Welcome to College
Growing Toward Success
Jo Luck runs a group called Heifer International, which aims to combat poverty and hunger through training, livestock donation, and other services. In the late 1980s, Ms. Luck encouraged a group of women in a Zimbabwe village to follow their dreams. One of the women, a cattle herder named Tererai Trent, wrote down four goals on a scrap of paper: to study abroad, earn a B.A. degree, then a master’s, and finally a doctorate. She put the paper in a tin and buried it under a rock in the pasture. Having endured abuse from her husband and years of hard work raising the five children born since her marriage at age 11, she hoped education would change her life. To prepare for college, she took correspondence courses paid for with money she made working for Heifer and other organizations. Eventually she applied to and was accepted by Oklahoma State University, moving with her family to the United States with support from Heifer and the fundraising efforts of family and friends.

Despite satisfying her first goal, Trent faced more struggle ahead. Her family lived in a trailer and often went hungry. She continued to endure beatings and was nearly expelled for missing tuition payments. With support from OSU she pressed on to earn her B.A., but her husband fell ill with AIDS and required her care around the clock as she began work toward her master’s degree. (To be continued . . .)

Throughout this book, you will meet people like Tererai who have worked through issues to achieve academic, career, and life goals. Whether you have something in common with these people or not, they will expand your perspective and inspire you to move ahead on your own path. You’ll learn more about Tererai, and revisit her situation, within the chapter.

In this chapter, you’ll explore answers to these questions:

> Where are you now—and where can college take you? p. 2
> How can successful intelligence help you achieve your goals? p. 7
> How can a “growth mindset” motivate you to persist? p. 11
> Why do you need emotional intelligence? p. 15
> How can this book prepare you to succeed? p. 17
### STATUS Check

**How prepared are you for college?**

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

- I feel ready to handle college-level work. 
  ![1 2 3 4 5]
- I can identify how college culture differs from high school and the workplace. 
  ![1 2 3 4 5]
- I am aware of what it takes to succeed in today’s technology-driven, ever-changing workplace. 
  ![1 2 3 4 5]
- I believe my intelligence can increase as a result of my effort. 
  ![1 2 3 4 5]
- I use a combination of critical, creative, and practical thinking to reach a goal. 
  ![1 2 3 4 5]
- I believe that success demands hard work and practice no matter what my talents are. 
  ![1 2 3 4 5]
- I can explain the value of acting with academic integrity in college. 
  ![1 2 3 4 5]
- I am able to perceive my own emotions accurately as well as those of others. 
  ![1 2 3 4 5]
- I relate effectively to others and can work successfully in a team. 
  ![1 2 3 4 5]
- I know that I will need to learn throughout my life to succeed in the workplace. 
  ![1 2 3 4 5]

Each of the topics in these statements is covered in this chapter. Note those statements for which you circled a 3 or lower. Skim the chapter to see where those topics appear, and pay special attention to them as you read, learn, and apply new strategies.

**REMEMBER:** No matter how prepared you are to succeed in college, you can improve with effort and practice.

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“Successfully intelligent people . . . have a can-do attitude. They realize that the limits to what they can accomplish are often in what they tell themselves they cannot do, rather than in what they really cannot do.”

—Robert Sternberg

**Resource Link:** Have students visit MyStudentSuccessLab to learn how to log on and navigate the site.

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**Where are you now—and where can college take you?**

Think about how you got here. Are you going to college straight from high school or its equivalent? Or are you returning after working one or more jobs or completing a tour of duty in the armed forces? Do you have life skills from experience as a partner or parent? No matter what your background or motivation, you have enrolled, found a way to pay for tuition, signed up for courses, and shown up for class. You have earned this opportunity to be a college student.

If you are wondering how this or any other college course will make a difference for you, know that your experience in this course and during this term has the potential to:

- Allow you to discover more about how you learn and what you want
- Build academic skills as well as transferable life skills
- Help you set and reach your most important goals
- Increase your ability to relate effectively to others and work together

Now that you have the opportunity, you need to use it. This book, and your course, offer tools that will help you grow and achieve your goals, perhaps
beyond what you’ve ever imagined. You will be able to make the most of them—if you start by believing that you can grow.

When a high jumper or pole vaulter gets over a bar of a certain height, someone raises the bar so that the athlete can work toward a new goal. The college experience will “raise the bar” for you with tougher instructors, demanding coursework, and fellow students whose sights are set high. Others’ goals and expectations are only part of the picture, though. College is a place where you can raise the bar to reach your personal aspirations, whatever they might be. As amazing as Tererai Trent’s story is, know that you don’t have to live in poverty halfway across the world to want to make changes for the better. Think about how you want to improve your life. This book and course will challenge you to set the bar to the height that’s right for you.

First, however, begin your transition to college by looking at the present—the culture of college, what you can expect, and what college expects of you.

Teaching Tip: Ask students to come up with a way to apply Tererai’s story to their lives. Help them come up with ways to achieve future dreams with practical actions.

Teaching Tip: Ask students what motivated them to attend college. Share your personal story. Students may open up when you share your passions, path, challenges, and triumphs.
Then, consider the future—what a college education means for you in the workplace and life.

**The culture of college**

Whatever your age or stage of life, knowing what to expect in college will help you to transition more successfully. You are likely to experience most or all of the following aspects of college culture (spend some time with your college’s student handbook to get informed about details specific to your school).

- **Independent learning.** College offers you the chance to learn with a great deal of freedom and independence. In exchange, though, instructors expect you to function without much guidance. This culture requires strong self-management skills. You are expected to make the following—and more—happen on your own:
  - Use syllabi to create, and follow, a schedule for the term (see Quick Start to College)
  - Navigate course materials electronically (if your school uses an online course management system such as BlackBoard)
  - Get to class on time with the materials you need
  - Complete text and other reading with little to no in-class review of the reading
  - Set up and attend study group meetings
  - Turn in projects and coursework on time and be prepared for exams
  - Get help when you need it

- **Fast pace and increased workload.** The pace of each course is typically twice as fast as high school courses and requires more papers, homework, reading, and projects. Although demanding, learning at this speed can also energize and motivate you, especially if you did not feel inspired by high school assignments. The heavy, fast-paced workload demands more study time. For each hour spent in class, plan two to three hours of study and work time outside of class. For example, if you are in class for nine hours a week, you need to spend at least twice that number each week studying and working outside of class time.

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

- **More out-of-class time to manage.** The freedom of your schedule requires strong time management skills. On days when your classes end early, start late, or don’t meet at all, you will need to use the open blocks of time effectively as you juggle other responsibilities, including perhaps a job and family.

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

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

You are not alone as you adjust. Look for support resources, including instructors, academic advisors, mentors, other students, or tutors; technol-
ogy such as the Internet, library search engines, and electronic planning aids; and this book (see Quick Start to College for more information on resources). Seek help from campus officials, as when Tererai asked Oklahoma State University personnel to help her with housing and finances. And to give meaning to your efforts in college, consider how your efforts will serve you in the workplace.

Your place in the world of work

Although this is likely to be one of your first courses, it can lay the foundation for career exploration and workplace skill development. You will learn to distinguish yourself in a global marketplace, in which North American workers often compete with workers from other countries. Thomas Friedman, author of The World Is Flat, explains how the digital revolution has transformed the working environment you will enter after college:

It is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than in any previous time in the history of the world—using computers, e-mail, networks, teleconferencing, and dynamic new software.2

These developments in communication, combined with an enormous increase in knowledge work such as Internet technology and decrease in labor-based work such as factory jobs, mean that you may compete for information-based jobs with highly trained and motivated people from around the globe. The working world, too, has raised the bar.

What can help you achieve career goals in this new “flat” world?

- **College degree.** Statistics show that getting a degree increases your chances of finding and keeping a highly skilled, well-paying job. College graduates earn, on average, around $20,000 more per year than those with a high school diploma (see Key 1.1). Furthermore, the unemployment rate for college graduates is less than half that of high school graduates (see Key 1.2).

- **21st century skills.** Taking a careful look at what the current workplace demands of workers and what it rewards, education and business leaders have founded an organization called the Partnership for 21st Century Skills. Together these leaders developed the Framework for 21st Century Learning shown in Key 1.3, delineating the categories of knowledge and skills that successful workers need to acquire.

Looking at this framework, you will see that success in today’s workplace requires more than just knowing skills specific to an academic area or job. Author Daniel Pink argues that the ability to create, interact interpersonally, generate ideas, and lead diverse teams—skills all found in the Framework for 21st Century Learning—will be more and more important in the workplace. Because coursework traditionally focuses more on logical and analytical skills, building your interpersonal and creative skill set will require personal initiative from you. Often, these skills can be developed through in-class collaboration and teamwork as well as volunteer work, internships, and jobs.3
MORE EDUCATION IS LIKELY TO MEAN MORE INCOME

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


MORE EDUCATION IS LIKELY TO MEAN MORE CONSISTENT EMPLOYMENT

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

As you read the content and do the exercises in Keys to Success, you will grow in every area of this framework. There are links between these 21st century skills and what you will be reading and doing in the weeks to come, and the Personal Portfolio activity at the end of each chapter indicates which 21st century skills it builds. In fact, the three thinking skills that take focus in this text—analytical, creative, and practical—are all included within the framework. These three thinking skills will help you achieve your most important goals because they are critical to delivering what the world needs workers to do.

**How can successful intelligence help you achieve your goals?**

How do you define *intelligence*? Is an intelligent person someone who excels in high-level analytical courses? A successful professional in science or law? Or a person who scores well on standardized tests such as IQ (intelligence quotient) tests? The idea of using an IQ test to gauge intelligence and predict success is based on the belief that each person is born with a fixed amount of intelligence that can be measured. However, cutting-edge researchers such as Robert Sternberg and Carol Dweck have challenged these ideas.4

When test anxiety caused Sternberg (a psychologist and dean of students at Tufts University) to score poorly on IQ and other standardized tests during elementary school, he delivered what was expected of him—very little. However, his fourth-grade teacher turned his life around when she expected more. Sternberg has conducted extensive research supporting his sense that traditional intelligence measurements lock people into poor performance and often do not reflect their potential.5

Stanford psychologist Carol Dweck also had a life-changing experience when, as a young researcher, she conducted an experiment to see how elementary school children coped with failure. She gave students a set of puzzles that grew increasingly difficult. To her surprise, certain students welcomed the

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**The Framework for 21st Century Learning Shows What You Need to Succeed**

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<thead>
<tr>
<th>Core Subjects and 21st Century Themes</th>
<th>Learning and Innovation Skills</th>
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<tr>
<td>• Global Awareness</td>
<td>• Creativity and Innovation</td>
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<tr>
<td>• Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>• Critical Thinking and Problem Solving</td>
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<td>• Civic Literacy—Community Service</td>
<td>• Communication and Collaboration</td>
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<td>• Health Literacy</td>
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<tr>
<th>Information, Media, and Technology Skills</th>
<th>Life and Career Skills</th>
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<tr>
<td>• Information Literacy</td>
<td>• Flexibility and Adaptability</td>
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<td>• Media Literacy</td>
<td>• Initiative and Self-Direction</td>
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<tr>
<td>• ICT (Information, Communications, and Technology) Literacy</td>
<td>• Social and Cross-Cultural Skills</td>
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<td></td>
<td>• Productivity and Accountability</td>
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<td></td>
<td>• Leadership and Responsibility</td>
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Resource Link: For section overview, see Ch. 1 PowerPoint Slides 12–15.

Teaching Tip: Probe students for varying responses to what it means to be “intelligent.” Have students think of people they’d consider “intelligent” and describe how those people reach their goals. Encourage them to see effort as part of what it takes to be successful.
tough puzzles and saw failure as an opportunity. “They knew that human qualities, such as intellectual skills, could be cultivated through effort. And that’s what they were doing—getting smarter. Not only weren’t they discouraged by failure, they didn’t even think they were failing. They thought they were learning.” Dweck’s research since then has focused on the potential for increasing intelligence and the attitude that fosters that potential (more on that attitude later in the chapter).

The research of Sternberg, Dweck, and others suggests that intelligence is not fixed; people have the capacity to increase intelligence as they learn. In other words, you can grow what you are born with. Studies in neuroscience support this perspective, showing that the brain can develop throughout life if you continue to learn. Recent brain research shows that when you are learning, your brain and nerve cells (neurons) are forming new connections (synapses) from cell to cell by growing new branches (dendrites). These increased connections then enable the brain to do and learn more.

The three thinking skills

How can you unlock your potential and achieve your important goals in college, work, and life? According to Sternberg, it takes three types of thinking: analytical (critical), creative, and practical. He calls this combination successful intelligence, and he illustrates it with a story.

Two boys are walking in a forest. They are quite different. The first boy’s teachers think he is smart, his parents think he is smart, and as a result, he thinks he is smart. He has good test scores, good grades, and other good paper credentials that will get him far in his scholastic life.

Few people consider the second boy smart. His test scores are nothing great, his grades aren’t so good, and his other paper credentials are, in general, marginal. At best, people would call him shrewd or street smart.

As the two boys walk along in the forest, they encounter a problem—a huge, furious, hungry-looking grizzly bear, charging straight at them. The first boy, calculating that the grizzly bear will overtake them in 17.3 seconds, panics. In this state, he looks at the second boy, who is calmly taking off his hiking boots and putting on his jogging shoes.

The first boy says to the second boy, “You must be crazy. There is no way you are going to outrun that grizzly bear!”

The second boy replies, “That’s true. But all I have to do is outrun you!”

This story shows that successful goal achievement and problem solving require more than book smarts. When confronted with a problem, using only analytical thinking put the first boy at a disadvantage. On the other hand, the second boy analyzed the situation, created options, and took practical action. He knew his goal—to live to tell the tale—and he achieved it.

How thinking skills move you toward your goals

Sternberg explains that although those who score well on tests display strong recall and analytical skills, they are not necessarily able to put their knowledge to work. No matter how high you score on a library science test, for example, as a librarian you will also need to be able to devise useful keyword searches (creative thinking) and communicate effectively with patrons and other librarians (practical thinking). Of course, having only practical “street smarts” isn’t enough either. Neither boy in the bear story, if rushed to the hospital with injuries sustained in a showdown with the bear, would want to be treated by someone lacking in analytical skills.
What do each of the three thinking skills contribute to goal achievement?

- **Analytical thinking.** Commonly known as critical thinking, analytical thinking starts by engaging with information through asking questions and then proceeds to analyzing and evaluating information, often to work through a problem or decision. It often involves comparing, contrasting, and cause-and-effect thinking.

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

- **Practical thinking.** Practical thinking refers to putting what you’ve learned into action to solve a problem or make a decision. Practical thinking often means learning from experience and emotional intelligence (explained later in the chapter), enabling you to work effectively with others and to accomplish goals despite obstacles.

Together, these abilities move you toward a goal, as Sternberg explains:

Analytical thinking is required to solve problems and to judge the quality of ideas. Creative intelligence is required to formulate good problems and ideas in the first place. Practical intelligence is needed to use the ideas and their analysis in an effective way in one’s everyday life.\textsuperscript{11}

The following example illustrates how this works.

**The goal-achieving thinking skills of Tererai Trent**

- She analyzed her experience and abilities to determine what she was capable of accomplishing. She analyzed her circumstances to determine a course of action she could manage.
- She created a dream plan—to live in the United States and pursue a B.A., master’s, and PhD.
- She took practical action to gain admittance to college, pay for her family to move to the United States, and care for her family while attending classes.

Why is developing successful intelligence so important to your success?

1. **It improves understanding and achievement, increasing your value in school and on the job.** People with critical, creative, and practical thinking skills are in demand because they can apply what they know to new situations, innovate, and accomplish their goals.

2. **It boosts your motivation.** Because it helps you understand how learning propels you toward goals and gives you ways to move toward those goals, it increases your willingness to work.

3. **It shows you where you can grow.** Students who have trouble with tests and other analytical skills can see the role that creative and practical thinking play. Students who test well but have trouble innovating or taking action can improve their creative and practical skills.

Chapter 4—the chapter on thinking—goes into more detail about all three skills.

Although thinking skills provide tools with which you can achieve college and life goals, you need motivation to put them to work and grow from your efforts. Explore a mindset that will motivate you to vault over that bar (and then set a higher one).
Define Your “College Self”

Making the most of the opportunities that college offers starts with knowing, as much as you can, about who you are and what you want. Analyze your “college self” using questions like the following to think through your personal profile. Write and save your description to revisit later in the course.

What is your student status—traditional or returning, full- or part-time?
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How can a “growth mindset” motivate you to persist?

Different people have different forces or motivators—grades, love of a subject, the drive to earn a degree—that encourage them to keep pushing ahead. Motivators can change with time and situations. Your motivation can have either an external or internal locus of control—meaning that you are motivated either by external factors (your parents, circumstances, luck, grades, instructors’ feedback, and so on) or internal factors (values and attitudes).

Often, you will be motivated by some combination of external and internal factors, but internal motivation may have a greater influence on success. Why? Although you cannot control what happens around you, you can control your attitude, or mindset, and the actions that come from that mindset. Based on years of research, Carol Dweck has determined that the perception that talent and intelligence can develop with effort—what she calls a growth mindset—promotes success. “This view creates a love of learning and resilience that is essential for great accomplishment,” reports Dweck. People with a growth mindset “understand that no one has ever accomplished great things—not Mozart, Darwin, or Michael Jordan—withouth years of passionate practice and learning.”

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

For example, two students do poorly on an anatomy midterm. One blames the time of day of the test and her dislike of the subject, whereas the other feels that she didn’t study enough. The first student couldn’t change the subject or meeting time, of course, and didn’t change her approach to the material (no extra effort). As you may expect, she did poorly on the final. The second student put in more study time after the midterm (increased, focused effort) and improved her grade on the final as a result. This student knows that “smart is as smart does.” You don’t have to be born with a growth mindset. You can build one. “You have a choice,” says Dweck. “Mindsets are just beliefs. They’re powerful beliefs, but they’re just something in your mind, and you can change your mind.” One way to change your mind is through specific actions that demonstrate your beliefs. Such actions include being responsible, practicing academic integrity, facing your fears, and approaching failure as an opportunity to learn and improve.

Build self-esteem with responsible actions

You may think that you need to have a strong sense of self-esteem to take action toward your goals. In fact, the reverse is true. Taking responsible action builds strong self-esteem because it gives you something to be proud of. Your actions change your thinking. Basketball coach Rick Pitino explains: “If you have established a great work ethic and have begun the discipline that is inherent with that, you will automatically begin to feel better about yourself.”

A growth mindset helps you build self-esteem because it encourages you to put forth effort. If you know you have the potential to do better, you will be more likely to try. A research study of employees taking a course in computer training supports this idea. Half the group, told their success depended on innate ability, lost confidence by the end of the course. By contrast, the other half, told their skills could be developed through practice, reported a great deal more confidence after they had completed the same course and made, in many cases, the same mistakes.
Even simple responsible actions can build the foundation for powerful self-esteem. What actions will you take to build your confidence? Consider using Key 1.4 as a starting point for ideas. Taking daily responsible actions such as these will help you to succeed in any course. Your efforts will enable you to grow no matter what your starting point.

**Practice academic integrity**

Having academic integrity means valuing learning and ensures an education based on ethics (your sense of what is right to do) and hard work. Find your school’s code of honor or academic integrity policy in your student handbook, school website, or in your syllabus. Read it thoroughly so you know exactly what it asks of you. When you enrolled, you agreed to abide by it.

The Center for Academic Integrity, part of the Kenan Institute for Ethics at Duke University, defines academic integrity as a commitment to five fundamental values:

- **Honesty.** Honesty defines the pursuit of knowledge and implies a search for truth in your classwork, papers and lab reports, and teamwork with other students.
- **Trust.** Trust means being true to your word. Mutual trust—between instructor and student, as well as among students—makes the exchange of ideas possible.
- **Fairness.** Instructors must create a fair academic environment where students are judged against clear standards and in which procedures are well defined.
- **Respect.** In a respectful academic environment, both students and instructors accept and honor a wide range of opinions, even if the opinions are contrary to core beliefs.
Responsibility. You are responsible for making choices that will provide you with the best education—choices that reflect fairness and honesty.

Violations of academic integrity include turning in previously submitted work, using unauthorized devices during an exam, providing unethical aid to another student, and downloading passages or whole papers from the Internet. When violations are found (often by computer programs designed for this purpose), consequences vary from school to school and include academic integrity seminars, grade reduction or course failure, suspension, and expulsion.

What does academic integrity have to do with a growth mindset? Well, first of all, being fair, honest, and responsible takes effort and choice. Second, and more important, academic integrity comes naturally to students who aim to grow and see struggle and failure as opportunities to learn. If you want to learn something, you know that cheating is likely to keep you from reaching your goal. In this sense, maintaining a growth mindset actually promotes academic integrity and makes the reasons for its worth that much more obvious (see Key 1.5).

Face your fears
Anything unknown—starting college, meeting new people—can be frightening. Facing fear with a growth mindset will allow you to proceed with courage as you reignite your motivation and learn. Following a step-by-step process can help you deal with otherwise overwhelming feelings.

Resource Link: Technology has brought a new dimension to plagiarism and cheating. Have students complete the optional assignment on student homework sites in MyStudentSuccessLab, Test Taking topic. (Time: about 30 minutes)

Work/Life Link: Discuss how cheating lessens learning in the long run. Ask about the importance of academic integrity in college and, later, in the workplace.
1. **Acknowledge fears.** Naming your fear can begin to release its hold on you. “I’m worried about understanding a Shakespeare play I have to read.”

2. **Examine fears.** Determine what exactly is causing your fear. Sometimes deeper fears emerge. “I feel that if I don’t understand the play, I won’t do well on the test and it will affect my GPA. That could cause trouble with my financial aid or my major.”

3. **Develop and implement a plan.** Come up with ways to manage your fear, choose how to move forward, and put the plan into action. “I will rent a film of the play and watch it after I read. I will talk to my instructor about my concerns.”

When you’ve put your plan into action, you’ve done what a growth mindset gives you the power to do—take action and learn from the experience. Then perhaps next time you face a similar situation, your fear may not be as strong.

### Learn from failure

Failure approached with a growth mindset can spark motivation, showing you what you can do better and driving you to improve. Increased effort in the face of failure is a hallmark of successful people—witness the fact that Michael Jordan got cut from his high school basketball team as a sophomore (and clearly took that as a cue to work harder).

However, for people with a fixed mindset, failure is evidence of low intelligence and ability and means that you should give up and try something else. “This mindset gives you no good recipe for overcoming it,” says Dweck. “If failure means you lack competence or potential—that you are a failure—where do you go from there?”

Approach failure as a “problem to be faced, dealt with, and learned from.” Employ analytical, creative, and practical thinking as you take action.

- **Analyze what happened.** Look carefully at what caused the situation. For example, imagine that after a long night of studying for a chemistry test, you forgot to complete a U.S. history paper due the next day. You realize that your focus on the test caused you to neglect everything else. Now you may face a lower grade on your paper if you turn it in late, or you may be inclined to rush it and turn in a product that isn’t as good as it could be.

- **Come up with creative ways to improve the situation and change for the future.** In the present, you can request an appointment with the instructor to discuss the paper. For the future, you can make a commitment to set alarms in your planner and to check due dates more often.

- **Put your plan into action now—and what you’ve learned into action in the future.** Talk with the instructor and see if you can hand in your paper late. If you decide you have learned to pay more attention to deadlines, in the future you might work backward from your paper due date, setting dates for individual tasks related to the paper and planning to have it done two days before it is due to have time for last-minute corrections.

People who can manage the emotions produced by failure learn from the experience. They also demonstrate the last of this chapter’s ingredients in the recipe for success—emotional intelligence.
CHAPTER 1: Welcome to College

Why do you need emotional intelligence?

Success in a diverse world depends on relationships, and effective relationships demand emotional intelligence. Psychologists John Mayer, Peter Salovey, and David Caruso define emotional intelligence (EI) as the ability to understand “one’s own and others’ emotions and the ability to use this information as a guide to thinking and behavior.” Reading this definition carefully shows it isn’t enough to just understand what you and others feel. An emotionally intelligent person uses that understanding to make choices about how to think and how to act.

In the past, and perhaps for some even today, the “head” (thought) was thought of as separate from, and perhaps more valuable than, the “heart” (emotion). However, modern science connects thought and emotion, and values both. “Emotions influence both what we think about and how we think,” says Caruso. “We cannot check our emotions at the door because emotions and thought are linked—they cannot, and should not, be separated.”

Emotions also connect you to other people, as recent research has demonstrated. When a friend of yours is happy, sad, or fearful, you may experience similar feelings out of concern or friendship. Your brain and nervous system

Resource Link: For section overview, see Ch. 1 PowerPoint Slides 18–20.

Work/Life Link: Communications skills—listening, verbal, and written—were named the top skills sought after by employers in NACE’s Job Outlook 2007. Emotionally intelligent communication is especially valued by employers.

GET CREATIVE!

Consider How to Connect

Making connections with people and groups in your school early can benefit you later on. Brainstorm how you would like to spend whatever time you have available outside of your obligations (class time, work, family). On paper or on your computer, list your ideas. Try one or more of the following questions as a starting point:

If you had no fear, what horizon-broadening experience would you sign up for?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

When you were in elementary school, what were your favorite activities? Which ones might translate into current interests and pursuits?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

What kinds of organizations, activities, groups, experiences, or people make you think, “Wow, I want to do that”?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Think about the people that you feel bring out the best in you. What do you like to do with them? What kinds of activities are they involved with?

________________________________________________________________________________________________________

________________________________________________________________________________________________________
have cells called *mirror neurons* that mimic an observed emotion, allowing you to "participate" in the feeling even though it comes from somewhere else. An MRI brain scan would show that the same area of your friend's brain that lit up during this emotional experience lit up in your brain as well.22

**How emotional intelligence promotes success**

Two short stories illustrate the power of emotional intelligence.

**Two applicants are competing for a job at your office.** The first has every skill the job requires, but doesn't respond well to your cues when you interview him. He answers questions indirectly and keeps going back to what he wants to say instead. The second isn't as skilled, but you feel during the interview as though you are talking with a friend. He listens carefully, picks up on your emotional cues, and indicates that he intends to make up for any lack of skill with a willingness to learn on the job. Whom would you hire?

**Two students are part of a group you are working with on a project.** One always gets her share of the job done but has no patience for anyone who misses a deadline. She is quick to criticize group members. The other is sometimes prepared, sometimes not, but always has a sense of what is going on with the group and responds to it. She works to make up for it when she hasn't gotten everything done, and when she is on top of her tasks she helps others. Which person would you want to work with again?

To be clear: Skills are crucial. The most emotionally tuned-in person in the world, for example, can't perform surgery without medical training. However, the role of emotional intelligence in communication and relationships makes it a strong predictor of success in work and life, as indicated by the following conclusions of research using an assessment measuring EI (MSCEIT).23

- Emotionally intelligent people are more competent in social situations and have higher quality relationships.
- Managers in the workplace with high EI have more productive working relationships and greater personal integrity.
- Employees scoring high in EI were more likely to receive positive ratings from peers and salary raises.
- Lower levels of EI are connected to higher amounts of drug, alcohol, and tobacco use, as well as aggression and conflict in teens.

The bottom line: More emotional intelligence means stronger relationships and more goal achievement.

**The abilities of emotional intelligence**

Emotional intelligence is a set of skills, or abilities, that can be described as reasoning with emotion (an idea illustrating how thought and emotion work together). Key 1.6 shows how you move through these skills when you reason with emotion.
These skills allow you to create the best possible outcomes from your interactions. Given that you will interact with others in almost every aspect of school, work, and life, EI is a pretty important tool. You will see references to emotional intelligence throughout the text.

How might emotional intelligence fit into the rest of the skills discussed in this chapter? Think of it as thinking skills applied to relationships. Putting emotional intelligence to work means taking in and analyzing how you and others feel, shifting your thinking based on those feelings, and taking action in response—all with the purpose of achieving a goal.

How can this book prepare you to succeed?

*Keys to Success* is designed to help you build what you need for success in school and beyond, including thinking skills, attitudes, and emotional abilities that you can use to reach your goals.

**Chapter content**

Each chapter has several standard features:

- A chapter case showing how to think through and solve problems. Some cases are fact; some are fiction. All provoke thought and perhaps even conversation.
- An opening self-assessment so you can gauge your prior knowledge about chapter topics.
- In-chapter content and student profiles that illustrate growth mindset and thoughtful, emotionally intelligent choices.
- *Change the Conversation* questions that encourage you to revisit the case and investigate your thinking and emotions.
- A *Successful Intelligence Wrap-Up* that summarizes, in a visual format, the analytical, creative, and practical skills you have explored.

**In-chapter activities**

Within each chapter, three activities focus on building your thinking skills:

- Get Analytical gives you an opportunity to analyze a chapter topic.


Social Media: Use Facebook or Twitter to find people and/or organizations making a difference in their community. Sites such as WhatGives.com, Serve.gov, and HandsOnNetwork.org connect people with volunteer opportunities and encourage volunteers to share inspirational stories.
Use Emotional Intelligence to Get Involved

First, look in your student handbook at the resources and organizations your school offers. These may include some or all of the following:

- Academic centers (reading, writing, etc.)
- Academic organizations
- Adult education center
- Arts clubs (music, drama, dance, etc.)
- Disabled student groups
- Fraternities/sororities
- International student groups
- Minority student groups
- On-campus work opportunities
- Religious organizations
- School publications
- School TV/radio stations
- Sports clubs
- Student associations
- Student government
- Volunteer groups

As you read the list of possibilities, tune into your emotional intelligence and take note of how different organizations or activities make you feel. What do you want to try right away . . . what makes you turn the page . . . what scares you . . . and why? And is a positive outcome possible from trying something that scares you at first?

Taking this emotional intelligence feedback—as well as your analysis of yourself (Get Analytical, p. 10) and your creative ideas (Get Creative, p. 15)—into consideration, use the left-hand column on the grid that follows to list the three offices or organizations you plan to check out this term. Then use your school publications or online resources to fill in the next four columns of the grid. The last column requires action—fill it in when you have made contact with each office or organization. Finally, if you wish to become more involved after your initial contact, go for it.

<table>
<thead>
<tr>
<th>OFFICE OR ORGANIZATION</th>
<th>LOCATION</th>
<th>HOURS, OR TIMES OF MEETINGS</th>
<th>WHAT IT OFFERS</th>
<th>PHONE NUMBER OR E-MAIL</th>
<th>INITIAL CONTACT—DATE AND WHAT HAPPENED</th>
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</table>
Get Creative prompts you to think creatively about chapter material. Get Practical provides a chance to consider a practical application of a chapter idea.

End-of-chapter exercises
Here you apply what you have learned to important tasks:

- **Steps to Success** has you apply chapter skills at three levels of challenge, each building on the last.
- **Teamwork: Create Solutions Together** encourages you to apply different thinking abilities in a group setting.
- **Writing: Build Intrapersonal and Communication Skills** provides an “Emotional Intelligence Journal” question to respond to as well as a “Real-Life Writing” assignment that builds practical writing and communication skills.
- **Personal Portfolio: Prepare for Career Success** gets you ready for the workplace by helping you to build a portfolio of information useful in your academic and working life. As you complete portfolio items, you will also build a variety of 21st century skills.

Learning for life
The signs in Key 1.7 point to the need to be a lifelong learner, continuing to build knowledge and skills as your career and life demand. This book will help you fulfill that need.
Activity (individual): Have students do a quick “think and write” about how Tererai’s story applies to their lives. Then, have them identify one problem in their life, family, community, or the world and list two practical actions they can take to work on the problem. (Time: 10–15 minutes)

What happened to Tererai? Feeling the pull of family obligation despite what she had been through, Trent worked to support her family while caring for her husband. Though her progress toward her master’s degree slowed to part-time, she still completed it. After her husband’s death, she began doctoral work on AIDS prevention in Africa. Tererai checked off the last of her goals on the worn piece of paper when she received her PhD. Now she has new goals, which include bringing others the opportunity to pursue their dreams. She works for Heifer as a program evaluator. She continues her quest to “work for the causes of women and girls in poverty” (as she wrote on the piece of paper that contained her original four goals).

What does this mean for you? You don’t need to begin your life in poverty in another country, have five children by your early twenties, or suffer abuse to feel that you have a long road ahead to achieve your highest goals and most far-flung dreams. Let Tererai Trent’s story inspire you to take your own dreams seriously. Think about the dream you have described in the Change the Conversation exercise. Start to make it a reality by mapping out a plan to achieve it—over a year, five years, or even ten years or more. List the steps you need to take toward your dream and when you think you can achieve each step.

What effects go beyond your world? Every dream realized can make the world a better place, step by step. Perhaps a goal that is meaningful to you can make a difference for someone else—or you can be inspired to create a new goal for yourself by learning about an area of need in the world. Go to www.heifer.org and click on “Our Work” and then on “Our Initiatives.” There you will see seven areas in which Heifer International intends to make a difference. Choose one that you find important and read about what Heifer is doing. Then explore what you can do—either through Heifer (the “Get Involved” button) or through another organization or path. Set one small goal that can make a difference for someone in the world.

This text gives you tools with which you can learn for life, meeting the changing demands of the modern world. Imagine: You are sitting in class with your growth mindset, open to learning. You are ready to use analytical and creative skills to examine the knowledge you take in and come up with new ideas. You are motivated to use your practical skills to move toward your goals. Your emotional intelligence has prepared you to adjust to and work with all kinds of people. The bar has been raised. Get ready to use Keys to Success to fly over it and find out just how much you can grow.
HERE’S HOW YOU HAVE BUILT SKILLS IN CHAPTER 1:

**ANALYTICAL THINKING**
- In the Get Analytical exercise, you examined who you are as a college student and what you want out of college.
- In learning about Sternberg’s research, you considered how thinking skills can enable you to reach important goals.
- You explored how learning—in college and throughout life—can promote success.

**CREATIVE THINKING**
- Thinking about the three thinking skills may have provided a new view of your skills and potential as a student.
- In the Get Creative exercise, you brainstormed ideas about how you want to spend out-of-class time.
- You examined how to use creativity to face fears and learn from failure.

**PRACTICAL THINKING**
- You examined actions that can help you build a growth mindset and increase your potential.
- By investigating emotional intelligence, you explored highly practical skills that allow you to work effectively with others.
- In the Get Practical exercise, you made plans to pursue specific extracurricular activities.

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**Word for Thought**

Literally translated, the Hungarian phrase *egyszer volt budán kutyavásár* (edge-zehr volt bu-darn ku-tcho-vah-shahr) reads, “There was a dog-market in Buda only once.” In other words, it refers to a favorable opportunity that comes along one time only. College is that opportunity—make the most of it now.

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**Teaching Tip:** The Word for Thought that closes each chapter brings a global perspective to a chapter topic. See individual IM chapters, under the Homework section, for ideas about how to use it in discussion or journaling.
Activate Yourself

Robert Sternberg found that people who reach their goals successfully, despite differences in thinking and personal goals, have twenty particular characteristics in common that motivate them to grow. Each of the “I” statements in the following list identifies one of the characteristics.

**BUILD BASIC SKILLS.** Use this self-assessment to think about how well you can get and stay motivated right now.

<table>
<thead>
<tr>
<th></th>
<th>1 Not at All Like Me</th>
<th>2 Somewhat Unlike Me</th>
<th>3 Not Sure</th>
<th>4 Somewhat Like Me</th>
<th>5 Definitely Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I motivate myself well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I can control my impulses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I know when to persevere and when to change gears.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I make the most of what I do well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. I can successfully translate my ideas into action.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I can focus effectively on my goal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I complete tasks and have good follow-through.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I initiate action—I move people and projects ahead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I have the courage to risk failure.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
TAKE IT TO THE NEXT LEVEL. Choose five statements that focus on areas you most want to develop throughout the term. Circle or highlight them on the self-assessment. Then pretend to be an instructor recommending you for a scholarship or a job. Write a short e-mail about how strong you are in those five areas. Save the e-mail as a reminder of what you would like such a person to say about you.

MOVE TOWARD MASTERY. Select one of the five statements chosen in the previous section and take action in the following ways.

1. Find the section in the text that will help you develop this ability. If you wish to procrastinate less, for example, locate the time management information in Chapter 2.

2. Skim the text section and find one concept or strategy that catches your attention. Copy the concept or strategy onto a piece of paper or electronic file. Then, briefly describe how you plan to use it.

3. Take action in the next week based on your plan. You are on the road to growth.

In the last chapter, you will revisit this self-assessment and get more specific about actions you have taken, and plan to take, to promote personal growth.

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Teamwork

Create Solutions Together

OVERCOME MOTIVATION BLOCKERS

**Goal:** To brainstorm ways around motivation blockers that interrupt your ability to succeed in school.

**Time on task:** 15 minutes as a group; 5 minutes on your own

**Instructions:** Gather in a group of three to five. In your group, brainstorm motivation blockers—situations, attitudes, types of people, things, or places that most often kill your motivation to succeed in school. When you have as many problems as you have group members, each person should choose one problem and write it at the top of a blank sheet of paper.
Look at the motivation blocker on your page. Under it, write one practical idea about how to overcome it. When everyone is finished, pass your page to the person on the left. Then, on your new page, write an idea about the new blocker below any other ideas already listed. If you can’t think of anything, pass the page as is. Continue this way until your page comes back to you. Then discuss the ideas as a group, analyzing which might work better than others. Add other ideas if you think of them.

Finally, on your own but keeping in mind the group discussion, list three specific actions that you can take to keep motivation high when the going gets rough.

1. 
2. 
3. 

Build Intrapersonal and Communication Skills

Record your thoughts on a separate piece of paper, in a journal, or electronically.

EMOTIONAL INTELLIGENCE JOURNAL

How you are feeling now. First, describe what you are feeling right now about college. Then discuss what those feelings tell you about how ready you are for the experience. Last, brainstorm some actions that will help you be as prepared as possible to benefit from the experience of college. (For example, if shyness prevents you from feeling ready to meet new people on campus, one action might be to join an organization or study group that will help you get to know people more easily.)

REAL-LIFE WRITING

Skills you have now. No matter what professional goals you ultimately pursue, the skills that the 21st century workplace demands will be useful in any career area. Look back at Key 1.3 to remind yourself of the four skill areas—and the individual skills within each category—defined as 21st century essentials for success. Identify three skills you have already built and can demonstrate. If you would like to read further, go to www.21stcenturyskills.org/route21 and click on any of the four areas to see details about specific skills.

For each skill, write a short paragraph that contains the following elements:

- A description of your abilities in this skill area
- Specific examples, from school or work, demonstrating these abilities
- Jobs or coursework in which you have built this skill

Keep this information on hand for building your resumé—or if you already have a resumé, use it to update your information and add detail that will keep your resumé current.

Prepare for Career Success

ASSESS YOUR SUCCESSFUL INTELLIGENCE

This is the first of twelve portfolio assignments you will complete, one for each chapter. By the end of the term, you will have compiled a portfolio of documents that can help you achieve career exploration and planning goals.
Type your work and save the documents electronically in one file folder. Use loose paper for assignments that ask you to draw or make collages, and make copies of assignments that ask you to write in the book. For safekeeping, scan and save loose or text pages to include in your portfolio file.

**21st Century Learning Building Blocks**

- Initiative and Self-Direction
- Critical Thinking and Problem Solving

As you begin this course, use this exercise to get a big picture look at how you perceive yourself as an analytical, creative, and practical thinker. For the statements in each of the three self-assessments, circle the number that best describes how it applies to you.

**ASSESS YOUR ANALYTICAL THINKING SKILLS**

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

1. I recognize and define problems effectively.  
   1 2 3 4 5
2. I see myself as a “thinker,” “analytical,” “studious.”  
   1 2 3 4 5
3. When working on a problem in a group setting, I like to break down the problem into its components and evaluate them.  
   1 2 3 4 5
4. I need to see convincing evidence before accepting information as fact.  
   1 2 3 4 5
5. I weigh the pros and cons of plans and ideas before taking action.  
   1 2 3 4 5
6. I tend to make connections among bits of information by categorizing them.  
   1 2 3 4 5
7. Impulsive, spontaneous decision making worries me.  
   1 2 3 4 5
8. I like to analyze causes and effects when making a decision.  
   1 2 3 4 5
9. I monitor my progress toward goals.  
   1 2 3 4 5
10. Once I reach a goal, I evaluate the process to see how effective it was.  
    1 2 3 4 5

Total your answers here:  

**ASSESS YOUR CREATIVE THINKING SKILLS**

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

1. I tend to question rules and regulations.  
   1 2 3 4 5
2. I see myself as “unique,” “full of ideas,” “innovative.”  
   1 2 3 4 5
3. When working on a problem in a group setting, I generate a lot of ideas.  
   1 2 3 4 5
4. I am energized when I have a brand-new experience.  
   1 2 3 4 5
5. If you say something is too risky, I’m ready to give it a shot.  
   1 2 3 4 5
6. I often wonder if there is a different way to do or see something.  
   1 2 3 4 5
7. Too much routine in my work or schedule drains my energy.  
   1 2 3 4 5
8. I tend to see connections among ideas that others do not.  
   1 2 3 4 5
9. I feel comfortable allowing myself to make mistakes as I test out ideas.  
   1 2 3 4 5
10. I’m willing to champion an idea even when others disagree with me.  
    1 2 3 4 5

Total your answers here:  

ASSESS YOUR PRACTICAL THINKING SKILLS

For each statement, circle the number that feels right to you, from 1 for “not at all true for me” to 5 for “very true for me.”

1. I can find a way around any obstacle. 1 2 3 4 5
2. I see myself as a “doer,” the “go-to” person; I “make things happen.” 1 2 3 4 5
3. When working on a problem in a group setting, I like to figure out who will do what and when it should be done. 1 2 3 4 5
4. I apply what I learn from experience to improve my response to similar situations. 1 2 3 4 5
5. I finish what I start and don’t leave loose ends hanging. 1 2 3 4 5
6. I note my emotions about academic and social situations and use what they tell me to move toward a goal. 1 2 3 4 5
7. I can sense how people feel and can use that knowledge to interact with others effectively. 1 2 3 4 5
8. I manage my time effectively. 1 2 3 4 5
9. I adjust to the teaching styles of my instructors and the communication styles of my peers. 1 2 3 4 5
10. When involved in a problem-solving process, I can shift gears as needed. 1 2 3 4 5

Total your answers here: ________

With your scores in hand, use the Wheel of Successful Intelligence to look at all the skills at once. In each of the three areas of the wheel, draw a curved line approximately at the level of your number score and fill in the wedge below that line. Look at what the wheel shows about the level of balance you perceive in your three aspects of successful intelligence. If it were a real wheel, would it roll?

Source: Based on “The Wheel of Life” model developed by the Coaches Training Institute. © Co-Active Space 2000.
Based on the appearance of the wheel, in which skill do you most need to build strength? Keep this goal in mind as you proceed through the text. In each chapter, pay special attention to the exercise that builds this thinking skill.

**Social Networking**

**CONNECT TO THE WORKING WORLD**

One of the most productive uses of online social networking is to help people market themselves and develop networks of professional contacts in the work world. At the end of each Personal Portfolio exercise, this segment will help you build a profile on one of the most widely used tools for this purpose—LinkedIn. The mission of LinkedIn is to help you connect to people you know and trust, and access wider networks of people through them, to become a more successful professional in the career of your choice.

Set up your account on LinkedIn to get started. Do the following:

- Go to www.linkedin.com and click on “What is LinkedIn?” to get an overview.
- Click on “Join Today” and follow the instructions to establish your account name and password.
- Be sure to read the User Agreement and Privacy Policy.

If you already have a LinkedIn account, sign on and make sure your basic information is up to date.