"The greatest reward of an education is to be able to face the world with an open mind, a caring heart, and a willing soul." —Robert M. Sherfield
Take a few moments, scan this chapter and on page 26, write five of your own questions that you think will be important to your mastery of this material. You will also find five questions listed from your authors.

Example:

- Discuss two traits that employers are seeking from today’s employees? (from page 5)
- What is the M&M Theory? (from page 11)

MyStudentSuccessLab

MyStudentSuccessLab is an online solution designed to help you acquire and develop (or hone) the skills you need to succeed. You will have access to peer-led video presentations and develop core skills through interactive exercises and projects.
I am the son of textile workers. Both of my parents worked in a cotton mill for over 30 years. My mom graduated high school, but my father only went to the third grade. My hometown is in the rural South, about 35 miles from the nearest metropolitan area. I attended a small high school and was never a good student. Because of my poor performance through the years, working full-time, and family commitments, I decided to attend a community college and then transfer to a four-year college. I never imagined how my high school performance would affect my application to college, and indeed the rest of my life. It took me years to overcome the effects of self-defeating behaviors, a horrible academic background, a negative attitude, and terrible study skills. I quickly learned that my success depended on becoming an open-minded person who knew how to set goals, work to achieve them, develop self-motivation, and study effectively. These were not easy steps for me after twelve years of failure and disappointment.

I began working in the cotton mill and a sewer plant during my senior year of high school. I barely graduated with a D− average, and my SAT scores and class rank were so bad that I was denied entrance to the community college. The college granted me provisional acceptance only if I enrolled in, and successfully completed, a summer preparatory program. I graduated high school on a Friday night and began my college studies the very next Monday morning in the prep program. I never realized what lay ahead. I never realized how my life was about to change forever.

My first class that semester was English. Professor Brannon walked in, handed out the syllabus, called the roll, and began to lecture. Lord Byron was the topic for the day. My second class was Professor Wilkerson. She entered with a dust storm behind her, went over the syllabus, and before we had a chance to blink, she was involved in the first lecture. “The cradle of civilization,” she began, “was Mesopotamia.” We all scurried to find notebooks and pens to begin taking notes. I could not believe I was already behind on the first day. “Who teaches on the first day?” I thought.

One minute before class ended, she closed her book, looked directly at us and said, “You are in history now. You elected to take this class and you will follow my rules. You are not to be late, you are to come to this class prepared, and you are to do your homework assignments. If you do what I ask you to do, read what I’ve assigned to you, and do your homework activities, you will learn more about Western civilization than you ever thought possible. If you don’t keep up with me, you won’t know if you are in Egypt, Mesopotamia, or pure hell! Now get out!”

On the 30-mile trip home, my mind was filled with new thoughts . . . Lord Byron, Mesopotamia, professors who talked too fast, professors who did not talk at all,
tuition, parking, and the size of the library. I knew that something was different, something had changed in me. In one day at my college, I had tasted something intoxicating, something that was addictive. I had tasted a new world. My college experience changed my life in so many ways, but the number one thing that happened to me was that I learned how to be more comfortable in more places. Because of my experiences at Spartanburg Methodist College, I began to be as comfortable in New York City as I was at my job in the cotton mill. I learned to be as comfortable sailing the River Thames past Big Ben and Parliament as I was working at the Buffalo Sewer District. I learned to appreciate the fjords of Norway as much as the cool stream on my daddy’s farm. My college experience taught me to appreciate the joys and wonders of travel, learning, and meeting new people. I had never known this before. My college experience changed my life, and I will be forever grateful to those instructors who opened the door to the world for me.

Five college degrees and 30 years later, as I coauthor your Cornerstones text, I am still addicted to that new world I first experienced in college. Higher education changed my life, and I am still changing—with every day I live, every new book I read, every new class I teach, every new person I meet, and every new place to which I travel, I am changing. I wish the same for you.

1. What adversities in your past will you have to work to overcome to persist in your current studies?
2. What changes and adjustments do you think you are going to have to make in your personal and academic life to reach your goals, graduate, and enter the career you want?

**THE TIMES . . . THEY ARE A CHANGIN’**

What Is the Relationship Between Your Education and the New Global Economy?

Composer, singer, and activist Bob Dylan once titled a song, “The Times, They Are a-Changin’.” Truer words have never been spoken—especially for anyone living during these times. This is not your daddy’s economy, it is not your mama’s workplace, and it certainly is not your grandfather’s job market. To glide over this simple truth could be the most costly decision of your life.

“New global economy,” you might say, “Who cares about a global economy?”

“China? Who cares about the fluctuating economy in China, Russia, South America, or India? I live in Kansas and I’m worried about America’s future.”

“An iPhone? A Blackberry? An iPad? I can’t even afford my bus ticket this month,” you may be thinking.

While you may not be alone in thinking, “this does not matter to me,” you would be very wrong to think that...
today's world affairs do not concern you, your education, and your future. Yes, it may be true that you are simply trying to get a degree in medical assisting to work in a doctor's office in Spokane, Washington, or obtain a degree in criminal justice to work at the police department in Union, South Carolina, or to earn a degree in business so that you can work in banking in Stockton, California. However, no certificate, no degree, no job, and certainly no person will be exempt from the changes and challenges of the new "global economy."

“So, where does this leave ME,” you might be asking? It leaves you in an exciting, vulnerable, challenging, scary, and wonderful place. We did not include this information to scare you or to turn you off, but rather to give you a jolt, to open your eyes to the world in which you live and the workforce for which you are preparing. We encourage you to use every tool available, every resource possible, every connection imaginable, and every ethical, moral, and legal means possible to prepare yourself for this ever-changing world in which we live today. The present and the future may not be as rosy as you had hoped for, but it is here, it is real, and it is yours. However, you must know this: If you make strategic changes in your life now, you can have a much brighter future. No workplace will be immune from the changes facing our world today, and your very survival depends on being prepared and knowing how to quickly adapt to and change with a variety of situations.

What Employers Are Saying

According to several career professionals (Hansen & Hansen, 2012; Kay, 2011; Zupek, 2011), employers want associates who are well trained in their chosen professions, have job-specific technical skills, and possess tact and sensibility, but they also look for other skills and abilities. Skills listed as vitally important to employers include:

- long-term potential
- ability to work with others
- communication skills
- attention to detail
- creative problem solving skills
- strong online social media/technical skills
- enthusiasm and initiative
- ability to learn new skills quickly
- self-confidence
- flexibility/adaptability

What Strategies Can I Use to Keep from Being Outsourced?

Go where the puck is going! Sound crazy? Hockey champ Wayne Gretzky made the comment that this one step had been his key to success. What does it mean? He said that when he was playing hockey, he did not skate to where the puck was at the moment, he skated to where the puck was going. He anticipated the direction of where the puck was going to be hit, and when it came his way, he was already there, ready to play.

Think of your career in this light. Go to where it will be bright in the future, not necessarily where it is bright at this moment. Look ahead and try to determine what is going to be “hot” in the coming years, not what is hot right now. Plan ahead. Look at trends. Read. Ask questions. Stay prepared. Think in the future, not the moment.

People holding degrees and certificates are a dime a dozen. This does not mean, however, that you are a dime a dozen. Herein lies the challenge. How do you
distinguish yourself from the countless job seekers out there? What are you going to do that sets you apart from your competition? What do you have to offer that no one else can possibly offer to an employer? Below, we will discuss some of the talents and qualities that are becoming increasingly rare, yet constantly sought after, in today’s knowledge economy. By understanding more about these qualities, you can put yourself miles ahead of the competition.

Whether we like it or not, a massive transformation is going on all around us in this country, as well as all over the world. Thriving in the coming years is going to be more difficult than in the past and will require certain new and different abilities and attitudes to be successful. You will need to learn and acquire the skills that will make you competitive, give you an edge, and help you master a life filled with changes and challenges. Many of these skills are outlined in Figure 1.1. These skills will be needed for your success, personal independence, and growth in the new economy. Study them carefully, as each one will help you create a positive transition to the world of work.

### Figure 1.1 The Essential Cornerstones for Success in a Changing World

#### Seek Excellence as a Communicator

Writing, speaking, and listening skills are constantly listed by employers as mandatory for success in any profession. Few people actually possess these qualities—especially all three. If you want to put yourself ahead of the competition, then attend every class, every seminar, every meeting, and every function where you can learn more about effective writing, speaking, and listening skills.

#### Become a Desirable Employee

A strong work ethic will be another valuable quality that sets you apart from other job seekers. A work ethic can include a variety of characteristics, including your pride, passion, professionalism, ability to work on a team, and your ability to adapt, grow, and change. Your work ethic is how you perform at work without a job description, constant supervision, or someone threatening you.

#### Practice Loyalty and Trustworthiness

Loyalty to your employer is a highly valued trait. However, one’s loyalty cannot be measured by a resume or determined by a simple interview. Proving that you have the characteristics of loyalty and trustworthiness comes over time. It may take years to establish loyalty and trustworthiness with your company and within your industry, but with hard work, dedication, and honesty, it can and will be achieved. Be forewarned, however, it may take years to build trust, but it only takes seconds to destroy it.

#### Use Critical-Thinking Skills

The ability to think your way through problems and challenges is highly valued by employers. Employers are looking for people who can distinguish fact from opinion; identify fallacies; analyze, synthesize, and determine the value of a piece of information; think beyond the obvious; see things from varying angles; and arrive at sound solutions. They also want people who possess the emotional intelligence to critically and creatively work to resolve challenges.

#### Manage Your Priorities Well

Setting priorities and managing time are essential to success in today’s stressful workplace. Today, maybe more than any other time in mankind’s history, we are faced with more and more to do and what seems like less and less time in which to do it. Your success depends on how well you manage your priorities both personally and professionally. Priority management not only involves getting today’s work accomplished, it also involves the ability to plan for your personal and professional future. Use your time wisely at work, at home, and in leisure.

#### Stay Current and Build Transferable Skills

Keeping your skills and knowledge current is essential to your success. Building skills that can be transferred from one position to another is essential in today’s workplace. Fine-tuning your computer skills can set you apart from many of today’s applicants. Your skills need to include the ability to work with word processing programs, spreadsheets, databases, PowerPoint, Prezi, social media, and document sharing programs.

#### Continue to Get Experience and Education

Never stop learning! You may not want to hear it, but your education will never end. You will eventually complete your formal schooling, but as long as you are working in today’s global economy, you will need to keep abreast of the changes in your field. Seek out opportunities to expand your knowledge base. Get certified in areas that will make you more marketable. Take a continuing
edcation course to brush up on changing workplace skills. Make yourself the best, most knowledgeable, well-rounded applicant in the field.

**Avoid Internet and Social Media Blunders**

Don’t let social media mistakes come back to haunt you and cause you to miss out on your dream job! You may think that posting that photo of yourself half-naked with a bottle of Jim Beam in one hand and a stuffed poodle in the other is cute and that your friends will love it. They may. Your current or future employer may not. What you post online today may very well come back to haunt you in the future—even if you remove it, it can still be accessed. You may not lose your current position over a crazy, spur-of-the-moment posting, but it may cost you a future position. You may tell yourself that your Facebook, LinkedIn, or your web page is private and no one’s business, but remember, nothing is private online and everything is someone’s business in the world of business.

**Watch Your Credit Rating**

Building a good credit rating is one of the most important jobs you have. Really? My credit rating? What in the world does my credit score have to do with my employment. The answer? A great deal. More and more, employers are accessing your credit history and score as a part of the hiring procedure. Why? Because some employers believe that your credit history paints a clear picture of your working future. Bad credit history means a bad employee. Missed payments means missed work. Low credit score means low morale. Careless errors mean careless job performance. This is just one of the many ways that your credit history and score can follow you for years.

**Remain Openminded**

Accept and appreciate a highly diverse workplace and the inherent differences and cultures that will be commonplace. You will need to develop the ability to listen to others with whom you disagree or with whom you may have little in common and learn from them and their experiences. The ability to learn a new language, even if your mastery is only at a primitive, broken, conversational level, and the ability to conduct yourself in a respectable and professional style will set you apart from other employees.

**Polish Your Human Relation Skills**

Polish your people skills and learn to get along with people from all walks of life. We saved this one for last, certainly not because it is least important, but because this quality is an overriding characteristic of everything listed previously. Employers are looking for individuals who have “people skills.” This concept goes so much further than being a team player; it goes to the heart of many workplaces. It touches on your most basic nature, and it draws from your most inner self. The ability to get along with grouchy, cranky, mean, disagreeable, burned-out coworkers is, indeed, a rare quality. But don’t be mistaken, there are those who do this, and do it well. Peak performers, or those at the “top of their game,” have learned that this world is made up of many types of people and there is never going to be a time when one of those cranky, grumpy people is not in our midst. Smile. Be nice. Remain positive.

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“You want to be the most educated, the most brilliant, the most exciting, the most versatile, the most creative individual in the world because then, you can give it away. The only reason you have anything is to give it away.”

—Leo Buscaglia, Ph.D.

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**BUILDING LASTING SUCCESS**

**Can You Really Create Your Future?**

Is it really possible to draft a blueprint of your own future? Is it possible to “create success”? The answer is yes. The process of creating success begins with the internal understanding that you have the power, the passion, and the capacity to be successful—to reach your chosen goals. It has been said that those people who are not out there creating their own future deserve the future that will be handed to them. You can be a person who creates the future for yourself and your family. Your education is one of the most important steps in this process because your
education will give you options and alternatives. It will also help you create opportunities, and, according to Leo Buscaglia (1982), writer and speaker, the healthiest people in the world are the people with the most alternatives.

“So how do I create a successful future with more options,” you may be asking. The formula is simple, but the action required is not—and have no doubt, action is required. The formula consists of four steps:

1. The willingness to set clear, realistic goals and the ability to visualize the results of those goals
2. The ability to recognize your strengths and build on them
3. The ability to recognize your weaknesses or challenges and work to improve them
4. The passion and desire to work at your zenith every single day to make your goals and dreams a reality

Simple? The first three are rather simple. Number four is the kicker. Truthfully, most people have little trouble with the first three, it is the work involved with number four that causes most people to give up and never reach their fullest potential—and be handed a future over which they had little say in creating. You can create your own future, your own success, and your own alternatives.

Coming to the realization that there is no “easy street” and no “roads paved with good intentions” is also important to creating your success. In his landmark book, Good to Great, Jim Collins (2001) suggests that once you decide to be great, your life will never be easy again. Rid yourself of the notion that there is some easy way out, that school will be easy, or that your education will make your professional life easier. Success requires hard, passionate work on a daily basis. This passionate work may require you to change some of your thoughts, actions, and beliefs. That is what this chapter, and indeed this entire course, is about: creating success through positive change.

"Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending."
—Carl Bard

YOUR EDUCATION AND YOU

Why Is It the Partnership of a Lifetime?

What can a college education do for you? The list will certainly vary depending on whom you ask, but basically, colleges can help you develop in the areas listed below. As you read through the list, place a checkmark beside the statements that most accurately reflects which skills you hope to gain from attending classes at your institution. If there are other skills that you desire to achieve from your education, write them at the end of the list.
CREATING SUCCESS THROUGH POSITIVE CHANGE

How Can You Bring Positive, Lasting Change to Your Daily Life?

Why is change so important to you and your future? Quite simply, change that you direct creates opportunities for you to grow and prosper in ways you may have never imagined. It allows you to become and remain competitive. It allows you to actively live in a world that is fluid
and unpredictable. There are several things you need to know about creating success in your life through positive change. Consider the following ideas:

1. **Change is a skill.** Change is a *learned skill* that any willing person can do. Period. Public speaking is a skill, learning how to drive a car is a skill, and just like those activities, learning to change is a skill, too. You’ll need to familiarize yourself with the tools to learn this skill.

2. **Change takes time.** Change does not happen immediately at the snap of your fingers. If you’ve ever taken piano, guitar, or drum lessons, you know it took time to learn how to play these instruments because it is a skill—just like change. You did not learn to play overnight, just as you won’t learn everything about math or nursing in one semester. Often, change is a slow, systematic series of events that eventually leads you to your desired end.

3. **Change requires an “attitude adjustment.”** A contestant on the TV show, *America’s Got Talent,* was being interviewed about her chances of success on the show. Queen Emily was an African American, single mother working full-time. She had given up her dream of being a professional singer years earlier to raise her children. She stated that before her audition, she stood and looked in the mirror crying. She thought that her time has passed and her dream was never going to happen. Then, she changed her thinking and began to say, Why not me? As corny or hokey as it may sound, her attitude adjustment was the key to her being able to change her life. She auditioned, surpassed thousands of contestants, and was invited to Los Angeles as one of five finalists. After *America’s Got Talent,* she performed in a major show in Las Vegas, Nevada.

4. **Change demands action.** While circumstances and desire may drive the need for change in your life, don’t lose sight of the fact that, ultimately, change is an action. It is something you must do—mentally, physically, spiritually, and intellectually. Just as Queen Emily from the previous example knew, if she didn’t take action, her life was not going to change.

5. **Change is about working toward something, not running away from something.** If you want true, lasting, meaningful change in your life, you have to think about it as working toward good, positive, useful things, not as running away from bad, negative, unpleasant things. “Working toward” is *positive and internal.* “Running away from” is *negative and external.* Try to work toward a goal and not run from a problem.

6. **Change is about letting go and holding on.** As with any new endeavor, you will have to decide what is working in your life and what is not. By doing so, you can decide what you need to hold onto and what you finally need to let go of. You will want to hold onto the positive strengths and talents you have, while letting go of the negative, destructive attitudes that you may have held in the past.

7. **Change is accomplished by having a clear, focused, directed goal.** To change something in your life, you will need to develop a clear, realistic, simple path to make that change. You may need to divide the change into smaller bits so that it does not seem so overwhelming. In their book *Switch* (2010), Chip and Dan Heath support shrinking the change—that big change comes from a succession of small changes. They state, “Big problems are rarely solved with big solutions. Instead, they are most often solved by a sequence of small solutions, sometimes over weeks, sometimes over decades” (p. 44). If you want to change your life and lose 50 pounds, you should decide to lose five pounds first. Just five pounds—not fifty. After the first five, your goal will be to lose five more. Before you know it, you’ve lost 30, 40, then
50 pounds. A smaller, clearer focus helps you bring about the change and not get bogged down in the massive struggle to lose all 50 pounds.

THE M & M THEORY

What Have Your Money and Your Mama Got to Do with It?

What is the M & M Theory? It is quite simple really. We all pay attention to and try to protect the things that matter most to us. Your “Money and your Mama” are symbolic of what you care about. Most people care deeply about what happens to their families, their income, their friends, their careers, and the environment. Most people also care and are concerned about the facts presented regarding our ever-changing world.

However, in the hustle and bustle of finding daycare, studying for classes, working a full-time job, cleaning the house, helping the kids with homework, and trying to prepare a meal from time-to-time, we may lose sight of some of the most important things in our lives. Try to keep this thought in mind: your education is important, too. In fact, it is of paramount importance to your future on many levels—culturally, socially, intellectually, and in preparing you for the future. Your education is a part of the M & M Theory because it involves your money—the future financial health for you and your family.

According to one of the leading research sources in higher education, The Chronicle of Higher Education (“A Profile of This Year’s Freshmen,” 2011), first-year students had a variety of thoughts regarding a college education and money. Of the 200,000 students who responded to their survey, 85 percent responded that “the ability to get a better job” was an essential objective for going to college. Seventy-two percent responded that an important reason for going to college was the “ability to make more money.”

According to the United States Census Bureau, in their annual report, Education and Training Pay (2011), people with college degrees can earn considerably more than those who do not have a degree. For example, those with a Bachelor’s degree average approximately $22,800 more per year in earnings than those with only a high school education. People with an Associate’s degree average approximately $10,000 more per year in earnings than those with only a high school education. For a complete look at the earning power of U.S. citizens aged 25 and older, see Figure 1.2.

**Figure 1.2** Annual Earnings and Unemployment by Level of Education

<table>
<thead>
<tr>
<th>Unemployment Rate</th>
<th>Degree</th>
<th>Mean Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.40%</td>
<td>Professional degree</td>
<td>$103,411</td>
</tr>
<tr>
<td>1.90%</td>
<td>Doctorate degree</td>
<td>$88,867</td>
</tr>
<tr>
<td>4.00%</td>
<td>Master’s degree</td>
<td>$69,958</td>
</tr>
<tr>
<td>5.40%</td>
<td>Bachelor’s degree</td>
<td>$57,026</td>
</tr>
<tr>
<td>7.00%</td>
<td>Associate’s degree</td>
<td>$44,086</td>
</tr>
<tr>
<td>9.20%</td>
<td>Some college, no degree</td>
<td>$40,556</td>
</tr>
<tr>
<td>10.3%</td>
<td>High school graduate</td>
<td>$34,197</td>
</tr>
<tr>
<td>14.9%</td>
<td>Less than high school graduate</td>
<td>$27,470</td>
</tr>
</tbody>
</table>

Source: Data from U.S. Bureau of the Census, Department of Labor (2011).
By focusing on money in this section, we do not mean to suggest that the only reason for attending college is to make more money. As a matter of fact, we feel that it is a secondary reason. Many people without college degrees earn huge salaries each year. However, as the data above suggest, traditionally those with college degrees earn more money and experience less unemployment. Basically, college should make the road to financial security easier, but college should also be a place where you learn to make decisions about your values, your character, and your future. College can also be a place where you make decisions about the changes that need to occur in your life so that you can effectively manage and prosper in an ever-changing world, and where you learn the skills to change and continue to grow long after you graduate.

THE CULTURE OF COLLEGE

What Are the Basic Truths about College Success?

In your lifetime, you will experience many things that influence and alter your views, goals, and livelihood, including travel, relationships, and personal victories or setbacks. However, few experiences will have a greater influence than your college experience. A college education can help you realize your hopes, fulfill your dreams, and break down social and economic walls. To get the most from your college experience and to lay a path to success, it will be important to look at your expectations and the vast differences between high school, jobs you may have held, and the culture of your institution. This section will introduce you to some of the changes you can expect.

BASIC TRUTH 1

Success Is About Choices, Sacrifices, and Making Intelligent Transitions

Life is a series of choices. Hard choices. Easy choices. Right Choices. Wrong Choices. Nevertheless, the quality of your life is determined by the choices you make and your willingness to evaluate your life and determine if changes are in order. You will have many important and hard choices in the near future, such as deciding whether to devote your time to studying or partying, whether to ask for help in classes that challenge you or give up and drop out, or whether to make the sacrifices needed for your future success or take the easy road. Those choices will determine the quality of your future. Some of the choices that you make will force you to step beyond your comfort zone, to move to places that may frighten you or make you uncomfortable. That’s OK. That’s good. In fact, that’s very good.

So what is a comfort zone? It sounds cozy, doesn’t it? Warm and fuzzy. However, do not let the term fool you. A comfort zone is not necessarily a happy and comfortable place. It is simply a place where you are familiar with your surroundings and don’t have to work too hard. It is where you feel confident of your abilities, but it is also a place where your growth stops. It can be a prison, and staying there is a cop-out. Successful people who have won personal and professional victories know that moving beyond one’s comfort zone helps in nurturing change, reaching your potential, and creating opportunities for positive growth.
BASIC TRUTH 2

Your Education Is a Two-Way Street

Perhaps the first thing that you will notice about higher education is that you have to give in order to receive. Not only do you have expectations of your institution and instructors, but your institution and instructors also have expectations, great expectations of you. To be successful you will need to accept substantially more responsibility for your education than you may have in the past. By attending this institution, you have agreed to become a part of its community, values, and policies. You now have the responsibility to stand by its code of academic and moral conduct, and you have the responsibility of giving your very best to every class and organization in which you are involved. And, you have a responsibility to yourself to approach this new world with an open mind and curious enthusiasm. In return, your school will be responsible for helping you reach your fullest potential and live the life you desire.

BASIC TRUTH 3

You’re In Charge Here—It’s All About Self-Motivation and Self-Responsibility

One person and only one person has the power to determine your thoughts and the direction of your future. It is you! You will decide the direction of your future. You are not a victim and you will not be treated as a victim at this college. You will not be allowed to use “victim excuses” or employ the “victim mentality.” This is all about you and your desire to change your life. Higher education is not about others doing the work, but rather about you finding internal motivation and accepting responsibility for your actions, your decisions, your choices, and yourself. It is not about making excuses and blaming others. You are in charge here. This is your education, and no one else will be responsible for acquiring the knowledge and skills you will need to survive and thrive. No one will be able to “give you” personal motivation.

Regardless of your circumstances, that late paper for English is not your husband’s fault. That missed lab report is not your child’s problem. Your tardiness is not your mother’s mistake. That unread chapter is not your partner’s liability. Likewise, that 98 you scored on your drug calculation test is yours. That A you got on your paper about the criminal justice system is yours. That B+ you got on your first math test is yours. This is about you! Your life. Your future. Your attitude is going to greatly affect your possibility of success.

Consider Figure 1.3 describing the differences between a “victim” and a “victor.”

BASIC TRUTH 4

Self-Management Will Be Your Key to Success

A major transition coming your way involves the workload for your courses and the choices you will need to make regarding your schedule and time. You may be assigned a significant amount of reading as homework; in fact, the amount of reading that your classes demand is usually a shock to many students. Although you may have only two or three classes in one day, the basic guideline is that for every hour spent in class, a minimum of 2–3 hours should be spent in review and preparation for the next class.

Quick math: if you are taking 5 classes and are in class for 15 hours per week, you need to spend 30 hours studying; this makes a 45-hour week—5 hours more than a normal work week for most people! Not I, you may say, and you may be right. It all depends on how wisely you use your time, how difficult the work is, and the strength of your academic background.

“[You gain strength, experience, and confidence by every experience where you stop to look fear in the face. You must do the thing that you think you cannot.]”
—Eleanor Roosevelt
Successful Decisions

AN ACTIVITY FOR CRITICAL REFLECTION

After the first week of classes, Devon is very disheartened about the difficulty of the classes for which he is registered. He did not think that he was going to have so much reading or homework, and he never thought the instructors would be so demanding. He has never been strong at math, but he is just floored at how difficult his beginning math course is. He failed his first test. He passed his first essay in English, but only with a grade of C. He is seriously considering dropping out. It is just too much. It is more than he expected.

Devon knows, however, that he has to succeed. He looked at his current financial situation, his dead-end job, and his desire to work in a health profession. Dropping out would never get him there. Dropping out would never make him a better, more prepared person. Dropping out would never afford him the opportunity to provide a better life for his family.

However, Devon feels that he is just too far behind to catch up. He is at a loss as to what to do.

In your own words, what would you suggest that Devon do at this point? Pretend that Devon is enrolled at your institution. List at least two additional things that he could do to ensure his success and not drop out. Think about what services are offered and what people might be of assistance to him.

1. 
2. 

Figure 1.3  Victim and Victor Profile

<table>
<thead>
<tr>
<th>The Victim</th>
<th>The Victor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The victim blames others for his/her problems.</td>
<td>The victor accepts responsibility for what happens in his/her life.</td>
</tr>
<tr>
<td>The victim procrastinates and makes excuses for not doing a good job.</td>
<td>The victor thinks ahead and plans for success.</td>
</tr>
<tr>
<td>The victim sees adversity as a permanent obstacle.</td>
<td>The victor sees adversity as a way to become stronger.</td>
</tr>
<tr>
<td>The victim constantly complains and has a negative mentality about most things.</td>
<td>The victor has an optimistic attitude and is pleasant to be with most of the time.</td>
</tr>
<tr>
<td>The victim does just enough to get by and is happy with poor grades and mediocre accomplishments.</td>
<td>The victor works hard to raise his/her level of achievement and constantly seeks to improve.</td>
</tr>
<tr>
<td>The victim lets life happen without trying to make things happen.</td>
<td>The victor has a plan and sets goals and works every day to make positive things happen.</td>
</tr>
<tr>
<td>The victim is always late and often absent, and always has an excuse.</td>
<td>The victor is on time, prepared, and rarely ever negligent regarding his/her responsibilities.</td>
</tr>
<tr>
<td>The victim hangs out with negative people who are trouble-makers and party animals with low ambition and a poor work ethic.</td>
<td>The victor surrounds himself/herself with people who are working hard to make something of themselves and who are encouraging and motivating.</td>
</tr>
</tbody>
</table>
BASIC TRUTH 5
This Is Not High School

It sounds so simple, but this is perhaps the most universal and important truth discussed here. College is very different from high school or the world of work and perhaps one of the most different places you’ll ever encounter. The expectations for four different areas are outlined in Figure 1.4. Review each area carefully and consider your past experiences as you study the differences.

**Figure 1.4 A Guide to Understanding Expectations**

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>College</th>
<th>Work</th>
</tr>
</thead>
</table>
| **Punctuality and Attendance** | - Expectations: State law requires that you attend a certain number of days  
- The hours in the day are managed for you  
- There may be some leeway in project dates  
- Penalties: You may get detention  
- You may not graduate  
- You may be considered a truant  
- Your grades may suffer | - Expectations: Attendance and participation in class are strictly enforced by many professors  
- Most professors will not give you extensions on due dates  
- You decide your own schedule and plan your own day  
- Penalties: You may not be admitted to class if you are late  
- You may fail the assignment if it is late  
- Repeated tardiness is sometimes counted as an absence  
- Most professors do not take late assignments | - Expectations: You are expected to be at work and on time on a daily basis  
- Penalties: Your salary and promotions may depend on your daily attendance and punctuality  
- You will most likely be fired for abusing either |
| **Teamwork and Participation** | - Expectations: Most teamwork is assigned and carried out in class  
- You may be able to choose teams with your friends  
- Your grade may reflect your participation  
- Penalties: If you don’t participate, you may get a poor grade  
- You may jeopardize the grade of the entire team | - Expectations: Many professors require teamwork and cooperative learning teams or learning communities  
- Your grade will depend on your participation  
- Your grade may depend on your entire team’s performance  
- You will probably have to work on the project outside of class  
- Penalties: Lack of participation and cooperation will probably cost you a good grade  
- Your team members will likely report you to the professor if you do not participate and their grades suffer as a result | - Expectations: You will be expected to participate fully in any assigned task  
- You will be expected to rely on coworkers to help solve problems and increase profits  
- You will be required to attend and participate in meetings and sharing sessions  
- You will be required to participate in formal teams and possess the ability to work with a diverse workforce  
- Penalties: You will be “tagged” as a non–team player  
- Your lack of participation and teamwork will cost you raises and promotions  
- You will most likely be terminated |
<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>College</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Personal</td>
<td><strong>Expectations</strong>&lt;br&gt;Teachers may coach you and try to motivate you</td>
<td><strong>Expectations</strong>&lt;br&gt;You are responsible for your own learning</td>
<td><strong>Expectations</strong>&lt;br&gt;You are hired to do certain tasks and the company or institution fully expects this of you</td>
</tr>
<tr>
<td><strong>Responsibility</strong>&lt;br&gt;and Attitude</td>
<td>You are required by law to be in high school regardless of your attitude or responsibility level</td>
<td>Professors will assist you, but there is little “hand holding” or personal coaching for motivation</td>
<td>You are expected to be positive and self-motivated</td>
</tr>
<tr>
<td>Penalties</td>
<td><strong>Penalties</strong>&lt;br&gt;You may be reprimanded for certain attitudes</td>
<td><strong>Penalties</strong>&lt;br&gt;You may fail the class if your attitude and motivation prevent you from participating</td>
<td>You are expected to model good behavior and uphold the company’s work standards</td>
</tr>
<tr>
<td></td>
<td>If your attitude prevents you from participating, you may fail the class</td>
<td></td>
<td>You will be passed over for promotions and raises</td>
</tr>
<tr>
<td>**Ethics and</td>
<td><strong>Expectations</strong>&lt;br&gt;You are expected to turn in your own work</td>
<td><strong>Expectations</strong>&lt;br&gt;You are expected to turn in your own work</td>
<td><strong>Expectations</strong>&lt;br&gt;You will be required to carry out your job in accordance with company policies, laws, and moral standards</td>
</tr>
<tr>
<td><strong>Credibility</strong></td>
<td>You are expected to write your own papers, without plagiarizing</td>
<td><strong>Expectations</strong>&lt;br&gt;You are expected to write your own papers, without plagiarizing</td>
<td>You will be expected to use adult vision and standards</td>
</tr>
<tr>
<td></td>
<td><strong>Penalties</strong>&lt;br&gt;You may get detention or suspension</td>
<td><strong>Penalties</strong>&lt;br&gt;Poor ethical decisions may land you in front of a student or faculty ethics committee or result in expulsion from the college</td>
<td>You may be reprimanded</td>
</tr>
<tr>
<td></td>
<td>You will probably fail the project</td>
<td><strong>Penalties</strong>&lt;br&gt;You will fail the project as well as the class</td>
<td>You may be terminated</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Penalties</strong>&lt;br&gt;You may face deportation if your visa is dependent on your student status</td>
<td>Poor ethical decisions may cause you to be severely reprimanded or terminated, or in some cases could even result in legal consequences</td>
</tr>
</tbody>
</table>

**BASIC TRUTH 6**

Eliminating the “This Isn’t Harvard Syndrome” Will Be Essential to Your Success

Some students enter college with little or no perception of how much work is involved or how much effort it is going to take to be successful. They do not think that the local college could possibly be “that difficult.” Many even perceive his or her institution to be less rigorous than what it actually is. “It’s only Grace College,” or “It’s only Trion State University,” some might reason. They do not think that the college they are attending has the academic standards of Harvard, Yale, or Stanford University. The truth is that your college education is what you make
"I was..." Those are powerful words. For example, I was the manager of the gardening department of a major retail chain. I was an employee in a shop that prints and mails inserts and flyers. I was a rock band drummer for several bands. I was a crystal meth addict. Yes... I was!

It seems strange to write that now, but the term, "I was..." is impossible to erase. My friends and clients often ask me how I managed to go from the life of a meth addict to a personal trainer. The journey was a strange one and often difficult.

I began playing the drums when I was six years old, and by the time I was eight, I had my first "garage band." Writing and playing music were my only passions. They were my life. After high school, I worked many odd jobs, but my love of performing never waned.

In my twenties, I had a band that steadily played gigs and I was living the life of a rocker. We traveled. We sang. We partied. We traveled some more and we partied some more... and some more. Before I really realized what was happening with me, I had become addicted to meth. It was my life. I hung around people who used with me and they became my family. I met Kathy, the woman I would eventually marry, while performing with my band. She and I hit it off even though she knew of my addiction. One evening after we were married, Kathy and I were talking and she mentioned that she would like to have children one day. I wanted children, too. At that moment, the strangest thing came to my mind. I thought, "If she gets pregnant, I’ll stop doing meth." How could I be so messed up that I would work to abolish my addiction for a child not yet born, but I would not consider trying to stop just for me? That was my wake-up call. I knew I had to change my life. I was 29 years old.

I was one of the lucky ones. I was able to stop “cold turkey” on my own. I know that others are not so lucky. I began to look at my life and tried to determine what I wanted to do. I had to seriously evaluate every aspect of who and what I was. I knew that I had to set goals to get my life back on track.

I had been in a life-threatening motorcycle accident years earlier and remembered the great care I received from my physical therapist. So I began to look at PT programs, and that is when I found the personal trainer program at our local college. Something about this was very attractive to me. Again, I was lucky. I happened to find my passion and my life’s vocation without much struggle.

Today, after working through my addiction, surviving a divorce, and mourning the death of my mom, I can say without a doubt that I am one of the luckiest people on earth. Because I was willing to change and stayed committed to finding a better life, I own my own gym, hold certifications from every major fitness and rehabilitation organization in America, and count each day as a true gift.

EXTRAORDINARY REFLECTION

Mr. Clayton mentions that he was one of the “lucky ones.” What role do you think luck plays in one’s success? Is there a difference between luck, readiness, and action? If so, what is it?
of it. When you graduate and you are interviewing for a job, the name of your institution may hold
some weight, but, your skills, passion, experiences, knowledge, and thinking abilities will be the
paramount “tipping point.”

True, you may not be at Harvard or Yale, but the rigor of your programs, the amount of
reading required, the level of math skills needed, and the degree to which critical thinking,
communication, and information literacy skills will be required may surprise you. We think
that it is important to dispel the “This Isn’t Harvard Syndrome” as quickly as possible so that
you can prepare yourself for the coursework and requirements ahead and make the most of
your college experience.

BUILDING A NEW YOU

How Can You Change Your Life
Through SMART Goal Setting?

Positive change can be brought about in several ways, but the most effective ways are through
SMART goal setting and having a “change plan.” SMART is an acronym for goals that are Specific,

Think about what you really want or what you need to change in
your life. More importantly, think about why you want “this thing”
and what it is going to mean to your life. By thinking about what you
want, what needs to change, and where you want to be, goals become
easier.

Goal setting itself is relatively easy—it is the personal commitment
and self-motivation that requires detailed attention, hard work, and un-
bridled passion. The most vital step toward reaching your goal is making
a personal commitment to yourself that you are going to achieve it and then committing all of
your possible resources toward the completion of that goal.

Characteristics of SMART Goals

The following characteristics will help you in your quest to bring about change through effec-
tive goal setting. Goals should be:

■ Specific. Your goals should have a direct purpose and direction. Your goals should not
be vague but rather state what, when, where, and why.

■ Measurable. Your goal needs to be concrete and measurable in some way. Avoid such
terms as “earn a lot,” or “lose some.”

■ Attainable. Your goal should be a challenge for you, but also within reason based on
your abilities.

■ Relevant. To attain a difficult goal, you must want it very badly. You should never work
toward something just because someone else wants it. The goal must be realistic and de-
sirable to you. To achieve a goal, you must really believe it is within your capacity to
reach it.

■ Time-Bound. Your goals may need to be adapted to changing circumstances in your life.
You should also have a challenging but realistic deadline.

How to Write Your Goals to Bring About Positive Change

“I will pass my next math test with a B or better” is an example of a short-term goal. “I will pur-
chase my first home in seven to ten years” is a long-term goal. During your time at school, more of
your goals may be short term rather than long term, but you can certainly begin setting both.
Goals can be lofty and soaring, but great goals can also be as simple as “I will spend two hours at
the park with my children tomorrow afternoon.”
Well-written, exciting, and effective goals include:

- A Goal Statement with a Target Date
- Action steps
- A narrative statement
- An “I Deserve It” statement
- A personal signature

Your goal statement should be specific and measurable; that is, it should entail some tangible evidence of its achievement and it should have a target date, or timeline for accomplishing your goal. Your goal statement must use an action verb. An example of a goal statement with an action verb and target date is: “I will lose 10 pounds in six weeks” or “I am going to join a campus club by the fifth week of this term.” This is a much more powerful statement than: “I am thinking about joining a club” or “I wanna get a new car.”

After you write the goal statement, you’ll need to create specific action steps that explain exactly what you are going to do to reach your goal. There is no certain number of steps; it all depends on your goal and your personal commitment. An example of action steps for weight loss might be: (1) I will walk up three flights of steps daily, (2) I will meet with a personal trainer, (3) I will set an appointment with a nutrition counselor.

The next step is to write a narrative statement about what your goal accomplishment will mean to you and how your life will change because of reaching this goal. For example, if your goal is to lose 30 pounds, paint a “verbal picture” of how your life is going to look once this goal has been reached. Your verbal picture may include statements such as: “I’ll be able to wear nicer clothes,” “I’ll feel better,” “I’ll be able to ride my bicycle again,” and “My self-esteem will be stronger.” If your goals don’t offer you significant rewards, you are not likely to stick to your plan.

**Figure 1.5 SMART Goals**

| Goal Setting | Specific | Measurable | Attainable | Relevant | Time-bound |
Next, write two reasons why you deserve this goal. This is called your “I Deserve It” statement. It may seem simple, but this is a complex question. Many people do not follow through on their goals because, deep down, they don’t feel they deserve them. The narrative statement helps you understand how your life will look once the goal is met, but your “I deserve it” statement asks you to consider why you deserve this goal.

Finally, sign your goal statement and post it where you can see it daily. This is an imperative step in that your signature shows that you are making a personal commitment to see this goal to fruition. This is your name. Use it with pride. Posting your goal will help you focus on it daily. Use the goal sheet in Figure 1.6 to build your goals.

---

**Figure 1.6  Goal Sheet**

<table>
<thead>
<tr>
<th>My Personal Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help you get started, use this goal-setting sheet as a template for this and future goals.</td>
</tr>
</tbody>
</table>

**Name**  
______________________________

**Goal Statement** (with action verb and target date)  
______________________________

**Action Steps** (concrete things you plan to do to reach your goal)  
1.  
2.  
3.  
4.  
5.  

**Narrative Statement** (how your life will look when you reach your goal)  
______________________________

What obstacles will you need to overcome to reach this goal?  
______________________________

**I deserve this goal because:**  
1.  
2.  

**I hereby make this commitment to myself.**  
______________________________  
______
ONE LAST, IMPORTANT WORD ABOUT YOUR GOALS

What Happens When Your Aspirations and Behaviors Collide?

Earlier in the chapter you read about change and how to bring about a positive change in your life. One of the ideas discussed was “change demands action.” Your goals demand action, too. Many students are dismayed when they realize that goals don’t just happen. Dreams and plans and aspirations are fine, but the ending can be quite painful if you don’t put forth the effort to bring them to fruition. To reach your goals and meet your aspirations, you may have to work harder than you’ve ever worked in the past. You may have to adjust the way you approach things, you may have to adjust the way you think about involvement, and, most importantly, you may have to change the level of action that you put toward your goals.

The point at which many students leave college is the point at which their aspirations and behaviors collide. They realize that monumental changes are going to have to occur before their aspirations are met and they are simply not ready, willing, or able to make these monumental adjustments. Begin today working to employ healthy study habits, get involved in your institution’s activities, work to get to know your instructors, counselors, and advisors, and reach out to people in class and beyond who can help you. Build on your strengths and work tirelessly to overcome your challenges. These steps will help you reach your goals and make your future aspirations a reality.

The transition from one place to another is seldom easy, even when the change is what you want. Entering college has given you the opportunity to assume new roles, develop new friendships, meet new people, work under different circumstances, and create a bountiful future. It is an opportunity to improve on who you are at this moment or to build an entirely new person if you choose to do so. Going to college gives you the opportunity to reflect on your strengths and consider areas where you might need to change. These changes form the very essence of the college experience; they create wonderful new experiences and help you discover who you really are and what you have to offer the world.

As you reflect upon this chapter, keep the following pointers in mind:

- Evaluate your reason(s) for attending college and what it means to your life.
- Understand and use the Essential Cornerstones for Success In a Changing World.
- Work hard to be a victor, not a victim.
- Don’t just let change happen, get involved in your own life and learning.
- Use goal setting to help you direct changes in your life.
BRINGING POSITIVE CHANGE TO YOUR LIFE

Utilizes Levels 1–6 of the Taxonomy (See Bloom’s Taxonomy at the front of this text)

After reading and reflecting thus far, you may have identified several changes that you need to make in your academic or personal life. Also, changes may have been thrust upon you by choices you or those around you have made. The following model provides a method for bringing positive changes into your life and/or reshaping the changes over which you had little control.

STEP 1

Review the steps of the Change Implementation Model based on Bloom’s Taxonomy.

| Level 1—Remember | Describe one behavior, belief, or action that you need to change in your life. Also, list the possible obstacles that you might encounter. |
| Level 2—Understand | Explain why this change needs to occur in order for you to be successful. Also, give two examples of the options available to you at your school, home, or in the community for making the desired change. |
| Level 3—Apply | Using the information from Levels 1 and 2, show your plan (action steps) to overcome the obstacles listed above. |
| Level 4—Analyze | Compare your current action steps to the steps you have previously taken to overcome obstacles and enact change. What conclusions can be drawn from this comparison? |
| Level 5—Evaluate | Pretend that someone very close to you asks you what you are doing with this plan and why. Write a detailed paragraph to justify what you are doing, why you need to do it, and how it is going to positively affect your life. |
| Level 6—Create | Based on the information you have gathered above from investigation and reflection, design your plan to bring about this change in your life. Consider using the SMART goal setting illustrated in this chapter to create a plan and action steps that are truly unique to you. |

STEP 2

After studying the Change Implementation Model above, read the following fictional scenario in which you encounter difficulty in Accounting 101.

You enter your Accounting 101 class eager to take the first course in your major field. You are shocked to find that the professor begins lecturing on the first day. Not only is the material difficult to understand, so is the professor, whose first language is not English.

For homework, the professor assigns two chapters to read per class, but the lectures are not based on material found in the text. You try to study as you had in high school, but now you feel overwhelmed and isolated. The material is much harder.
After three weeks and a failed first test, you notice that the students who passed the test had formed study groups, something that you once thought only the brightest students practiced.

Using the Change Implementation Model, you decide to make positive changes in your study habits. As an example, plans for change are shown in Step 3.

**STEP 3**

Review this example and determine how you might use the Change Implementation Model to enact changes to save your grade in Accounting 101.

<table>
<thead>
<tr>
<th>Level 1—Remembering</th>
<th>If I could, I would change my study habits in accounting and become stronger in my math skills. Obstacles: fear of change, shyness, pride, and time constraints</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 2—Understanding</strong></td>
<td>Why change is needed: weak math skills causing me to fail accounting Institution: tutoring center and math lab, professor’s office hours Community: aunt works in accounting office</td>
</tr>
</tbody>
</table>
| **Level 3—Applying** | Step 1—I will join a study group.  
Step 2—I will make an appointment for tutoring in the math lab.  
Step 3—I will talk to my advisor about available services.  
Step 4—I will plan at least five hours per week to study for my accounting class.  
Step 5—I will seek help from my aunt, who is an accountant. |
| **Level 4—Analyzing** | Past: I took notes in class and looked over them before a test. New: I will join a study group and go to tutoring center and math lab. New: I will talk with my advisor. New: I will meet with my aunt for advice and assistance. Conclusion: In taking personal responsibility for my education, taking calculated risks to bring about change, and asking for help, I’m more likely to pass accounting. |
| **Level 5—Evaluation** | I am working so hard to pass accounting because I want this degree and I want the knowledge of how to run my own business. If I don’t change my habits, I will not pass accounting and I will not have this degree. Without this degree, I will most likely have to work in low-paying jobs for the rest of my life. By asking for help, spending more time studying, and spending more time around people who have some of the same interests, I can develop the skills to graduate, start my own business, and help my family out financially. |
**Level 6—Creating**

Based on the information you have gathered above from investigation and reflection, design your plan to bring about this change in your life. Consider using the SMART goal setting illustrated in this chapter to create a plan and action steps that are truly unique to you.

<table>
<thead>
<tr>
<th>Goal: I will get involved with a study group, schedule a tutor, and spend at least five hours per week studying for accounting. I will do this by the end of this week.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps:</strong></td>
</tr>
<tr>
<td>Step 1—I will join a study group/get accounting tutor.</td>
</tr>
<tr>
<td>Step 2—I will talk to my advisor about available services.</td>
</tr>
<tr>
<td>Step 3—I will study at least five hours per week for accounting class.</td>
</tr>
<tr>
<td>Step 4—I will work with my boss to design a plan for more study time.</td>
</tr>
<tr>
<td>Step 5—I will meet with my aunt once a week to get her help.</td>
</tr>
<tr>
<td><strong>Narrative Statement:</strong> By getting involved and not trying to go this alone, I will begin to enjoy college more and do better in my classes.</td>
</tr>
</tbody>
</table>

I deserve this goal because I have the courage to ask for help and the intelligence to put my pride aside and seek assistance. I deserve to learn this material so that I can successfully run my own business.

**STEP 4**

After studying the Change Implementation Model example above, focus on a few things that you might want to change about your own academic life, such as study habits, motivation level, financial or priority management, or your attitude. Now, choose one of these major changes you wish to incorporate into your life from the list above. Using the Change Implementation Model, devise a strategy to effect this change. Complete each section carefully and thoughtfully, but make sure that Level Six contains concrete, doable action steps that will help you actually bring about this change. Remember, without action steps and ACTION, this change will not occur.

**Level 1—Remembering**

Identify one behavior, belief, or action that you need to change in your life. Also, list the possible obstacles that you might encounter.

**Level 2—Understanding**

Explain why this change needs to occur in order for you to be successful. Also, give two examples of the options available to you at college, home, or in the community for making the desired change.

**Level 3—Applying**

Using the information from Levels 1 and 2, show your plan (action steps) to overcome the obstacles listed above.
<table>
<thead>
<tr>
<th>Level 4—Analyzing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare your current action steps to the steps you have previously taken to overcome obstacles and enact change. What conclusions can be drawn from this comparison?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5—Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretend that someone very close to you asks you what you are doing with this plan and why. Write a detailed paragraph to justify what you are doing, why you need to do it, and how it is going to positively affect your life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6—Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the information you have gathered above from investigation and reflection; design your plan to bring about this change in your life. Consider using the SMART goal setting illustrated in this chapter to create a plan and action steps that are truly unique to you.</td>
</tr>
</tbody>
</table>
## SQ3R MASTERY STUDY SHEET

<table>
<thead>
<tr>
<th>EXAMPLE QUESTION (FROM PAGE 5)</th>
<th>ANSWER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss two traits employers are seeking from today's employees?</td>
<td></td>
</tr>
<tr>
<td>EXAMPLE QUESTION (FROM PAGE 11)</td>
<td>ANSWER:</td>
</tr>
<tr>
<td>What is the M &amp; M Theory?</td>
<td></td>
</tr>
<tr>
<td>AUTHOR QUESTION (FROM PAGE 6)</td>
<td>ANSWER:</td>
</tr>
<tr>
<td>Identify and discuss the Essential Cornerstones for Success in a Changing World.</td>
<td></td>
</tr>
<tr>
<td>AUTHOR QUESTION (FROM PAGE 7)</td>
<td>ANSWER:</td>
</tr>
<tr>
<td>Why is it important to avoid social media blunders?</td>
<td></td>
</tr>
<tr>
<td>AUTHOR QUESTION (FROM PAGE 8)</td>
<td>ANSWER:</td>
</tr>
<tr>
<td>List and discuss the four steps in bring about positive change to your life.</td>
<td></td>
</tr>
<tr>
<td>AUTHOR QUESTION (FROM PAGE 18)</td>
<td>ANSWER:</td>
</tr>
<tr>
<td>What are the characteristics of SMART goals?</td>
<td></td>
</tr>
<tr>
<td>AUTHOR QUESTION (FROM PAGE 18)</td>
<td>ANSWER:</td>
</tr>
<tr>
<td>Why must a goal be measurable?</td>
<td></td>
</tr>
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Finally, after answering these questions, recite this chapter’s major points in your mind. Consider the following general questions to help you master this material.

- What is it about?
- What does it mean?
- What is the most important thing you learned and why?
- What are the key points to remember?