice, and chastity. At the suggestion of a friend who thought Franklin had too much pride, he added humility as virtue number 13. He would work on one attribute per week for 13 weeks and then start over. Franklin said he would often fall short of his goal, but he believed the effort was helping him to become a better person. A more detailed explanation of these 13 virtues and how Franklin applied them can be found in *The Autobiography of Benjamin Franklin*. Many principles that guided his life are also covered in *Benjamin Franklin's the Art of Virtue: His Formula for Successful Living*.

As Ben Franklin improved himself, he also learned to relate better to others. He stopped using words that were offensive and which implied that he was right and others were wrong. For example, he stopped saying “certainly, absolutely, and undoubtedly.” He started using words like, “I think so, in my opinion, I imagine, and if I am not mistaken.” Do you see the difference? He began to listen more, speak less about himself, and take a greater interest in others. Respect for the viewpoint of others was communicated by the words he chose.

Diplomatic talents and people skills were put to the test when Franklin, at over 70 years old, was sent to France as Commissioner for the United States. American patriots needed money and supplies in order to win the war for independence from the British. The French were resistant to get involved and were not particularly fond of many Americans.

Positive, charming, and patient with the French Government, Franklin was able to connect with them first before pushing for assistance. He learned the French language, immersed himself in French culture, made many friends, showed affection and respect for the French people and politicians, and slowly won their hearts and respect.

America might still be part of Great Britain instead of a free nation if Benjamin Franklin had not gone to France. It took all of his many diplomatic skills to win them over, but finally the French government supplied the needed assistance for the patriots to win the war.

One of Benjamin Franklin's guiding beliefs was that life is much more fulfilling when we build good relationships and get along well with others. So loved and admired was Franklin that over 20,000 people came to his funeral. His influence is still felt today in the legacy he left.

In addition to reading his books, you can learn more about Benjamin Franklin and his many contributions by watching a 2005 documentary on DVD called, “Ben Franklin.”

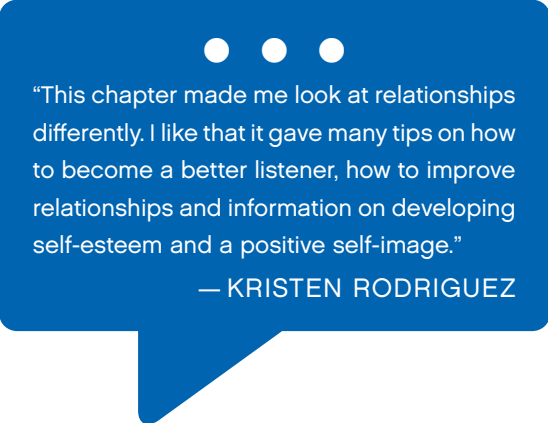
Communication and Public Speaking

Do you want to become a manager or leader? If so, you will need to learn how to speak well in front of others. The same is true if you become a teacher, trial lawyer, or go into many of the careers that involve speaking before groups.

Becoming a good speaker will provide you with many opportunities for personal and professional development. It can increase your self-confidence and communication skills even in your one-on-one conversations.

Consider taking some speech courses or joining a group like Toastmasters International to develop your speaking skills. Some colleges have Toastmaster groups that meet on campuses for the purpose of improving your public speaking ability.

If becoming an excellent public speaker is appealing you might want to read my article, “How to Give a Dynamic Presentation” which is available at no cost at www.successforcollegestudents.com.



“This chapter made me look at relationships differently. I like that it gave many tips on how to become a better listener, how to improve relationships and information on developing self-esteem and a positive self-image.”

— KRISTEN RODRIGUEZ

Teamwork and Valuing Diversity

In school, on the job, and in other areas of your life you will meet and deal with people of many different backgrounds. Interacting effectively with others whose race, religion, ethnic origin, gender, culture, lifestyle, values, and perspectives are different from your own will be important for your success.

Going to college provides you with many opportunities to expand your knowledge of different cultures and to value diversity. Purposely seek out, meet, and get to know students from different countries and other students who have perspectives and values different from your own. Look past stereotypes (uncritical opinions of people) and prejudices (preconceived judgments) because these will negatively impact your relationships.

Many jobs today require that you be able to work effectively on projects as a team member. A team is a work group with common goals and objectives. Your success will depend on working effectively with each other as a team. The contribution of a good team is often more than what the individual members would achieve working alone.

If your team can remain open and respectful of each member’s point of view, it will meet with greater success. Everything is not black and white. There can be many different ways to look at anything and these different perspectives can result in the team seeing a bigger picture.

Look at the picture below.

What do you see? I often ask my students, “How many of you see an old lady?” Then I ask, “How many see a young lady?” And I also ask, “How many see both?” Some see the old woman, some the young one, and a few see both. I then ask them to “pair off with a student who sees the opposite of you and show each other what you see.” If you are in a classroom try this now or try it later with a friend.

After a short time the students see both the young and old lady. This is an example of how you can see a more complete picture by including the perspective of another. This is why a diverse team with many different perspectives is valuable when each person’s viewpoint is taken into consideration.

ACTIVITY 10.8

Make a list of five things about you that your classmates would not know by looking at you. Choose some things that your classmates are unlikely to know about you. Pair off with someone you do not know well and share your lists with each other.



Do you see each other in a different way than before you shared your lists? Discuss what you learned and how your perception of the other person has changed.

Leadership: The Truth about Great Leaders and Teachers

Most of us at one time or another will be in the role of teacher or leader. A leader is a teacher and good teachers are also leaders. We are also in the role of a student, learner, or follower at different times. Usually the better the student or learner you are, the better the leader you will become.

When you are in the role of a leader, you will have an opportunity to give something back to others. You have the opportunity to pass on the lessons which were taught to you by your teachers and leaders. It is an opportunity to positively or negatively influence others. A teacher's influence can be powerful and long lasting. Henry Adams believed that, "A teacher affects eternity; he can never tell where his influence stops." This is why you have a responsibility to be a good example of what you are teaching and to respect the worth and dignity of your students and followers. The way you perceive your students or employees, and the expectations you have for them, often has a greater effect than the lessons you are teaching. Your vision of their potential can have a transformational

effect on your followers as this mental picture is transferred to their minds. Do you see them as worthwhile human beings with the potential to learn and succeed? If so, their chances of success are greater.

Studies have been conducted in the schools that demonstrate that a teacher's expectations influence his or her pupil's performance. There are examples in which teachers were told that one group of students were the smart ones and another group were the dumb ones, when both groups were actually of similar intelligence. The students performed according to the preconceptions and expectations of their teachers. The students who were considered the smart ones performed significantly better than the group who had been labeled as unintelligent. The teachers had verbally and nonverbally communicated their expectations to the students who performed accordingly. Students will usually rise to the level of the teacher's expectations. All that I am saying about the teacher-student relationship is meant to include the supervisor employee relationship.

When you are in the role of a leader and teacher, whether as a parent, minister, employer, mentor, or friend, who you are is even more important than what you say. You always radiate who you are, and the more you develop yourself, the greater will be your influence. This is why continuous personal, professional, and spiritual growth is so important. Your level of inner development determines the impact you have on others. You must live what you are teaching in order to speak with the deep conviction which will influence others. There needs to be congruency between who you are and what you say and do. If I am a supervisor who is consistently late for work and I emphasize to my employees the importance of being on time, what effect can I expect from my words? My exhortations would lack power.

"I loved the following story about Benjamin Franklin."

— BRANDON ELLIS

In your role as a student and employee, you can strive for quality education or training, and be receptive to the lessons being provided by your teachers and leaders. In your role as a teacher and leader, you can nurture the seeds of greatness within your students and employees, and bring out the best in them. Helping the learner to unfold his or her potential is education and leadership in the truest sense and teaching at its best.

Source: Adapted by Raymond Gerson. Based on *The Greatest Opportunity* by Raymond Gerson. Enrichment Enterprises, 1998, 2007. P. 90-93.

Personality Types and Relating to Others

Knowing more about your personality type and makeup will increase your self-knowledge. Understanding your personality type and the personality type of others can help you to relate to them more effectively. For example, allow extroverts time to talk things out because they think things through by speaking. On the other hand, give introverts time to reflect and think before expecting them to speak about important matters.

There are many schools of thought and different ways to assess personality types. One of the most popular is the Myers Briggs Type Indicator (M.B.T.I.) which assesses four dimensions resulting in 16 different personality types. The dimensions are: Extroversion/Introversion, Sensing/Intuiting, Thinking/Feeling, and Judging/Perceiving.

Many high schools and colleges will give the M.B.T.I. to their students upon request. If not, you can take a shorter version online at <http://www.personalitytype.com> by Paul D. Tieger. There is no fee and you will receive your results right away.

Once you know your M.B.T.I. type there are many books and resources to help you to understand it. You can also learn more about how to talk with different personality types. See a free sample, “Talking in Type: Worksheet and Leader’s Guide” at <http://www.jean-kummerow.com>. You can also purchase a more complete list of “Talking in Type” and other information on the M.B.T.I. at <http://www.capt.org>.

“I liked that it touched on some of the points that I consider to be weaknesses in my communication skills. The chapter showed me ways to improve my communication skills.”

— DANIEL ZAMARRIPA

JOURNAL ASSIGNMENT

Please review your answers on the Social Intelligence Self-Assessment. Choose one quality you rated low and would like to start improving now. Write about the ideas and actions you will take to improve this SI quality.

QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What are my five biggest relationship mistakes and how can I improve them?
- What are three actions I can take to improve my self-image?
- Which Social Intelligence qualities do I admire most in others? How can I develop these within myself?
- Which communication strategy appeals to me the most and how will I start using it to improve my relationships?



RAYMOND GERSON



AUTHOR'S NOTE

One of the greatest joys in life is to have a wonderful relationship and love with a significant other. Keeping and growing this special relationship requires that you use both EI and SI and not take the love or your partner for granted. Through costly mistakes I learned this the hard way when my first marriage ended in divorce. Fortunately, I learned from my mistakes, got a second chance and have a wonderful second marriage.

Investing time, effort, and skills in the relationship are necessary for both partners to feel loved and valued. SI helps you to know the difference between what should never be said (hurtful words can destroy a relationship) and what needs to be expressed (words that make your partner feel appreciated).

If you desire to have a great love relationship here are a few lessons I learned: Find a compatible partner, love and accept them for who they are, and treat them as your dearest and best friend.

Student Success Story

Many students have had encounters with bullies and some drop out of school because of them. This student success story by Darcy Duvall is about her problems with bullies, her courage and determination to stand up to the bullies and graduate, and her use of EI and SI to bring the harassment to an end, and to even make friends with some of those who were bullying her.

Overcoming Bullies

By Darcy Duvall

When I enrolled in eighth grade at the Texas School for the Deaf it was not easy to make friends. Some of the girls who also lived in the dorm started bullying me. It made my life and school work very difficult.

I decided to try and ignore the bullies and also the popular students who rejected me. I made friends with a few students in the seventh grade and found a boyfriend which made my life at the school better. I realized that if I withdrew from this school I would just face the same thing somewhere else. So I decided to stay until high school graduation.

At one point the bullies were hurting me so I started reporting them. They were punished for their behavior by staff at the school. Little by little I won the bullies over. They became my friends, but not my best friends. I learned how to get along with them by standing up for myself and by reporting them if necessary.

One of the things that I did was to learn more about bullying behavior. I actually did research on the internet and talked with other students who had been bullied. I learned ways to prevent bullies from picking on me and I stood up for other students who were picked on. I also taught these students how to stand up for themselves.

One thing the bullies learned about me was that they could never make me give up and quit school. They weren't going to destroy my dreams. I ended up making lots of friends at school and gained the admiration of my teachers.

We had a special party on graduation day. Students, parents and staff from the school were all there. I was given an award for my school work and behavior. One of the teachers told me that many students dropped out because of the bullies and that I was the only one in my class who stayed and graduated. Those were five hard years at this school and at first I really suffered. I learned so much, not just from my courses, but lessons from real life experience.

It was not easy, but I learned how to stand up for myself and to deal with difficult people. I also learned how to stick it out when things get tough. I was happy to graduate and I became a better person because of this experience.

ACTIVITY 10.9

Goal for the week:

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____



CHAPTER 10 MAIN POINTS

- Good relationships are important for your health, happiness, and success in life.
- Self-acceptance and a positive self-image contribute to successful relationships.
- Social intelligence is your awareness and understanding of other's thoughts and feelings and your ability to get along well with them.
- Effective communication involves the ability to clearly express your thoughts and feelings and to listen well to others.



Relationships Poem

By Drew J. Allen

I have many friends,
They ask of me
How I have come to be

Impeccable in social manners
Extraordinary in speech

I confess to them
How simple it has been:
“Just take the hard-earned road”

For that one path
Will win all hearts
And fortify the soul.

Drew's website:
<https://drewjallen.com>

In Chapter 11 you will learn ways to manage your money, to get out of debt and to save for your future. You will also learn more about student financial aid that is available to you.



Secrets of Managing Your Money for a Happier and Better Life

Are you wondering why a chapter on financial literacy and management is included in a book about career success? The reason is that this book was written to give you a blueprint for a successful life. What will be the value of a great career if you are stressed and strained because of financial problems? How successful will you feel if you don't have enough money to pay your bills, if you don't know how to build a savings for emergencies and retirement,

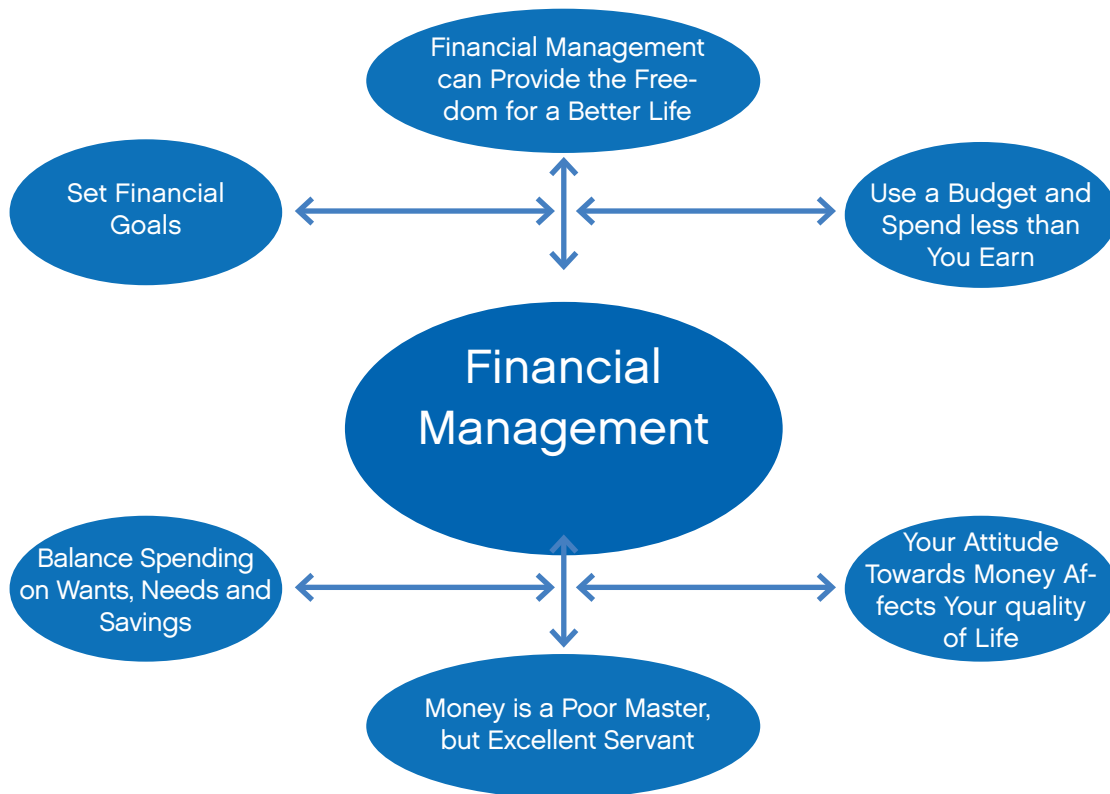
if you do not have enough money to help others and if you lack the funds to enjoy your life? Financial difficulties are the number one cause of divorce and can hurt your other relationships, your physical and mental health, and your quality of life. On the other hand, sound financial management can provide you with the means and freedom to live a better life.

Bankruptcies for 18- to 24-year-olds have skyrocketed in the last several years. Many students are graduating from college in such deep debt that it will take many years of their lives to get out of the hole they dug for themselves.

When you have enough money you will be free to think about more important things, otherwise you might be preoccupied

“I learned a lot about different financial aid like loans and grants that I did not know about. This section was very informative.”

— DEBRA TUBERVILLE



“Money often costs too much” —Ralph Waldo Emerson

with money much of the time if you feel deprived. In the first chapter of this book you began thinking about your financial goals as part of a comprehensive goal program. You can think of the financial goal category as one pillar or leg that you can use to begin building a solid and balanced life. The other goal categories, like several legs of a table, represent other pillars for building your life on a strong foundation.

Financial success is not the end all and be all, but it plays an important role or part in making your life successful. Sound financial management will make you the master of money, instead of money becoming your master. Money is a poor master, but it can be an excellent servant to help you live the life you want. In this chapter you will be learning better ways to manage your finances so that you can have a more successful and fulfilling life.

“I learned a productive way to spend and save money. I really needed this chapter and information. This chapter highlighted essentials of financial management and gave me a lot to think about. I learned how to avoid past mistakes and many different strategies to try out.”

—DEBRA TUBERVILLE

Benefits of Good Money Management

- You will have more money for emergencies
- You will have more money for your needs and wants
- It is less stressful than poor money management
- It can enhance relationships
- You are more likely to be able to save money
- You will be free to think about more important things than money

ACTIVITY 11.1

Take the Money Management Questionnaire below and answer each question with a “T” for true and “F” for false. Then add up the totals of your true and false answers.



Money Management Questionnaire

T or F

- 1. I know how to make a budget, and I do not spend more money per month than I can afford.
- 2. I use a weekly or monthly budget worksheet to keep track of my income and spending.
- 3. I take responsibility for my financial situation and do not blame others or make excuses.
- 4. I set clear financial goals.
- 5. I shop for best buys.
- 6. I have enough money in savings to cover emergencies.
- 7. I have enough in savings to cover at least three months of expenses if I were to lose my source of income.
- 8. I save at least 10% of my income each month.
- 9. I am able to easily pay for my monthly necessities.
- 10. I still have money left over for fun after paying my necessary monthly expenses.
- 11. I do not worry much about having enough money for necessities.
- 12. I do not overspend my income on necessities and have enough left for things I want.
- 13. I plan ahead before making purchases or going shopping so that I know ahead of time how much I can afford to spend.
- 14. I usually pay off my credit card balance each month.
- 15. I pay something each month to reduce my debts (when I am in debt).

Total: Ts _____ Fs _____

Did you have a high percent of true answers? True answers indicate that you are managing your finances well in those particular areas. False answers point to the areas where you need work. A high percent of false answers indicates that you need to focus on improving several aspects of your financial management.

ACTIVITY 11.2

Analyze your answers on the Money Management Questionnaire. Answer the following questions.



- 1. In which areas are you doing well? _____

2. Which areas need improvement? _____

3. What are some actions you are willing to take to improve how you are managing your money? _____

The Basics of Money Management are Easy enough For a Child to Learn

Danny Kofke, author of *How to Survive (and perhaps thrive) on a Teacher's Salary* started teaching his children how to manage their money when they were just young children. Danny Kofke has two children, a wife who does not work outside the home and the family does well living on his teacher's salary.

In a television interview Mr. Kofke described how he began teaching his oldest daughter about making smart financial decisions when she was only four years old. He gave his daughter three plastic jars and labeled them: Give Away, Savings, and Spending.

Mr. Kofke paid his daughter \$1.00 per week in exchange for doing some chores so that she could learn the value of working for and earning money. Then he taught her to put 10% (.10 cents) in the Give Away jar, 15% (.15 cents) in the Savings jar, and 75% (.75 cents) in the Spending jar. She never spent the money that she put in her Savings jar. When she wanted to buy something she used her spending money or if she did not have enough she waited until there was enough money in the jar. When there was someone in need who she wanted to help she used her Give Away coins.

In this way his daughter learned the value of earning, savings, spending wisely, and helping others. In a time when some people believe "Greed is good" Kofke taught his children the joy of giving and helping others. As you can see, there are some great lessons about money management in this simple real-life example. Mr. Kofke concluded his TV interview by saying that his daughter probably knows more about sound financial money management principles than 80% of the population.

ACTIVITY 11.3

Answer the following questions.

1. What are the basic principles of smart money management that you learned from the story about Kofke's daughter? _____

2. How will you apply these principles in your own life? _____



Money Management Do's and Don'ts

Do's

- Set and work toward financial goals.
- Begin a tax deferred retirement account as soon as possible.
- Save at least 10% of your income.
- Work and be of service to earn money.
- Consider ways you can earn more or how you could create more than one source of income.
- Build your credit rating.
- Tithe or use some of your money to help others.
- Regularly pay to reduce your debts.
- Make safer investments. For example, if you choose to invest in stocks, purchase index funds instead of putting your money in a single stock.
- When shopping for insurance compare options. See if you can get a discount and better deal by purchasing all of your insurance from the same company.
- Take advantage of all legal tax deductions. For example, you can deduct school supplies, books, and tuition.
- Apply for Pell grants, scholarships, and other financial assistance that you do not have to pay back.
- Consider simplifying your life to save money.
- Look for best deals when making purchases.
- Control impulse buying.
- Balance the following: spending on necessities, spending on your wants, and savings.
- Budget to keep track of your spending.

Don'ts

- Do not be a chronic borrower or get into credit card debt.
- Do not be discouraged when your financial plans do not work out as expected **every single month.**
- Do not procrastinate starting to manage your money.
- Do not put all of your money in just one investment or “all of your eggs in one basket.”
- Do not quit your job until you have a better one.
- Do not borrow money against equity in your home.
- Do not buy individual stocks.
- Do not go without liability insurance if you drive or health insurance. It could wipe you out financially.
- Do not borrow money or take out college loans at high interest rates.

ACTIVITY 11.4

Look over the list of Do's and Don'ts. Place a check mark by any do's or don'ts that need your attention and improvement. Choose the top five most important ones to begin working on.



Budget Your Money For Success

How well you manage your money will be one of the keys to your success in the future. It will be difficult to feel successful if you are in debt.

One of the best ways to successfully manage your money and save is by keeping your expenses less than your income. In other words, don't live beyond your means. You can keep track of your income and expenses by using a monthly budget. A budget is simply an itemized estimate of your monthly income and expenses.

Here are a Few Tips worth Repeating:

- Spend less than you earn.
- Do not carry a credit card balance (pay it off each month).
- Pay yourself first. Set aside and save at least 10% of your income.
- Focus on your most important budget items first.
- Look at your spending patterns. What would you change?
- Use Financial Planning and Budget Activity.

ACTIVITY 11.5

Fill in the monthly budget worksheet, then brainstorm ways you can earn more and/or spend less so that you will be able to save a minimum of 10% of your income.

Monthly Budget Worksheet			
Monthly Income	Amount Earned	Monthly Expenses	Amount Spent
Your paycheck	\$	Rent or house note	\$
Bonuses or tips	\$	Food	\$
Student loans	\$	Tuition	\$
Grants	\$	Books	\$
Scholarships	\$	School supplies	\$
Money from family	\$	Transportation	\$
Other	\$	Utilities	\$
	\$	Personal needs	\$
	\$	Credit card payments	\$
	\$	Insurance	\$
	\$	Health care	\$
	\$	Entertainment	\$
	\$	Other Expenses	\$
Total \$	\$	Total \$	\$



Amount saved for the month: \$ _____

Credit Cards and Credit Card Debt

Almost everyone today, including students, are receiving numerous pre-approved credit card applications and offers. It is easy for you to have several credit cards and if you are not careful to dig yourself into a deep hole of debt.

Years ago people in our society did not use credit cards for purchases. They paid cash for what they wanted or waited until they had the money. Banks used to only loan people money for large purchases such as buying a house if they could prove that their income and expenses would allow them to pay off the loan as planned. Now it is easy for you to live beyond your means. Many students are graduating from college in deep debt, including credit card debt.

I have a friend who is over \$100,000 in credit card debt. It has been a nightmare! His physical and mental health has been hurt by the stress he is under and his quality of life has diminished. Life is no fun for him and he has even considered suicide because he does not see the light at the end of the tunnel. Please do not allow yourself to end up in this position.

The average person in our society has five credit cards. If each card has a \$2,000 line of credit you could easily become \$10,000 in debt. If you had a balance of \$3,000 on just one credit card at an interest rate of 19%, you would need to make a minimum payment of \$75.00 per month. If you just paid the minimum on your balance it would take over 23 years and about \$5,000 in interest to pay off your debt. Imagine what it would be like if you had five or more credit cards like this.

What about debit cards? If you have trouble keeping your spending under control treat it like a credit card. You can also have an affordable monthly spending limit on your card which you will not be allowed to exceed.

ACTIVITY 11.6

Take the Credit Card **Self-Quiz** below:

Answer with a T for true and an F for false.

T or F

- 1. I have at least three credit cards that I currently use.
- 2. I keep a balance on my credit cards and only pay the minimum required.
- 3. I charge almost everything that I purchase.
- 4. I am close to my borrowing limit on my credit cards.
- 5. I pay late fees at times because I cannot make payments on time.
- 6. I take out cash advances to pay my bills.
- 7. I sacrifice paying some bills each month to pay my minimum credit card balances.
- 8. I can barely afford to pay my rent or mortgage.
- 9. I have to put any unexpected emergency expenses on my credit card.
- 10. I am still paying off old debts from years ago.

If you answered several of these questions as true you have a serious problem with credit card use and credit card debt.

Tips For Managing Your Credit Card Use and Debt

- Create a payment plan
- If you must borrow consider taking out a low interest loan from a credit union and use it to help pay off credit card debt
- Pay off one card at a time
- Pay off the card with the highest interest first while paying your minimum balance on the others

- Do not procrastinate starting to manage your money.
- Be cautious of credit counselors. There are good and bad ones
- Consider cutting up some of your credit cards after paying them off. You could keep one for emergencies
- Before making purchases on your credit card ask yourself if it is really necessary. Can you pay cash or if you must use the card can you pay the balance when you receive your bill?

Balance as the Key to Becoming Debt Free and to Financial Independence

Mother and daughter authors, Elizabeth Warren and Amelia Warren Tyagi emphasize the importance of balance as the key to sound financial management in their book, *All Your Worth: The Ultimate Lifetime Money Plan*. After years of helping others to effectively manage their money the authors believe that the key to financial success is the result of balancing spending on **necessities** which they refer to as “Must-Haves,” spending on **wants**, and **savings**. Their balanced money formula is to spend 50% of your take-home income on the necessities, 30% on your wants, and then to save the remaining 20%. They have used this formula to help others not only become debt free, but many have become financially independent. Based on their experience, Warren and Tyagi believe that applying this formula will result in a lifestyle which is more fun, free of money worries, and will allow you to focus on more important things in life than money.

Necessities include food, shelter, clothing, education, medical care, transportation, and personal items like toilet articles, etc. Everything else can be considered to be a want. What percent of your take-home pay are you spending on necessities? What percent are you spending on your wants?

ACTIVITY 11.7

Look over the budget worksheet you previously filled out. Determine what percent of your money is going for necessities or must-haves and what percent you are spending on wants.

Here are some activities to help you apply Warren and Tyagi’s balanced money Formula



Necessities

ACTIVITY 11.8

Brainstorm five things that you can do to spend in the ballpark of 50% of your net income on necessities.

1. _____
2. _____
3. _____
4. _____
5. _____



Wants

ACTIVITY 11.9

Brainstorm and list five ways that you might spend approximately 30% of your take-home income for your wants and including fun activities.

1. _____
2. _____
3. _____
4. _____
5. _____



How did you do? Obviously you want to pay your necessities first so that you have a place to live and enough food to eat. Then spend on your wants. If most of your money goes to necessities your life will not be very enjoyable. If you spend too much on your wants you will end up suffering because critical needs will be neglected. If you spend all of your money on your necessities and wants you will have nothing left to save. Even if you cannot meet this target try for a balance and save at least 10%.

Student Financial Aid

Getting a college education is an important step to your success, but it is becoming more expensive. No eligible student should be denied an education because the cost is too high. Here is a quick financial reference regarding financial aid opportunities for your college education.

Grants (these do not have to be repaid):

- **Federal Pell Grant.** This is the foundation of federal student financial aid and other federal grants are usually in addition to the Pell. These grants are usually awarded only to undergraduates with a few exceptions.
- **FSEOG.** Awarded to undergraduate students with exceptional financial need.
- **Academic Competiveness Grant (ACG).** This grant is for Pell eligible students enrolled at least half time in their first or second year of study or in a one-year certificate program at a degree granting school.
- **National Smart Grant.** These grants are based on certain subject areas for Pell eligible students in their fourth or fifth year in a five-year program. Students must have a minimum cumulative G.P.A. of 3.0.
- **Teach Grant.** This is for students who are taking courses to become elementary or secondary teachers.
- **Federal Work Study.** This is money from an on or off campus job.

Student Loans (must be repaid):

- **Federal Perkins.** This is for undergraduate or graduate students. It must be repaid to the school that made the loan at 5% interest.
- **Subsidized Director or Stafford Loan.** The U.S. Department of Education pays the interest while the borrower is in school.
- **Unsubsidized Direct or Stafford Loan.** The borrower is responsible for all interest.
- **Direct or FFEL Plus Loan.** These loans are unsubsidized and the borrower is responsible for all interest.

“I loved this chapter! The real life examples are accurate and are a great representation of current times. The examples helped me to see how easy it is to get into debt. I like that the author gives a solution to the potential problems and educates us about government financial aid and loans. This chapter is very resourceful, well thought out and provides great insight.”

— KEENA ROBINSON

Steps to Federal Student Aid

1. Get help at your college financial aid office or the U.S. Department of Education.
2. Get a Federal Student Aid PIN.
3. Collect documents needed to apply.
4. Complete FAFSA between January 1 and June 30.
5. ED will send your student aid report (SAR) – the result of your FAFSA.
6. Your school may also request that you provide additional information.
7. Contact your financial aid office with any questions about the aid you are being offered.

Other Financial Aid Sources

- Talk with your college financial aid office about other programs
- Americorps
- Robert C. Byrd Honors Scholarship Program
- Public libraries and the Internet
- Business and labor organizations
- Foundations
- U.S. Armed Forces
- U.S. Department of Veteran Affairs
- Scholarships – Be careful and evaluate scholarship search services because some are scams. You can search for scholarships at no cost at www.federalstudentaid.ed.gov, but they have not evaluated these services. Check their reputation by contacting the Better Business Bureau or your state attorney general’s office.

“I really enjoyed reading this chapter. I liked the dos and don’ts of money management and the tips on how to manage credit cards and debt. I like the examples of real people. The real life stories were great and I learned a lot of tips to start managing my finances better.”

— CRYSTAL CARREON

Helpful Web sites:

- Student aid on the Web – www.federalstudentaid.ed.gov or call 1-800-433-3243
- College Gov. – www.college.gov

- Students Gov. – www.students.gov
- Free help completing FAFSA – www.federalstudentaided.gov/completedefafsa
- The William D. Ford Federal Direct Loan Program – www.edgov/directloan
- Direct Loan Servicing Online – www.dl.ed.gov
- If you must take out a student loan shop around for the lowest interest rate available.
- The source of the student financial aid information is: U.S. Department of Education; Federal Student Aid, *Funding Education Beyond High School: The Guide to Federal Student Aid 2009-10*, Washington, D.C. 2008.

Your Attitude toward Money Can Make a Difference

Money is tied to your emotions. Your emotions influence your thoughts about money and how you spend and save it. For example, if you think that spending money is bad, you will probably feel guilty and won't enjoy the things you buy. If, on the other hand, you feel that money is a means of enjoying life and helping others, you are likely to enjoy spending it.

Each of us brings our own meanings to our relationship with money. Your attitudes toward money will affect your career decisions, health, relationships, quality of life, and fulfillment or lack of it. Your feelings about money can also affect your self-esteem and self-confidence. Do you associate negative emotions with money or do you focus more on the achievements and good things that take place because of money?

It is worthwhile to consider whether or not the way you spend and save money reflects your values and goals. Are you spending some of your money for purposes that make you feel good about yourself? Do you think there is an abundance of money or a scarcity? Do you expect to do well financially, or is your expectation that you will struggle and remain with too little money? Questions such as these can help you to examine your attitudes and values regarding money. It is likely that you will attract more money into your life if you have a positive, rather than a negative attitude about it. The good news is that the attitudes that you have about money and the value you give it can change. And a more positive outlook about money can and probably will enhance your life.

Financial Attitude Questionnaire

ACTIVITY 11.10

Take the questionnaire to access your attitudes and feelings about money. Answer each question with a "T" for true and an "F" for false.



T or F

- ___ 1. I worry that I will never have enough money.
- ___ 2. I like spending money because it helps me fill emptiness and a void that I feel inside.
- ___ 3. I doubt that it is possible to be both a spiritual person and to be wealthy.
- ___ 4. I cling to money and do not enjoy spending it.
- ___ 5. I do not feel worthy of becoming wealthy.
- ___ 6. I would feel guilty if I became rich.
- ___ 7. I cannot save money because it just slips through my fingers.

- ___ 8. Most rich people are selfish and think that they are better than others.
- ___ 9. Money is “the root of all evil.”
- ___ 10. I believe that money is the number one and most important measure of success.

If you had several true answers you probably have some negative feelings about money. These attitudes are worth changing to more positive ones because otherwise they might be obstacles to attracting money into your life.

ACTIVITY 11.11

Identify three negative attitudes or feelings that you have about money (these may or may not be in the questionnaire you just completed). Brainstorm two actions you will take to change these attitudes into more positive ones.

Negative Attitudes

1. _____
2. _____
3. _____



Two Actions I Will Take

1. _____
2. _____
3. _____

Money as a Reward for Service and Multiple Streams of Income

Many successful people have expressed the idea that money is the reward for the degree of service and value you bring to others. In other words, the more benefits you bring, the greater your rewards. For example, if you were a salesperson who brought in one million dollars a year in business would a company mind paying you much more than a salesperson who generated \$50,000 per year in business? Most likely they would pay you much more. If you had your own business and your products or services brought a lot of value to others, many customers would probably want to do business with you. If you were helping them to get something that they need or want, then they would gladly pay you in exchange.

There are also many different sources of income and ways to make money. Many of us were taught to expect one source of income throughout our lives from either a job or self-employment. Who is to say that you have to restrict yourself to one means of income? Why not create multiple streams of income if you so desire?

Let's take a look at an example of how someone might create many avenues of income. A psychologist might work on a job at a mental health facility which would be one source of money. She could also have a part-time business and practice which would be a second source of income. She might write books in her field, go on speaking tours, do trainings and consulting which could account for additional ways of earning money. She may also have income from rental property and other financial investments. In this example, our psychologist has at

least eight different sources of income. Get the idea? You can use your education, intelligence, and creativity to have many sources of income if that appeals to you.

Keep in mind that money is only one incentive for doing good work. Money is often used as an extrinsic or external source of motivation. Intrinsic or internal motivation provides its own rewards. You can be creative, productive, and get great results from the joy of doing something that you love and do well. In his book, *Drive: the Surprising Truth about What Motivates Us*, Daniel H. Pink cites scientific research to show that intrinsic motivation often results in greater creativity, problem-solving ability, and enjoyment than extrinsic rewards. Pink points out that the key to a high degree of performance and job satisfaction comes from the need to direct your own life, the desire to get better at what you do, and a purpose that is larger than yourself. One of the advantages of having enough money is that it frees you to focus on intrinsic rewards and activities that may or may not be financially rewarding. Pink cites a study that indicated if your primary motivation is to make lots of money you may not be happy even if you reach your goals. On the other hand, if you make lots of money and achieve your goal of learning, creating and improving the world you are likely to be happier and feel less stressed.

For information about salaries that you can earn in different careers go to: www.bis.gov/oco.

JOURNAL ASSIGNMENT

Think about all of the wonderful things that you could do for others if you had a lot more money. Write about the most important contribution you would make to improve the lives of others if you could afford to do it.



QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS

- What are my biggest money wasters?
- How will I pay off my debts and/or keep from digging myself into a financial hole?
- What are my three most important financial goals, plans and deadlines?
- How can I increase my degree of service as a means of increasing my income?

AUTHOR'S NOTE

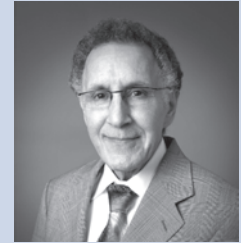
Many times I have heard students say that they would love to work in a particular profession, but they will not do so because it does not pay enough. For example, students have told me that they would love to teach, but they plan to avoid becoming a teacher because the income would not be enough.

Income is certainly one criterion to consider when you are comparing career options. Some people require more income to be satisfied and others need less. It is true that some jobs pay much more than others. Each person has to decide how much money they need to earn to be satisfied. However, other factors such as job satisfaction and doing work that really matters to you are also important to consider.

It may also be possible to work in a lower paying job that you love and to create some other streams of income. This is what is happening to me. Teaching part-time for a community college is not a high paying job, but I “followed my bliss” and chose teaching because of the joy it brings me. When I began teaching I did not have any plans to write this book which has become another source of income. The book is also opening other doors and means of income that I did not expect such as the development of an online course, audios for sale, training opportunities and speaking engagements.

Sometimes we can do what we love and money follows. This is certainly happening in my life and it has occurred for many others, although there is no guarantee that it will play out that way for you. However, it is worth seriously considering any profession that you would love and excel in because these factors will often play a big part in determining whether or not your career will be successful and fulfilling. Then as the title of this chapter suggests, you can manage your money for a happier and better life.

RAYMOND GERSON



Student Success Story

The following success story was written by a former student who came to college for the first time a little later in life than many students. She and her husband went into financial debt which almost cost them their marriage. Fortunately, they studied and applied sound money management principles, paid off their debts, and saved their marriage.

My Financial Success Story

By Betty Villarreal

“Live like no one else, so later you can live like no one else.” These are the words of Dave Ramsey, Financial Consultant who taught me about financial management.

My financial success story is about my successful financial choices. I had experience with poor financial choices and know that there is a light at the end of the tunnel. I chose to tell this story because it changed my life and made me a better mother, wife and person.

My husband and I started off as a typical young American family with a mortgage payment, two car notes, and a child and dog to support. We were spending money before we were even paid. We had credit cards galore and were going down like the Titanic. I always went to expensive hair salons to get my hair done and had my nails done every two weeks. We kept trying to keep up with the Jones. I admit it felt good to live like a movie star although I was broke. How crazy was that?

We could not get ahead on our credit cards and would just pay the minimum balance to keep our heads above water. If you did not know our true financial situation you would have thought we were living the “American Dream.” In reality, I was living a double life. My marriage was under great stress, we never laughed anymore and we were living to work, not working to live. We lived paycheck to paycheck, had

no savings and we had separate accounts. We were roommates with a marriage license.

The day came when my son Brandon was struggling in school and needed extra tutoring. We enrolled him in Sylvan Learning Center. This turned out to be much more expensive than we thought. Our other debt had to be neglected and we filed for bankruptcy. We felt like losers and wondered “how did we get to this point in our lives?”

We then got a fresh start even though our credit was bad. We always remember our financial failures and avoid heading in that direction again. We no longer use credit cards. You would think that with our poor credit rating no one would consider us, but one month after filing for bankruptcy we started getting pre-approved credit card offers. What a world?

We began listening to Dave Ramsey on 55KTSA, AM radio and it all clicked. We started giving every dollar a name and we do not spend it unless we have to do so. We make our financial decisions together, we have combined accounts, we have a savings account and we no longer do impulse buying.

Please do not get the wrong idea. We are not sitting home in the dark eating bread and drinking water. We just have become good managers of our life! The best success from this difficult experience is that we are teaching our son how to manage money. I hope that he never has to face the obstacles that we did and we are enjoying being able to advise him about making wise financial decisions. We are teaching him how to fish so he also can become a fisherman in life and not just eat for a day.

All of the sacrifice, saving and planning will allow us to retire with dignity and the knowledge that we gained will allow us to positively change our family tree.

ACTIVITY 10.12

Goal for the week:



Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____

CHAPTER 11 MAIN POINTS

- When you have enough money to exceed your needs and wants you will be mentally free to think about more important things than money.
- Sound financial management will make you the master of money instead of money being your master.
- Balancing your needs, wants, and savings are keys to a debt free life and financial independence.
- You are not restricted to only one source of income and are capable of creating multiple streams of money if you so desire.

Financial Management Poem

By Drew J. Allen

If you wanna keep them greenbacks
Baby, you'll wanna be wise
Pile 'em away for rainy days
Stack them puppies high

Don't think that money don't matter,
Believe me, Honey, it do
But cash won't give you anything
Unless used as a tool.

Breakfast expenses
Budgeted lunches
Dinner on a dime.

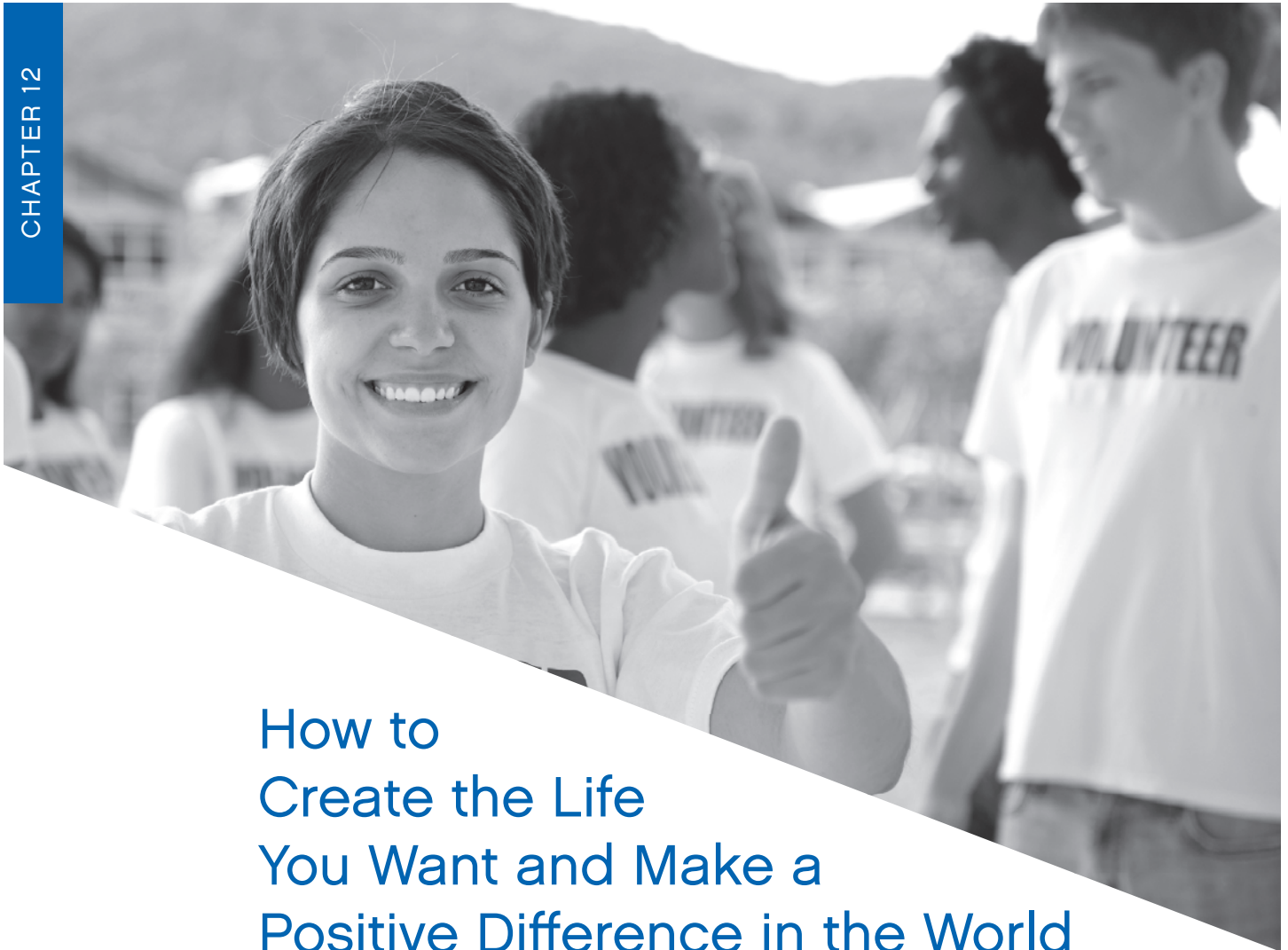
Cautious in spending
Invested in banking
Working overtime

In all matters of profit,
There is the long-term goal
Wealth & riches, health & vision
Will help you take control.

Drew's website:
<https://drewjallen.com>



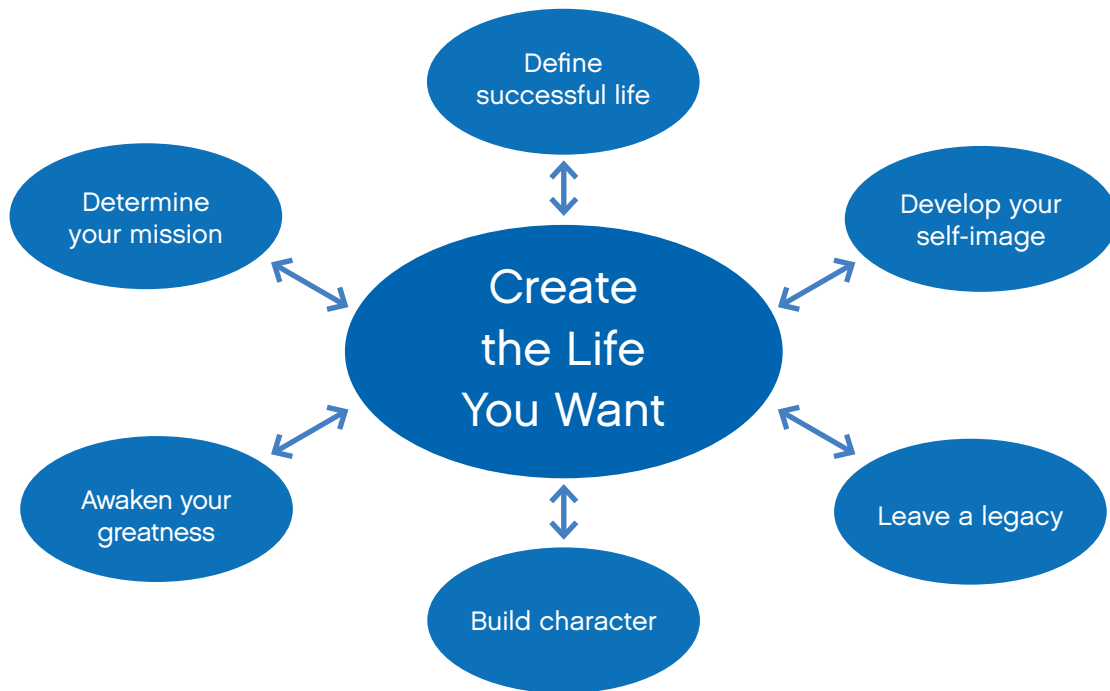
In the final chapter you will be learning how to create the life you want so that you can make your dreams come true and make a positive difference for others.



How to Create the Life You Want and Make a Positive Difference in the World

You began this book by thinking about your life dreams and turning them into goals with deadlines. Your goals provide a vision of where you want to go in life. Deciding what you want is the first step to creating the life you want. The second step is to manifest your vision – to make it happen.

An architect envisions a house in his or her mind, draws it on paper, and then it is built. This is how thoughts become things. You start with a thought, desire, vision, and goal, and they become a physical reality. In the same way, you can create the life you want by turning your dreams into physical reality. Not only is it possible to make many of your dreams come true, but you can help others to fulfill their needs and dreams. You can create the life you want and make a positive difference in the lives of others.



“To the extent that your work takes into account the needs of the world, it will be meaningful; to the extent that through it you express your unique talents, it will be joyful.” —Laurence Boldt

Benefits of Creating What You Desire and Making a Contribution to Others

- Your life becomes more fulfilling and enjoyable
- Your self-worth and self-esteem increase
- You grow as a person
- Your self-confidence increases
- It is good for your physical and mental health
- You get a sense of well-being and purpose
- You know yours is a life well lived
- You get the joy that comes from making a difference

What is a Successful Life?

I wrote this book to help you succeed in college. It can also help you to do well in your courses and to prepare for college success even if you are still in high school. This book's secondary purpose is to help you succeed in your career and life.

In addition to the specific success strategies for college success, here are some general success principles to help you achieve more in your college, career, and life.

Success means different things to different people. For example, a person may need to make a lot of money to feel successful. Another person may feel successful helping others and making much less money.

In the beginning of this book, I defined success as “Making progress toward your goals.” Your goals will be different from many others because each person decides what goals are important for him or her to achieve. It will be difficult, if not impossible for you to feel successful, if you are not moving in the direction of your goals. Success will often come when you least expect it in the most ordinary moments. Keep making the effort and continue moving forward and results will happen. You might ask, “What if I feel like I am in a fog and can't see where I want to go?” Just start moving in the general direction you want to travel and try to see the next step in the fog. With each step you take you will see and decide on the next step. In this way, you keep moving forward one step at a time.

General Life Success Principles

- 1 **Know yourself.** Be aware of your strengths and weaknesses. Build and use your strengths to excel, overcome weaknesses, and to improve.
- 2 **Know the outcome you want.** Set goals and have a definite purpose. Visualize your desired outcome.
- 3 **Ability to focus.** One key to success is your ability to concentrate on the task at hand. You will achieve greatness from doing small things with care and attention. Be in the present moment, focus, and do whatever you are doing as well as possible.
- 4 **Self-discipline.** Manage yourself and your time to get the best out of yourself.
- 5 **Self-motivation.** Focus on your goals to maintain motivation. Visualize your success.
- 6 **Go the extra mile.** Be willing to do more than is expected or being asked of you. Take action and provide more value than you are getting paid to do. Employers will want to hire and keep you, if you are willing to go the extra mile.
- 7 **Persistence.** This is your ability to hang in there even, when the going gets tough. Persistence is your ability to persevere and not give up easily. You also need to know when to change course.
- 8 **Complete tasks and avoid procrastination.** Do what you need to do now and follow through on tasks until completion.
- 9 **Willing to risk failure.** This is your ability to take reasonable chances and to learn from your mistakes. This takes courage and a belief in yourself.
- 10 **Ability to delay gratification.** Your going to college is an example of delayed gratification. You are sacrificing some pleasure now for future benefits.

“I like this book because it's a starting point for my success. It is sort of like a manual on how to be great. You may fail, but it tells you how to get back up and succeed.”

—MATHEW CASTILLO

- 11 **Communicating and relating well with others.** Many employers will want to hire you if you can work well with others. Your ability to listen and to understand how others are feeling are important communication skills.
- 12 **Enjoy helping others.** Success often doesn't happen, at least not for long, if a person is selfish and only cares about their progress. If you are willing to help others, you will probably become a successful leader.
- 13 **Master mind alliance.** This is where you get with others and help each other reach your goals and their goals.

ACTIVITY 12.1

What will it take for you to feel successful? Write your definition of success in the space below.



Building a Strong Foundation for Your Inner Growth

Your inner growth will determine the person you become and are becoming. Your inner development is even more important than just getting material things. The good news is that when you become a better and better person, you will also usually do better in your relationships, career, and finances. Your inner growth can bring you the happiness that you might miss out on, if you focus only on going after material things. You will enjoy the material things more if you are happy with yourself.

Steven Covey, in his book, *The 7 Habits of Highly Effective People*, discovered something interesting when he read success literature written during the last two hundred years. The success literature of the last fifty years was about the importance of personality and skill development. The literature of over fifty years ago by writers such as Emerson and Thoreau and others was more about character and inner development. What happens if you do not build a strong inner foundation? You have probably seen stories on the news about politicians, ministers, athletes, and others with great talents and communication skills that ended up in disgrace and/or in prison. What was missing? *The foundation was missing*. Character, which has to do with inner qualities, is the foundation upon which your skills, talents, and strategies must be built. Without good character, you will not be able to handle the temptations and obstacles that come your way and this can hurt you and others. Without strong character, you would likely misuse your talents. If a house has a weak foundation, it can easily fall down. If a person has weak character, he or she can easily fall also. So, it is important to keep improving yourself and becoming a better and better person.

“It was good for me to discover how everyone defines success in their own way.”

—AMANDA FIGUEROA

Here is a partial list of character traits to develop:

- **Honesty and Integrity.** Honesty builds your self-respect and the respect you get from others. It takes time for you to earn trust and you can lose it overnight, if you are not careful. Integrity includes honesty and includes your values and principles.
- **Forgiveness.** You can find the courage to forgive yourself and others. This will bring you peace of mind.
- **Responsibility.** This means you respond to the situation before you that needs to be done.
- **Courage.** You will need courage to do what you feel is right and to go ahead in spite of your obstacles. Courage does not always mean you have no fear, but it also means you go ahead and do the right thing, even if you are afraid.
- **Compassion.** You can feel for others who are suffering and take action to help them.
- **Humility.** You can be humble and self-confident at the same time. To be humble means you are not full of yourself and your own self-importance. A humble person does not think he is better than others.
- **Love.** When love is awakened in you, other good qualities such as joy, inner peace, and courage, develop automatically. Love helps you to see that we are all interconnected and worthwhile.

ACTIVITY 12.2

List three more character traits below that you want to develop further.



1. _____
2. _____
3. _____

“I am grateful for this knowledge. I have been given the blueprint to succeed in college.”

—ANGEL DIAZ

A person may be brilliant, highly educated, personable, and have awesome talents, but without good character, he will not have true success. Strong character traits are the foundation upon which you and others can build a successful and fulfilling life.

Your choices and actions reveal your character and who you are as a person. When you piece your small habits together, it shapes who you become. By changing your thoughts, you can change and improve your habits or actions, which are creating the person you are becoming.

The Power of Self-Image and Your Success

Maxwell Maltz's book, *Psycho-Cybernetics*, which was mentioned earlier, contained major breakthrough information at the time it was published about self-image.

What was so significant about this book? Dr. Maltz was a plastic surgeon who improved the physical appearance of thousands of people, especially those with facial deformities. Some of his patients went through positive changes after surgery in how they saw themselves. Others felt no different about themselves; even though photos showed they had major improvements in how they looked following surgery. Why? They still saw themselves the same way because their self-image did not change. For example, some people who felt ugly before surgery still saw themselves as unattractive after major improvements were made to their appearance. Dr. Maltz realized that your self-image or picture of how you see yourself is extremely important.

The bad news is that your self-image defines and limits what you will achieve in life. You cannot outperform what you believe to be true about yourself. Your self-image determines your degree of happiness and fulfillment, success in relationships, and career accomplishments and satisfaction. It also impacts your physical, emotional, and mental health.

The good news is you can change and improve your self-image. Dr. Maltz found that 90% of people could use at least some improvement in their self-image. His book provides practical exercises for improving your self-image and for managing your inner critic or what could be called "the negative voice inside your head." As your self-image improves, so does your self-confidence and self-esteem, which are important for any type of success in life. A strong and healthy picture of yourself can help you to overcome many of your self-imposed limitations and beliefs.

See Figures 12.1 and 12.2.

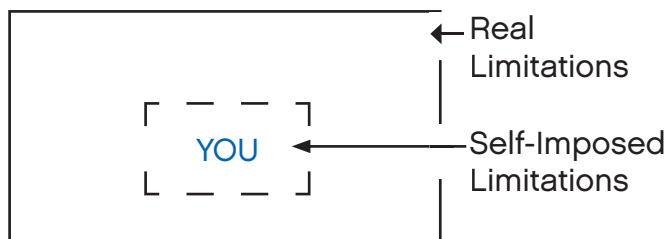


FIGURE 12.1
LIMITED SELF-IMAGE VS. REAL LIMITATIONS



FIGURE 12.2
EXPANDED SELF-IMAGE

There is a difference between self-imposed and real limitations.

Some of your limitations are real. For example, you can't lift a house weighing thousands of pounds over your head. In the figure above and to the left, the outer boundaries of the box represent your real limits. The smaller box represents your self-imposed limits.

Self-imposed limitations such as "I will always be a poor student" can be changed and improved. Real limits can't be changed, but you can go beyond the self-imposed limits so they do not hold you back from achieving your dreams. The box to the right obviously represents an expanded self-image and what is possible for you.

How to Improve Your Self-Image

Your inner critic can be a major obstacle to your achieving a successful and fulfilling life. All of us hear the voice of this critic at times. It takes the form of inner dialog and negative self-talk. This is the voice that says, “I can’t do it” or “I’m not worthy of achieving my dreams.”

“I learned how to improve my self-image and discovered my mission.”

—CLAUDIA GUERRERO

As you strengthen and improve your self-image, you also lessen the power of your inner critic. This will help you to overcome your inner resistance (which is often at a subconscious level) to achieving your dreams. As your self-worth increases, your limiting beliefs will be changed into positive beliefs. When you can start believing in your worthiness and great potential, it will change your life.

Is there something practical that you can do to improve your self-image? Yes! Dr. Maltz suggested that you go into what he called “The theater of your mind” each day and play mental movies. Picture yourself sitting in a theater looking at a large white screen. Then, see yourself on the screen acting and feeling like the person you want to be. For example, you might picture yourself cool and relaxed while taking a test. Also, replay movies of yourself reliving past successes. Your self-image is influenced more by pictures than words.

You will become what you think about most of the time. By reliving your success experiences often, you will reinforce an image of yourself as a successful person. Also, when you play mental movies of yourself acting as the person you want to become, you begin to see yourself in that way. You will behave like the person you believe yourself to be. When you improve your self-image, your life improves from inside out. This is one of the great secrets for you to find happiness and fulfillment.

ACTIVITY 12.3

Practice going into the theater of your mind that Dr. Maltz talked about.



Sit down and relax. Imagine a big blank movie screen and you are the only one in the theater. Now, for a few minutes, see yourself on the screen being the person you want to be. See yourself calm and confident.

If you are going to a job interview or any situation that causes you anxiety, practice this method. You can practice seeing yourself in the interview doing well. This is one way to improve your self-image. Your self-image is a mental picture of how you see yourself. Keep improving this picture so that it supports your success.

Your Thoughts and Words are Powerful and Can Make a Difference in Your Life and Others’

How you feel about yourself makes a big difference. Your thoughts have the power to weaken or strengthen you. Scientific experiments show that if you think about Mother Teresa or have loving thoughts, it will make you feel more compassionate, and your immune system will get healthier and stronger. This study was done with college students and published in the

Journal of Advancement in Medicine. The researchers also discovered that thoughts of Hitler or of hatred weaken the immune system. Negative thoughts and self-talk can make you weaker and less healthy. Your positive self-talk supports and strengthens your self-image. You'll have a much better influence on others, if you develop a healthy self-image.

THE POWER OF POSITIVE EXPECTATION

Many studies have been done to show that your expectations will influence how things turn out. What you strongly expect will happen often does happen. This is called a self-fulfilling prophecy.

Studies have been done in the schools that show that a teacher's expectations can influence a student's performance. There are examples in which teachers were told that one group of students were the smart ones and another group of students were the dumb ones, when both groups were actually of similar intelligence. The students performed according to the expectations of their teachers. The students, who were considered the smart ones, performed much better than the group who had been labeled unintelligent. The teachers verbally and nonverbally communicated their expectations to the students who then performed according to the teachers' expectations.

In a review of the research on the effects of teachers' expectations on student performance by Kathleen Cotton, she concluded that "the most important finding from this research is that teacher expectations can and do affect a student's achievement levels and attitudes."

You will often rise to the level of the teacher's expectations because it changes your mental picture of yourself and your own expectations. When your self-image supports your success, you will perform in a way that is likely to bring it about.

How you think and what you choose to think about, shapes your character and influences your self-image. This is one reason why what you are thinking about and doing (your actions) in the present is so important—you are creating your future now!

"I know now that if you dream big, then you have to reach as far to the stars as you can. I know that it is up to me to make my dreams come true."

—ROSLYNN RICHARDSON

ACTIVITY 12.4

Identify a time in your life when your expectations (negative or positive) influenced your outcome.

Reflect on this and write your insights and thoughts about it below.



The Power to Make a Difference Comes From Within

The kind of person you are and are becoming determines how you see others. How you see yourself and others is influenced by your own inner qualities. Also, how you perceive others will determine what influence you will have on them. Remember the power of expectation. Do you see people as worthwhile human beings with great potential or as con artists who

want to take advantage of you? Your perception determines your influence and is even more powerful than what you say, although what you say will be an expression of who you are.

Mother Teresa saw others through eyes of love; Hitler, through eyes of hatred. Each acted according to his or her perception. One had a positive influence on the lives of many people. The other left a path of destruction, suffering, and death. Mother Teresa's and Hitler's levels of consciousness – their widely different perceptions – led to entirely opposite historical legacies or what they left behind. What do you want your legacy or mark or footprint on the world to be? What is your purpose and mission?

INNER AND OUTER PURPOSE

In his book, *A New Earth: Awakening to Your Life's Purpose*, Eckhart Tolle tells us that human beings have an inner and outer purpose. The inner purpose is to fully awaken and know yourself.

Your outer purpose may be different from others and it can change with time. According to Tolle, you will be most effective when your inner and outer purposes are connected. You will be able to bring more of yourself and who you really are into your work in the world. He says you can bring more of your self and true power to make a difference into your outer purpose by enjoying what you do. If you cannot enjoy your work, he says, at least accept it. In other words, don't fight and resist what is, but go ahead and do the work with care and attention. This doesn't mean that you don't look for new work. According to Tolle, even better than enjoying your work is to add enthusiasm to your enjoyment. This happens when you not only enjoy what you do, but you add a vision or goal to the work you are already enjoying. Your goal, combined with enjoyment of your work, gives you a strong outer purpose.

DISCOVERING YOUR MISSION AND WORK THAT MATTERS

The world is facing major problems today such as global hunger, poverty, economic problems, global warming and other environmental challenges, health care problems, educational issues, weapons of mass destruction, overflowing prisons, crumbling infrastructures, and the list goes on. You can either feel discouraged by these problems or see them as a map of possibilities for change. As I mentioned earlier, problems call for solutions and crisis is the flip side of opportunity. Many people have discovered work that they feel really matters, and even their personal mission, by deciding to tackle a particular problem. You can do the same.

Edward Everett Hale said, "I am only one, but still I am one. I cannot do everything but I can do something, and I will not let what I cannot do interfere with what I can do." Your life can make a difference for others. You can leave the world a little better because you lived and took positive action.

- ① What is life calling you to do?
- ② Do you have a great idea and vision that can bring out your best?
- ③ Do you have a special gift you want to share with others?

This can be your personal mission. It will be the vehicle by which you express your unique abilities to make a positive difference.

An individual mission is a calling or higher purpose that you feel inspired to fulfill. It includes your goal, vision, and your main purpose. A mission will take you beyond yourself to a greater sense of purpose. When you discover your mission, your life will take on new meaning, and you will automatically feel motivated to fulfill your mission.

A mission may take the form of a career, volunteer work, parenthood, or a hobby. One person’s mission may be to add beauty to the world through art, music, or some other means. It could involve helping young people to get off of drugs, or to help them acquire a quality education.

A mission is any worthwhile purpose for which you feel a deep sense of commitment and connection. It usually involves a cause you feel deeply about and uses talents that bring you joy.

You may not know your mission yet, but it is not too early to begin giving it some thought. It also may change and develop as you get older. Think about how you would like to make a contribution to others. Is there a problem, need, or dream others have that you feel passionate about? A need you would love to fulfill?

Think about your goals and skills you want to use. Think about the types of populations you would most like to help.

Here is an example of a brief mission statement that I wrote. “To teach others to discover their talents, potential, and calling so they can fulfill their dreams and make a positive difference in the world.” Now give it a try in the activity below.

“The most valuable part of this course and book for me was the last chapter on ‘How to Create the Life You Want and Make a Positive Difference in the World.’ This chapter, well, the whole book, in fact, helped me to better myself in many ways. I learned how to be more responsible, how to overcome hard times, and to forgive myself and others for past mistakes. I know one day I will make a difference in someone’s life. This course and book helped me to find out more about myself and to think better about myself. Honestly, I’m a whole new person inside and out.”

—ALEXANDRA MARTINEZ

ACTIVITY 12.5

Write a brief mission statement in the space below. Keep in mind that it can change as you become clearer about your personal mission.



Where Does Greatness Lie and How Can It Be Awakened?

What follows is a brief article I wrote and would like to share with you called, “How to Awaken the Greatness within You.”

How to Awaken the Greatness within You

By Raymond Gerson

The power to make a positive difference comes primarily from within. It has more to do with who we are than what we say. This is why Mahatma Gandhi said, “My life is my teaching” and “Be the change you want to see in the world.” Our example speaks louder than words, but our words are also a reflection of who we are as a person.

Gandhi is a great example of someone who transformed himself and the lives of many others when he shifted from self-consciousness to other-consciousness. From childhood to early adulthood, Gandhi felt awkward and self-conscious. He was shy and had many fears. Only when he became captivated by a passionate mission — a sense of purpose larger than himself — was he able to go beyond his fears.

Gandhi's compassion for the Indian people and his desire to free India from British rule became a burning desire that changed Gandhi into a man of great courage, love, and inner strength. His life's purpose took him beyond his petty self-concerns and self-imposed limitations. He became a great leader who inspired a nation to fulfill his mission.

Success and happiness that escapes us when we seek them directly will frequently come when our focus is on contributing to others. We need to get out of our own way and allow the power within to be expressed.

Many of you want to make a positive contribution. You want to know that your having lived on this earth made a positive difference in the lives of others. Your positive actions can inspire others to glimpse their own potential and to become what they are capable of becoming. This brings joy, meaning, and fulfillment to your life.

You may be wondering, "Okay, fine, but how am I supposed to find a great purpose that overcomes my fears and self-concerns"? First, take a look at the many problems and needs in the world. Which ones do you feel passionate about? Are there problems in the world that make you angry or sad? What inspires you to act? What impact do you want to have on the world? How could you use your talents to contribute to humanity? Answering questions like these can help you to discover how you want to be of service.

Many psychologists have said that most people use only a small percentage of their brain power and creativity. Enormous resources are within you, but they often remain dormant until you find a purpose that is bigger than yourself. You move then from self-centeredness to focusing on your unique way of helping others. Like Gandhi, you can also rise above your weaknesses and awaken your dormant potential when you decide how you want to be of service. This is the secret for awakening the greatness within you.

What Will Be Your Destiny and Legacy?

The interesting thing about Gandhi was that he was shy, awkward, and lacking in self-confidence as a young man. Once he became passionate about a mission and focused on helping others, he was transformed. He rose above his petty fears and self-consciousness and discovered a mission which brought out his best.

One source of happiness is being of service and helping others. This does not mean you must become a social worker, nurse, or counselor to be of service to others. A business person, architect, auto mechanic, medical lab technician, and people in almost any profession can be of service directly or indirectly.

When you use your best skills in a profession that you love, you also experience joy. Your education can be the key that unlocks the door of opportunity leading you to this work and allowing you to fulfill your mission.

CREATE THE JOB
YOU WANT



successforcollegestudents.com

JOURNAL ASSIGNMENT

In your journal, name the three most important ideas you learned from this book and discuss how you will use them to succeed in college.

**QUESTIONS TO ANSWER IN YOUR JOURNAL AND DISCUSS WITH OTHERS**

- Which success principles discussed in this chapter appealed to me the most and how will I use them to succeed?
- What are my three strongest character traits? Which three character traits mentioned in this chapter do I need to work on the most?
- What is one self-imposed limitation that is part of my self-image and how will I overcome it?
- What are three things I would like for people to be able to say about me and my legacy when I am gone?

AUTHOR'S NOTE

It is possible to create work or a job for yourself that doesn't exist in the form of an advertised job opening. If you can sell an employer on the value you can bring to the company, it is possible to create a job that doesn't yet exist or where there is no opening available. I have done this in my life and have taught others how to do it.

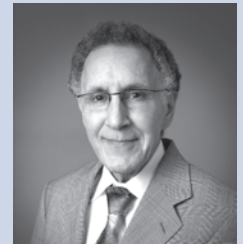
My free ebook, *Finding the Right Work and Making a Difference* is available at <https://www.upbeatpress.com>. See link to the free ebook download.

So many wonderful events are happening for me late in life. The same can be true for you, and this is why I encourage you to take care of your health. You will fulfill dreams and new ones will replace them. In your 60's and 70's or 80's, you might decide to remarry or retire and travel, write a book, return to work, start a business, do volunteer work, or who knows what. You will need the health and energy to pursue your dreams.

Life goes by quickly. As I was writing the first edition to this book, I received an invitation to attend my 50th high school reunion. It seems like only yesterday that I graduated from high school. The last fifty years went by so fast that it boggles my mind.

Realize how quickly time is passing and how precious it is so you will use it wisely. Ask yourself, "If I was hundred years old and today was my last day on earth, what regrets would I have? What would I like to have accomplished? Who is the person I became?" Then, realize that there is still time to live the life you want to live.

RAYMOND GERSON



Student Success Story

The success story by Melinda Medina is a great example of unconditional love and how clues to your mission can come from your life experiences.

My Future in the Making

By Melinda Medina

I would have to say caring for my grandmother when she had cancer would be my biggest accomplishment in my life.

It was early November 2002, when my best friend, my other mom, my grandmother was formally diagnosed with pancreatic cancer. I had taken her to several appointments before that and I had no idea what to expect because she just had abdominal pain for the past few months. Once she got a medical specialist who was experienced in that field, it was clear that it was cancer and very serious.

I needed to make a plan for her and the remainder of the time she had left with us. At first, I don't think she had a clue about what she would be going through. As I looked in her eyes while explaining what the doctor had discovered, it was clear to me she was scared. I remember telling her that no matter what happened, I would never leave her side. At that point, I told myself any attention she needed I would give her. I would stay nights and eventually moved in with her. This was to prevent her from going to a nursing home. I had made a promise that I would be there to the end and that was what I intended to do.

I can remember my grandmother asking if there was any way she could beat the cancer and without a doubt, there was no way. However, I would not take away whatever hopes she may have had. I mentioned to her there was a surgery she could have that may help or just give her added time to what the doctor thought she had left. With that said, she underwent a surgery that in reality bought her only a couple of months. After the unhelpful surgery, she also had the option of chemotherapy. Chemo required several hours for more than a couple of days out the week. These appointments, as well as travel time, getting her ready, and taking her to other errands the doctors had her doing would keep me from home for hours or even long days. My personal life had come to an end. I was her personal assistant, driver, chef, and companion.

I decided one day, after commuting twenty-five minutes from my home to hers, that I would move in. I wanted to be at her call whenever she needed me without having to wait. I could see the happiness in her face when she woke up, and I was there at her bedside, or in my twin bed that I had set up right beside her. Everyday that I was with her was special to me. I would take time out after her feedings, medications, etc. to talk, laugh, cry and just about anything to keep her mind off the pain she was going through. When she was up to it some, I would record her on my video camera, just to have memories for myself and my family. I would also comb her hair, give her nice hair hairdos, paint her nails, and just remind her that I had such a beautiful, fun-loving, good-hearted grandmother. I always told her that taking care of her was such a joy, and that I wouldn't trade it for the world.

She once sat up and cried and said how embarrassing and depressing it was that she couldn't take care of herself because the disease made her so weak and she was in lots of pain. She once told me that I would be a great nurse, that I had lots of personality and love for people. I knew that my grandmother had a lot of pride. This was a woman who started to work at the age of nine and, with no education, she was able to raise six kids, buy a home, and retire from a job she had for over fifteen years. She still found time to take care of me since I was born. There was no way I could repay her, so I was against hospice and home health aides. I knew that they would do a good job in helping her and giving my grandmother

what she needed. But I wanted to be the one who helped her in every way possible. So, every day when I fed, bathed, washed her clothes, cleaned her wounds and made sure she was well rested or hydrated, it made a big difference in my life.

There were days that I prayed this wasn't happening. When I came back to the reality, it was clear I had to do the best I could for her during the days we had left. I had never thought what I had done for my grandmother might become a profession and had not thought of becoming a nurse. After my son was born, (he is two years old now), I decided I needed a career and a future for him. I enrolled in college. When they asked me what my major would be, I thought about it awhile. Then, I remembered my grandmother and how much I helped her live her days in complete happiness. I said I would like to become a nurse so I can provide others with my willingness to care for people, my friendliness, and my love for a job that never ends.

I believe that you learn different skills in your life, and it's up to you to use them. I think nursing is my skill and I plan to be the best nurse I can for myself and others.

ACTIVITY 12.6**Goal for the week:**

Three steps I will take to achieve my goal:

1. _____
2. _____
3. _____

**CHAPTER 12 MAIN POINTS**

- Deciding what you want and making it happen are steps to creating the life you want.
- Character is an important foundation for you to build success upon.
- Visualize what you want, associate positive emotions with your goal, and then let go, and don't worry about how or when it happens.
- Your power to make a difference lies within you. When you find a purpose larger than yourself, you will create a life that is fulfilling and helps others.



Can We All Come Together?

By Raymond Gerson

Can we all come together,
And love one another,
And make this a better world?
Can we all get along,
And sing our song,
And let our love unfurl?

Yes its amazing, so amazing,
Amazing this gift of life,
Its amazing, so amazing,
A world with much less strife.

Can we all be kinder,
And not a faultfinder,
And be more humane?
Can we find inner peace,
And let hatred cease,
And reduce the pain?

Yes its amazing, so amazing,
Amazing this gift of life,
Its amazing, so amazing,
A world with much less strife.

Can we become our best,
And know were blessed,
And live in gratitude?
Can we be more caring,
And much more sharing,
With a positive attitude?

Yes its amazing, so amazing,
Amazing this gift of life,
Its amazing, so amazing,
A world with much less strife.

Post-Course Assessment

Now take the Post-Course Assessment below and compare your scores to the Pre-Course Assessment you took before you started Chapter 1.

This questionnaire is not a test, but is an opportunity for you to find out what you know and don't know about the topics in this book. It will help you to see your strengths as a student and in which areas you need improvement. So be honest where you see yourself now.

Read the statements below and give yourself points for each one. Use the point system below and then add up your total points for each of the eight topics. Then, add up all of your points for an overall total score.

- 5 Points The statement is mostly or always true
- 4 points The statement is often or frequently true
- 3 points The statement is sometimes true
- 2 points The statement is rarely true
- 1 point The statement is never or almost never true

POST-ASSESSMENT

① Goals

- A. I have clear goals for what I want to accomplish in life.
- B. My goals are written down.
- C. My goals have deadlines or dates for completion.
- D. I have short, medium, and long-range goals.
- E. I have goals for all major areas of my life: education/career, physical, mental, spiritual, financial, social, and family.
- F. I practice visualizing my goals as if I have already achieved them.

Total _____

② Career Development

- A. I have identified and know my strongest values, skills, and interests.
- B. I know my strongest personal traits.
- C. I know how to research occupations.

- D. I am familiar with Holland's six personality types and work environments.
- E. I have identified needs and problems in the world, which I would like to help with or solve.
- F. I know how to pick majors in college or jobs that would be a good match for me.

Total _____

3 Learning Styles and Types of Intelligence

- A. I am familiar with different learning styles.
- B. I know which is my preferred and best learning style.
- C. I am familiar with theories of different types of intelligence.
- D. I know my strongest types of intelligence and how to use them.
- E. I know how to use my preferred learning style and types of intelligence to overcome my weaknesses.
- F. I take good care of my body and my brain.

Total _____

4 Time Management

- A. I have a clear picture of how I spend my time.
- B. I know several time management strategies and use them regularly.
- C. I know how to prioritize, I make a daily list of my priorities, and do them most of the time.
- D. I am able to get my class assignments done on time.
- E. I use time management tools such as planners and calendars.
- F. I know how to balance my activities so there is enough time for work, fun, school, and family.

Total _____

5 Reading and Studying

- A. I know and use reading and study systems.
- B. I know how to create and use study aids.
- C. I break my study periods into small chunks.
- D. I know and use annotation while reading.
- E. I am skilled in the art of using questions to be engaged with what I am reading.
- F. I know and use strategies before, during, and after reading my textbooks.

Total _____

6 Note-Taking and Writing

- A. I use a note-taking system.
- B. I regularly take notes in my classes and when I read textbooks. I review and study my notes shortly after taking them and before tests.
- C. I use a writing system, and I know how to write good papers.
- D. I know the Cornell Note System and how to use it.

- E. I know what a thesis statement is and how to use it.
- F. I ask and use journalistic questions before I write my essays.

Total _____

7 Vocabulary Building Skills

- A. I know the difference between an abridged and unabridged dictionary and use them to look up words I do not know.
- B. I use a thesaurus when writing my papers.
- C. I have and use specific systems for expanding my vocabulary.
- D. I am aware of the high correlation between a good vocabulary and success.
- E. I am aware of the relationship between vocabulary and scores on intelligence tests.
- F. I purposely learn at least one new word every day and practice using them in sentences.

Total _____

8 Memory Strategies and Test-Taking

- A. I know and use several techniques for improving my memory.
- B. I create memory aids to prepare for tests.
- C. I know how to use my preferred learning style to aid my memory.
- D. I know and use several strategies to reduce test anxiety.
- E. I know several strategies for taking objective and essay tests.
- F. I predict questions that may be on the tests and create practice quizzes to take before the actual exam.

Total _____

9 Critical Thinking Skills

- A. I know the definition of critical thinking and how to use it.
- B. I know, understand, and use Bloom's Taxonomy and six levels of thinking.
- C. I know how to ask questions to stimulate Bloom's six levels of thinking.
- D. I know how to develop and apply multiple strategies to solve problems.
- E. I can analyze information in a textbook critically and find faulty premises and conclusions unsupported by insufficient evidence.
- F. I understand the differences between Bloom's terms "Analyze, Evaluate, and Create" and know how to use them to think critically.

Total _____

1 0 Relationship Skills

- A. I have identified, evaluated and corrected my worst relationship mistakes.
- B. I have identified and use many strategies for creating and keeping great relationships.
- C. My self-image is positive, healthy and strong.
- D. I know Daniel Goleman's eight qualities of socially intelligent people.
- E. I know my social intelligence strengths and weaknesses.
- F. I am an excellent communicator and have identified many communication skills which I use.

Total _____

1 1 Financial Management

- A. I know how and use a budget worksheet every month to manage my money.
- B. I have clearly written short and long-term financial goals.
- C. I save at least 10% of my income each month.
- D. I manage my credit cards well and I am not in debt.
- E. I know and apply the correct percentages of my money each month for my needs, my wants and my savings.
- F. I understand the different student financial aid opportunities that are available to me.

Total _____

1 2 Create the Life You Want

- A. I know my purpose and mission in life.
- B. I know and use many success principles and strategies.
- C. I am improving myself and my character on a regular basis.
- D. I understand why my thoughts are powerful and how to use positive self-talk.
- E. I know ways to create the life I want and how to make a positive difference.
- F. I understand the importance of my self-image and how to improve it.

Total _____

Overall Total Score _____

How did your scores compare to the first time you answered these questions? This Post-Course questionnaire gives you one way to measure your progress and to see how much more you know about topics in the book and what it takes for college success.

Conclusion

You have covered a lot of ground since beginning this book. You have learned much more about yourself. You have learned:

- How to turn your dreams into goals
- Career development ideas
- How to determine your learning styles and types of intelligence
- Time management and good health strategies
- Reading comprehension techniques
- How to build a strong vocabulary
- How to write well and take good notes
- Memory and test-taking strategies
- Secrets of critical thinking
- How to develop successful relationships
- Secrets for managing your money
- How to create the life you want and make a positive contribution to others

Young people are the future and can create a better world. As a young person who has the opportunity to receive a good education, you are one of the fortunate ones in the world. You can use the knowledge and skills contained in this book to do well in school and succeed. Your education is a powerful means to make a positive difference in the world.

Consider how you can give something back from what you learned. You can teach some of these ideas and strategies to a younger brother or sister, to your friends, or you can become a mentor to younger students. By teaching others, you will learn the lessons better yourself and will help others at the same time.

I would love to hear how this benefited you. You can contact me at raymond@raymond-gerson.com. I leave you now with my best wishes for a successful and fulfilling education, career, and life.

Examples of Student Papers

I require several reflection papers. These papers include the following: Pre-Assessment, Goal Setting, Time Management or Time Monitor, and Success Story.

Examples of Student Success Story papers are in most chapters. An example of a student Time Management paper is in Chapter 4.

The Pre-Assessment paper is a reflection by students about what they learned about themselves from taking the Pre-Assessment Questionnaire. The Goal Setting paper is about a one-week goal each student created, steps taken to achieve it, the outcome, and what was learned from it.

Examples of a Pre-Assessment and Goal Setting paper are provided below:

Pre-Assessment Paper

By Maria Moreno

The pre-assessment questionnaire was an unpleasant wake-up call for me. I was surprised and disappointed to find out how little I knew about what it takes to succeed in college. It showed me that I really do need to learn the topics that will be covered in this course.

I scored low in career development, learning styles and intelligence, reading, studying and note taking, test taking and memory strategies, and creating the life I want. I really don't know much about these subjects. I scored about average in goal setting. I do have goals, but not in all of the categories. I plan to set more goals and to start writing them down. My time management and health and fitness scores were pretty good. I do use a planner and I write down my important things to do. I exercise several times a week and eat pretty good most of the time. I can still improve on these, but I was happy to see I am doing something well.

Even though I felt upset at first with my results, the assessment helped me to see what I need to work on and why I need this course. This is funny because I didn't think I needed a course like this.

I look forward to taking this assessment again at the end of this course and I think there will be big improvements. This motivates me to study and learn these topics because I really want to do well in college.

Goal Paper

By Sugey Zavala

My short and small goal that I achieved was to at least pass my biology test on Friday. To achieve this goal, for the first time I worked really hard and I did everything I could to pass my test. All of my hard work at the end it paid off because I got an outstanding grade on my biology test.

The steps that I took to achieve my goal were a little difficult because I couldn't do other things that I like to do. One step was staying after school almost every day of the week so I could understand everything clearly. Also in my free time, I would study everything we learned that day in class to make sure I understood it. That week I paid extra attention to the teacher, because I didn't wanted to miss on anything we were learning each day.

While doing these steps to achieve my goal, I had to overcome some obstacles too. One obstacle was not playing my favorite sport, soccer, like always because I stayed after school for about two hours almost every day. Another obstacle was that in my free time I couldn't go out with my mom to the stores because I stayed home studying really hard to achieve my goal.

Finally, it was Friday and I was doing my biology test that I worked so hard to at least pass it. By my surprise the test was very easy, so I was the first one to finish. When everybody was finished, the teacher gave us back our tests already graded and I was very happy because I had gotten my first hundred in biology and I was the only one that got a hundred in my class. At that moment I was so happy because I had not only achieved my goal but I overcame it with the best grade in my class.

From working on this short and small goal I learned that when you work on something really hard, you can achieve or overcome anything you want. In order to achieve my goal I had to overcome some obstacles, but at the end everything was all worth it.

The book has an example of a Time Management Paper and several examples of Success Story Papers.

Distance Learning/Distance Education

Is online learning right for you?

Online classes, distance learning, and distance education all refer to the same thing, that is, taking a class by signing up for it through a college or university, logging onto a computer, reading materials, accessing and completing activities and papers, participating in discussions, and taking tests. You may never meet your instructor in person, and you may only know your peers in the class by their online presence.

And, while the traditional way of attending class and taking notes, participating in discussions, turning in paper assignments is still an integral part of the higher education system, it is also true that one can complete an education wholly online at some institutions.

Most colleges and universities are now offering online classes in most areas. But is taking an online class right for you? Let's look at an overview of what the requirements of taking an online class might be.

First, online classes require the use of a computer and Internet access. Do you have easy computer access? This could mean having a not-too-old computer at home with Internet access and word processing software (such as MS Word). Or you might have access to a computer through work that you could use when you are off the clock. There are also computers available to you on school campuses during open hours. One benefit of taking an online class is that you can enroll and participate in a time frame that works for you, even if you have to come to campus to use a computer. For example, if you work during the day, and the only time a class is offered on campus is during your work hours, you might be happy (willing) to drive to campus after work and take that same class online, if that means completing the class.

Second, the time required to attend an online class is generally equal to attending a traditional on-campus class. A three-hour class may still require three hours of "in-class" time no matter if online or "face-to-face" learning happens. Also, consider that you will need two hours of homework time for every hour of in-class time, so a three-hour online class may require nine hours of total time per week.

Finally, online classes often have requirements that have you "check in" several times per week (often five different times per week), and not on the same day. Usually, this is broken down between:

- 1 Attendance and participation, and;
- 2 Lecture, discussion on discussion boards, and coursework requirements.

Plan on regular class activity throughout the week, and not just sporadic attention to course requirements every so often.

So, what makes a successful online learner? Here is a brief list of successful online learner qualities:

- Good with time management and can successfully manage assignments and due dates
- Works well alone
- Can read and understand material with little explanation from others
- Has motivation to succeed
- Good written communication skills
- Understand and comfortably use computers and current technology
- Can successfully interact with others online
- Clear understanding that all online instructors are not created equal

How can students prepare themselves for an online course the first time? Many colleges offer a “readiness” assessment to help students determine if this type of course is appropriate for them. Once enrolled, students should stay in contact with the instructor and take particular care not to let things slide until they get too far behind to complete the course.

Christie Carr,
Adjunct Assistant Professor
Human Development Department
Austin Community College
MA, Dev. & Adult Education, Texas State University
BA, English, San Francisco State University

Source: Used with permission from Christie Carr.

Your College Library: A Great Resource

Typical areas in the library:

- **Circulation desk.** All publications are checked out here. This is usually at the entrance of the library.
- **Reference area.** Encyclopedias, dictionaries, directories, atlases, and almanacs.
- **Book area.** Books and sometimes magazines and periodicals.
- **Audiovisual materials.** Videos, photography, audio recordings, art, and recorded music collections.
- **Computer area.** Terminals linked to Internet and college databases. These databases are reliable and can be trusted when doing research for writing papers.
- **Microfilm areas.** Microfilm materials printed in reduced size and viewed through special machines.

Where to find help: Your college reference librarians can help you: (They can assist you in-person, by e-mail, and many college libraries offer live chat.)

- Locate, analyze, and use information in the library.
- Use the library's many databases, which are reliable for your research projects and papers. The Internet contains both accurate and inaccurate information. The library databases contain only accurate and trustworthy information.
- Locate hard to find sources of information.
- Learn how to evaluate resources.
- Improve your research skills. Tutorials and online classes are usually available.
- Choose a research topic.
- Learn how to avoid plagiarism.
- Become familiar with citations and different documentation styles such as MLA, APA, etc.
- Know the difference between primary (original documents) and secondary sources (comments, interpretations, and writings about primary sources).
- Know how to use call numbers.
- Access loan services when what you need is not available. Books, DVDs, or whatever you are looking for may be available from other libraries and resources. Your library can borrow these and make them available to you.

Several of these ideas about the many services offered by college reference librarians came from "Frequently Asked Questions" on Austin Community College Library's website: <http://library.austincc.edu>.

Source: Used with permission from Melinda Townsel, ACC Reference Librarian

Notes

PREFACE

1. I first heard Earl Nightingale's definition of success on his CD *The Greatest Secret in the World*. This CD is available through Nightingale-Conant Corporation 1-800-525-9000.

INTRODUCTION

1. The two charts in the introduction are based on statistics from the U.S. Dept. of Labor and the U.S. Census Bureau. The ideas for the chart images came from: Carter, Carolyn, Joyce Bishop, and Sarah Lyman Kravits. *Keys to Success: Building Analytical, Creative, and Practical Skills*. Pearson Prentice Hall, 2012, 6–7.

CHAPTER 1

1. Ralph Waldo Emerson (1803–1882), U.S. essayist, poet, philosopher. *Nature*, chapter 5 (1836), revised and repr, 1849.

2. Carl Sandburg, “Washington Monument by Night,” stanza 4, *The Complete Poems of Carl Sandburg*, rev. and expanded edition, 282 (1970).

3. Henry David Thoreau (1817–1862), U.S. philosopher, author, naturalist. *Walden* (1954), in *The Writings of Henry David Thoreau*, vol. 2, 356, Houghton Mifflin (1906).

4. Mauer, Robert. *One Small Step Can Change Your Life: The Kaizen Way*. 21. Workman Publishing, 2004.

5. I was first introduced to the idea of the eight different goal categories by Zig Zigler at his Richer Life Course. Zig is the CEO of Zig Zigler Corporation in Dallas, Texas.

6. Maltz, Maxwell. *Psycho-Cybernetics*. Pocket Books, 1969, 32.

7. Astin, A.W., H.S. Astin, J.A. Lindholm, and A.N. Bryant. *The Spiritual Life of College Students: A National Study of College Students Search for Meaning and Purpose*. Los Angeles: Higher Education Research Institute. U.C.L.A., 2005.

CHAPTER 2

1. Boldt, Laurence G. *How to Find the Work You Love*. Penguin. Arkana, 1996.

2. Bolles, Richard. *What Color Is Your Parachute?* Ten Speed Press, 1970, 2009. Richard Bolles wrote about a process known as “The System for Motivated Abilities” which was devised by Bernard Haldane.

3. Gerson, Raymond. *Create the Life You Want*. Inspirational Works. 2006, 3. The section “Career Satisfaction Improves Life Satisfaction” was adopted from this book.

4. Gerson, Raymond. *How to Create the Job You Want*. Enrichment Enterprises, 1996, 2007, 13, 14, 45–46. I wrote this book in 1996, and it is now available as a free eBook at www.successforcollegestudents.com.

5. Boldt, Lawrence. *Zen and the Art of Making a Living*. Penguin Group. 1991, 492. “The skills most wanted by employers.” Original source was Michigan University Placement Services.
6. Holland, John. *Making Vocational Choices: A Theory of Careers*. Prentice Hall. 1973, 21–28. John Holland is the originator of the Six Personality Types theory.

CHAPTER 3

1. Chinese proverb. Quoted in *The Columbia World of Quotations*. 1996. Number 2209.
2. Richard Bandler and John Grinder. *The Structure of Magic. Science and Behavior Books*, 1975. I believe that Bandler and Grinder made the first reference to visual, auditory, and kinesthetic learning styles.
3. Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 1993. Gardner is the original source of Multiple Intelligences and covers each of seven types of intelligence in chapters 5–10, pages 237–276. He later came up with an eighth type of intelligence, “Naturalistic.”
4. Sternberg, Robert. *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. Plume, 1997, 127–128.
5. Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam, 1997, 43–44.

CHAPTER 4

1. John Randolph of Roanoke-William Cabell Bruce, *John Randolph of Roanoke, 1773–1833*, vol 2, chapter 7, 205 (1992, reprinted 1970.)
2. Joseph M. Juran, pioneer of quality control, first mentioned the 80-20 rule. It is also referred to as the Pareto principle.
3. Covey, Stephen, Roger Merrill, and Rebecca Merrill. *First Things First*. Free Press, 1996, 37.

CHAPTER 5

1. Confucius, Chinese philosopher (551–479 B.C.), Quoted in *The Columbia World of Quotations*. 1996. Number 13085.
2. Buzan, Tony. *Use Both Sides of Your Brain: New Mind-Mapping Techniques*. Plume, 1991. I believe that Tony Buzan was the originator of “mind maps” which are sometimes referred to as “idea maps” or “think links.”
3. Brown, Peter, Roediger, Henry and McDaniel, Mark. *Make It Stick: The Science of Successful Learning*. Harvard University Press. 2014. The Retrieval Practice Learning article was based on ideas from this book.

CHAPTER 6

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