

SEVENTH EDITION

CORNER STONES



for college success

SHERFIELD
MOODY

Seventh Edition

CORNERSTONES FOR COLLEGE SUCCESS

Robert M. Sherfield

College of Southern Nevada

Patricia G. Moody

University of South Carolina

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PEARSON

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This book is dedicated to our wonderful friends who have supported us through the years, nurtured us in times of doubt, and loved us unconditionally. Our journey could have never been possible without you. We treasure and value each of you for your unique and lasting contributions to our lives.

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of South Carolina and the College of Southern Nevada.

ABOUT YOUR AUTHORS

ROBERT M. SHERFIELD, PH.D.



Robert Sherfield has been teaching public speaking, theater, technical writing, and student success, as well as working with first-year success programs, for 30 years. Currently, he is a professor at the College of Southern Nevada, teaching student success, technical writing, and drama.

An award-winning educator, Robb was named Educator of the Year at the College of Southern Nevada. He twice received the Distinguished Teacher of the Year Award from the University of South Carolina at Union, and has received numerous other awards and nominations for outstanding classroom instruction and advisement.

He has extensive experience with the design and implementation of student success programs, including one that was presented at the International Conference on the First-Year Experience in Newcastle upon Tyne, England. He has conducted faculty development keynotes and workshops at over 400 institutions of higher education across the United States. He has spoken in 46 states and several foreign countries.

In addition to his coauthorship of *Cornerstones for Community College Success* (Pearson, 2012), he has authored or coauthored *Cornerstones for Professionalism* (Pearson, 2013), *Cornerstone: Discovering Your Potential, Learning Actively, and Living Well* (Prentice Hall, 2008), *Roadways to Success* (Prentice Hall, 2001), the trade book *365 Things I Learned in College* (Allyn & Bacon, 1996), *Capstone: Succeeding Beyond College* (Prentice Hall, 2001), *Case Studies for the First Year: An Odyssey into Critical Thinking and Problem Solving* (Prentice Hall, 2004), and *The Everything Self-Esteem Book* (Adams Media, 2004).

Robb's interest in student success began with his own first year in college. Low SAT scores and a dismal high school ranking denied him entrance into college. With the help of a success program, he was granted entrance into college and went on to earn five college degrees, including a doctorate. He has always been interested in the social, academic, and cultural development of students, and sees this book as his way to help students enter the world of work and establish lasting, rewarding careers and productive lives. For more information, visit www.robertsherfield.com.

PATRICIA G. MOODY, PH.D.



Patricia G. Moody is Dean Emerita of the College of Hospitality, Retail, and Sport Management at the University of South Carolina, where she served on the faculty and in administration for over 30 years. An award-winning educator, Pat was honored as Distinguished Educator of the Year at

her college, and as Collegiate Teacher of the Year by the National Business Education Association. She was also a top-five finalist for the Amoco Teaching Award at the University of South Carolina. She received the prestigious John Robert Gregg Award, the highest honor in her field of over 100,000 educators.

Pat has coauthored many texts and simulations, including *Cornerstones for Professionalism* (Pearson, 2013), *Cornerstones for Community College Success* (Pearson, 2012), *Cornerstone: Discovering Your Potential, Learning Actively, and Living Well* (Prentice Hall, 2008), *365 Things I Learned in College* (Allyn and Bacon, 1996), *Capstone: Succeeding Beyond College* (Prentice Hall, 2001), and *Case Studies for the First Year: An Odyssey into Critical Thinking and Problem Solving* (Prentice Hall, 2004). Prior to writing in the student success field, Pat published several business books and simulations.

A nationally known motivational speaker, consultant, and author, she has spoken in most states, has been invited to speak in several foreign countries, and frequently keynotes national and regional conventions. Pat has presented her signature motivational keynote address, "Fly Like an Eagle," to tens of thousands of people, from Olympic athletes, to corporate executives, to high school students.

As the dean of her college, she led international trips to build relationships and establish joint research projects in hospitality. Under her direction, faculty members in her college began a landmark study of Chinese tourists. She now travels the country delivering workshops, keynotes, and presentations on topics such as Managing Change, Working in the New Global Community, the Future of the Future, Student Motivation, and Emotional Intelligence. Moody also serves as a personal coach for business executives.

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Pearson Course Redesign



Did You Know?

Course Redesign is the process of restructuring the way course content is delivered with the goal of increasing both student achievement and institutional productivity. Pearson has successfully partnered with colleges and universities engaged in Course Redesign for over ten years through workshops, Faculty Advisor programs, and online conferences.

Take Action!

Get involved by attending a Pearson-hosted Course Redesign event. Hear from Faculty Advisors already involved in course redesign at various stages and in a variety of disciplines. Our Faculty Advisors are experienced in implementing MyLab/Mastering for redesign. They are ready to share what they have learned and offer advice.

Learn More

Learn more about Pearson Course Redesign resources and events at www.pearsoncourseredesign.com



Pearson MyStudentSuccessLab Faculty Advisor Network



What is F.A.N.?

The Faculty Advisor Network is Pearson's peer-to-peer mentoring program in which we ask experienced MyStudentSuccessLab users to share their best practices and expertise with current and potential customers.

How do they help?

Our Faculty Advisors are experienced in supporting new and potential MyStudentSuccessLab users in a variety of ways such as:

- One-on-one phone and email coaching
- Webinars and presentations
- Live workshops and training sessions

Learn More

Contact your Pearson representative to connect with a Faculty Advisor or learn more about the Faculty Advisory Network.

MyStudentSuccessLab™

MyStudentSuccessLab

Start Strong. Finish Stronger.

www.MyStudentSuccessLab.com

MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed for ongoing personal and professional development. They will have access to peer-led video interviews and develop core skills through interactive practice exercises and activities that provide academic, life, and professionalism skills that will transfer to ANY course.

How can “skills” be measured – and what can you do with the data?

Measurement Matters – and is ongoing in nature. No one is ever an “expert” in ‘soft skills’ - something students learn once and never think about again. They take these skills with them for life.

Learning Path Diagnostic

- For the course, 65 Pre-Course questions (Levels I & II Bloom's) and 65 Post-Course questions (Levels III & IV Bloom's) that link to key learning objectives in each topic.
- For each topic, 20 Pre-Test questions (Levels I & II Bloom's) and 20 Post-Test questions (Levels III & IV Bloom's) that link to all learning objectives in the topic.

What gets your attention?

It's about engagement. Everyone likes videos.
Good videos, conveniently organized by topic.

FinishStrong247 YouTube channel

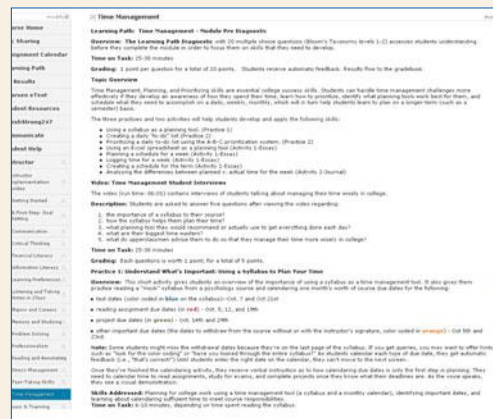
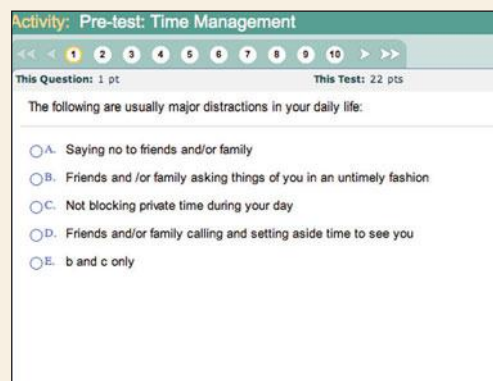
- Best of 'how to' for use as a practical reference
(i.e. - manage your priorities using a smart phone)
- Save time finding good video.
- All videos have been approved by members of our student advisory board and peer reviewed.

How can everyone get trained?

We all want a 'shortcut to implementation'.
Instructors want to save time on course prep.
Students want to know how to register, log in, and know 'what's due, and when'.
We can make it easy.

Implementation Guide

- Organized by topic, provides time on task, grading rubrics, suggestions for video use, and more.
- Additional videos and user guides, registration and log in guides, and technical support for instructors and students at www.mystudentsuccesslab.com



MyStudentSuccessLab

Start Strong. Finish Stronger.

www.MyStudentSuccessLab.com

MyStudentSuccessLab Feature set:

Learning Path provides:

- 65 Pre-Course (Levels I & II Bloom's) and 65 Post-Course (Levels III & IV Bloom's)
- 20 Pre-Test (Levels I & II Bloom's) and 20 Post-Test (Levels III & IV Bloom's)
- Overview (ie. – Learning Outcomes)
- Student Video Interviews (with Reflection questions)
- Practices and Activities Tied to Learning Path
- FinishStronger247 YouTube channel with student vetted supporting videos

Student Inventories:

1. **Golden Personality**—Similar to Meyers Briggs—it offers a personality assessment and robust reporting for students to get actionable insights on personal style. www.talentlens.com/en/employee-assessments/golden.php
2. **ACES (Academic Competence Evaluation Scales)**—Strength inventory which identifies and screens students to help educators prioritize skills and provides an overview of how students see themselves as learners. Identifies at-risk. www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8005-805
3. **(Watson-Glaser) Thinking Styles**—Helps students understand their thought process and how they tend to approach situations. Shows how you make decisions. www.thinkwatson.com/mythinkingstyles

Student Resources:

Pearson Students Facebook page, FinishStrong247 YouTube channel, MySearchLab, Online Dictionary, Plagiarism Guide, Student Planner, MyProfessionalismKit resources including video cases, job search documents, and interview FAQ's. GPA, Savings, Budgeting, and Retirement Calculators.

Instructor Resources:

Instructor Implementation Guide supports course prep with Overview, Time on Task, Grading rubric, etc.

MyStudentSuccessLab Topic List:

A First Step: Goal Setting	Memory and Studying
Communication	Problem Solving
Critical Thinking	Reading and Annotating
Financial Literacy	Stress Management
Information Literacy	Teamwork
Interviewing	Test Taking
Job Search Strategies	Time Management
Learning Preferences	Workplace Communication (formerly 'Professionalism')
Listening and Taking Notes in Class	Workplace Etiquette
Majors/Careers and Resumes	

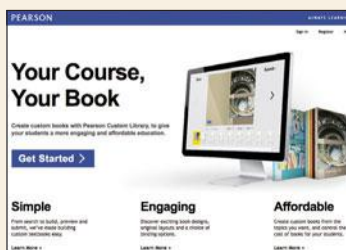
MyLabsPlus Available upon request for MyStudentSuccessLab



MyLabsPlus service is a dynamic online teaching and learning environment designed to support online instruction programs with rich, engaging customized content. With powerful administrator tools and dedicated support, MyLabsPlus is designed to support growing online instruction programs with an advanced suite of management tools. Working in conjunction with MyLabs and Mastering content and technology, schools can quickly and easily integrate MyLabsPlus into their curriculum.

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Offers online course content for online learning classes, hybrid courses, and enhances the traditional classroom. Our award-winning product CourseConnect includes a fully developed syllabus, media-rich lecture presentations, audio lectures, a wide variety of assessments, discussion board questions, and a strong instructor resource package.

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Student Success CourseConnect



Student Success CourseConnect (<http://www.pearsonlearningsolutions.com/courseconnect>) is one of many award-winning CourseConnect customizable online courses designed by subject matter experts and credentialed instructional designers, and helps students 'Start strong, Finish stronger' by building skills for ongoing personal and professional development.

Topic-based interactive modules follow a consistent learning path, from Introduction, to Presentation, to Activity, then Review. Student Success CourseConnect is available in your school's learning management system (LMS) and includes relevant video, audio, and activities. Syllabi, discussion forum topics and questions, assignments, and quizzes are easily accessible and it accommodates various term lengths as well as self-paced study.

Course Outline (ie 'Lesson Plans')

1. Goal setting, Values, and Motivation
2. Time Management
3. Financial Literacy
4. Creative Thinking, Critical Thinking, and Problem Solving
5. Learning Preferences
6. Listening and Note-Taking in Class
7. Reading and Annotating
8. Studying, Memory, and Test-Taking
9. Communicating and Teamwork
10. Information Literacy
11. Staying Balanced: Stress Management
12. Career Exploration

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—Kelly Kirk, Director of Distance Education, Randolph Community College

"It's truly great that Pearson is invested in using the latest technologies to reach me in ways beside the traditional educational model. This innovative approach is one of the best ways to facilitate the education of students of my generation."

—Zach Gonzales, Student, University of Denver

Resources for Online Learning or Hybrid

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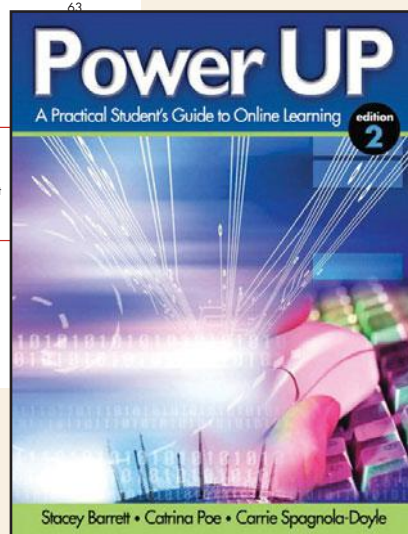
Appendix A	Financing Your Education	
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Power Up: A Practical Student's Guide to Online Learning, 2/e

Barrett / Poe / Spagnola-Doyle

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Serves as a textbook for students of all backgrounds who are new to online learning and as a reference book for instructors who are also novices in the area, or who need insight into the perspective of such students. Provides readers with the knowledge and practice they need to be successful online learners.



"We have used this excellent text with all cohorts of the last two years, as the text is an integral part of the first course in our graduate online program. Students love that its user-friendly and practical. Instructors see this text as a powerful learning tool that is concise yet is able to be comprehensive in its coverage of critical skills and knowledge that support online student success."

—Dr. William Prado
Associate Professor & Director,
Business Program, Green Mountain College



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Resources

Online Instructor's Manual – This manual is intended to give instructors a framework or blueprint of ideas and suggestions that may assist them in providing their students with activities, journal writing, thought-provoking situations, and group activities.

Online PowerPoint Presentation – A comprehensive set of PowerPoint slides that can be used by instructors for class presentations and also by students for lecture preview or review. The PowerPoint Presentation includes bullet point slides with overview information for each chapter. These slides help students understand and review concepts within each chapter.

Assessment via MyStudentSuccessLab – It is an online solution—and *powerful assessment tool*—designed to help students build the skills they need to succeed for ongoing personal and professional development at www.mystudentsuccesslab.com

Create tests using a secure testing engine within MyStudentSuccessLab (similar to Pearson MyTest) to print or deliver online. The high quality and volume of test questions allows for data comparison and measurement which is highly sought after and frequently required from institutions.

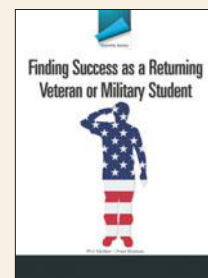
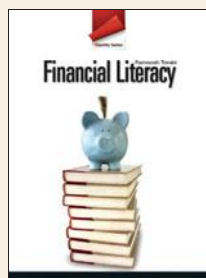
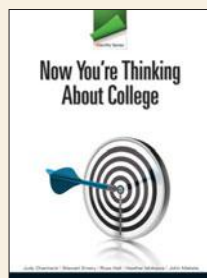
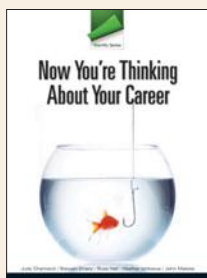
- Quickly create a test within MyStudentSuccessLab for use online or to save to Word or PDF format and print
- Draws from a rich library of question test banks that complement course learning outcomes
- Like the option in former test managers (MyTest and TestGen), test questions in MyStudentSuccessLab are organized by learning outcome
- On National average, Student Success materials are customized by 78% of instructors—in both sequence and depth of materials, so organizing by learning outcomes (as opposed to ‘chapter’) saves customers time
- Questions that test specific learning outcomes in a text chapter are easy to find by using the ACTIVITIES/ASSESSMENTS MANAGER in MyStudentSuccessLab
- MyStudentSuccessLab allows for personalization with the ability to edit individual questions or entire tests to accommodate specific teaching needs
- Because MyStudentSuccessLab is written to learning outcomes, this technology has breadth across any course where ‘soft skills’ are being addressed

LASSI – The LASSI is a 10-scale, 80-item assessment of students’ awareness about and use of learning and study strategies. Addressing skill, will and self-regulation, the focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions.

Noel Levitz/RMS – This retention tool measures Academic Motivation, General Coping Ability, Receptivity to Support Services, PLUS Social Motivation. It helps identify at-risk students, the areas with which they struggle, and their receptiveness to support.

Premier Annual Planner – This specially designed, annual 4-color collegiate planner includes an academic planning/resources section, monthly planning section (2 pages/month), and weekly planning section (48 weeks; July start date). The Premier Annual Planner facilitates short-term as well as long-term planning. This text is spiral bound and convenient to carry with a 6x9 inch trim size.

Identity Series—which will you choose?



Our consumer flavored “IDentity” Series booklets are written by national subject matter experts, and offer strategies and activities for immediate application. These essential supplements can be packaged with any text or purchased individually. Additional information is available at www.pearsonhighered.com/educator/series/IDentity-Series/12561.page

Now Featuring: IDentity Series: Ownership

Do you remember how you learned to ride a bike? It probably went something like, ‘put on the training wheels, learn to brake/steer; remove training wheels, try to ride with a strong hand on the back to keep you balanced, try on your own as you wobbled along; then fell a few times before you...rode away and never looked back’.

If you teach students ownership of concepts in class, they are more likely to take responsibility for their successes and failures and “own” their learning. First, we offer a multimedia professional development course on Ownership in an easy-to-use online format that walks through teaching methods and includes ready-to-use activities, coaching tips, assessments, animations, and video on a topic. Second, we provide a short, affordable student booklet covering ownership essentials and the topic that can be used independently or as part of your course.

Instructors will learn how to use this groundbreaking four-step process to teach ownership to any student in any class. Students will learn how to take ownership over their education and ultimately their life path.

Complete list of current and forthcoming IDentity Series publications:

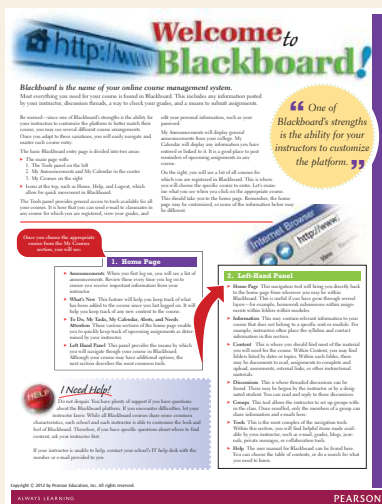
TOPIC	SKILLS	ISBN	TITLE	AUTHOR (S)
CAREER	Key Cognitive	0132819678	Now You're Thinking About Your Career	Chartrand et. al.
COLLEGE	Key Cognitive	0132825740	Now You're Thinking About College	Chartrand et. al.
CRITICAL THINKING	Key Cognitive	013286908X	Ownership: Critical Thinking	Stone
FINANCES (brief)	Contextual Skills & Awareness	0132819694	Financial Literacy	Torabi
FINANCES (comprehensive)	Contextual Skills & Awareness	0132819651	Financial Responsibility	Clearpoint Financial Solutions, Inc.
IDENTITY	Contextual Skills & Awareness	0321883330	Identity: Passport to Success	Graham
VETERANS	Contextual Skills & Awareness	0132886952	Finding Success as a Military Student	McNair/Stielow
GOAL SETTING	Academic Behaviors	0132868792	Ownership: Effective Planning	Stone
TEST TAKING	Academic Behaviors	0132869063	Ownership: Study Strategies	Stone
TIME MANAGEMENT	Academic Behaviors	0132869500	Ownership: Accountability	Stone

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- **Success Tips for Professionalism (6-panel laminate)** includes: Create Your Personal Brand, Civility Paves the Way Toward Success, Succeeding in Your Diverse World, Building Your Professional Image, Get Things Done with Virtual Teams, Get Ready for Workplace Success
- Choose pages from the list below to insert into a custom text via Pearson Custom Library.



Blackboard	0132853159	Success Tips: Welcome to Blackboard!
Brand U	0132850788	Success Tips: Create Your Personal Brand
Campus Resources	0132850605	Success Tips: Resources All Around You
Civility	0132853140	Success Tips: Civility Paves the Way Toward Success
Critical Thinking	0132850729	Success Tips: Now You're Thinking
Diversity	0132850753	Success Tips: Succeeding in Your Diverse World
eCollege	0132850664	Success Tips: Welcome to eCollege!
Finances	0132850710	Success Tips: Maintaining Your Financial Sanity
Goal Setting	0132850702	Success Tips: Set and Achieve Your Goals
Information Literacy	0132850613	Success Tips: Information Literacy is Essential to Success
Moodle	013285077X	Success Tips: Welcome to Moodle!
MyStudentSuccessLab	0132850745	Success Tips: MyStudentSuccessLab
Note Taking	0132850672	Success Tips: Good Notes Are Your Best Study Tool
Online Learning	013298153X	Success Tips: Power Up for Online Learning
Privacy	0132850796	Success Tips: Protect Your Personal Data
Professional Image	0132850826	Success Tips: Building Your Professional Image
Service Learning	0132886316	Success Tips: Service Learning What You Learn Helps Others
Stress Management	0132852071	Success Tips: Stay Well and Manage Stress
Test Taking	0132850680	Success Tips: Prepare for Test Success
Time Management	0132850842	Success Tips: Time Management
Veterans	013285080X	Success Tips: Veterans/Military Returning Students
Virtual Teams	0132850761	Success Tips: Get Things Done with Virtual Teams
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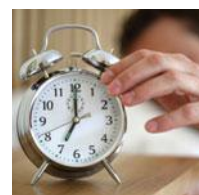
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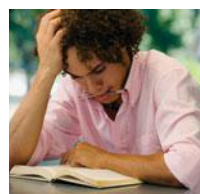
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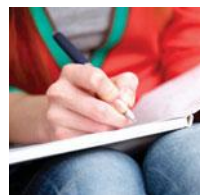
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Cornerstones Speaks to Where You Are

Why?

You and Your Students Have Unique Needs.

Cornerstones recognizes how student and instructor needs have evolved, and have made the change from editions that catered to *all* institutions to specific programs (four year, two year, and blended and online). In learning environments, it is important to get relevant information—at the time you need it. Now you can select course materials from *Cornerstones* that reinforce your institution's culture (four year, two year, or blended and online) and speak directly to your specific needs.

Choice is Yours.

Cornerstones is known for concrete and practical strategies that students can apply to all college classes, the world of work, and life in general, and addresses the "why" of learning and the power of positive change. It offers coverage of Bloom's taxonomy, SQ3R integration, and information and financial literacy. Defining topics include first generation students, adult learners, making successful transitions, and planning for success in the second year and beyond. The ancillary materials are designed to assist instructors in delivering a top-level student success course.

Choose the version of *Cornerstones* that aligns best with your institution and student population, all while getting the hallmark features and content you've come to expect.



Four Year

Cornerstones for College Success 7e (formerly *Cornerstone: Creating Success Through Positive Change 6e*, and *Cornerstone: Creating Success Through Positive Change Concise 6e*). Written specifically for students attending four year programs, it addresses today's college students.



Two Year

Cornerstones for Community College Success 2e (formerly *Cornerstones for Community College Success*). Written specifically for students attending two year programs, it addresses students in community and technical colleges.



Blended and Online

Cornerstones for College Success Compact (new offering). Written specifically for blended and online environments, it addresses students as digital learners and aligns with learning outcomes from MyStudentSuccessLab (<http://www.mystudentsuccesslab.com>), and Student Success CourseConnect (<http://www.pearsonlearningsolutions.com/courseconnect>). This makes it ideal as a print companion paired with one of these technologies to actively augment learning with activities, assessments, and critical thinking exercises to apply concepts.

PREFACE

NEW TO THE SEVENTH EDITION OF CORNERSTONES FOR COLLEGE SUCCESS

How College Changed My Life showcases stellar graduates who used their challenges and strengths as motivational forces in obtaining degrees and entering their professions. These engaging stories help students understand the importance of their own college experience and how to apply skills gained during their college experience to their professional and personal lives. See these features at the beginning of every chapter.

CONNECT Chapter on Technology helps students master the ever-changing skills of information literacy, understand today's technology "language," conduct effective online searches, and monitor their online behavior and actions. This chapter also introduces the basics of the most popular computer programs and social media platforms used in education today. To explore further, see Chapter 4.

The D.A.R.T.S. Information Literacy System developed specifically for the Cornerstones franchise introduces students to an effective, useful, and easy-to-remember formula for conducting online research and evaluating sources. The D.A.R.T.S. Information Literacy System involves *Determining* the information needed, *Accessing* the appropriate information, *Reading* and evaluating the information carefully, *Transforming* the information into a dynamic project, and *Selecting* appropriate documentation styles. To learn more see Chapter 4.

Writing a Research Paper using D.A.R.T.S. Information Literacy System makes dreaded research projects easier for students. This system walks students through the research process to narrow the topics, develop an effective thesis, conduct meaningful and useful research, test the validity of sources, and use proper documentation styles. To review this new coverage, see Chapter 4.

PRESENT Chapter on Oral Communication focuses on the importance of oral communication in the digital age. The major types of speeches-Informative, Demonstrative, and Persuasive—are discussed. Students will learn skills crucial for future career success including effective oral communication in teleconferencing, telephone etiquette, personal introductions, and selling your ideas. See Chapter 13 for this new coverage.

Higher Education and the Adult Learner helps students who are returning to college after an extended absence. Tips and advice are provided to help returning students make the most of college services and relationships. See Chapter 3 for this new coverage.

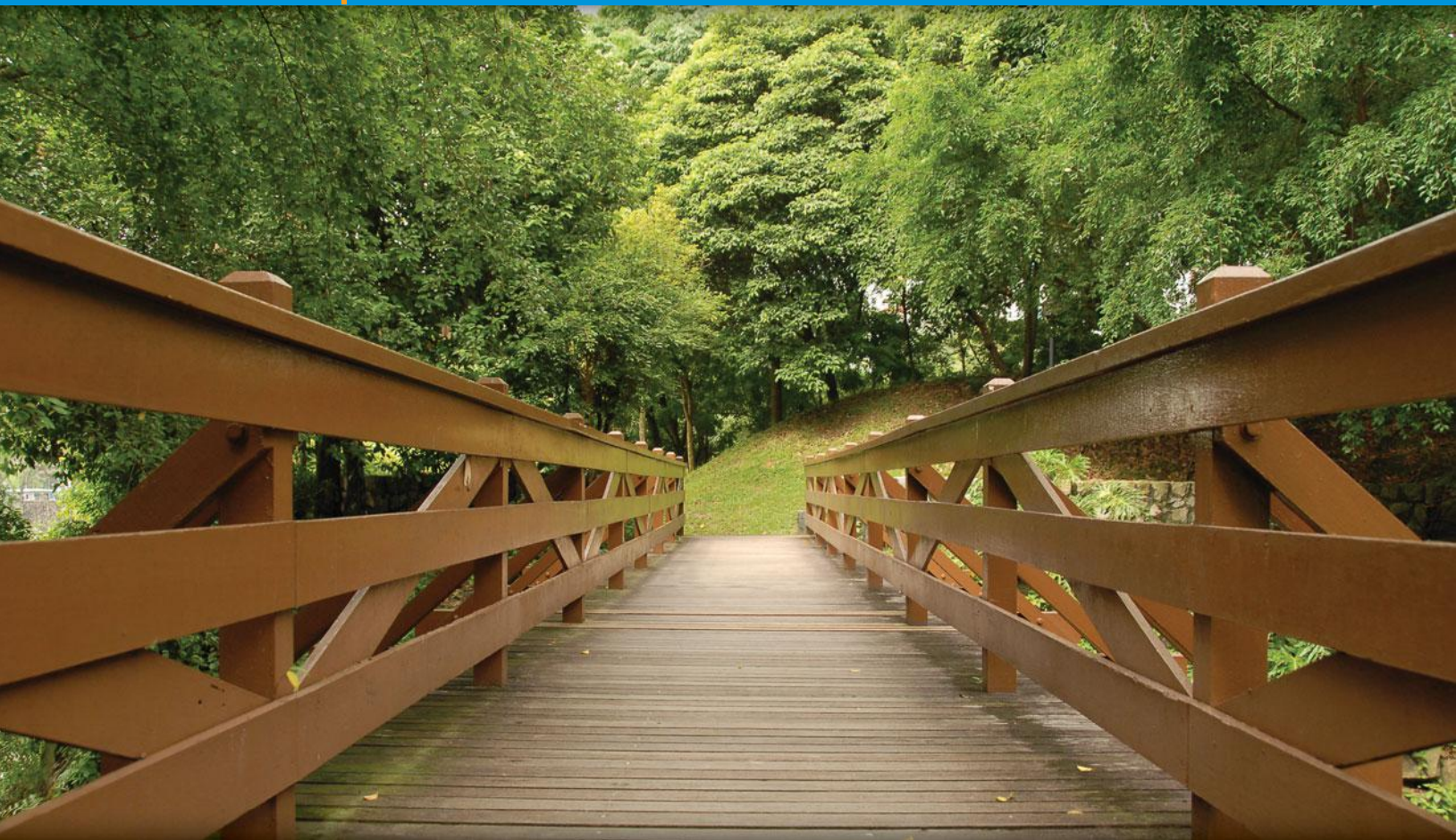
Conquering the First Generation Student Gap helps students who are first generation college students understand more about college life and how to adjust to their changing world. See Chapter 3 for this new coverage.

Developmental and Remedial Classes coverage is included to reflect the importance of having a firm foundation in English, reading and mathematics, this section stresses the importance of registering for and completing developmental classes that may have been identified as necessary based on placement testing. See Chapter 3 for this new coverage.

Working in Teams and Studying in Groups shows students the importance of establishing, working in, and maintaining effective study, learning, and working teams. Coverage includes strategies to use in creating effective virtual teams. See Chapters 10 and 12 to learn more.

BEGIN

THE GOAL OF CORNERSTONES
FOR COLLEGE SUCCESS AND
OUR COMMITMENT TO YOU



"Talent alone won't make you a success. Neither will being in the right place at the right time, unless you are ready. The most important question is: 'Are you ready?'" —Johnny Carson

变化

If you look at the figure printed here you will see the Chinese symbol meaning *to change*. It is made up of two symbols—the first means *to transform* or to be flexible. The second means *to do* or *to deliver*. In its purest form, the symbol means *to deliver transformation*. That is what *Cornerstones* is all about: helping you deliver or bring about transformation,

positive change if you will, to your life. It is about helping you discover ways to change your thoughts, change your performance, and change your life.

Our goals in writing *Cornerstones* are to help you discover your academic, social, and personal strengths so that you can build on them, and to provide concrete and useful tools that will help you make the changes necessary for your success. We believe that in helping you identify and transform areas that have challenged you in the past, you can *discover your true potential, learn more actively, and have the career you want and deserve*.

Cornerstones for College Success is written with three major areas of self-development in mind. These three areas will help you create positive change that can help you become the individual you would like to be. These areas are:

CHANGING YOUR THOUGHTS

addresses a broad spectrum of topics that begins with a focus on change as it relates to becoming a college student in a different culture and setting than you may have known before. In this section, you will be introduced to tools of self-management as they relate to your academic success. You will be exposed to a variety of new terms, ideas, and thoughts—all of which begin your journey of change. You will learn to enhance your communication skills, improve your self-concept, and manage conflict, all valuable tools on the road to change. You will become more adept at critical thinking and problem solving. When you have mastered these areas, you should notice a difference in the way you approach tasks and think about subjects, challenges, and people.

CHANGING YOUR PERFORMANCE

focuses on you and how you physically and mentally manage yourself. You will begin this part of the journey to change by learning to manage your time while controlling the inherent stress that accompanies being a student. You will realize that you have a dominant intelligence, learning style, and personality type, and learn how to use them to your advantage. Even though you have been reading for some time, you will be shown strategies to improve both your speed and comprehension because reading is a major part of your studies. You will be shown several note-taking systems designed to improve your ability to record what your instructors are teaching. Finally, you will be taught strategies for empowering your memory, learning to study more effectively, and taking tests with confidence. When you master these areas, you should be able to perform most tasks more effectively and confidently.

CHANGING YOUR LIFE

is designed to round out your total personal profile and springboard you to success as you move into a different realm. To be a completely successful student, you need to address all these areas because they are significant to the changes you need to embrace. You will learn to manage your money and your debts wisely. So many students are burdened with astronomical financial debts when they graduate; our desire is for you to have accumulated as little debt as possible, while at the same time taking advantage of all that your college has to offer. On this important journey to change, you will learn how to immerse yourself in many categories of diversity while you celebrate all kinds of people. You will be taught to be responsible for your own wellness and how to exercise personal responsibility. Finally, you will be introduced to techniques for planning your professional career in the face of dramatic global changes. When you master these areas, you should be prepared to move through the next few years of school and beyond with confidence and optimism.

We know that your time is valuable and that you are pulled in countless directions with work, family, school, previous obligations, and many other tasks. For this reason, we have tried to provide only the most concrete, useful strategies and ideas to help you succeed in this class and beyond.

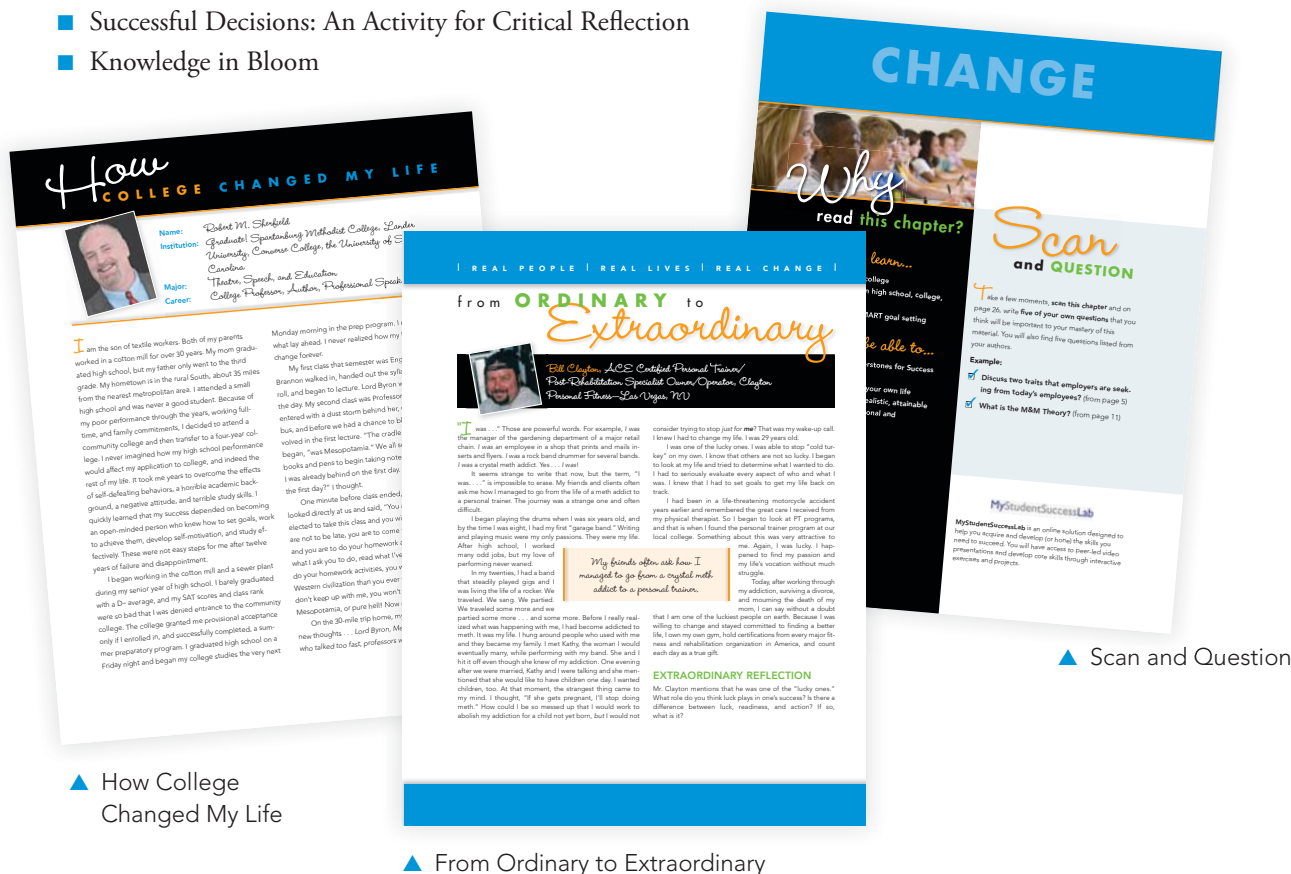
We have collectively spent over 60 years gathering the information, advice, suggestions, and activities on the following pages. This advice and these activities have come from trial and error, colleagues, former students, instructors across the United States, and solid research. We hope that you will enjoy them, learn from them, and, most of all, use them to change your life and move closer to your dreams.

Let the journey to positive change begin!

IMPORTANT FEATURES OF CORNERSTONES FOR COLLEGE SUCCESS

Throughout the text, you will find several common features to help you master the material. We hope you will use these features to become more engaged with the book, test your mastery, and practice what you have learned. The common features include:

- How College Changed My Life
- From Ordinary to Extraordinary
- Scan and Question
- Bloom's Taxonomy triangles
- Successful Decisions: An Activity for Critical Reflection
- Knowledge in Bloom



Next, write two reasons why you deserve this goal. This is called your "I Deserve It" statement. It may seem simple, but this is a complex question. Many people do not follow through on their goals because, deep down, they don't feel they deserve them. The narrative statement helps you understand how your life will look once the goal is met, but your "I deserve it" statement asks you to consider why you deserve this goal. This is an important step in your goal setting and you are making a personal commitment to set this goal to fruition. This is your name. Use it with pride. Putting your goal will help you focus on it daily. Use the goal sheet in Figure 1.6 to build your goals.



▲ Bloom's Taxonomy triangles

Figure 1.6 Goal Sheet

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) _____

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

I deserve this goal because:

1. _____
2. _____

I hereby make this commitment to myself.

My Signature _____

Successful Decisions

AN ACTIVITY FOR CRITICAL REFLECTION

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

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

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

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

1. _____
2. _____

Figure 1.3 Victim and Victor Profile

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

▲ Successful Decisions: An Activity for Critical Reflection

Knowledge in Bloom

ING POSITIVE CHANGE TO YOUR LIFE

els 1-6 of the Taxonomy (See Bloom's Taxonomy on page 000)

Placing this tool in your life may have identified changes that you need to make in your academic or personal life. You may have been given suggestions around you have made. The following steps are designed to help you implement the changes that you need to make.

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 the bottom (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 activity.

Change Implementation Model based on Bloom's Taxonomy

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

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

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

4. Compare your current action steps to the steps you have previously taken to overcome obstacles and make change. What conclusions can be drawn from this comparison?

5. Pretend that someone very close to you asks you what you are doing with this plan and why. Write a detailed paragraph to justify what you are doing, why you need to do it, and how it is going to positively affect your life.

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

Implementation Model above, read the following fictional scenarios in which you encounter difficulty to (1) close eager to take the first course in your major field. You are shocked to find that the class is on the first day. Not only is the material difficult to understand, so is the professor, whose assignments are two chapters to read per class, but the lectures are not based on material found in your text in high school, but now you feel overwhelmed and lost. The material is much

▲ Knowledge in Bloom

SQ3R AND SCAN AND QUESTION

What Is It and Why Do I Need to Know It?

You may be asking, "What does SQ3R mean and what could it possibly have to do with me, my text, this course, and my success?" The answer: SQ3R (S: Scan, Q: Question, 3R: Read, Recite, Review) is one of the most successful and widely used learning and study tools ever introduced.

This simple yet highly effective mnemonic (memory trick) asks that *before you actually read the chapter*, you look over the contents, check out the figures and photos, look at section headings, and review any graphs or charts. This is called *scanning*. Step 2, *question*, asks that you jot down questions that you think you will need to answer about the chapter's content in order to master the material. These questions might come from charts or figures, but most commonly, they come from the chapter's section headings. Examine the questions below derived from a section of *Criminal Justice: A Brief Introduction* (6th ed.) by Frank Schmalleger (Prentice Hall, 2006) on the next page.

Some of the questions you may ask based on the content shown here are:

1. What are the categories of crime?
2. Why do they matter?
3. What is crime typology?
4. When categories of crime are most often used?

After writing these questions from the section heading, you will read this section and then answer those questions. This technique gives you more focus and purpose for your reading. Each chapter in *Cornerstones* begins with this technique in the feature called **Scan and Question**.

We included this feature in *Cornerstones* to help you become a more active reader with greater comprehension skills in all of your classes. This technique is fully discussed in Chapter 8 of this text.

Excerpt From Text

reported data.⁶⁴ Crimes that result from an anomalous event, but which are excluded from reported data, highlight the arbitrary nature of the data-collection process itself.

Special Categories of Crime

crime typology

A classification of crimes along a particular dimension, such as legal categories, offender motivation, victim behavior, or the characteristics of individual offenders.

A **crime typology** is a classification scheme that is useful in the study and description of criminal behavior. All crime typologies have an underlying logic, and the system of classification that derives from any particular typology may be based on legal criteria, offender motivation, victim behavior, the characteristics of individual offenders, or the like. Criminologists Terance D. Miethe and Richard C. McCorkle note that crime typologies “are designed primarily to simplify social reality by identifying homogeneous groups of crime behaviors that are different from other clusters of crime behaviors.”⁶⁵ Hence one common but simple typology contains only two categories of crime: violent and property. In fact, many crime typologies contain overlapping or nonexclusive categories—just as violent crimes may involve property offenses, and property offenses may lead to violent crimes. Thus no one typology is likely to capture all of the nuances of criminal offending.

BLOOM'S TAXONOMY OF THINKING AND LEARNING



What Are All of Those Little Triangles Throughout My Book?

Another feature that you will notice throughout your text is a series of small triangles followed by questions pertaining to the content. These triangles help you recognize which of the six levels of learning from Bloom's Taxonomy is being used. See the quick reference chart of Bloom's Taxonomy (Revised) at the front of this text.

Bloom's Taxonomy (also called Levels of Thinking and Learning) is simply a way of explaining the stages at which we all acquire information. These levels progress from simple learning and thinking (levels 1, 2, 3) to more complex learning and thinking (levels 4, 5, 6). In addition to having correlations to Bloom's Taxonomy throughout your text, each chapter will end with an exercise called **Knowledge In Bloom**. This chapter-end activity is included to help you process and apply the information from the chapter.

SO, WHY USE BLOOM'S IN THE CORNERSTONES TEXT?

Bloom's Taxonomy is important because it helps us determine the level at which we understand important information. For example, it is important to be able to answer questions at level 1, such as:

Abraham Lincoln was the ____ president of the United States.

Abraham Lincoln's wife's name was _____ Lincoln.

However, it is also important to be able to answer questions at levels 4, 5, and 6, such as:

Compare and contrast the differences between the Union and Confederate military structure, conditions, and leadership.

Based on your knowledge of the American Civil War era, predict what would have happened to the United States without the Emancipation Proclamation. Justify your answer.

Summarize the main events that led to the American Civil War.

As you can clearly see, there is a great difference between these levels of learning. The higher the level, the more information and knowledge you need to be able to understand to respond to the question or problem.

The chapter-end activity, **Knowledge In Bloom**, will help you process and demonstrate your knowledge at different levels. This is important because you will have professors who teach and

test at levels 1, 2, and 3, and others who teach and test at levels 4, 5, and 6. Learning to process and demonstrate your knowledge at every level can assist you in:

- Doing well in other classes by providing a foundation for effective studying and learning
- Learning to solve problems more thoroughly
- Predicting exam questions
- Learning how to critically evaluate and assess ideas and issues
- Learning to thoroughly and objectively research topics for papers and presentations
- Testing your own reading comprehension

A WORD ABOUT READING AND USING CORNERSTONES

We encourage you to read this text (and every text) with great care so that you can learn from the ideas presented within its pages. We also encourage you to *use* this book!

- Write in the margins
- Circle important terms
- Highlight key phrases
- Jot down word definitions in the margins
- “Dog-ear” the pages
- Write questions that you have in the spaces provided

Review the following page from another *Cornerstones* text to see how one student used the book to its fullest.

cession. If your body, mind, and soul are to function in a healthy manner, then your approach to wellness should be balanced. You need to explore and develop a holistic approach to wellness.

THE MIND'S EFFECT ON WELLNESS

The mind is an incredibly complex organ. The health industry has not begun to tap the awesome power the mind has over a person's physical health. Very basic studies have shown that the mind is a vital link to physical health. Your emotions play a tremendous role in how you approach your overall wellness program. Your emotional well-being impacts all aspects of your general wellness and therefore is the platform for all health. Christopher Reeve once discussed the importance that his mental state played in his recovery from what people thought would be a life-ending fall in 1990. Instead Reeve, although remaining a quadriplegic until his death in 2005, was able to continue acting, directing, and producing and was a very influential activist in the field of stem cell research.

People who are mentally healthy possess these qualities:

- Have a positive sense of self-worth
- Are determined to make an effort to be healthy
- Can love and have meaningful relationships — How?
- Understand reality and the limitations placed on them
- Have compassion for others
- Understand that the world does not revolve around them — Why is this important?

DEPRESSION AND ANXIETY DISORDERS

Depression is a term used to describe feelings ranging from feeling blue to utter hopelessness. The use of "I'm depressed" to mean "I'm sad" or "I'm down" is a far cry from the illness of clinical depression. Depression is a sickness that can creep up on an individual and render that person helplessly lost if it is not detected and properly treated. Signs of depression include the following (Donatelle and Davis, 2002):

- Lingering sadness — Blueness
- Inability to find joy in pleasure-giving activities
- Loss of interest in work or school
- Unexplainable fatigue — Tiredness
- Sleep disorders, including insomnia or early-morning awakenings
- Loss of sex drive — Libido
- Withdrawal from friends and family
- Feelings of hopelessness and worthlessness
- Desire to die — Suicidal thoughts

Sheryl Crow, singer, songwriter, and activist was diagnosed with breast cancer at age 44 just after the debut of her Grammy-nominated *Wilder* CD was released. Those closest to Crow stated that it was her commitment to a holistic approach to living that kept her centered during her recovery from surgery.

DID YOU KNOW?

1. What is the mind's effect on wellness?

2. Why is this relationship important?

1. What is depression?

2. What is anxiety?

3. How can I "control" them?

4. Why is this important to my success?

By treating this book like your “foundation to success,” you will begin to see remarkable progress in your study practices, reading comprehension, and learning skills.

chapter one

CHANGE

CREATING SUCCESS, GUIDING
CHANGE, AND SETTING 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." —Robert M. Sherfield

CHANGE



Why

read **this chapter?**

Because you'll learn...

- The basic truths about college
- The differences between high school, college, and career
- The nuts and bolts of SMART goal setting

Because you'll be able to...

- Apply the Essential Cornerstones for Success in a Changing World
- Create positive change in your own life
- Set, evaluate, and adjust realistic, attainable SMART goals for your personal and academic life

Scan and QUESTION

Take a few moments, **scan this chapter** and on page 26, write **five of your own questions** that you think will be important to your mastery of this material. You will also find five questions listed from your authors.

Example:

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

MyStudentSuccessLab

MyStudentSuccessLab is an online solution designed to help you acquire and develop (or hone) the skills you need to succeed. You will have access to peer-led video presentations and develop core skills through interactive exercises and projects.

How COLLEGE CHANGED MY LIFE



Name: Robert M. Sherfield
Institution: Graduate! Spartanburg Methodist College, Lander University, Converse College, the University of South Carolina
Major: Theatre, Speech, and Education
Career: College Professor, Author, Professional Speaker

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

I began working in the cotton mill and a sewer plant during my senior year of high school. I barely graduated with a D- average, and my SAT scores and class rank were so bad that I was denied entrance to the community college. The college granted me provisional acceptance only if I enrolled in, and successfully completed, a summer preparatory program. I graduated high school on a Friday night and began my college studies the very next

Monday morning in the prep program. I never realized what lay ahead. I never realized how my life was about to change forever.

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

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

On the 30-mile trip home, my mind was filled with new thoughts . . . Lord Byron, Mesopotamia, professors who talked too fast, professors who did not talk at all,

tuition, parking, and the size of the library. I knew that something was different, *something had changed in me*. In one day at my college, I had tasted something intoxicating, something that was addictive. *I had tasted a new world*. My college experience changed my life in so many ways, but the number one thing that happened to me was that I learned how to be more comfortable in more places. Because of my experiences at Spartanburg Methodist College, I began to be as comfortable in New York City at a Broadway play as I was at my job in the cotton mill. I learned to be as comfortable sailing the River Thames past Big Ben and Parliament as I was working at the Buffalo Sewer District. I learned to appreciate the fjords of

Norway as much as the cool stream on my daddy's farm. My college experience taught me to appreciate the joys and wonders of travel, learning, and meeting new people. I had never known this before. My college experience changed my life, and I will be forever grateful to those instructors who opened the door to the world for me.

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

THINK about it

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

THE TIMES . . . THEY ARE A CHANGIN'

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



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

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

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

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

While you may not be alone in thinking, “*this does not matter to me*,” you would be very wrong to think that

Why do you need to consider today’s global economy when thinking about your future?

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

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

"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, Jr.

What Employers Are Saying

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

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

What Strategies Can I Use to Keep from Being Outsourced?

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

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

People holding degrees and certificates are a dime a dozen. This does not mean, however, that *you* are a dime a dozen. Herein lies the challenge. How do you



How does the statement "go where the puck is going" relate to your chosen profession?

distinguish yourself from the countless job seekers out there? What are you going to do that sets you apart from your competition? What do you have to offer that no one else can possibly offer to an employer? Below, we will discuss some of the talents and qualities that are becoming increasingly rare, yet constantly sought after, in today's knowledge economy. By understanding more about these qualities, you can put yourself miles ahead of the competition.

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

Figure 1.1 The Essential Cornerstones for Success in a Changing World

Seek Excellence as a Communicator

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

Become a Desirable Employee

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

Practice Loyalty and Trustworthiness

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

Use Critical-Thinking Skills

The ability to think your way through problems and challenges is highly valued by employers. Employers are looking for people who can distinguish fact from opinion; identify fallacies; analyze, synthesize, and determine the value of a piece of information; think beyond the obvious;

see things from varying angles; and arrive at sound solutions. They also want people who possess the emotional intelligence to critically and creatively work to resolve challenges.

Manage Your Priorities Well

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

Stay Current and Build Transferable Skills

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

Continue to Get Experience and Education

Never stop learning! You may not want to hear it, but your education will never end. You will eventually complete your formal schooling, but as long as you are working in today's global economy, you will need to keep abreast of the changes in your field. Seek out opportunities to expand your knowledge base. Get certified in areas that will make you more marketable. Take a continuing

education course to brush up on changing workplace skills. Make yourself the best, most knowledgeable, well-rounded applicant in the field.

Avoid Internet and Social Media Blunders

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

Watch Your Credit Rating

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

job performance. This is just one of the many ways that your credit history and score can follow you for years.

Remain Openminded

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

Polish Your Human Relation Skills

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

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

—Leo Buscaglia, Ph.D.

BUILDING LASTING SUCCESS

Can You Really Create Your Future?

Is it really possible to draft a blueprint of your own future? Is it possible to "create success"? The answer is yes. The process of creating success begins with the internal understanding that you have the power, the passion, and the capacity to **be** successful—to reach your chosen goals. It has been said that those people who are not out there creating their own future deserve the future that will be handed to them. You can be a person who creates the future for yourself and your family. Your education is one of the most important steps in this process because your

education will give you options and alternatives. It will also help you create opportunities, and, according to Leo Buscaglia (1982), writer and speaker, the healthiest people in the world are the people with the most alternatives.

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

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

“Though no one can go back
and make a brand new start,
anyone can start from now and
make a brand new ending.”

—Carl Bard

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

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

YOUR EDUCATION AND YOU

Why Is It the Partnership of a Lifetime?

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



How can your college classes help you grow, change, and prosper?

- _____ 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 superior computer and information literacy skills.
- _____ Manage your personal resources, such as time and money.
- _____ Become more proficient at written, oral, and nonverbal 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?

Why?

What plans will you put into action to hone and master this skill?

CREATING SUCCESS THROUGH POSITIVE CHANGE

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

Why is change so important to you and your future? Quite simply, change that you direct creates opportunities for you to grow and prosper in ways you may have never imagined. It allows you to become and remain competitive. It allows you to actively live in a world that is fluid

and unpredictable. There are several things you need to know about creating success in your life through positive change. Consider the following ideas:

1. **Change is a skill.** Change is a *learned skill* that any willing person can do. Period. Public speaking is a skill, learning how to drive a car is a skill, and just like those activities, learning to change is a skill, too. You'll need to familiarize yourself with the tools to learn this skill.
2. **Change takes time.** Change does not happen immediately at the snap of your fingers. If you've ever taken piano, guitar, or drum lessons, you know it took time to learn how to play these instruments because it is a skill—just like change. You did not learn to play overnight, just as you won't learn everything about math or nursing in one semester. Often, change is a slow, systematic series of events that eventually leads you to your desired end.

DID YOU Know?



MICHAEL OHER was one of twelve children born to Denise Oher in Memphis, Tennessee. His mother was a crack cocaine addict and an alcoholic who gave her

children very little attention. His father was an absentee father, in and out of prison, and murdered in prison when Michael was a high school senior. Michael had to repeat the first and second grades, and attended eleven different schools during his first nine years of education. When Michael was only seven, he was placed in foster care. He moved back and forth from homelessness to foster care during the next several years.

Michael was fortunate that an acquaintance encouraged him to apply for admission to Briarcrest Christian School. At Briarcrest, Michael was named Division II Lineman of the Year and First Team Tennessee All State. His biggest break came when Leigh Anne and Sean Tuohy, who had two children at Briarcrest, took him into their home and eventually adopted him. Not only did they give him a stable, comfortable, and loving family, they hired a private tutor who spent twenty hours a week with Michael helping him catch up. He improved his 0.76 GPA to 2.52, which allowed him to attend the University of Mississippi on a football scholarship. He excelled at Ole Miss and went on to sign a \$13.8 million contract with the Baltimore Ravens and became a star in the National Football League. A movie about his life, *The Blind Side*, was a major hit for which Sandra Bullock won an Academy Award.

3. **Change requires an “attitude adjustment.”** A contestant on the TV show, *America's Got Talent*, was being interviewed about her chances of success on the show. Queen Emily was an African American, single mother working full-time. She had given up her dream of being a professional singer years earlier to raise her children. She stated that before her audition, she stood and looked in the mirror crying. She thought that her time has passed and her dream was never going to happen. Then, she changed her thinking and began to say, Why not me? As corny or hokey as it may sound, her attitude adjustment was the key to her being able to change her life. She auditioned, surpassed thousands of contestants, and was invited to Los Angeles as one of five finalists. After *America's Got Talent*, she performed in a major show in Las Vegas, Nevada.
4. **Change demands action.** While circumstances and desire may drive the need for change in your life, don't lose sight of the fact that, ultimately, change is an action. It is something you must do—mentally, physically, spiritually, and intellectually. Just as Queen Emily from the previous example knew, if she didn't take action, her life was not going to change.
5. **Change is about working toward something, not running away from something.** If you want true, lasting, meaningful change in your life, you have to think about it as working toward good, positive, useful things, not as running away from bad, negative, unpleasant things. “Working toward” is **positive and internal**. “Running away from” is **negative and external**. Try to work **toward a goal** and not **run from a problem**.
6. **Change is about letting go and holding on.** As with any new endeavor, you will have to decide what is working in your life and what is not. By doing so, you can decide what you need to hold onto and what you finally need to let go of. You will want to hold onto the positive strengths and talents you have, while letting go of the negative, destructive attitudes that you may have held in the past.
7. **Change is accomplished by having a clear, focused, directed goal.** To change something in your life, you will need to develop a clear, realistic, simple path to make that change. You may need to divide the change into smaller bits so that it does not seem so overwhelming. In their book *Switch* (2010), Chip and Dan Heath support shrinking the change—that big change comes from a succession of small changes. They state, “Big problems are rarely solved with big solutions. Instead, they are most often solved by a sequence of small solutions, sometimes over weeks, sometimes over decades” (p. 44). If you want to change your life and lose 50 pounds, you should decide to lose five pounds first. *Just five pounds*—not fifty. After the first five, your goal will be to lose five more. Before you know it, you've lost 30, 40, then

50 pounds. A smaller, clearer focus helps you bring about the change and not get bogged down in the massive struggle to lose all 50 pounds.

THE M & M THEORY

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

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

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

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

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

"Forget mistakes. Forget failures. Forget everything except what you're going to do now...and do it."

—Will Durant

Figure 1.2 Annual Earnings and Unemployment by Level of Education

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

Source: Data from U.S. Bureau of the Census, Department of Labor (2011).

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

THE CULTURE OF COLLEGE

What Are the Basic Truths about College Success?

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

BASIC TRUTH 1

Success Is About Choices, Sacrifices, and Making Intelligent Transitions

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

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



What sacrifices do you think you'll need to make in your personal life to be academically successful?

BASIC TRUTH 2

Your Education Is a Two-Way Street

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

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

BASIC TRUTH 3

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

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

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

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

BASIC TRUTH 4

Self-Management Will Be Your Key to Success

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

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

Successful Decisions



AN ACTIVITY FOR CRITICAL REFLECTION

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

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

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

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

1. _____
2. _____

Figure 1.3 Victim and Victor Profile

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

BASIC TRUTH 5

This Is Not High School

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

Figure 1.4 A Guide to Understanding Expectations

	High School	College	Work
Punctuality and Attendance	<p>Expectations</p> <ul style="list-style-type: none"> ■ State law requires that you attend a certain number of days ■ The hours in the day are managed for you ■ There may be some leeway in project dates <p>Penalties</p> <ul style="list-style-type: none"> ■ You may get detention ■ You may not graduate ■ You may be considered a truant ■ Your grades may suffer 	<p>Expectations</p> <ul style="list-style-type: none"> ■ Attendance and participation in class are strictly enforced by many professors ■ Most professors will not give you extensions on due dates ■ You decide your own schedule and plan your own day <p>Penalties</p> <ul style="list-style-type: none"> ■ You may not be admitted to class if you are late ■ You may fail the assignment if it is late ■ Repeated tardiness is sometimes counted as an absence ■ Most professors do not take late assignments 	<p>Expectations</p> <ul style="list-style-type: none"> ■ You are expected to be at work and on time on a daily basis <p>Penalties</p> <ul style="list-style-type: none"> ■ Your salary and promotions may depend on your daily attendance and punctuality ■ You will most likely be fired for abusing either
Teamwork and Participation	<p>Expectations</p> <ul style="list-style-type: none"> ■ Most teamwork is assigned and carried out in class ■ You may be able to choose teams with your friends ■ Your grade may reflect your participation <p>Penalties</p> <ul style="list-style-type: none"> ■ If you don't participate, you may get a poor grade ■ You may jeopardize the grade of the entire team 	<p>Expectations</p> <ul style="list-style-type: none"> ■ Many professors require teamwork and cooperative learning teams or learning communities ■ Your grade will depend on your participation ■ Your grade may depend on your entire team's performance ■ You will probably have to work on the project outside of class <p>Penalties</p> <ul style="list-style-type: none"> ■ Lack of participation and cooperation will probably cost you a good grade ■ Your team members will likely report you to the professor if you do not participate and their grades suffer as a result 	<p>Expectations</p> <ul style="list-style-type: none"> ■ You will be expected to participate fully in any assigned task ■ You will be expected to rely on coworkers to help solve problems and increase profits ■ You will be required to attend and participate in meetings and sharing sessions ■ You will be required to participate in formal teams and possess the ability to work with a diverse workforce <p>Penalties</p> <ul style="list-style-type: none"> ■ 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)

	High School	College	Work
Personal Responsibility and Attitude	<p>Expectations</p> <ul style="list-style-type: none"> 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 <p>Penalties</p> <ul style="list-style-type: none"> You may be reprimanded for certain attitudes If your attitude prevents you from participating, you may fail the class 	<p>Expectations</p> <ul style="list-style-type: none"> 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 <p>Penalties</p> <ul style="list-style-type: none"> You may fail the class if your attitude and motivation prevent you from participating 	<p>Expectations</p> <ul style="list-style-type: none"> 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 <p>Penalties</p> <ul style="list-style-type: none"> You will be passed over for promotions and raises You may be reprimanded You may be terminated
Ethics and Credibility	<p>Expectations</p> <ul style="list-style-type: none"> You are expected to turn in your own work You are expected to write your own papers, without plagiarizing <p>Penalties</p> <ul style="list-style-type: none"> You may get detention or suspension You will probably fail the project 	<p>Expectations</p> <ul style="list-style-type: none"> You are expected to turn in your own work You are expected to write your own papers, without plagiarizing You are expected to conduct research and complete projects based on college and societal standards <p>Penalties</p> <ul style="list-style-type: none"> Poor ethical decisions may land you in front of a student or faculty ethics committee or result in expulsion from the college You will fail the project as well as the class You may face deportation if your visa is dependent on your student status 	<p>Expectations</p> <ul style="list-style-type: none"> 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 <p>Penalties</p> <ul style="list-style-type: none"> Poor ethical decisions may cause you to be severely reprimanded or terminated, or in some cases could even result in legal consequences

BASIC TRUTH 6

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

Some students enter college with little or no perception of how much work is involved or how much effort it is going to take to be successful. They do not think that the local college could possibly be “*that difficult*.” Many even perceive his or her institution to be less rigorous than what it actually is. “It’s only Grace College,” or “It’s only Trion State University,” some might reason. They do not think that the college they are attending has the academic standards of Harvard, Yale, or Stanford University. The truth is that your college education is what *you make*

from ORDINARY to Extraordinary



*Bill Clayton, ACE Certified Personal Trainer/
Post-Rehabilitation Specialist Owner/Operator, Clayton
Personal Fitness—Las Vegas, NV*

"I was . . ." Those are powerful words. For example, *I* was the manager of the gardening department of a major retail chain. *I* was an employee in a shop that prints and mails inserts and flyers. *I* was a rock band drummer for several bands. *I* was a crystal meth addict. Yes . . . *I* was!

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

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

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

consider trying to stop *just for me*? That was my wake-up call. I knew I had to change my life. I was 29 years old.

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

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

Today, after working through my addiction, surviving a divorce, and mourning the death of my mom, I can say without a doubt

that I am one of the luckiest people on earth. Because I was willing to change and stayed committed to finding a better life, I own my own gym, hold certifications from every major fitness and rehabilitation organization in America, and count each day as a true gift.

*My friends often ask how I
managed to go from a crystal meth
addict to a personal trainer.*

EXTRAORDINARY REFLECTION

Mr. Clayton mentions that he was one of the "lucky ones." What role do you think luck plays in one's success? Is there a difference between luck, readiness, and action? If so, what is it?

of it. When you graduate and you are interviewing for a job, the name of your institution may hold some weight, but, your skills, passion, experiences, knowledge, and thinking abilities will be the paramount “tipping point.”

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

BUILDING A NEW YOU

How Can You Change Your Life Through SMART Goal Setting?

Positive change can be brought about in several ways, but the most effective ways are through SMART goal setting and having a “change plan.” SMART is an acronym for goals that are **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Bound (Doran, 1981).

*“Decide you want it more
than you’re afraid of it.”*

—Bill Cosby

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

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

Characteristics of SMART Goals

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

- **Specific.** Your goals should have a direct purpose and direction. Your goals should not be vague but rather state what, when, where, and why.
- **Measurable.** Your goal needs to be concrete and measurable in some way. Avoid such terms as “earn a lot,” or “lose some.”
- **Attainable.** Your goal should be a challenge for you, but also within reason based on your abilities.
- **Relevant.** To attain a difficult goal, you must want it very badly. You should never work toward something just because *someone else* wants it. The goal must be realistic and desirable to you. To achieve a goal, you must really believe it is within your capacity to reach it.
- **Time-Bound.** Your goals may need to be adapted to changing circumstances in your life. You should also have a challenging but realistic deadline.

How to Write Your Goals to Bring About Positive Change

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

Well-written, exciting, and effective goals include:

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

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

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

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



What exactly is it going to take to achieve your biggest, most important goals?

Figure 1.5 SMART Goals



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

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

Figure 1.6 Goal Sheet

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) _____

What **obstacles** will you need to overcome to reach this goal? _____

I deserve this goal because:

1. _____
2. _____

I hereby make this commitment to myself.

My Signature _____

_____ Date



ONE LAST, IMPORTANT WORD ABOUT YOUR GOALS

What Happens When Your Aspirations and Behaviors Collide?

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

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



REFLECTIONS ON CHANGE AND GOAL SETTING

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

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

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

Knowledge in Bloom



BRINGING POSITIVE CHANGE TO YOUR LIFE

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

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

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 activity.

STEP 1

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

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

STEP 2

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

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

For homework, the professor assigns two chapters to read per class, but the lectures are not based on material found in the text. You try to study as you had in high school, but now you feel overwhelmed and isolated. The material is much harder.

After three weeks and a failed first test, you notice that the students who passed the test had formed study groups, something that you once thought only the brightest students practiced.

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

STEP 3

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

Level 1—Remembering	
<i>Identify one behavior, belief, or action that you need to change in your life. Also, list the possible obstacles that you might encounter.</i>	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	
<i>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 institution, home, or in the community for making the desired change.</i>	Why change is needed: weak math skills causing me to fail accounting Institution: tutoring center and math lab, professor's office hours Community: aunt works in accounting office
Level 3—Applying	
<i>Using the information from Levels 1 and 2, show your plan (action steps) to overcome the obstacles listed above.</i>	Step 1—I will join a study group. Step 2—I will make an appointment for tutoring in the math lab. Step 3—I will talk to my advisor about available services. Step 3—I will plan at least five hours per week to study for my accounting class. Step 4—I will seek help from my aunt, who is an accountant.
Level 4—Analyzing	
<i>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?</i>	Past: I took notes in class and looked over them before a test. New: I will join a study group and go to tutoring center and math lab. New: I will talk with my advisor. New: I will meet with my aunt for advice and assistance. Conclusion: In taking personal responsibility for my education, taking calculated risks to bring about change, and asking for help, I'm more likely to pass accounting.
Level 5—Evaluation	
<i>Pretend that someone very close to you asks you what you are doing with this plan and why. Write a detailed paragraph to justify what you are doing, why you need to do it, and how it is going to positively affect your life.</i>	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, <i>design</i> your plan to bring about this change in your life. Consider using the SMART goal setting illustrated in this chapter to create a plan and action steps that are truly unique to you.	<p>Goal: I <i>will</i> 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.</p> <p>Action Steps:</p> <p>Step 1—I will join a study group/get accounting tutor.</p> <p>Step 2—I will talk to my advisor about available services.</p> <p>Step 3—I will study at least five hours per week for accounting class.</p> <p>Step 4—I will work with my boss to design a plan for more study time.</p> <p>Step 5—I will meet with my aunt once a week to get her help.</p> <p>Narrative Statement: By getting involved and not trying to go this alone, I will begin to enjoy college more and do better in my classes.</p> <p>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.</p>

STEP 4

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

Level 1—Remembering	
Identify one behavior, belief, or action that you need to change in your life. Also, list the possible obstacles that you might encounter.	
Level 2—Understanding	
Explain why this change needs to occur in order for you to be successful. Also, give two examples of the options available to you at college, home, or in the community for making the desired change.	
Level 3—Applying	
Using the information from Levels 1 and 2, show your plan (action steps) to overcome the obstacles listed above.	