chapter

1

Going to college offers benefits—in exchange for effort, money, and time. As you read this chapter, think about what you want out of this course and out of your college education and what you are willing to do to make sure that you get it.

In this chapter, you'll explore answers to the following questions:

What does college offer and expect of you?

p. 2

What thinking skills can help you achieve your goals?

n. 5

How can a "growth mindset" help you succeed?

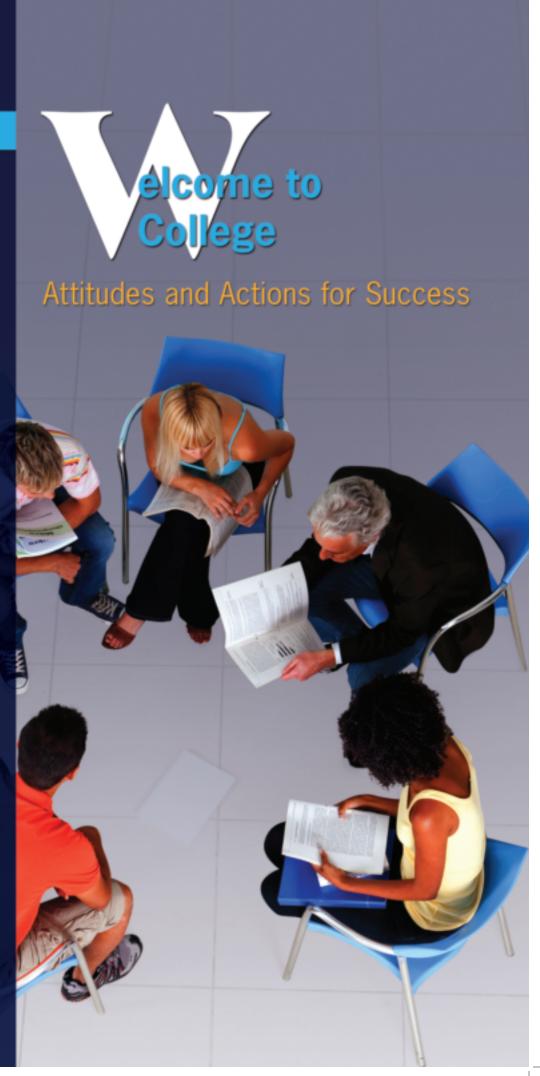
p. 7

How can you work effectively with others?

p. 10

How does college prepare you for work and life success?

n 11



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QUICK! CHECK					
How Prepared Are You for College? For each statement, circle the number that best describes how true the statement is for you, from 1 for "not at all true for me" to 5 for "very true for me."					
▶ I feel ready to handle college-level work.	1	2	3	4	5
I can identify how college culture differs from high school and the workplace.	_	2	3	4	5
When I need help, I can find—and use—resources that can help me academically, financially, and socially.	_	2	Ĭ	4	5
▶ I aim to build thinking skills to be more able to reach my most important goals.	1	2	3		
▶ I believe that I can grow my intelligence with effort and focus.	1	2	3	4	5
When I learn information or a skill, I consider how it may help me in the future.	1	2	3	4	5
I can explain the value of acting with academic integrity in college.	1	2	3	4	5
I am able to perceive my own emotions as well as those of others.	1	2	_	_	_
I relate effectively to others and can work successfully in a team.	1	2	_	4	5
As I learn information or a skill, I consider how it may help me in the workplace.	1	2	_	4	5
If your total ranges from 41–50, you consider yourself ready to make the most of college. If your total ranges from 24–40, you consider yourself fairly ready to make the most of college. If your total is less than 24, you think you need to become more prepared for college. REMEMBER No matter how prepared you are to succeed in college, you can improve with		No your	w to		
effort. Read the chapter to learn new ways to prepare effectively, and practice by doing the activities.	_				



You've entered a new phase of your life—enrolling in college, finding a way to pay for it, signing up for courses, and showing up for class. You've earned the opportunity to be here and to build a better future. Now that you *have* the opportunity, how can you *use* it to reach your goals and dreams? Start by

looking at what college offers and what faculty and others will expect of you in terms of college culture, finding resources, and preparing for academic success.

The Culture of College

In high school, you most likely read assignments, listened to teachers review them in class, memorized study guides, and then took tests on that material. You took in the information but didn't necessarily

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put it to work. The result? You may have forgotten much of it.

College instruction and learning are different and give you the opportunity to take things to a new, more meaningful level. What are some key elements of college culture?

Independent learning College offers you the chance to learn with a great deal of freedom and independence. In exchange, though, instructors expect you to calendar and remember key deadlines in your syllabus, keep up with the reading, attend class, and complete projects without much guidance.

Fast pace College courses move faster, with more papers, homework, reading, and projects than you probably had in high school or on the job. The pace can be demanding, although it can also energize and motivate you, especially if you did not feel inspired by high school assignments.

Challenging work Although challenging, collegelevel work offers an enormous opportunity to learn and grow. College texts often have more words per page, higher-level terminology, and more abstract ideas than high school texts. In addition to difficult reading, college often involves challenging assignments, projects, lab work, and tests.

More out-of-class time to manage The freedom of the college schedule requires more management on

your part. You might have days when your classes end at noon or don't begin until two in the afternoon—or don't meet at all. You will need to make use of these blocks of time for studying and other responsibilities, including perhaps a job and family.

Diverse culture Typically, you will encounter different ideas and diverse people in college. Your fellow students may differ from you in age, life experience, ethnicity, political mindset, family obligations, values, and much more. Also, if you commute to school or attend class with others who do, you may find it challenging to connect with others.

Higher-level thinking You'll be asked to move far beyond recall. Instead of just summarizing and taking the ideas of others at face value, you will interpret, evaluate, generate new ideas, and apply what you know to new situations (more on thinking skills later in this chapter).

College offers a range of resources to help you academically, financially, socially, and emotionally. Your end of the bargain is that you are expected to find the resources you need.

Connect with People

Learning who can help you—and reaching out to those people—will help you become more successful in college and beyond.

You Have Much to Gain from College

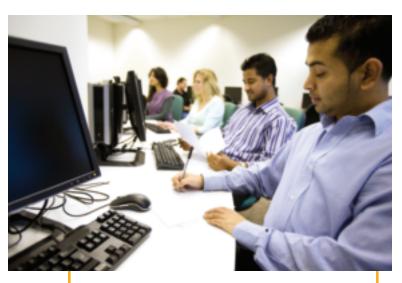
Studies show the following benefits of a college education:¹

- ► **Increased income.** College graduates earn, on average, around \$20,000 more per year than those with a high school diploma.
- ► Increased chances of finding and keeping a job. The unemployment rate for college graduates is less than half that of high school graduates.
- ▶ Better health. With the knowledge and increased self-awareness that college often brings, both college graduates and their children are more likely to stay healthy.

- More money for the future. College graduates, on average, put away more money in savings.
- ▶ Broader thinking. College graduates tend to be more open-minded and less prejudiced. They generally have more understanding of diverse cultures and more knowledge of the world.
- Better decision making. As consumers, college graduates tend to think more carefully and comprehensively about the pros and cons of a purchase before diving in.

CHAPTER 1 Welcome to College

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Getting through the day-to-day activities of college demands basic computer know-how as well as an understanding of the school's research and communication technology.

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Faculty and Staff

Faculty and staff are among the most valuable—but underused—sources of help, as a recent survey shows: Only 25 percent of students asked a teacher for advice outside of class at any time during the term.² Instructors can help you learn more—and

more efficiently. Key 1.1 offers more ideas about who can help you when you need it.

Mentors

A mentor-defined as a wise and trusted guideis a person with qualities you admire who takes a particular interest in you and in your growth. A mentor can come to you as part of an organized program (found in many schools and organizations that have "mentoring" programs pairing mentors with students). More often, students may find a mentor in a more casual way, discovering a teacher, administrator, more experienced student, supervisor, or other person who reaches out to them and offers advice and support. Think about the people who guide and support you every day. If someone stands out to you, seek that person's advice and try it out. You may find a true mentor who can help you through the ups and downs of college life.

Connect with Technology and Written Resources

The booklets, papers, and e-mails you get at the start of college and every term often have key information. Instead of pitching them into the recycling bin or your electronic "trash" file, read them carefully.

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Key 1.1 Human Resources Are There to Help

People Who Can Help You	How They Can Help
Instructors and teaching assistants	Contact instructors during office hours, by e-mail, or use voice mail. To clarify material presented in class, get help with homework, find out how to prepare for a test, ask about a paper you are drafting, discuss grades, or get advice about majors or careers.
Academic advisors	In most colleges, every student is assigned an advisor who is the student's personal connection with the college. Your advisor will help you choose courses, plan your academic program, and understand graduation requirements. You may be required to meet with your advisor once each term.
Tutors and academic centers	If you feel you could benefit from a tutor, ask your instructor or academic advisor for a recommendation. If your school has one or more academic centers, you may find a tutor there. Academic centers, offering assistance in reading, writing, math, and study skills, help students improve skills at all levels.
Counselors	College counselors provide confidential services that can help you address academic problems, stress, or psychological problems.
Other offices and departments	People in the financial aid office, student health center, libraries, and other offices have expertise and are there to help you.

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Following are some ways to put these resources to use.

Class and Course Information

Your syllabus is one of your most important resources. In nearly all courses, instructors hand them out the first day. The syllabus tells you everything you need to know about your course—when to read chapters and materials, dates of exams and due dates for assignments, how your final grade is calculated, and more. Make use of it by calendaring key dates, spotting time crunches, and getting a sense of how much time you need to set aside to study. Keep it handy-or bookmark the online version-so you can refer to it throughout the

Also, consult your student handbook and course catalog for information about school procedures and policies—registration, requirements for majors, transferring, and so on. These publications are usually available both in hard copy and on your school's website.

Technology

You will be expected to connect to and use your college's network for a variety of purposes, including research and communication. How can you make the most of it?

- Get started right away. Register for an e-mail account and connect to the college network. In addition, register your cell phone number with the school so you can get emergency
- *Use the system.* Communicate with instructors and fellow students using e-mail. If you don't know how, find someone to show you.
- Save and protect your work. Save electronic work periodically onto a primary or backup hard drive, CD, or flash drive. Use antivirus software if your system needs it.
- Stay on task. During study time, try to limit Internet surfing, instant messaging, visiting Facebook or other social networking sites, and playing computer games.

It also pays to follow e-mail etiquette when communicating with instructors, rather than abbreviating with the same e-mail shorthand you would use with friends. Key 1.2 shows two versions of the same message. Which would an instructor find more

Now that you've considered how to find helpful resources, think more broadly about how your thinking skills can set you up for success in your college experience and beyond.



TO: ESantos@school.edu FROM: Disastergirl@yahoo.com SUBJECT: Need to meet

Hey FYI, I missed the last two class mtgs because I was sick so I'm behind. I need to meet with you ASAP to see if I can turn in my project next wk instead of tomorrow. Bye 4 now.

TO: ESantos@school.edu FROM: Helen Miller@school.edu

SUBJECT: Need to discuss change in project due date

for ENG 115 (Tu/Th 11 am section)

Hello Dr. Santos,

I missed both class meetings last week due to illness. May I meet with you to discuss the possibility of submitting my project after tomorrow's deadline? Do you have any time available today after class or during your 4-5 pm office hours? Please let me know.

Thanks—

Helen Miller

THINKING SKILLS CAN HELP YOU **ACHIEVE YOUR GOALS?**

How can you shift to college-level work successfully? The first step is to know that you have the ability to grow as a thinker. Research by prominent psychologists such as Robert Sternberg, Carol Dweck, and others suggests that intelligence is not fixed; people have the capacity to increase intelligence as they learn.³ Recent brain research shows that when you are learning through questioning, answering, and action, your brain and nerve cells (neurons) are forming new connections (synapses) by growing new branches (dendrites).4

The second step is to understand, and use, the types of thinking that encourage that kind of growth and move you toward achieving your most important goals.

The Three Thinking Skills

Three types of thinking will help you to make information meaningful so that you learn it, retain it, and use it: critical thinking, creative thinking, and practical thinking.⁵ The three thinking skills not only help you

learn information more deeply, but also teach you about yourself, how you think and process information, and what you value.

Critical thinking starts by engaging with information through asking questions (Why is this important? Does it make sense? How can I define or explain it? What seems true about it—or not?) and then searching for answers to those questions by analyzing and evaluating information without bias. It often involves comparing, contrasting, and cause-and-effect thinking.

Creative thinking concerns generating new and different ideas and approaches to problems, and, often, viewing the world in ways that disregard convention. It often involves imagining and considering different perspectives. Creative thinking also means taking information that you already know and thinking about it in a new way.

Practical thinking means applying what you've learned. By putting what comes from critical and creative thinking into action to solve a problem or make a decision, you can work effectively with others and overcome obstacles. Practical thinking often involves learning from experience as well as emotional intelligence (see p. 10).

How Thinking Skills Move You Toward Your Goals

If you can train your brain to think critically, creatively, and practically, you will be more able to reach your goals in college and at work. Consider: If you sit in class just waiting for a lecture to end, you aren't likely to achieve any academic or learning goal. If you were to take a similar passive approach to a job, you probably wouldn't hold that job for long. You are investing time and money in this experience. Use your thinking power to work toward your goal for that investment-selfknowledge, information, and useful skills—and you will gain more from your classes and prepare more

Consider the following example about a science concept:

effectively for the workplace.

• Think critically. After reading about the human respiratory system and hearing about it in class, you ask questions: What are the parts? Why is the system important? What role does each part play? Then you investigate your

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notes and work with a study partner to understand each part and its relationship to the whole system, considering how the information relates to other anatomy or general science concepts that you already understand.

- Think creatively. To motivate yourself, you come up with ideas about what learning this information will help you achieve in this course, other courses, or maybe a major or career area. You broaden your brainstorming to life experiences—for example, you realize that this information could help you the next time you run three miles and your breathing gets ragged.
- Think practically. You apply what you've learned to study questions and assignments. When the next test comes, use your knowledge to complete it successfully. If your interest goes beyond this course, you can use your knowledge on the running track, in the anatomy and physiology course you plan to take next year, in a major in physiology, or in a career as a medical researcher.

Compare the results of using all three thinking skills to what a student focusing on recall might experience in the same situation. He memorizes the names of the parts of the respiratory system, completes assigned work, and when the test comes around, gets a C+. Ultimately, he passes the course but doesn't feel connected to the material and doesn't retain much of it. He doesn't even think about pursuing any major or job that requires the knowledge of anatomy.

What's the difference? Using the thinking skills available to you, not only do you have more chance of retaining the information, but you have also learned something about what you might want—or not want—to pursue as a major or career. The recall-focused student has closed the door on careers in biology

or medicine. On a basic level, he has also missed out on the chance to understand himself and the world a little better.

Because thinking is a skill that you can develop as you can any other, all kinds of learners can use it to move toward personal goals, no matter what their "natural" abilities may be. Everyone can find room—and ways—to grow. The features in each chapter of this book will help in the following ways:

- 1. The chapter opening objectives questions and Quick Check self-assessment help you think about chapter material while building self-awareness and perhaps inspiring questions of your own.
- **2.** The main part of each chapter is designed to engage your critical, creative,

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think CRITICALLY

Analyze the Effect of Education

"Of all the factors linked to a long and healthy life, education is the most beneficial."6

In a journal entry, analyze this statement by comparing education to other factors such as health care, marital status, good genes, satisfaction at work, and so on (for ideas, think about people you know who have lived long and well and what seems to have helped them). Explain whether you think the statement is accurate. Then apply it to your life. How do you think college will help you stay healthy while growing personally?



and practical thinking skills as you search for answers, make connections, relate information to what you already know or can imagine, and act on what you learn.

- **3.** The Think Critically journal prompt in each chapter is an opportunity to apply critical thinking to current information and to your life.
- **4.** The Think Creatively exercise in each chapter is designed to inspire brainstorming, shifting perspectives, or other creative thinking activities on a chapter-related topic, helping you to grow your ability to generate ideas.
- **5.** The Think Practically exercise in each chapter gives you the chance to apply what you've learned to accomplish something specific and useful.
- **6.** At the end of each chapter, the Analyze, Create, Practice exercise gives you a chance to put all your thinking skills together toward a goal.

Although thinking skills provide tools for achieving goals, you need motivation to put them to work and grow from your efforts. Explore a mindset that will motivate you.

CAN A "GROWTH MINDSET" HELP YOU SUCCEED?

Although you cannot control what happens around you, you *can* control your attitude, or *mindset*, and the actions that come from that mindset. Based on years of research, Carol Dweck has determined that the perception that talent and intelligence can develop with effort—what she calls a *growth mindset*—

promotes success. "This view creates a love of learning and resilience that is essential for great accomplishment," reports Dweck. People with a growth mindset "understand that no one has ever accomplished great things—not Mozart, Darwin, or Michael Jordan—without years of passionate practice and learning."

By contrast, people with a *fixed mindset* believe that they have a set level of talent and intelligence. They think their ability to succeed matches what they've been born with, and they tend to resist effort. As Dweck reports, "In one world [that of the fixed mindset], effort is a bad thing. It . . . means you're not smart or talented. If you were, you wouldn't need effort. In the other world [growth mindset], effort is what *makes* you smart or talented."⁸

For example, two students do poorly on an anatomy midterm. One blames the time of day of the test and his dislike of the subject, whereas the other feels that he didn't study enough. The first student couldn't change the subject or meeting time, of course, and didn't change his approach to the material (no extra effort). As you may expect, he did poorly on the final. The second student put in more study time after the midterm (increased, focused effort) and improved his grade on the final as a result. This student knows that "smart is as smart does."

You don't have to be born with a growth mindset. *You can build one.* "You have a choice," says Dweck. "Mindsets are just beliefs. They're powerful beliefs, but they're just something in your mind, and you can change your mind." One way to change your mind is through specific actions that demonstrate what you want to believe. Three such actions are being responsible, practicing academic integrity, and facing your fears.

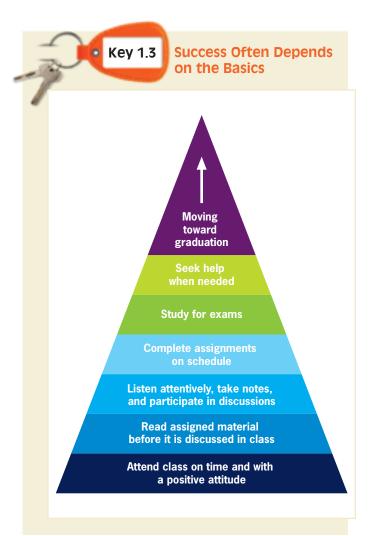
Be Responsible

Taking responsible action produces results that help build self-esteem and support your belief that intelligence can grow. The more you develop a growth mindset, the more encouraged you will feel to put in effort and face challenges. Action and belief form an energizing cycle—the more you do, the more you believe you *can* do, which leads you to do more yet again.

Being a responsible student means taking the basic actions that form the building blocks of success (see Key 1.3). Consider this example: Two students start the term feeling pretty confident. One puts in the effort to get to class, keep up with assignments, and study regularly. The other does the minimum necessary to get by. Although they both pass, one student probably has far more of a growth mindset by the end of the term—plus a much greater command of a valuable set of skills and habits that will be useful throughout life.

Practice Academic Integrity

Choosing to act with *integrity*—by one definition, meaning that you are honest, trustworthy, fair, respectful, and responsible—increases your self-esteem and earns respect from those around you. It gives you more of a chance to retain what you learn and builds positive habits that you will have for life. In the current workplace, where high-level misconduct by major companies or individuals has





Imagine your vision of the ideal student. What does he do each day? What does she do each night to prepare for what's coming next? Ask what if . . . you were this student? With this image in your mind, come up with a do-able list of specific, personal actions for your own everyday academic success. Post it in a high-traffic location where you live, in your date book or electronic organizer, or on your computer where you will see it every day.

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- Exchanging text messages with key information or listening to information on an MP3 player during a test
- Paying to download a paper from an Internet site and turning it in as your own work
- Employing a service to write a paper for you—or writing one for someone else
- Studying from old tests unless the instructor provides them as study materials
- Copying lab notes for an experiment you did not perform

cost people, charities, and business billions of dollars, being honest and trustworthy has more value than ever.

Despite the benefits, the principles of *academic integrity* (acting with integrity in your dealings with information and people as a college student) are frequently violated (see Key 1.4). In a recent survey, three of four undergraduate students admitted to cheating at least once during college, ¹⁰ despite the risk of losing grade points, failing a course, or suspension or expulsion.

What does academic integrity have to do with a growth mindset? Well, first of all, being fair, honest, and responsible takes effort and choice. Second, and more important, academic integrity comes naturally to students who aim to grow and see struggle and failure as opportunities to learn. If you want to learn something, you know that cheating is likely to keep you from reaching your goal. In this sense, maintaining a growth mindset actually promotes academic integrity and makes the reasons for its worth that much more obvious.

Think carefully about your actions and their potential consequences. Read your school's code of honor or academic integrity policy in your student handbook or online—when you enrolled, you agreed to abide by it. And know that making an ethical choice is not only "the right thing" but also gives you more of what you came here for—skills and information you understand, own, and take with you into the world.

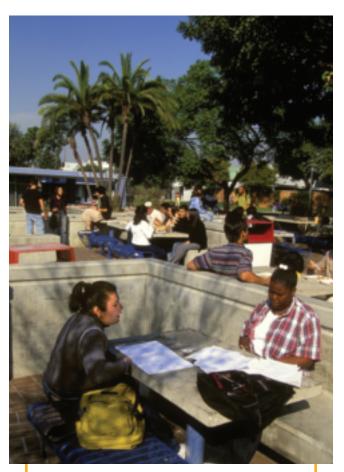
Face Your Fears

Anything unknown—starting college, meeting new people—can provoke fear. Facing fear with a growth mindset will allow you to proceed with courage as

you reignite your motivation and learn. Following a step-by-step approach in a process can help you deal with your feelings.

- 1. Acknowledge fears. Naming your fear can begin to release its hold on you. "I'm worried about understanding a Shakespeare play I have to read."
- **2.** Examine fears. Determine what exactly is causing your fear. Sometimes deeper fears emerge. "I feel that if I don't understand the play, I won't do well on the test and it will affect my GPA. That could cause trouble with my financial aid or my major."
- **3.** *Develop and implement a plan.* Come up with ways to manage your fear, choose how to move forward, and put the plan into action. "I will rent a film of the play and watch it after I read. I will talk to my instructor about my concerns."

When you've put your plan into action, you've done what a growth mindset gives you the power to



The more you work and communicate with others, the more you will learn and develop teamwork skills.

© Mary Kate Denny/PhotoEdit

do—take action and learn from the experience. Then perhaps the next time you face a similar situation, your fear may not be as strong.

CAN YOU WORK EFFECTIVELY WITH OTHERS?

Your ability to interact with others is an essential skill for success in college, work, and life. What helps you study in a group will also help you achieve goals in a work team and in personal relationships. Understanding the concept of emotional intelligence will help you relate more effectively to others in all spheres of activity.

Emotional Intelligence

Success in a diverse world depends on relationships, and effective relationships demand *emotional intelligence*. Psychologists John Mayer, Peter Salovey, and David Caruso define emotional intelligence (EI) as the ability to understand "one's own and others' emotions and the ability to use this information as a guide to thinking and behavior." Emotional intelligence helps you *understand* what you and others feel as a way to choose how to *think* and how to *act*

You might think of emotional intelligence as *thinking skills applied to relationships*. Putting emotional intelligence to work means taking in and analyzing how you and others feel, creating new ways of thinking based on these feelings, and taking action in response—all with the purpose of achieving a goal in your interpersonal relations.

The Abilities of Emotional Intelligence

Emotional intelligence is a set of skills or abilities:¹²

PERCEIVING EMOTIONS

Recognizing how you and others feel.



UNDERSTANDING EMOTIONS

Determining what the emotions involved in a situation tell you, seeing how they affect your thinking and mindset, and considering how you can adjust your mindset or direct thinking in a productive way.



MANAGING EMOTIONS

Using what you learn from your emotions and those of others to choose behavior and actions that move you toward positive outcomes.

These skills allow you to create the best possible outcomes from your interactions with people. Given that you will interact with others in almost every aspect of school, work, and life, EI is a pretty important tool.

How Emotional Intelligence Promotes Success

Research has indicated the following benefits for emotional intelligence:¹³

- Emotionally intelligent people are more competent in social situations and have higher-quality relationships.
- Managers in the workplace with high EI have more productive working relationships and greater personal integrity.
- Employees scoring high in EI were more likely to receive positive ratings and raises.

As an example, consider two students who are part of a group you are working with on a project. One always gets her share of the job done but has no patience for anyone who can't match her pace. She picks up tasks she thinks won't get done and criticizes group members. The other is sometimes prepared, sometimes not, but always has a sense of what is going on with the group and responds to it. She works to make up for it when she hasn't gotten everything done, and when she is on top of her tasks she helps others. Which person would you want to work with again? The bottom line is that more emotional intelligence means stronger relationships and more goal achievement.

Strategies for Study Group Success

In addition to emotional intelligence, a study group's success depends on personalities, the subject you study, the size of the group, and its commitment. The following general strategies can help your team thrive

- Set long-term and short-term goals. At your first meeting, determine what the group wants to accomplish. At the start of each meeting, assign one person to compile a list of questions to address.
- Determine a regular schedule and leadership rotation. Meeting at least once a week sets a good rhythm. Rotate the leadership among those willing to lead to encourage active involvement.
- *Create study materials that aid learning.* Have group members teach information, quiz each other, or work on flash card drills. Write sample tests and review with one another.
- *Pool class and text notes*. Compare notes with group members and fill in what you don't have.

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PRACTICALLY

Connect College to Career

Teamwork is high on the list of what employers look for in job candidates. The following list shows its place in a ranking of desirable qualities for employees.

- 1. Communication skills (verbal, written)
- 2. Teamwork skills (working with others)
- 3. Strong work ethic
- 4. Analytical skills
- 5. Flexibility/adaptability
- 6. Interpersonal skills (relating to others)
- 7. Motivation/initiative
- 8. Computer skills

2.

9. Attention to detail

- 10. Organizational skills
- 11. Leadership skills
- **12.** Self-confidence
- 13. Good manners/politeness
- 14. Friendly/outgoing personality
- 15. Tactfulness
- 16. Creativity
- 17. GPA (3.0 or better)
- 18. Entrepreneurial skills/risk-taker

Choose two qualities or skills from the list that you will work to improve this term and circle them. Then name a specific action you will take to make changes in each area and select calendar

dates to check your progress with each action.

Qualities/Skills	Actions for Change	Progress Check Dates	9 0

Source: NACE Research, Job Outlook, 2006, p. 18.

Finally, don't wait until crunch time to start studying with others. Begin now to exchange phone numbers and e-mails, form groups, and schedule meetings. This will not only benefit you in class now, but also later in the world of work where almost everything happens in teams.



You are living in a time of rapid and major change. On a world level, technology, global communication, environmental concerns, and the shifting economy are some key factors that shape your college and work experience. Leading education and business researchers with the Partnership for 21st Century Skills have developed core competencies for success in college, work, and life, which have been organized into four specific areas as shown in Key 1.5.

Looking at this framework, you will see that success in today's workplace requires more than just knowing skills specific to an academic area or job. Your college experience, starting with this course and this book, is designed to build skills in all four areas—skills that will help you achieve your most



Particular Skills Will Help You Succeed in the 21st Century Workplace

Core Areas

Global awareness

Financial, economic, business, and entrepreneurial literacy

Civic literacy—community service

Health literacy

Information, Media, and Technology Skills

Information literacy

Media literacy

Technology skills

Learning and Innovation Skills

Creativity and innovation

Critical thinking and problem solving

Communication and collaboration

Life and Career Skills

Flexibility and adaptability

Initiative and self-direction

Social and cross-cultural skills

Productivity and accountability

Leadership and responsibility

Source: The Partnership for 21st Century Skills, Framework for 21st Century Learning, www.21stcenturyskills.org.

important goals while delivering what the world needs workers to do.

Imagine that you are sitting in class with your growth mindset, open to learning. You are ready to use *critical* and *creative* skills to examine the knowledge you take in and come up with new ideas. You

are motivated to use your *practical* skills to move toward your goals. Your *emotional intelligence* has prepared you to adjust to and work with all kinds of people. You're ready to grow. Use *Keys to Success Quick* to make it happen.

quick! SKILL BUILDING

Think Back

Solidify your knowledge and prepare for tests with this review. Answer the following questions on a separate sheet of paper or electronic file.

- ▶ Revisit the chapter-opening questions. Scan the chapter and write a short answer for each.
- ▶ Go back to the Quick Check self-assessment. From the list, choose one item that you want to develop further. Set a specific goal based on what you have read in the chapter. Describe your goal and plan in a short paragraph, including a time frame and specific steps.



Analyze, Create, Practice

Assess and Build Motivation

Active thinkers share some characteristics that keep them moving toward their most important goals. ¹⁴ The self-assessment below will help you measure your level of motivation.

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Analyze. How well do I get, and stay, motivated? Take this self-assessment to explore your beliefs and experiences.

		1 Not at All Like Me	2 Somewhat Unlike Me	3 Not Sure	4 Somewhat Like Me	5 Definitely Like Me
Plea	ase highlight or circle the nun	nber that best	represents your	answer:		
1.	I am able to translate ideas into action.	1	2	3	4	5
2.	I am able to maintain confidence in myself.	1	2	3	4	5
3.	I can stay on track toward a goal.	1	2	3	4	5
4.	I complete tasks and have good follow-through.	1	2	3	4	5
5.	I avoid procrastination.	1	2	3	4	5
6.	I accept responsibility when I make a mistake.	1	2	3	4	5
7.	I independently take responsibility for tasks.	1	2	3	4	5
8.	I work hard to overcome personal difficulties.	1	2	3	4	5
9.	I create an environment that helps me to concentrate on my goals.	1	2	3	4	5
10.	I can delay gratification to receive the benefits.	1	2	3	4	5

Create. Choose one item that you rated a 5. Brainstorm a list showing how you demonstrate motivation in this area. Then choose an item that you rated a 1 or 2. Brainstorm a list of ideas about how you might improve in this area.

Practice. For the item that you rated a 5, write down on paper or electronically a brief description of past activities that demonstrate your motivation in this area. Include a work sample (if you have one) and a personal reference who can confirm some of your abilities, skills, or accomplishments. For the item that you rated a 1 or 2, write down a specific plan aimed at developing this quality by the end of the term. Include specific actions you plan to take and the dates by which you intend to complete each action.

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