CHAPTER 1

CHANGE

ADJUSTING TO THE CULTURE OF COLLEGE, NURTURING CHANGE, AND SETTING YOUR GOALS
"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."
—R. M. Sherfield

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WHY READE THIS CHAPTER?

What’s in it for me?

Why? Because this chapter, indeed this whole book and course in which you are enrolled, is about helping you become the best college student, thinker, citizen, leader, and lifelong learner that you can possibly be. The information in this chapter is included to help you understand some of the basic truths about college life and academic survival. Quite simply, this chapter was written to help you learn how to adjust to college life, discover your potential, build on your strengths, and bring about positive change in your life through self-analysis, reflection, and goal setting. By reading this chapter and working through the activities, you will begin to see how important change is to your life, your growth, and your future, and more importantly, how to bring about that positive change.

By carefully reading this chapter and taking the information provided seriously, you will be able to:

1. Understand the relationship between your education and the new world economy.
2. Identify and apply the Ten Essential Cornerstones for Success in a Changing World.
3. Understand the basic truths about how college can help you beyond the classroom.
4. Understand the differences among high school, college, and career.
5. Understand why change is important and how to bring about change through goal setting.

WHY read this stuff on positive change? WHY will a chapter on change and goal setting help me in college, at work, with my friends, and beyond? WHY spend my time reading something that I’m not sure will help me at all? WHY is it important to understand the “Culture of College”?

Chapter 1 / Change

“When it comes to the future, there are three kinds of people: those who let it happen, those who make it happen, and those who wonder what happened.”

—John Richardson, Sr.
Change has been a major part of my life, and learning how to transform myself was a very important tool that helped me succeed in my first year of college. A major change in my life was learning how to overcome years of self-defeating behaviors, a horrible academic background, a negative attitude, and terrible study skills. I quickly learned that my success depended on my becoming an open-minded person who knew how to set goals, work to achieve those goals, develop self-motivation skills, and study effectively. These were not easy steps for me after 12 years of failure and disappointment.

I am the son of textile workers. Both of my parents worked in a cotton mill for over 30 years. 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 barely finished high school with a D– average and my SAT scores and class rank were so bad that I was denied entrance to a community college. The college granted me provisional acceptance with the stipulation that I enroll in, and successfully complete, a summer preparatory program. I graduated high school on a Friday night and began my college studies the very next Monday morning enrolled in the prep program. I never realized what lay ahead. I never realized how my life was about to change forever. I never realized at that point how much I would have to change.

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. The class ended and after an hour’s break, I headed across campus for history. Professor Wilkerson entered with a dust storm behind her. She 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, tuition, parking, and the size of the library. I knew that something was different, something had changed in me. I couldn’t put my finger on it. It would be years before I realized that the change had not been my classes, not my schedule, not the people, not the professors—but me; I had changed. In one day, I had tasted something intoxicating, something that was addictive. I had tasted a new world.

I had to go to work that afternoon at the mill, and even my job and my coworkers had changed. I had always known that I did not want to spend the rest of my life in the factory, but this day the feeling was stronger. My job was not enough, my family was not enough, the farm on which I had been
. . . FROM MY PERSPECTIVE, continued

raised was not enough anymore. There was a new light in me, and I knew that because of that one
day in college, I would never be the same. It was like tasting Godiva chocolate for the first time—
Hershey’s kisses were no longer enough. It was like seeing the ocean for the first time and knowing
that the millpond would never be the same. I couldn’t go back. What I’d known before was simply
no longer enough.

My name is Robert Mark Sherfield, and 34 years later, as I coauthor your Cornerstone text, I am
still addicted to that new world. College 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.

THE TIMES . . . THEY ARE A-CHANGIN’

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

Composer, singer, and activist Bob Dylan once wrote, “The times, they are a-changin’.”
Truer words have never been spoken—especially for anyone living at this moment. 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 world economy,” you might say, “who cares about a world economy?”

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

“An iPhone? A Blackberry? A podcast? Twittering? 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 and exceptionally foolish 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 med-
ical assisting to work in a small doctor’s office in Spokane, Washington—or to obtain a degree in
criminal justice to work at the local police department in Union, South Carolina—or to earn a
degree in education so that you can teach first grade 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 world 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 included it to 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 you live today. The present and the future may not be as rosy as you had hoped, but the future is here, 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 your being prepared and knowing how to quickly adapt to and change in a variety of situations.

In his book The 2010 Meltdown (2005), Edward Gordon writes, “Simply stated, today in America, there are just too many people trained for the wrong jobs. Many jobs have become unnecessary, technically obsolete . . . or worse yet, the job/career aspirations of too many current and future workers are at serious odds with the changing needs of the U.S. labor market” (p. 17).

However, all is not lost to you or your future. People who are well-skilled, possess superb oral and written communication skills, know how to solve problems, have the capacity to change, and can work well with others will be in high demand for many years to come.

What Employers Are Saying

According to the report College Learning for the New Global Century (2008), “Employers want college graduates to acquire versatile knowledge and skills. Fully sixty-three percent of employers believe that too many recent college graduates do not have the skills they need to succeed in the global economy and a majority of employers believe that only half or fewer recent graduates have the skills or knowledge needed to advance or to be promoted in their companies.” Skills listed as vitally important to employers include:

- computer literacy
- attention to detail
- accuracy
- tact
- self-confidence
- character
- humor
- the ability to learn
- new skills quickly
- 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 for us 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 the Ten Essential Cornerstones for Success in a Changing World (Figure 1.1). These skills will be needed for your success, personal independence, and growth in the new millennium. Study them carefully, as you will see them throughout the text and be asked to reflect upon each one.

By learning to develop these enduring skills, you will be able to carry them with you on your first job, your 10th job, and well into your future. By learning how to change and reinvent yourself with the times and demands of the world, you will position yourself to become—AND remain—competitive.
## 1.1 Ten Essential Cornerstones for Success in a Changing World

<table>
<thead>
<tr>
<th>Cornerstone</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PASSION</strong></td>
<td>The ability to show the world a person who is passionate about his or her mission and who has aligned his or her goals with his or her education, talents, experiences, and skills. A person who cares not only about his or her own success, but also about the world and his or her surroundings—a person who possesses Civic Literacy and sees himself or herself as “a citizen of the world.”</td>
</tr>
<tr>
<td><strong>MOTIVATION</strong></td>
<td>The ability to find the inner strength and personal drive to get up each day and face the world with an “I can, I will” attitude. The ability to develop a strong personal value and belief system that motivates you when the going gets tough. The ability to know who you are and to never let anyone steal your identity or erode your personal ethics.</td>
</tr>
<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>The ability to become highly skilled in a profession or craft that will enable you to make a good living for yourself and your family in a rapidly changing workplace and to use lifelong learning to maintain your marketable skill sets. The ability to master important academic information beyond that of your major field in areas such as math, science, psychology, history, technology, economics, and communication and to practically apply that information in an evolving and highly technical work environment.</td>
</tr>
<tr>
<td><strong>RESOURCEFULNESS</strong></td>
<td>The ability to apply information literacy—to know WHERE to find information and the resources that will help you be successful in your academic studies and your chosen profession, and HOW to evaluate that information to determine if it is useful and accurate. The ability to look for and to seek new opportunities, options, and outcomes. The ability to imagine, integrate, and implement new ways of solving old problems.</td>
</tr>
<tr>
<td><strong>CREATIVITY</strong></td>
<td>The ability to use creativity and innovation in solving problems, which will enable you to anticipate new and emerging issues and to communicate and use what you know and what you have learned and discovered to answer critical questions and solve complex and demanding problems.</td>
</tr>
<tr>
<td><strong>ADAPTABILITY</strong></td>
<td>The ability to make good choices based on future opportunities and a changing workplace and to constantly reinvent yourself as change brings about necessity and opportunity. The ability to work effectively in a climate of changing priorities and uncertainty.</td>
</tr>
<tr>
<td><strong>OPEN-MINDEDNESS</strong></td>
<td>The ability to accept and appreciate a highly diverse workplace and the inherent differences and cultures that will be commonplace. The ability to listen to others with whom you disagree or with whom you may have little in common and to 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. The ability to conduct yourself in a respectable and professional manner.</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>The ability to develop and maintain healthy, supportive personal and professional relationships and to build a solid network of well-connected professionals who can help you and who YOU can help in return.</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY</strong></td>
<td>The ability to accept responsibility and be accountable for all aspects of your future including your psychological well-being, your spiritual well-being, your relationships, your health, your finances, and your overall survival skills. Basically, you must develop a plan for the future that states, “If this fails, I’ll do this,” or “If this job is phased out, I’ll do this,” or “If this resource is gone, I’ll use this,” or “If this person won’t help me, this one will.”</td>
</tr>
<tr>
<td><strong>VISION</strong></td>
<td>The ability to guide your career path in a new global economy and to understand and take advantage of the inherent impact of worldwide competition—even if you live in a small town and work for a small “mom and pop” company. The ability to “see what is coming and prepare for the changes, adapt to circumstances, and grow with grace and style.</td>
</tr>
</tbody>
</table>
friends, their careers, and the environment, and most people do care and are concerned about world events and what is happening around them.

However, in the hustle and bustle of finding day care, 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 of you and your family.

According to one of the leading research sources in higher education, The Chronicle of Higher Education (August 29, 2008, p. 18), first-year students have a variety of thoughts regarding a college education and money. Of the 272,000 students who responded to the survey, 74% said that “being very well-off financially” was an essential or very important objective; 66% responded that “the chief benefit of a college education is that it increases one’s earning power.” Another interesting finding was that 79% of those responding to the survey stated that they believed that “through hard work, everybody can succeed in American society.”

According to the U.S. Census Bureau in their annual report Education and Training Pay (2007), people with college degrees can earn considerably more than those who do not have a degree. For a complete look at the earning power of U.S. citizens age 25 and older, look at the Education, Pay, and Unemployment chart in Figure 1.2.

By focusing on money in this section, we do not mean to suggest that the only reason to attend 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 in Figure 1.2 suggests, those with college degrees traditionally earn MORE money and experience LESS unemployment.

### Education, Pay, and Unemployment Statistics of Full-Time Workers, 25 and Over

<table>
<thead>
<tr>
<th>Unemployment Rate</th>
<th>Degree</th>
<th>Mean Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.35%</td>
<td>Professional Degree</td>
<td>$122,480</td>
</tr>
<tr>
<td>1.40%</td>
<td>Doctorate Degree</td>
<td>$108,563</td>
</tr>
<tr>
<td>1.85%</td>
<td>Master’s Degree</td>
<td>$80,407</td>
</tr>
<tr>
<td>2.20%</td>
<td>Bachelor’s Degree</td>
<td>$66,133</td>
</tr>
<tr>
<td>3.15%</td>
<td>Associate Degree</td>
<td>$47,196</td>
</tr>
<tr>
<td>3.85%</td>
<td>Some College, No Degree</td>
<td>$44,488</td>
</tr>
<tr>
<td>4.35%</td>
<td>High School Graduate</td>
<td>$37,424</td>
</tr>
<tr>
<td>7.40%</td>
<td>Less than High School Graduate</td>
<td>$28,539</td>
</tr>
</tbody>
</table>

Source: Department of the Census, Department of Labor, 2007.
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.

**COLLEGE AND YOU**

*Why Is It the Partnership of a Lifetime?*

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

- Grow more self-sufficient and self-confident
- Establish and strengthen your personal identity
- Understand more about the global world in which you live
- Become a more involved citizen in social and political issues
- Become more open-minded
- Learn to manage your emotions and reactions more effectively
- Understand the value of thinking, analyzing, and problem solving
- Expand and use your ethical and moral thinking and reasoning skills
- Develop commanding computer and information literacy skills
- Manage your personal resources such as time and money
- Become more proficient in written, oral, nonverbal, and technical communication
- Grow more understanding and accepting of different cultures
- Become a lifelong learner
- Become more financially independent
- Enter a career field that you enjoy

Which skill is THE most important to you? ____________

*Discuss* how you think this skill will help you in your college classes, in your profession, and in your personal life. ____________

*The Chronicle of Higher Education’s* annual report mentioned earlier on first-year students does not list “I want to change” as one of the reasons for attending college. However, you are going to experience changes in your attitudes, your values, your actions, and your intellectual character. You are going to notice changes in old relationships and even in the relationships with your family members. Many of the changes will be positive and rewarding. Sure, there will be a few changes that test your nature and temperament, but that is why this chapter is
included in this book—to help you understand how to navigate difficult changes and create positive changes in your life by goal setting, planning, hard work, and persistence.

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. These may include travel, relationships, and personal victories or setbacks. However, few experiences will have a greater influence than your college experience. College can mean hopes realized, dreams fulfilled, and the breaking down of social and economic walls. To get the most from your college experience and to lay a path to success, it will be important for you to look at your expectations and the vast differences among high school, jobs you may have held, and the culture of college. This section will introduce you to some of the changes you can expect and give you a brief introduction into the “culture of college.”

Basic Truth #1

SUCCESS IS ABOUT CHOICES, SACRIFICES, AND CHANGE

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; whether to get involved in campus life or “go it alone”; and/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 one’s potential, and creating opportunities for positive growth.

Basic Truth #2

HIGHER 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 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 your college of choice, 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 also have the responsibility to give 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
CHAPTER 1  CHANGE

THINKING for CHANGE: An Activity for Critical Reflection

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

Devon knew, however, that he had to succeed. He looked at his current financial situation, his dead-end job, and his desire to work in the 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 felt that he was just too far behind to catch up. He was at a loss as to what to do.

Pretend that Devon is enrolled at your institution. In your own words, what would you suggest that Devon do at this point? List at least two things that he could do to ensure his success and that would help him change his mind about dropping out. Think about what services are offered and what people might be of assistance to him.

1. __________________________________________
2. __________________________________________

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 institution. 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 open mind, curiosity and enthusiasm. In return, your institution will be responsible for helping you reach your fullest potential and live the life you desire.

So, what are your thoughts at the moment? Respond to the following questions honestly and personally.

1. Thus far, I think my most rewarding class is ____________________ taught by Mr./Mrs./Ms./Dr. ______________
   I believe this because ______________________________________
   To date, I’ve learned that he or she expects me to __________________________________
   To meet this expectation, how will my academic habits have to change?

2. __________________________________________
   __________________________________________

3. To date, I’ve learned that he or she expects me to
   __________________________________________

4. To meet this expectation, how will my academic habits have to change?
   __________________________________________
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 else 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 the following chart (Figure 1.3) describing the differences between a “Victim” and a “Winner.”

<table>
<thead>
<tr>
<th>The VICTIM</th>
<th>The WINNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>The victim blames others for his or her problems.</td>
<td>The winner accepts responsibility for what happens in his or her life.</td>
</tr>
<tr>
<td>The victim procrastinates and makes excuses for not doing a good job.</td>
<td>The winner thinks ahead and plans for success.</td>
</tr>
<tr>
<td>The victim sees adversity as a permanent obstacle.</td>
<td>The winner sees adversity as a way to get stronger.</td>
</tr>
<tr>
<td>The victim constantly complains and has a negative mentality about most things.</td>
<td>The winner 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 winner works hard to raise his or 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 winner 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 winner is on time, prepared, and rarely ever negligent regarding his or her responsibilities.</td>
</tr>
<tr>
<td>The victim hangs out with negative people who are troublemakers and party animals and have low ambition and a poor work ethic.</td>
<td>The winner surrounds himself or herself with people who are working hard to make something of themselves and who are encouraging and motivating.</td>
</tr>
</tbody>
</table>

1. Name one person available to you (personally or professionally) who can offer you support, encourage you, and to whom you can turn when things get tough. ___________________

2. Why do you respect and/or admire this person enough to ask him or her for help? ________

3. Generate a list of three questions you would like to ask this person about his or her life, how he or she “made it,” and how he or she overcame adversity.

1. __________________________

2. __________________________

3. __________________________

**Basic Truth #4**

**SELF-MANAGEMENT WILL BE YOUR KEY TO SUCCESS**

A major change 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 college 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 five 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 workweek 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 how strong your academic background is. We will discuss time management and study techniques later in this text.

**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 on the following chart (Figure 1.4). Review each area carefully and consider your past experiences as you study the differences.

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**What is the most surprising thing you have learned about your institution's curriculum thus far?**

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**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 community college or state university they are attending could possibly be “that difficult.” Many even perceive their college or university to be less rigorous than it actually is. “It’s only Maple State University,” or “It’s just Trion Technical College,” some might reason. They do not think that the college they are attending has the academic standards of a Harvard, a Yale, or a Stanford University. The truth is that your college education is what YOU make of it. When you graduate and you are interviewing for a job, the name of your institution may hold some weight, but your skills, your passion, your experiences, your knowledge, and your 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 thus think that it is important for you 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.

You’ve probably already attended a few of your classes and received syllabi from those classes as you read this. Examine the syllabi of two of your current classes. What surprises you the most about what is going to be required of you this semester? Enter your response in the chart on page 17. By embracing these truths about college life, learning, self-motivation, and education in general, you will have taken some very important steps toward your success.
## A Guide to Understanding Expectations

<table>
<thead>
<tr>
<th></th>
<th>High School</th>
<th>College</th>
<th>Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Punctuality and Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations:</td>
<td>State law requires a certain number of days you must attend</td>
<td>Attendance and participation in class are strictly enforced by many professors</td>
<td>You are expected to be at work and on time on a daily basis</td>
</tr>
<tr>
<td></td>
<td>The hours in the day are managed for you</td>
<td>Most professors will not give you an extension on due dates</td>
<td>Penalties:</td>
</tr>
<tr>
<td></td>
<td>There may be some leeway in project dates</td>
<td>You decide your own schedule and plan your own day</td>
<td>• You may not be admitted to class if you are late</td>
</tr>
<tr>
<td>Penalties:</td>
<td>You may get detention</td>
<td>You may fail the assignment if it is late</td>
<td>• You may fail the assignment if it is late</td>
</tr>
<tr>
<td></td>
<td>You may not graduate</td>
<td>Repeated tardiness is sometimes counted as an absence</td>
<td>• Repeated tardiness is sometimes counted as an absence</td>
</tr>
<tr>
<td></td>
<td>You may be considered a truant</td>
<td>Most professors do not take late assignments</td>
<td>• Most professors do not take late assignments</td>
</tr>
<tr>
<td></td>
<td>Your grades may suffer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Teamwork and Participation** |             |         |      |
| Expectations: | Most teamwork is assigned and carried out in class | Many professors require teamwork and cooperative learning teams or learning communities | You will be expected to participate fully in any assigned task |
|              | You may be able to choose teams with your friends | Your grade will depend on your participation | You will be expected to rely on coworkers to help solve problems and increase profits |
|              | Your grade may reflect your participation | Your grade may depend on your entire team's performance | You will be required to attend and participate in meetings and sharing sessions |
| Penalties:   | If you don't participate, you may get a poor grade | You will probably have to work on the project outside of class | You will be required to participate in formal teams and possess the ability to work with a diverse workforce |
|              | You may jeopardize the grade of the entire team | Lack of participation and cooperation will probably cost you a good grade | Penalties: |
|              | | Your team members will likely report you to the professor if you do not participate and their grades suffer as a result | • 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 |

(continued)
### 1.4 A Guide to Understanding Expectations (continued)

<table>
<thead>
<tr>
<th>PERSONAL RESPONSIBILITY AND ATTITUDE</th>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
<th>WORK</th>
</tr>
</thead>
</table>
| **Expectations:** | • Teachers may coach you and try to motivate you  
• You are required by law to be in high school regardless of your attitude or responsibility level | • You are responsible for your own learning  
• Professors will assist you, but there is little “hand holding” or personal coaching for motivation  
• College did not choose you, you chose it and you will be expected to hold this attitude toward your work | • You are hired to do certain tasks and the company or institution fully expects this of you  
• You are expected to be positive and self-motivated  
• You are expected to model good behavior and uphold the company’s work standards |
| **Penalties:** | • You may be reprimanded for certain attitudes  
• If your attitude prevents you from participating you may fail the class | • You may fail the class if your attitude and motivation prevent you from participating | • You will be passed over for promotions and raises  
• You may be reprimanded  
• You may be terminated |

<table>
<thead>
<tr>
<th>ETHICS AND CREDIBILITY</th>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
<th>WORK</th>
</tr>
</thead>
</table>
| **Expectations:** | • You are expected to turn in your own work  
• You are expected to avoid plagiarism  
• You are expected to write your own papers  
• Poor ethical decisions in high school may result in detention or suspension | • You are expected to turn in your own work  
• You are expected to avoid plagiarism  
• You are expected to write your own papers  
• You are expected to conduct research and complete projects based on college and societal standards | • You will be required to carry out your job in accordance with company policies, laws, and moral standards  
• You will be expected to use adult vision and standards |
| **Penalties:** | • You may get detention or suspension  
• You will probably fail the project | • Poor ethical decisions may land you in front of a student ethics committee or a faculty ethics committee or result in expulsion from the college  
• You will fail the project  
• You will fail the class  
• You may face deportation if your visa is dependent on your student status | • Poor ethical decisions may cause you to be severely reprimanded, terminated, or in some cases could even result in a prison sentence |
CREATING SUCCESS THROUGH POSITIVE CHANGE

How Can You Bring 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 engage in. Period. Public speaking is a skill. Learning how to drive a car is a skill, and just like those activities, change is a skill, too. You’ll need to familiarize yourself with the tools and skills discussed below to bring positive change to your life.

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 takes time to learn how to play an instrument 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 history or nursing in one semester. Often, change is a slow, systematic series of events that eventually lead you to your desired end.

3. **Change requires an “attitude adjustment.”** As corny or hokey as the following example may sound, a recent contestant on 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. Her only thought was, “My time has passed; this is never going to happen for me. Never!” Then she looked herself in the eyes and said, “Why NOT me? I’m talented. I’m good at performing, and I KNOW I can sing. WHY NOT ME?” Her attitude adjustment was the key to her being able to change her life. She auditioned for the show, surpassed thousands of contestants, and was invited to Los Angeles as one of five finalists. She now performs in a major show in Las Vegas, Nevada.

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**Activity**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>SURPRISING REQUIREMENT</th>
<th>YOUR PLAN FOR SUCCESS</th>
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<tbody>
<tr>
<td>#1</td>
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<td>#2</td>
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“How can surrounding yourself with positive, upbeat, optimistic people help you with personal change?”

“The key to change...is to let go of fear.”

—Rosanne Cash
"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 20’s, 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 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 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 stay 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**

Read the following statement and respond to it in your online journal or class notebook.

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 among luck, readiness, and action? If so, what is it?
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 in the previous example knew, without action by her, 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.

ELIMINATING ROADBLOCKS TO YOUR SUCCESS

What Should You Do if Your Fears and Self-Talk Try to Derail Your Efforts to Change?

Try as you might, sometimes harmful emotions, fear of the unknown, and that nagging little voice inside your head (negative self-talk) can cause you problems. Negative self-talk usually appears when you are afraid, uneasy, hurt, angry, depressed, or lonely. By the time you read this, you may have experienced these feelings. When you experience change, your body, mind, and soul typically go through a process of physical and emotional change as well. Learning to recognize these symptoms of change in order to control them can help you control the stress that can accompany change.

LISTEN TO YOURSELF FOR A FEW DAYS. Are you more of an optimist or a pessimist? Do you hear yourself whining, complaining, griping, and finding fault with everything and everybody around you? Do you blame others for things that are wrong in your life? Do you blame your bad grades on your professors? Do you feel that someone else is responsible for your unhappiness? If these thoughts or comments are in your head, you are suffering from the “I CAN’T Syndrome” (Irritated, Contaminated, Angry, Negative Thoughts). This pessimistic condition can negatively influence every aspect of your life, from your self-esteem to your motivation level to your academic performance, your relationships, and your career success.

If you want to eliminate I CAN’T from your life, consider the following tips:

✓ Think about the many positive aspects of your life and show gratitude for them.
✓ Work every day to find the good in people, places, and things.
✓ Eliminate negative thoughts that enter your mind before you begin your day.
✓ Discover what is holding you back and what you need to push yourself forward.
✓ Visualize your success—visualize yourself actually being who and what you want to be.
✓ Locate and observe positive, optimistic people and things in your life.

“[You gain strength, experience, and confidence by every experience where you stop to look fear in the face. You must do the thing you think you cannot.”

—Eleanor Roosevelt

ABRAHAM LINCOLN

was born on February 12, 1809, in Hardin, Kentucky, to two uneducated farmers. They lived in a one-room log cabin. His mother died when he was 10 years old, just a few years after his father had moved the family to Illinois.

He was raised in great poverty and had only 18 months of formal schooling. He studied very hard on his own and learned to read, write, and do mathematical problems. He went on to become a lawyer. One of his law partners once said of him, “His ambition was a great engine that knew no rest.”

He lost the love of his life when he was 26, suffered a nervous breakdown at age 27, failed in business twice, lost eight elections, and suffered the death of three children all BEFORE he became our president and changed the course of our nation. On Good Friday, April 14, 1865, Lincoln was assassinated at Ford’s Theatre in Washington, D.C., by John Wilkes Booth. (Adapted from whitehouse.gov)
Tips for Personal Success

Consider the following tips for adjusting to the many changes in the days to come:

▸ Approach change with an open mind.
▸ Don’t be afraid to ask people in your class or your professor questions about things that are confusing or unclear.
▸ If you are not technologically savvy, find out what other resources are available to you.

Now it is your turn. Create a list of at least three more tips that you would offer a fellow classmate to assist him or her in bringing about positive change in his or her life.

1. 
2. 
3. 

BUILDING A NEW YOU

How Can You Change Your Life Through Goal Setting?

Positive change can be brought about in several ways, but the most effective way is through goal setting and having a “change plan.” Think about what you really want or 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 to achieve.

Characteristics of Attainable Goals

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

▸ Reasonable
  Your goal should be a challenge for you, but also within reason based on your abilities.
Believable
To achieve a goal, you must really believe it is within your capacity to achieve it.

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

Adaptable
Your goals may need to be adapted to changing circumstances in your life.

Controllable
Your goals should be within your own control; they should not depend on the whims and opinions of anyone else.

Desirable
To attain a difficult goal, you must want it very badly. You should never work toward something just because someone else wants it.

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 purchase my first home in 7 to 10 years” is probably a long-term goal. During college, more of your goals may be short term 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, and
- a personal signature.

The goal statement should be specific and measurable; that is, it should entail some tangible evidence of the goal’s achievement and have a target date and a timeline for accomplishing your goal. Your goal statement MUST also 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.” These are much more powerful statements than: “I am thinking about joining a club” or “I wanna have 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 join the campus health center, (2) I WILL meet with a personal trainer on campus, (3) I WILL set an appointment with a nutrition counselor in the health center, (4) I WILL . . .

The next step is to write a narrative statement about what your goal accomplishment will mean to you and how your life will change after you reach 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.” “My self-esteem will be stronger.” If your goals don’t offer you significant rewards, you are not likely to stick to your plan.

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 issue. 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.** 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. Use the goal sheet on page 23 to build your goals.

**CHANGING IDEAS TO REALITY**

The transition from one place to another is seldom easy, even when the change is one you want. Entering college has given you the opportunity to assume new roles, develop new friendships, meet new people, work under different circumstances, and perhaps adjust your lifestyle. It is an opportunity to improve who you are at this moment or to build an entirely new person. College helps you do this. 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.
- Use goal setting to help you direct changes in your life.
- Don’t just let change happen; get involved in your own life and learning.
- Focus on the positive by eliminating your negative self-talk.
- Keep your sense of humor.
- Be courageous by facing your fears, before they derail you.

“*A possibility was born the day you were born, and it will live as long as you live.*

—H. Burak
**My Personal Goal**

To help you get started, use this goal-setting sheet as a template for this and future goals.

**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)

I deserve this goal because:

1. 
2. 

I hereby make this commitment to myself.

My Signature

Date
Bringing Positive Change to Your Life

UTILIZES LEVELS 1–6 OF THE TAXONOMY

EXPLANATION: 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.

PROCESS: Based on Bloom’s Taxonomy, the Change Implementation Model asks you to consider questions and recommends actions at each level of learning. The chart moves from less difficult questions (Levels 1, 2, 3) to more challenging questions (Levels 4, 5, 6). To begin the change process in your life, follow the steps in this chapter-end activity.

Step 1: Review the steps of the Change Implementation Model based on Bloom’s Taxonomy.

<table>
<thead>
<tr>
<th>LEVEL 1 — REMEMBER</th>
<th>Describe one behavior, belief, or action that you need to change in your life. Also, list the possible obstacles that you might encounter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 2 — UNDERSTAND</td>
<td>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, at home, or in the community for making the desired change.</td>
</tr>
<tr>
<td>LEVEL 3 — APPLY</td>
<td>Using the information from Levels 1 and 2, show your plan (action steps) to overcome the obstacles listed above.</td>
</tr>
<tr>
<td>LEVEL 4 — ANALYZE</td>
<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>
<tr>
<td>LEVEL 5 — EVALUATE</td>
<td>Pretend that someone very close to you asks what you are doing with this plan and why. Write a detailed paragraph justifying what you are doing, why you need to do it, and how it is going to positively affect your life.</td>
</tr>
<tr>
<td>LEVEL 6 — CREATE</td>
<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 goal-setting format illustrated in this chapter to create a plan and action steps that are truly unique to you.</td>
</tr>
</tbody>
</table>

Step 2: After studying the change 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 textbook. 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 have formed study groups, something that you once thought only the brightest students did.

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.
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.

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

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 your college, home, or in the community for making the desired change.

Why change is needed: Weak math skills are causing me to fail accounting.

Campus: tutoring center and math lab
Professor’s office hours
Community: Aunt works in accounting office

LEVEL 3 — APPLYING
Using the information from Levels 1 and 2, show your plan (action steps) to overcome the obstacles listed above.

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 services available.
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
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?

Past: I took notes in class, looked them over before a test.
New: Join study group, go to tutoring center and math lab
New: Talk with advisor
New: 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 — EVALUATING
Pretend that someone very close to you asks what you are doing with this plan and why. Write a detailed paragraph justifying what you are doing, why you need to do it, and how it is going to positively affect your life.

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 goal-setting format illustrated in this chapter to create a plan and action steps that are truly unique to you.

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.

Action Steps:
Step 1—I will join a study group/get an accounting tutor.
Step 2—I will talk to my advisor about services available.
Step 3—I will study five hours per week for accounting class.
Step 4—I will work w/ my boss to design a plan for more study time.
Step 5—I will meet with my aunt once a week to get her help.

Narrative Statement: Basically, by getting involved and not trying to do this alone, I will begin to enjoy college more and do better in my classes.

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.
**CHAPTER 1  CHANGE**

**Step 4:** After studying the *Change Implementation* example, focus on a few things that you might want to change about your own academic life such as study habits, motivation level, financial or time management, or your attitude. Now, choose one of the major changes you wish to incorporate into your life from the list. Using the Change Implementation Model, devise a strategy to effect this change.

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<th>LEVEL 5 — EVALUATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretend that someone very close to you asks what you are doing with this plan and why. Write a detailed paragraph justifying 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>
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</thead>
<tbody>
<tr>
<td>Based on the information you have gathered above from investigation and reflection, <em>design your plan</em> to bring about this change in your life. Consider using the goal-setting format 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</th>
<th>ANSWER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the six basic truths about the culture of college? (from page 11)</td>
<td></td>
</tr>
<tr>
<td>Why must goals be measurable? (from page 21)</td>
<td></td>
</tr>
<tr>
<td>Why is it important to know and understand the basic “truths” about college success? (from page 11)</td>
<td></td>
</tr>
<tr>
<td>What is the “This Isn’t Harvard” syndrome? (from page 14)</td>
<td></td>
</tr>
<tr>
<td>Why does change take time? (from page 17)</td>
<td></td>
</tr>
<tr>
<td>Explain the “I can’t” syndrome (from page 19). (from page 22)</td>
<td></td>
</tr>
<tr>
<td>What is a narrative statement? (from page 21)</td>
<td></td>
</tr>
<tr>
<td>YOUR QUESTION (from page ____):</td>
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</tbody>
</table>

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 was it about?
- What does it mean?
- What was the most important thing I learned? Why?
- What were the key points to remember?