

**ANNOTATED INSTRUCTOR'S EDITION**

**SIXTH  
EDITION**

# Peak Performance

**SUCCESS IN COLLEGE AND BEYOND**

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*Humboldt State University*



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PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND, ANNOTATED INSTRUCTOR'S EDITION

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1 2 3 4 5 6 7 8 9 0 CCI/CCI 0 9 8 7 6

ISBN: 978-0-07-312550-3

MHID: 0-07-312550-4

Vice President and Editor in Chief: *Emily Barrosse*

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Composition: 11/14 Minion, Carlisle Publishing Services

Printing: Courier Kendallville

Cover: ©Greg Epperson

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# Preface

## TO THE INSTRUCTOR

### Why I Wrote This Book

I have spent more than 25 years working with students as a college professor, an advisor, and a dean and more than 15 years as a management consultant. I began my research into personal productivity and human relations early in my teaching career and began compiling data from years of teaching classes in organizational behavior and giving hundreds of workshops to managers and executives. I have always been interested in transitions, which led me to teaching classes to help students successfully make the transition from high school to college and from college to the world of work.

It is apparent that there is a strong connection between the world of college and the world of work, yet college is often viewed as separate from the real world. This text, more than any other, presents the relationship of college with the larger systems of work and life. It focuses on responsibility and the consequences of one's decisions and actions. It goes further and shows how decisions and actions can affect others and the larger world.

I contend that it is the nature of people to love learning and to strive for peak performance. As educators, we have the unique opportunity to provide our students with the knowledge and skills they will use in their journey to becoming a peak performer. This book provides the strategies, personal qualities, and habits that will help students put knowledge into action.

As I have developed this edition, I have kept a number of definite goals at the forefront. Essentially, to be successful, students need to

- ◆ **Learn how they learn best—and incorporate new ways to learn.** Throughout this text, students are given the opportunity to explore learning styles

and to develop personal strategies that work for them. Features throughout the text reinforce the core principles and give students the opportunity to practice their critical thinking skills.

- ◆ **Maximize their available resources and seek out new opportunities.** Often, students overlook what is already available to them. Thus, throughout the text we provide strategies for making the most of surrounding resources and tips for seeking out new resources and opportunities.
- ◆ **Relate what they are exploring and learning now to future success on the job.** Students are more motivated when they can make the connection between school and job success. Throughout this text, we provide numerous examples and features that directly tie the knowledge, skills, and habits learned in class today to what they will experience in their career.
- ◆ **Be challenged to strive to become the best individuals they can be.** Our hope is not only that students become successes in the business world but also that they are productive contributors to their communities. Throughout this text, we focus on the key personal qualities, habits, and strategies that will help students become peak performers in all facets of life.

Additionally, it is critical that we

- ◆ **Provide you, the instructor, with the most useful and practical teaching tools possible.** The goals of your course may vary and you may be dealing with a variety of students—from incoming freshmen straight out of high school, to returning students coming from the workforce, to transferring students coming from other schools. Thus, we

have developed a number of teaching tools to suit your situation and your ultimate goals.

## New to the Sixth Edition

The sixth edition of *Peak Performance: Success in College and Beyond* has been thoroughly updated and refined based on the many helpful comments and suggestions of adopters and reviewers of the previous edition. Revised with our main objectives in mind, following are a number of features and concepts that are new to this edition. (For a complete list of all the text's changes, please contact your McGraw-Hill sales representative.)

### Throughout the Text

- ◆ The overall themes of **self-management and personal responsibility** are even more thoroughly integrated, beginning with the retitled “Self-Management” scenario and “Journal Entry” critical thinking exercise at the outset of every chapter. A chapter worksheet is provided to record the journal entry and further explore the self-management process. In addition, Chapter 1 includes a new discussion on self-management, with the addition of key components, such as self-assessment, critical thinking, reflection, visualization, and the creation of a personal mission statement. The chapter-concluding “Re-visualization” feature has been moved to the web site in a new section, “Self-Management Workbook,” allowing students to explore personal reflection further.
- ◆ An ever-increasing issue on college campuses, **academic honesty** continues to be addressed, including new discussions on the topics of cheating, plagiarism, the citing of sources, and paraphrasing.
- ◆ All **chapter titles** have been rewritten using active verbs, reinforcing that the content needs to be put into action in order to be effective.
- ◆ All definitions of **key terminology** have been examined and revised for clarity. Key terms are now boldfaced at their first discussion, and all terms appear in a new end-of-text glossary.
- ◆ A new “**Check It Out**” activity in every “**Peak Performer Profile**” provides web sites related to the profiled individual or his or her profession or personal cause, supporting that true peak performers impact society in a number of ways.

## Chapter-by-Chapter Highlights

### Chapter 1: Discover How You Learn Best

- ◆ A new discussion on **self-management** introduces the text's main theme of personal responsibility and reviews the core tools one can use and practice to become more personally responsible: self-assessment, critical thinking, visualization, and reflection. (page 3)
- ◆ A section on **reflection** has been added, including the benefits of journaling. (page 6)
- ◆ Revised definitions and descriptions of each step in the **ABCDE Method of Self-Management** more clearly explain how to put the method into practice. (page 7)
- ◆ A new discussion on **drafting a personal mission statement** reinforces that life must have a purpose and each person has to determine that for him- or herself. (page 7)
- ◆ The discussion of **brain dominance** has been revised and moved to the beginning of the discussion on learning preferences, reinforcing that the brain is the learning center. A new Figure 1.2: Left-Brain Versus Right-Brain Traits gives a number of understandable examples of the difference between left- and right-brain dominance. (page 11)
- ◆ The classifications within the **Other Intelligences** section have been renamed. “To learn best” tips have been added, as well as Personal Evaluation Notebook 1.3: Multiple Intelligences, giving students concrete tips on how to maximize learning based on their “intelligences.” (pages 16–17)
- ◆ The **Adult Learning Cycle** steps have been revised to include “Reflect” as the third step. This more accurately explains that the student must go beyond thinking about what is being learned by making connections to prior knowledge and learning experiences. (page 29)
- ◆ A new section on **adjusting your learning style to your instructor's teaching style** explains the importance of coping skills—in class and on the job—and provides tips on how to adapt to various classroom situations and lecture styles. (page 31)

### Chapter 2: Achieve Emotional Intelligence

- ◆ **Maturity** is defined within the discussion of Emotional Intelligence, emphasizing that emotional



intelligence and maturity are very closely related and critical to long-term success. (page 44)

- ◆ A new discussion of **cheating and plagiarism** is introduced in the ethics discussion. (page 46)
- ◆ The “**Seven Positive Attitudes of Peak Performers**” is now included in this chapter, coinciding with the discussion on attitude and personal motivation. (page 55)
- ◆ New **Peak Progress 2.4: Setting Goals** within the discussion of motivation continues the mission statement discussion from Chapter 1, explaining to the reader how to set goals and use them as personal motivators. (page 59)
- ◆ A discussion of **internal and external locus of control** has been added, asking the reader to determine what type of attitude he or she approaches challenges with. (page 59)
- ◆ **Figure 2.4: Annual Earnings in Education** is updated with the latest statistics from the U.S. Department of Commerce. (page 63)
- ◆ New **Peak Performer Profile: Christiane Amanpour** highlights one of the most respected journalists covering today’s issues of terrorism and war throughout the world. The new “Check It Out” section explores some of the personal sacrifices journalists must make—and safety measures they must take—in order to report international tensions accurately. (page 71)

### Chapter 3: Manage Your Time

- ◆ The **daily time log** has been increased to 24 hours, so the student can more accurately plan a full day, including budgeting time for sleep and recreation. (page 83)
- ◆ A new discussion of **priorities** (urgent, important, ongoing, trivial) helps the student realize what priorities must be accomplished and plan time accordingly. (page 84)
- ◆ Revised **Personal Evaluation Notebook 3.3: Looking Ahead: Your Goals** follows the progression of creating a personal mission statement and drafting goals and then pulling it all together to determine short-, middle-, and long-term goals. (page 85)
- ◆ **Peak Progress 3.1: Invest Your Time in High-Priority Items: The 80/20 Rule** includes additional

examples to help clarify that one must focus on the few tasks in the day that provide the most desired results. (page 87)

- ◆ New topics in the **Time–Management Strategies** include more detailed information on keeping a calendar, developing a daily to-do list, creating a project board for long-term projects, and realizing that one can’t do it all (or at least right now). (page 88)
- ◆ A new discussion on **time-management strategies for right-brain people** provides concrete tips for students who usually have more difficulties using structured planners and systems. (page 91)
- ◆ An enhanced section on **procrastination** includes additional strategies to stay motivated and on task. (page 92)
- ◆ New **Worksheet 3.4: Practice Goal-Setting** and new **Worksheet 3.5: Map Out Your Goals** provide handy templates to use when writing out specific goals and timelines. (pages 112–113)
- ◆ New **Worksheet 3.6: Daily Prioritizer and Planner: Your To-Do List** provides a 24-hour template, including sections for recording and checking off priorities. (page 114)
- ◆ New **Worksheet 3.7: Weekly Planner** and new **Worksheet 3.8: Month/Semester Calendar** are more tools for mapping out priorities and tasks and include sections for upcoming projects, tests, and appointments. (pages 115–116)

### Chapter 4: Maximize Your Resources

- ◆ This chapter is now **presented earlier in the text**, logically following time management—another precious resource. (page 119)
- ◆ The college and community **resources are reorganized** into “People,” “Program,” and “On-Line and Informational Resources.” Although many informational resources can still be found in print, today’s student will more than likely access information on line and needs to know key things to search for and resources that provide assistance. All financial resources are then combined into one complete section, appearing in the second half of the chapter. (page 121)
- ◆ New discussions of important “**people**” resources include academic advisors, mentors, peers, and tips on connecting with instructors. (page 121)



- ◆ A new section instructs the student on starting a **network of contacts** who can help him or her succeed in college, begin career planning, and possibly assist in future job hunting. (page 123)
- ◆ New “**program**” **resources** are included that may be available to the student, such as learning centers and the student activities office (including multicultural centers). (page 124)
- ◆ New **Personal Evaluation Notebook 4.1: Activities and Clubs** provides a handy worksheet for students to fill out when reviewing opportunities on campus for getting involved, learning about career fields, building contacts, and meeting new people. (page 127)
- ◆ More detailed discussions on **how to use a school catalog** (both print and on-line) and the **schedule of classes** provide tips on using some of the school’s key but often overlooked resources. (pages 128–130)
- ◆ New **Peak Progress 4.1: Using Technology at School** provides essential tips on using technology to your advantage, including taking on-line courses, using computer labs and assistance, setting up a campus e-mail account, asking about discounts, and using technology that accompanies textbooks. (page 129)
- ◆ A revised discussion of **students with disabilities** includes mention of the Americans with Disabilities Act, along with more examples of recognized disabilities and additional tips. (page 130)
- ◆ A new section on **protecting yourself from identity theft and fraud** in the financial management section sends a clear warning with important tips to follow. (page 137)
- ◆ New **Peak Performer Profile: Matt Friedman and Adam Scott** introduces two entrepreneurs who started a small business while getting their degrees and what the National Minority Franchise Initiative is doing to spur ownership by minorities. (page 145)
- ◆ New **Worksheet 4.2: Exploring Your School’s Resources** provides a comprehensive checklist of the vast number of resources that may be available on campus, encouraging students to research and record services they find. (page 149)

### Chapter 5: Listen and Take Effective Notes

- ◆ “**Attentive Listening**” more accurately describes the intent and message of the chapter. The strategies are now organized into three major sections:
  - prepare, stay attentive, and review what you have heard. This reinforces that listening is a process and includes a new critical component of reviewing for comprehension and retention. (page 156)
- ◆ New **Peak Progress 5.2: Formal (Traditional) vs. Informal (Creative) Outlines** clearly explains how learning style plays a role in selecting an effective outline to use. (page 160)
- ◆ The note-taking discussion now starts with a more detailed discussion of the **Cornell System of Note Taking**, providing a clearer explanation of the elements of the popular system and how to use it. (page 162)
- ◆ Since no two people take notes in the same way, more information is provided on **how to combine note-taking systems**, showing how to combine favorite elements from various styles to create a system that works best. (page 165)
- ◆ **Using note cards** has been added to the strategies section, introducing a convenient way to take notes and study, which is revisited in appropriate places in the text. (page 169)
- ◆ **Figure 5.5: Note-Taking Shortcuts** includes more of the most commonly-used abbreviations and their definitions. (page 169)
- ◆ A new “**review schedule**” within the Assess and Review strategies provides handy time frames and tips for reviewing and retaining information. (page 170)
- ◆ Three **new worksheets** provide instruction, examples, and opportunities for the student to practice using the various note-taking systems. (pages 179–181)

### Chapter 6: Actively Read

- ◆ Additional examples within the **Five-Part Reading System** more clearly explain how to use this system. (page 187)
- ◆ A more detailed discussion of the **SQ3R Reading System** also includes examples of “Questions.” (page 190)
- ◆ Additional **reading strategies** are included, such as determining your purpose, setting reading goals, concentrating, comparing notes, and using the entire text. (page 193)
- ◆ New **Peak Progress 6.2: Reading for Different Courses** provides tips on tackling reading

assignments in literature, history, and math and science. (page 193)

- ◆ New **Peak Progress 6.3: Using Your Textbook** encourages the student to make full use of this and other texts by reviewing the preface, preview features, applications, review material, and other resources. (page 196)
- ◆ New **Peak Progress 6.5: Reading with Children Around** provides useful tips on how to accomplish your reading while juggling parental responsibilities, including instilling a love of reading in your children. (page 203)

### Chapter 7: Improve Your Memory Skills

- ◆ The **memory process** discussion has been revised as intention, attention, association, retention, and recall. This reinforces that one must be attentive and focused to remember—not simply observant—and that memorization also takes making associations and connections with previous information. New definitions of *mindfulness* and *memorization* are included. (page 220)
- ◆ New **Peak Progress 7.2: Short-Term and Long-Term Memory** provides a detailed discussion on how we process and store information. (page 223)
- ◆ Additional **mnemonic devices** include acrostics, chunking, and the stacking technique. (page 228)
- ◆ The **memory strategies** have been reorganized and revised, including a new strategy on note-cards—a simple and essential tool for studying and reviewing. (page 231)
- ◆ Revised **Personal Evaluation Notebook 7.5: A Walk Down Memory Lane** includes a more detailed discussion on how to complete the activity and use the memory techniques. (page 232)

### Chapter 8: Excel at Taking Tests

- ◆ The **test-taking strategies** have been reorganized into before the test, during the test, and after the test. *Before the test* includes new strategies, such as creating a sample test, using available resources, and assembling what you need. *During the test* is organized in the order the tasks should be accomplished and includes new strategies: write down key information, determine which questions are worth the most, an-

swer objective questions, and answer essay questions. *After the test* includes new analysis and assessment strategies: confirm your grade, determine common types of mistakes, learn what to do differently next time, review with your instructor, and review with your study team. This encourages the student to learn from the results and mistakes, including recognizing patterns in wrong answers, and to discuss concerns with the instructor. (pages 252–258)

- ◆ A revised **Peak Progress 8.2: Special Strategies for Math and Science Tests** includes many more concrete tips the student can apply and watch for. (page 256)
- ◆ New **Peak Progress 8.3: Checklist for Incorrect Test Answers** provides a handy list of common reasons for mistakes on tests that the student can use to determine areas for improvement. (page 259)
- ◆ **Peak Progress 8.5: Important Words in Essay Questions** includes clarified definitions and many more words the student may come across when taking essay exams. (page 265)
- ◆ The **test anxiety** section has been revamped to include new, specific strategies. (page 268)
- ◆ A new **discussion on cheating** reinforces that cheating is never acceptable and has a number of negative repercussions. (page 269)

### Chapter 9: Express Yourself in Writing and Speech

- ◆ The **writing process includes a new, fifth step—review**—detailing the tasks the student must accomplish just prior to submitting a paper and how to use the results for improvement. (page 286)
- ◆ Revised **Figure 9.3: Writing Pyramid** more clearly shows how the writer starts with a main topic, moves to main points, uses supporting points, then makes a conclusion. (page 293)
- ◆ A new editing strategy on **citing sources** includes a discussion of plagiarism and examples of paraphrasing. (page 295)
- ◆ New **Peak Progress 9.4: Writing Citations** discusses the various citation styles, including examples of APA and MLA styles. (page 298)

- ◆ New **Peak Progress 9.6: Evaluating On-Line Information** provides specific evaluation questions the student can use to determine if on-line information is credible, accurate, timely, and objective. (page 302)
- ◆ The **public speaking** section includes many additional strategies: understand the occasion, think about your topic, know your audience, get the audience's attention, outline your speech, and write a good conclusion. (page 303)

### Chapter 10: Become a Critical Thinker and Creative Problem Solver

- ◆ **Bloom's Taxonomy** and the six levels of critical thinking skills are now included, showing how the various levels of thinking relate to what the student needs to master in college. New Peak Progress 10.1: From Knowledge to Evaluation gives a step-by-step example that shows the student how to apply Bloom's Taxonomy, and new Worksheet 10.2: Apply Bloom's Taxonomy asks the student to determine what level of skill is necessary to accomplish different tasks in a variety of course subjects. (page 320)
- ◆ The **four problem-solving steps** have been revised as (1) state and understand the problem; (2) gather and interpret information; (3) develop and implement a plan of action; and (4) evaluate the plan or solution. (page 322)
- ◆ The **critical thinking and problem-solving strategies** have been reorganized and include new detail on the importance of attitude, persistence, creativity, attention to details, seeing all sides of the issue, and reasoning (including a new discussion of inductive and deductive reasoning). (page 322)
- ◆ The **common errors in judgment** section includes new discussions of all-or-nothing thinking, negative labeling, and a more detailed definition of the halo effect. (page 325)

### Chapter 11: Create a Healthy Mind, Body, and Spirit

- ◆ A new opening focus and discussion on **connecting the mind, body, and spirit** includes a new definition of wellness and explains that a healthy

lifestyle involves more than being physically fit. (page 360)

- ◆ The **healthy eating strategies** include the latest Dietary Guidelines for Americans. Also included is new information on refined carbohydrates and Type II Diabetes, and the discussion on caffeine has been relocated to this section. (page 361)
- ◆ A revised Peak Progress 11.1: Eating for Health and Energy includes a discussion and illustration of the **USDA's MyPyramid**. (page 364)
- ◆ A new discussion on **eating disorders**, including anorexia nervosa and bulimia nervosa, and a new Peak Progress 11.2: Eating Disorders provide a case example, definitions and signs to look for, statistics, and resources for help. (pages 366 and 368)
- ◆ A revised discussion of **stress management** appears earlier in the chapter and includes additional examples of stressful situations and poor coping skills, along with new strategies of disputing negative thoughts and practicing deep relaxation activities. (page 370)
- ◆ New **Peak Progress 11.5: Party with a Plan** gives a concrete 0–3 formula for drinking sensibly. (page 376)
- ◆ **Figure 11.3: The Costs of Alcohol** provides the latest government statistics on alcohol use and its negative effects. (page 377)
- ◆ An expanded discussion of **depression** includes additional causes, such as accidents, peer pressure, and daily demands. (page 380)
- ◆ **Statistics on AIDS cases in the United States** have been added, reinforcing that AIDS is a serious problem at home as well as throughout the world and that people under 25 represent 50 percent of new cases. (page 383)
- ◆ A new section with strategies on **how men can prevent sexual violence** has been included. (page 387)

### Chapter 12: Build Healthy and Diverse Relationships

- ◆ New **strategies for building rapport** include building common ground, paying attention to body language, and recognizing the importance of being a team player. (page 400)
- ◆ The discussion on **assertive communication** now directly follows building rapport and includes

more tips and examples of assertive statements. (page 402)

- ◆ A new strategy of **networking** explains the importance of establishing positive relationships with instructors and advisors, who can be helpful with personal recommendations and job hunting. (page 406)
- ◆ New **Peak Progress 12.1: E-Mail Etiquette with Instructors** gives concrete tips on respectfully and effectively communicating with instructors by e-mail. (page 406)
- ◆ **Conflict and criticism** are now discussed separately. The conflict section includes new strategies, such as using “I” statements, apologizing, and focusing on the problem. (page 406)
- ◆ The revised section on **constructive criticism** includes new strategies on how to give criticism and how to receive it. (page 410)
- ◆ Additional **strategies for dealing with shyness** include focusing on benefits and taking action. (page 411)
- ◆ The discussion of **diversity** is organized and presented in the second half of the chapter, including a new strategy for studying abroad. A revised Figure 12.2: Understanding the Meaning more accurately describes the concepts of attitude and behavior in regard to stereotypes, prejudice, and discrimination. (page 418)

### Chapter 13: Develop Positive Habits

- ◆ A more streamlined discussion of the **Ten Habits of the Peak Performer** is included. (page 438)
- ◆ The section on **changing habits** includes new discussions of changing attitude first, understanding the “big picture,” and adapting to change (with business-related examples, such as “Who Moved My Cheese?”)—reinforcing that a positive attitude is fundamental to making changes and that the ability to adapt is one of the most important qualities employers value in their employees. (page 441)
- ◆ New **strategies** added to the creating positive change discussion explain that major changes don’t come overnight. (page 442)

- ◆ The section on **resistors to change** includes more examples and reasons, such as lack of awareness and difficulties in making changes. (page 446)
- ◆ An expanded section on **writing a contract for change** highlights how putting a commitment in writing can be an effective motivator. (page 448)

### Chapter 14: Explore Majors and Careers

- ◆ A new section on **exploring and choosing a major** discusses the reasons for being undeclared and specific strategies and school resources available for exploring majors. (page 462)
- ◆ New sections on **values, interests, abilities, and skills** includes Holland’s theory of occupational personality types, reinforcing that the student must understand what his or her values and priorities are, what he or she likes to do, and what he or she is good at to help the student determine optimal career choices. A new Personal Evaluation Notebook 14.1: Your Values asks the student to explore a variety of personal and work-related values to determine which are important. (page 464)
- ◆ New **Peak Progress 14.1: Service Learning** discusses the benefits of service learning and how the student can build service learning into coursework, a resume, and networking. (page 465)
- ◆ A new section on **exploring careers** includes strategies and resources on campus, through professional organizations, and from the government. (page 468)
- ◆ A revised and reorganized section on **building a Career Development Portfolio** provides a clearer description of the essential elements in a portfolio, including easier-to-read illustrations of sample documents, and connects with the mission statement and related content from previous chapters. (page 469)
- ◆ **Figure 14.1: Career Development Portfolio Planning Guide** has been revised and a two-year option is also provided on the text’s website. (page 471)
- ◆ A revised section on **planning the job hunt** includes creating and submitting a cover letter and interviewing. (page 484)



## Successful Features

A number of features throughout this text reinforce learning, critical thinking, and the main goals of the text, and all have been fine-tuned to support the chapter material more succinctly.

- ◆ **Student preface.** This unique introduction not only walks the student through the numerous beneficial features that reinforce the text's goals but also includes "As You Get Started in Your New School: What You Need to Know and Should Not Be Afraid to Ask." This section helps students explore the reasons they are attending college, provides a checklist of the tasks to accomplish the first week of school, and gives the critical questions that they should get answers to in their situation and school (including the top questions asked of advisors). It also includes information on topics such as graduation requirements, registering, adding and dropping classes, incomplete grades, taking a leave of absence, and transferring. Also included are the top 50 strategies for success in college.
- ◆ **The ABCDE Method of Self-Management.** Introduced in Chapter 1, the ABCDE Method of Self-Management will help students manage thoughts, feelings, and behaviors, so that they create positive results and achieve goals. This five-step process (A = Actual event; B = Beliefs; C = Consequences; D = Dispute; E = Energized) uses visualization to show the connection among thoughts, feelings, and actions and empowers the reader to dispel negative thoughts and replace them with realistic and positive thoughts and behaviors. Each chapter begins with a "Self-Management" exercise, which includes a scenario that students can relate to. The student is then given the opportunity to reflect on personal experiences in the follow-up journal entry. A chapter worksheet is provided to record the journal entry and helps the student practice critical thinking by using the ABCDE Method of Self-Management to work through difficult situations and determine positive solutions.
- ◆ **The Adult Learning Cycle.** Introduced in Chapter 1 and carried throughout each chapter, the Adult Learning Cycle is a five-step process that demonstrates that learning comes from repetition, practice, and recall. This process offers a critical fifth stage not included in other learning theories: (1) relate, (2) observe, (3) reflect, (4) do, and (5) teach. Each chapter provides the reader an opportunity to apply the chapter material to the Adult Learning Cycle within a Peak Progress box.
- ◆ **Secretary's Commission on Achieving Necessary Skills (SCANS).** Found on pages xxv–xxvi and introduced in Chapter 1, this is the list of the competencies employees need to be able to demonstrate on the job. Included in this handy chart are the corresponding chapters in this text. The many exercises, strategies, case studies, and guidelines throughout the text correlate with several SCANS requirements, as well as systems thinking, diversity, and critical thinking.
- ◆ **Chapter objectives.** Rewritten in an active voice, clear and concise objectives at the beginning of each chapter identify the chapter's key concepts.
- ◆ **Self-Management and Journal Entry.** Each chapter begins with a retitled Self-Management scenario that students can relate to. The reader is then given the opportunity to reflect on personal experiences in the follow-up journal entry. An end-of-chapter worksheet is provided to record the journal entry.
- ◆ **Success Principle.** Each chapter begins with a Success Principle that succinctly communicates the important lesson to be learned from the chapter. Many of the Success Principles have been rewritten to more closely reflect the core message of the chapter, providing the student with a quick and meaningful take-away message.
- ◆ **Words to Succeed.** Found throughout the text, these quotes provide insight, motivation, and food for thought and are tied to the chapter's content. Many new quotes are included that are from pioneers and personalities the student will quickly recognize.
- ◆ **Personal Evaluation Notebook.** Appearing in every chapter, these exercises provide opportunities to practice critical thinking and decision-making skills. Many have been revised to avoid

closed questions (simple yes/no answers). Spaces are provided for recording answers and thoughts directly within the activity. The new PEN name—along with the pen icon—helps the student quickly identify the feature.

- ◆ **Peak Progress.** The Peak Progress boxed feature demonstrates the themes and concepts of each chapter and includes helpful suggestions to accelerate and assess progress.
- ◆ **Taking Charge end-of-chapter summary.** Every chapter concludes with a summary of the main points presented in the chapter. Written as “I” statements, they reinforce that the chapter presents a number of potential strategies to implement and master.
- ◆ **Career in Focus.** This feature provides real-world career profiles that illustrate examples of the relationship between the study skills necessary for college success and the skills needed for career success. Work situations that directly call on chapter skills are highlighted to show the relationship between school and career skills.
- ◆ **Peak Performer Profile.** Each chapter presents a noted person in the area of business, education, the arts, or public service. These peak performers have overcome obstacles and challenges to become successful. Each profile includes a new “Check It Out” section, with web sites related to the profiled individual or his or her profession or personal cause.
- ◆ **Performance Strategies.** Included in every chapter is a recap of the top 10 strategies for success in applying the chapter’s concepts.
- ◆ **Review Questions.** Each chapter includes five basic application and critical thinking questions to help the student review the chapter’s main concepts. Space is now included for students to write their responses or include key terms.
- ◆ **Tech for Success.** Now appearing with the end-of-chapter applications section, this feature has been updated to offer tips for making the most out of technology applications in school and on the job. New tips include how to use emoticons and the 60/60 iPod rule for preserving your hearing.
- ◆ **Case Study.** Each chapter includes a case study activity that presents college students dealing with real-life situations that reflect the chapter’s con-

cepts. Additional case study opportunities are provided on the text’s web site.

- ◆ **Worksheet activities.** Each chapter concludes with numerous activities that are perforated and thumb-tapped for ease of use. New worksheets have been added to offer more critical thinking opportunities as well as handy planning forms. Scoring and/or explanations have been provided where applicable. Many of the useful forms are also available on the book’s web site, [www.mhhe.com/ferrett6e](http://www.mhhe.com/ferrett6e), so they can be customized.
- ◆ **Career Development Portfolio worksheet.** Found at the end of every chapter, the Career Development Portfolio gives the student the opportunity to track and showcase skills, competencies, accomplishments, and work. Chapter 14: Explore Majors and Careers shows the student how to develop a personal Career Development Portfolio to use during career planning and maintenance.

## Ancillaries

We have designed an extensive and convenient ancillary package that focuses on course goals, allows you to maximize your time with students, and helps students understand, retain, and apply the main principles.

- ◆ **Annotated Instructor’s Edition (AIE) (0-07-312550-4).** The AIE contains the full text of the student edition of the text, along with instructional strategies that reinforce and enhance the core concepts. Notes and tips in the margin provide topics for discussion, teaching tips for hands-on and group activities, and references to materials provided in the Instructor’s Resource Manual and the Online Learning Center web site.
- ◆ **Instructor’s Resource Manual, Test Bank, and Student Retention Kit (0-07-331688-1).** Included in this extensive resource are chapter goals and outlines, teaching tips, additional activities, essay exercises, and transparency masters. Also provided is an extensive section on course planning, with sample syllabi. The extensive test bank includes matching, multiple choice, true/false, and short answer questions. The test bank is also available in an electronic format that can be downloaded from the text’s website. The kit also includes unique re-



source guides that give instructors and administrators the tools to retain students and maximize the success of the course, using topics and principles that last a lifetime. Specialized sections include

- ◆ Facilitator's Guide
- ◆ Tools for Time Management
- ◆ Establishing Peer Support Groups
- ◆ Developing a Career Portfolio
- ◆ Involving the Faculty Strategy
- ◆ Capitalizing on Your School's Graduates
- ◆ **Implementing a Student Success Course CD-ROM (0-07-310690-9).** This innovative CD assists you in developing and sustaining your Student Success course. The features include a "how to" guide for designing and proposing a new course, with easy-to-use templates for determining budget needs and resources. Examples of model programs are provided from two-year, four-year, and career schools. The CD explores course goals, such as orientation and retention, and provides research data to support your proposal. Also included are materials to help sustain your course, such as faculty development programs and online resources.
- ◆ **Online Learning Center web site ([www.mhhe.com/ferrett6e](http://www.mhhe.com/ferrett6e)).** The book's web site includes features for both instructors and students—downloadable ancillaries, web links, student quizzing, additional information on topics of interest, and much more. Access to the web site is provided free to students.
- ◆ **PageOut, WebCT, Blackboard, and more.** The Online Learning Center content of *Peak Performance* is supported by WebCT, eCollege.com, and Blackboard. Additionally, our PageOut service, free to qualified adopters, is available to get you and your course up and running on-line in a matter of hours! To find out more, contact your McGraw-Hill representative or visit [www.pageout.net](http://www.pageout.net).
- ◆ **Customized text options.** *Peak Performance* can be customized to suit your needs. The text can be abbreviated for shorter courses or can be expanded to include semester schedules, campus maps, additional essays, activities, or exercises, along with other materials specific to your cur-

riculum or situation. Contact your McGraw-Hill sales representative for more information or:

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## More Resources for Teaching and Learning

- ◆ **LASSI: Learning and Study Strategies Inventory.** The LASSI is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning. The focus is on both the covert and the overt thoughts, behaviors, attitudes, and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions, such as learning and study skills courses.  
The LASSI provides standardized scores and national norms for 10 different scales. The LASSI is both diagnostic and prescriptive. It provides students with a diagnosis of their strengths and weaknesses, compared with other college students in the areas covered by the 10 scales, and it is prescriptive in that it provides feedback about areas where students may be weak and need to improve their knowledge, attitudes, beliefs, and skills.  
The LASSI student assessment is available in print and packaged with *Peak Performance* (Package ISBN: 0-07-360450-X). Please contact your local McGraw-Hill sales representative for details.
- ◆ **Student Planner.** Updated annually, this convenient organizational tool is available as a stand-alone or with the student text. The planner provides daily tips for success, time-management techniques, a daily calendar, and contact information. Contact your McGraw-Hill sales representative for the latest order information.
- ◆ **Study Smart: Study Skills for Students 2.0 (Online at [www.mhhe.com/studymart2](http://www.mhhe.com/studymart2) or on**

CD-ROM 0-07-245515-2). Developed by Andrea Bonner and Mieke Schipper of Sir Sanford Fleming College, this innovative study skills tutorial teaches students essential note-taking methods, test-taking strategies, and time-management secrets. Study Smart can be ordered free when packaged with new copies of *Peak Performance*.

- ◆ **Random House Webster’s College Dictionary (0-07-366069-8)**. Updated for the twenty-first century, this dictionary is available for a nominal cost when packaged with the text.

## Acknowledgments

We would like to thank the many instructors whose insightful comments and suggestions provided us with inspiration and the ideas that were incorporated into this new edition:

<b>Erskine Ausbrooks</b>	Dyersburg State Community College
<b>Kristi Brock</b>	Northern Kentucky University
<b>Ashley Chance Fox</b>	Bowling Green Community College
<b>Phyllis Curtis-Tweed</b>	Medgar Evers College/City University of New York
<b>Bill Donley</b>	Spokane Community College
<b>Connie Gulick</b>	Albuquerque Technical- Vocational Institute
<b>Bob Holdeman</b>	University of South Carolina
<b>Cathi Kadow</b>	Purdue University Calumet
<b>Richard Kirk</b>	Central Florida Community College
<b>J. Kelly Lyles</b>	Florida Metropolitan University
<b>Judith Lynch</b>	Kansas State University
<b>Margaret S. McClain</b>	University of Arkansas- Little Rock

<b>Venetia Miller</b>	Tougaloo College
<b>Sharon Occhipinti</b>	Florida Metropolitan University
<b>Jacqueline Phillips</b>	Capital Community College
<b>Angela M. Reeves</b>	Mott Community College
<b>Sherry Rhoden</b>	Grand Rapids Community College
<b>Jennifer Robb</b>	Scott Community College
<b>Kevin Salisbury</b>	Community College of Rhode Island
<b>Juliet Scherer</b>	St. Louis Community College–Meramec
<b>Casey Thomas</b>	Florida Atlantic University
<b>Glen Tourville</b>	Hendrix College
<b>Patricia Twaddle</b>	Moberly Area Community College

A very special thank you goes to TC Stuwe from Salt Lake Community College, who provided additional excellent suggestions on specifically the text’s activities, as well as the new discussions of goal setting and critical thinking throughout the text.

Also, we would like to thank Allice Allen of the Academy of Professional Careers in Boise, Idaho, for her excellent suggestion of renaming the in-text activities to “Personal Evaluation Notebooks,” who asks her students to “get out your PENS!”

Also, I would like to gratefully acknowledge the contributions of the McGraw-Hill editorial staff—specifically, Vicki Malinee, for her considerable effort, suggestions, ideas, and insights.

## Dedication

To the memory of my father, Albert Lawrence Ferrett, for setting the highest standards.

To my mother, Velma Mary Hollenbeck Ferrett, for her seamless expression of love.

To my husband, Sam, and my daughters, Jennifer Katherine and Sarah Angela, for making it all worthwhile.

—Sharon K. Ferrett

# SCANS: Secretary's Commission on Achieving Necessary Skills



## Competency Chart

Competencies and Foundations	<i>Peak Performance Chapters That Address SCANS Competencies</i>
<b>Resources: Identifies, Organizes, Plans, and Allocates Resources</b>	
• Managing time	Chapter 3
• Managing money	Chapter 4
• Managing space	Chapters 3, 13
• Managing people	Chapter 12
• Managing materials	Chapters 3, 4, 5, 6, 9
• Managing facilities	Chapters 4, 5, 9, 11
<b>Information: Acquires and Uses Information</b>	
• Acquiring information	Chapters 4, 5, 6
• Evaluating information	Chapters 7, 8
• Organizing and maintaining information	Chapters 3, 4, 7, 8, 9, 10
• Using computer to process	Chapter 10
<b>Systems: Understands Complex Interrelationships</b>	
• Understanding systems	All chapters, with a strong emphasis in Ch. 11
• Designing systems	Chapters 5, 6
• Monitoring systems	Chapters 3, 5, 6, 11
• Correcting systems	Chapters 3, 4, 5, 10
<b>Interpersonal Skills: Works with Others</b>	
• Positive attitudes	Chapters 2, 13
• Self-control	Chapters 2, 13
• Goal setting	Chapters 1, 2, 3
• Teamwork	Chapters 2, 13
• Responsibility	Chapter 2
• Stress management	Chapter 11
<b>Technology: Works with a Variety of Technologies</b>	
• Selecting technology	Chapters 9, 14, Tech for Success
• Applying technology	Chapters 9, 14, Tech for Success
• Maintaining technology	Chapters 9, 14
• Solving problems	Chapter 10
• Staying current in technology	Chapter 14

(continued)



## Competencies and Foundations

## Peak Performance Chapters That Address SCANS Competencies

### Personal Qualities

Responsibility, character, integrity, positive habits,  
self-management, self-esteem, sociability

Chapters 2, 13

### Basic Skills

- Reading—locates, understands, and interprets written information in prose and in documents, such as manuals, graphs, and schedules
- Writing—communicates thoughts, ideas, information, and messages in writing and creates documents, such as letters, directions, manuals, reports, graphs, and flow charts
- Arithmetic/mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- Listening—receives, attends to, interprets, and responds to verbal messages and other cues

Chapter 6

Chapter 9

Chapter 10

Chapter 5

### Thinking Skills

- Creative thinking—generates new ideas
- Decision making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- Listening—receives, attends to, interprets, and responds to verbal messages and other cues
- Seeing things in the mind's eye—organizes and processes symbols, pictures, graphs, objects, and other information
- Knowing how to learn—uses efficient learning techniques to acquire and apply new knowledge and skills
- Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Ch. 10, Personal Evaluation Notebooks

Ch. 10, Case Study, Personal Evaluation Notebooks

Chapters 5, 12

All chapters, with a strong emphasis in Ch. 10

Chapter 1

Chapter 10

# Student Preface

## Getting the Most Out of This Book

Congratulations! You are about to start or restart an amazing journey of opportunity, growth, and adventure. You may be at this point in your life for a number of reasons: You may be furthering your education right after high school; you may be focusing on a specific career or trade and want to acquire the appropriate skills or certification; or you may be returning to school after years in the workforce, needing additional skills or just looking for a change.

Whatever your reasons, this is an opportunity for you to learn new things, meet new people, acquire new skills, and better equip yourself both professionally and personally for the years ahead. This book is designed to get you started on that journey by helping you (1) learn how you learn best—and incorporate new ways to learn; (2) maximize available resources and seek out new opportunities; (3) relate what you are exploring now to future success on the job; and (4) strive to become the best person you can be.

## Learn How You Learn Best—and Incorporate New Ways to Learn

### We Learn

Ten percent of what we read  
 Twenty percent of what we hear  
 Thirty percent of what we see  
 Fifty percent of what we see and hear  
 Seventy percent of what we discuss with others  
 Eighty percent of what we do and experience  
 Ninety-five percent of what we teach others

In this text, you will find a number of features and discussion topics that will help you become a better learner:

- ◆ **Exploration of learning styles and personality types.** As you will discover in Chapter 1, each person has a preferred learning style and dominant personality type(s). However, the truly successful learner not only maximizes current preferences but also incorporates other styles and applications, thus becoming a more well-rounded learner. As you complete the exercises in this chapter, you will discover how you learn best and what strategies you can incorporate to maximize your learning efforts and environment.
- ◆ **The Adult Learning Cycle.** This is introduced in Chapter 1 and carried throughout each chapter. This is a five-step process that demonstrates that learning comes from repetition, practice, and recall: (1) Relate, (2) Observe, (3) Reflect, (4) Do, and (5) Teach. You can apply this method to any new skill or information you want to learn and master. In each chapter, you will find a Peak Progress box that helps you see how the Adult Learning Cycle applies the chapter's content. This exercise will help you increase your awareness of how you learn best and how to explore and practice other learning styles. It will also help you overcome obstacles to learning in many different settings by giving hands-on, practical examples.
- ◆ **Critical thinking and creative problem solving.** Introduced in Chapter 1, critical thinking is more than just an educational buzzword—it is an important skill you will use and practice in situations in life. Chapter 10 further explores how to solve problems creatively, including new and extended examples and applications to use in relation to

math and science concepts. You will learn to overcome any anxieties you may have in these course areas by focusing on problem-solving techniques.

- ◆ **Personal Evaluation Notebook.** The Personal Evaluation Notebook exercises that appear in every chapter give you opportunities to practice your critical thinking and decision-making skills. You are asked to observe, evaluate, and apply chapter concepts to your life. Spaces are provided for you to record your answers and thoughts directly within the activity.
- ◆ **Chapter Objectives.** Clear and concise objectives at the beginning of each chapter aid you in identifying and mastering each chapter's key concepts.
- ◆ **Peak Progress.** In every chapter, the Peak Progress boxes demonstrate the themes and concepts of the chapter and include helpful suggestions to accelerate and assess your progress.
- ◆ **Taking Charge end-of-chapter summary.** Every chapter concludes with a summary of the main points presented in the chapter. Written as "I" statements, they reinforce that the chapter presents a number of potential strategies for you to implement and master.
- ◆ **Review Questions.** Each chapter includes five basic questions to help you review the chapter's main concepts.
- ◆ **Worksheet activities.** Each chapter concludes with numerous activities that help you apply what you have learned to other classes and situations. The worksheets are perforated and thumb-tabbed for ease of use. Many of the useful forms are also available on the book's web site, [www.mhhe.com/ferrett6e](http://www.mhhe.com/ferrett6e), so you can customize them and make multiple copies.

## Maximize Available Resources and Seek Out New Opportunities

Often, we overlook the obvious resources and opportunities available to us. Some areas of the text that will guide you in maximizing your resources and seeking out new ones include

- ◆ **Time is money and vice versa.** In Chapter 3, you will explore time management, prioritizing, and where your time is spent—and where it should be spent. Also included is a discussion of how to use your short- and long-term goals to determine your priorities. Chapter 4 then explores external resources and tips on handling money and financial opportunities. Also included are strategies for commuter students, students with disabilities, and returning and transfer students.
- ◆ **Web site for this text.** The book's web site, [www.mhhe.com/ferrett6e](http://www.mhhe.com/ferrett6e), offers a number of activities and resources for mastering and applying each chapter's content and for further study and exploration. Access to the web site is provided free with the text.
- ◆ **Tech for Success.** The Tech for Success feature appears in every chapter and has been updated to offer tips for making the most out of technology applications for both school and job.

## Relate What You Are Exploring Now to Future Success on the Job

Chances are, one of your main reasons for attending college is to better your career opportunities. Throughout this text, you will find numerous features and examples that directly relate your experiences in college to your future success on the job. Just a few examples include

- ◆ **Secretary's Commission on Achieving Necessary Skills (SCANS).** Found on pages xxv–xxvi and introduced in Chapter 1, this is a list of the ideal competencies you will need to be able to demonstrate on the job and the corresponding chapters in this text. The many exercises, strategies, case studies, and guidelines throughout the text correlate with several SCANS requirements, as well as systems thinking, diversity, and critical thinking.
- ◆ **Creating a Career Development Portfolio.** Chapter 14 walks you through the process of choosing a major, career exploration, and the development of a personal Career Development Portfolio. It is critical for you to create an ongoing account of



your experiences, skills, and achievements. Additionally, you will learn to develop an effective resume and cover letter and to prepare for a successful interview.

- ◆ **Career Development Portfolio worksheet.** Found at the end of every chapter, the Career Development Portfolio presents the best of your skills, competencies, accomplishments, and work. When completed, the portfolio will contain sections on self-analysis, an inventory of skills and competencies, goals, educational and career plans, an inventory of interests, cover letters, resumes, and samples of work. You can use the portfolio to create and update your resume, to help you prepare for an interview, and to advance your career. The portfolio will give you the opportunity to assess your strengths, set goals, and possess an organized system of important documents. It will also help you explore possible majors and careers.
- ◆ **Career in Focus.** This feature provides real-world career profiles that illustrate examples of the relationship between the study skills necessary for college success and the skills you will need for career success. Work situations that directly call on chapter skills are highlighted, so that you can see the interrelationships.
- ◆ **Case Study.** Each chapter includes a case study activity that presents college students dealing with real-life situations that reflect the chapter's concepts. This feature stresses that the same issues that you deal with in school also exist in the workplace; the same skills and strategies that you use in the classroom can be adapted to your job. Additional case study opportunities are provided on the text's web site.

## Strive to Become the Best Person You Can Be

In this text, you are introduced to the concept of a “peak performer” (Chapter 1) and are provided strategies for maximizing your success in school, career, and life. Our hope is that you are empowered to “walk the talk” and put these strategies and perspectives into practice, starting today. To be successful, you must not only adapt to college and the larger community but also acquire the

necessary skills, personal qualities, habits, and motivation to face the challenges of tomorrow's workplace and the tremendous opportunities provided by a world that is increasingly rich in its demographic and cultural diversity.

This preface includes a number of features that provide you with handy guides for future success (such as the “Best Strategies for Success in School”). Additional features in the text include

- ◆ **The essential personal qualities.** Chapter 2 explores Emotional Intelligence and focuses on character first, stressing that good character, integrity, and ethics are the hallmarks of truly successful leaders in both business and the community.
- ◆ **Good habits.** Chapter 13 follows up on how to translate and support essential personal qualities with everyday habits. Included are the top 10 habits of a peak performer.
- ◆ **The ABCDE Method of Self-Management.** Introduced in Chapter 1, the ABCDE Method of Self-Management will help you manage your thoughts, feelings, and behavior, so that you create the results you want and achieve your goals. This five-step process (A = Actual event; B = Beliefs; C = Consequences; D = Dispute; E = Energized) helps you see the connection among your thoughts, feelings, and actions and empowers you to dispel negative thoughts and replace them with realistic and positive thoughts and behaviors.
- ◆ **Self-Management exercise.** As discussed in Chapter 1, self-management involves using many, many powerful tools you can use, such as self-assessment, critical thinking, visualization, affirmations, and reflection, to imagine your success and critically think through difficult situations. A scenario is presented at the beginning of every chapter that asks you to think about your own experiences. A worksheet is provided at the end of the chapter to record your thoughts and help you practice the ABCDE Method of Self-Management.
- ◆ **Success Principle.** Each chapter begins with a Success Principle that succinctly communicates the important lesson to be learned from the chapter. The Success Principles in total provide a unique and powerful guide to striving for success in school, career, and life.

- ◆ **Peak Performer Profile.** Each chapter presents a noted person in the area of business, education, the arts, or public service. These peak performers have overcome obstacles and challenges to become successful. You will see that having a positive attitude and perseverance is important for success. Each profile includes a new “Check It Out” section, with web sites related to the profiled individual or his or her profession or personal cause.
- ◆ **Words to Succeed.** Found throughout the text, these quotes provide you with insights, motiva-

tion, and food for thought and are tied to the chapter’s content.

- ◆ **Performance Strategies.** Included in every chapter is a recap of the top 10 strategies for success in applying the chapter’s concepts.

## The Text at a Glance

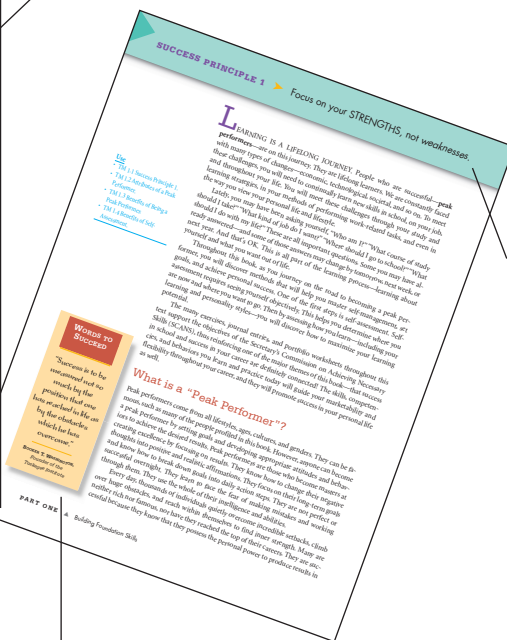
Here are many of the features we just explored and where they can be found throughout the text.

## At the Beginning



The **Self-Management** exercise helps you handle everyday events. The follow-up **Journal Entry** gives you an opportunity to use your critical thinking skills.

**Chapter Objectives** outline what you will learn in the chapter.



The **Success Principle** highlights the key message of the chapter.

**Words to Succeed** provide inspiration and insights.



## As You Get Started in Your New School: What You Need to Know and Should Not Be Afraid to Ask

Now that you have your book in hand, you are ready to get started. Or are you really ready? What else should you be aware of at this point? You may have already attended a basic orientation session, offered by most schools, which reviews campus and community resources and school requirements. Going through orientation, meeting with your advisor, and reviewing your catalog will help you get oriented. Additionally, the quick review provided in this text is designed to outline the essentials that you will want to know, so that you not only survive but also make your first year a success. **Peak Progress P.1** provides a handy checklist for the essential tasks you need to consider and accomplish the first week of school. Add to this list any tasks that are unique to your situation or school.

## Why Are You Here?

College success begins with determining your goals and mapping out a plan. A good place to start is to have you reflect on why you are in college and what is expected of you. You will be more motivated if you clarify your interests and values concerning college. You will read in Chapter 2 the reasons students don't graduate from college, including poor study skills and habits and a lack of preparation, motivation, and effort. College is a commitment of many precious resources you can't afford to waste—time, money, and mental energies. Consider the following statements and your reasons for being in college and share this in your study group or with students whom you meet the first few weeks of class:

- ◆ I value education and want to be a well-educated person.
- ◆ I want to get a good job that leads to a well-paying career.

### PEAK PROGRESS

### P.1

#### Tasks to Accomplish the First Week of School

- Attend orientation and meet with an advisor. Ask questions and determine available resources. (See **Peak Progress P.2** for questions to ask.)
- Register and pay fees on time.
- Set up an e-mail account.
- Check deadlines and procedures. *Never* just quit going to class.
- Buy books and keep receipts. Establish a record-keeping system.
- Find out the location of classrooms, parking, and campus resources.
- Go to all classes on time and sit in the front row.
- Know expectations and requirements. Get a syllabus for each class. E-mail instructors for clarification.
- Create an organized study area. Post instructors' names, office locations, and hours, as well as important deadlines.
- Form study teams and exchange e-mails and phone numbers. Get to know instructors and other students.
- Explore resources, such as the library, learning skills center, health center, and advising center.

- ◆ I want to learn new ideas and skills and grow as a person.
- ◆ I want to get away from home and be independent.
- ◆ I want to make new friends.
- ◆ I want to have new experiences and stretch myself.
- ◆ I want to fulfill my goal of being a college-educated person.

Jot down what you want from college and why you're motivated to get it.

List four values that are most important to you and how college will help you achieve them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## What Should You Be Asking?

You don't want to learn the hard way that you need one more class to graduate, only to find it's offered only once a year (and you just missed it). Make your time with your advisor productive by getting answers to important questions that will help you map out your coursework. **Peak Progress P.2** provides a handy checklist of common questions to get you started.

## What Do You Need to Do to Graduate?

You will be more motivated and confident if you understand graduation requirements. If you are a transfer student, requirements vary among schools. Don't rely on the advice of friends. Go to orientation and meet with your advisor early and often. Check out the catalog and make certain you know what is required to graduate. Fill in the following:

### *Graduation Requirements*

- ◆ Number of units required:
- ◆ General education requirements:

- ◆ Curriculum requirements:
- ◆ Residency at the school:
- ◆ Departmental major requirements:
- ◆ Cumulative GPA required:
- ◆ Other requirements, such as special writing tests and classes:

## How to Register for Classes

Find out if you have an access code and the earliest date you can register. Meet with your advisor, carefully select classes, and review general education and major requirements. Add electives that help keep you active and interested, such as an exercise or a weight-training class. Make certain that you understand why you are taking each class and double-check with your advisor that it is meeting certain requirements.

Many colleges have a purge date and, if you miss the deadline to pay your fees, your class schedule is canceled. You may not be able to get into classes and may have to pay a late fee.

## Know the Grading System

Learn the minimum grade point average that you need to maintain good standing. If your GPA falls below 2.0, you may be placed on academic probation. The GPA is calculated according to the number of credit hours each course represents and your grade in the course. In the traditional system, *A* = 4 points, *B* = 3 points, *C* = 2 points, *D* = 1 point, and *F* = 0 points (your school may have a different system, so ask to be sure). To calculate your GPA, first determine your total number of points. Following is an example:

Course	Grade Achieved	Number of Credit Hours	Points
Political Science	<i>C</i>	2	$2 \times 2 = 4$
Psychology	<i>B</i>	3	$3 \times 3 = 9$
English	<i>A</i>	3	$4 \times 3 = 12$
Personal finance	<i>A</i>	1	$4 \times 1 = 4$
<b>TOTAL</b>		9	29



**PEAK PROGRESS****P.2****The Most Common Questions Students Ask Advisors**

1. What classes do I need to take for general education?
2. Can a course satisfy both a general education and a major requirement?
3. Can I take general elective (GE) courses for Credit/No Credit if I also want to count them for my major?
4. How can I remove an *F* grade from my record?
5. What is the deadline for dropping courses?
6. Can I drop a course after the deadline?
7. What is an “educational leave”?
8. What is the difference between a withdrawal and a drop?
9. Do I need to take any placement tests?
10. Are there other graduation requirements, such as a writing exam?
11. Where do I find out about financial aid?
12. Is there a particular order in which I should take certain courses?
13. Are there courses in which I must earn a *C-* or better?
14. How do I change my major?
15. Which of my transfer courses will count?
16. What is the minimum residency requirement for a bachelor’s degree?
17. Is there a GPA requirement for the major?
18. Is there a tutoring program available?
19. If I go on exchange, how do I make sure that courses I take at another university will apply toward my degree here?
20. What is a major contract and when should I get one?
21. When do I need to apply for graduation?
22. How do I apply for graduation?
23. What is a degree check?
24. What is the policy for incomplete grades?
25. Can I take major courses at another school and transfer them here?
26. As a nonresident, how can I establish residency in this state?
27. How do I petition to substitute a class?
28. Once I complete my major, are there other graduation requirements?
29. What is academic probation?
30. Is there any employment assistance available?
31. Is there a mentor program available in my major department?
32. Are there any internships or community service opportunities related to my major?



Then, to arrive at your GPA, you must divide your total points by your total number of credit hours:

$$\text{GPA} = \frac{\text{Total points divided by total number of credit hours}}{\text{number of credit hours}}$$

Thus, in this example,

$$\text{GPA} = 29 \text{ divided by } 9 = 3.22$$

Monitor your progress and meet with your instructors often, but especially at midterm and before final exams. Ask what you can do to improve your grade.

## Adding or Dropping Classes

Make certain that you know the deadlines for adding and dropping classes. This is generally done in the first few weeks of classes. A withdrawal after the deadline could result in a failing grade. Also make certain before you drop the class that

- ◆ You will not fall below the required units for financial aid.
- ◆ You will not fall below the required units for playing sports.
- ◆ If required, the class is offered again before you plan to graduate.
- ◆ You don't need the class or units to meet graduation requirements.
- ◆ You are meeting important deadlines.
- ◆ You talk with the instructor first.
- ◆ You talk with your advisor.

If you choose to withdraw from all your classes, take an academic leave. Don't just walk away from your classes. Remember, it is your responsibility to drop or withdraw from a class. The instructor will not drop you, nor will you be dropped automatically if you stop going to class at any time during the semester. You must complete required forms.

## An Incomplete Grade

If you miss class due to illness or an emergency, you may be able to take an incomplete if you can't finish a project or miss a test. Check out this option with your instructor before you drop a class. Make certain you have a written agreement to finish the work at a specific time

and that you stay in touch with the instructor through e-mail and phone.

## Withdrawing or Taking a Leave of Absence

Some students withdraw because they don't have the money, they can't take time off from work, they lack child care, or they are having difficulty in classes. Before you drop out of college, talk with your advisor and see if you can get the support and motivation to succeed. If you want to take a leave to travel, want to explore other schools, are ill, or just need to take a break, make certain that you take a leave of absence for a semester, a year, or longer. Taking a leave means that you do not have to reapply for admission, and generally you fall under the same category as when you entered school.

## Transferring

Before you transfer to another school, make certain you understand the requirements, which courses are transferable, and if there is a residency requirement. If you plan to transfer from a two-year school to a four-year school, your advisor will help you clarify the requirements.

## Expectations of Instructors

Most instructors will hand out a syllabus that will outline their expectations for the class. Make certain you understand and clarify expectations and have a good understanding of the course requirements. **Worksheet P.1** on page 00 is a convenient guide to complete when checking your progress with your instructor.

## The Best Strategies for Success in School

In this text, we will focus on a number of strategies that will help you determine and achieve your goals. **Peak Progress P.3** provides a comprehensive list of the proven strategies you will find woven throughout this text. Apply these to your efforts in school now and through your course of study. You will find that not only are they key to your progress in school, but also they will help you develop skills, behaviors, and habits that are directly related to success on the job and in life in general.

## PEAK PROGRESS

## P.3

**The Best Strategies for Success in School**

1. **Attend every class.** Going to every class engages you with the subject, the instructor, and other students. Think of the tuition you are paying and what it costs to cut a class.
2. **Be an active participant.** Show that you are engaged and interested by being on time, sitting in front, participating, asking questions, and being alert.
3. **Go to class prepared.** Preview all reading assignments. Highlight key ideas and main concepts and put question marks next to anything you don't understand.
4. **Write a summary.** After you preview the chapter, close the book and write a short summary. Go back and fill in with more details. Do this after each reading.
5. **Know your instructors.** Choose the best instructors, call them by their preferred names and titles, e-mail them, and visit them during office hours. Arrive early for class and get to know them better.
6. **Know expectations.** Read the syllabus for each course and clarify the expectations and requirements, such as tests, papers, extra credit, and attendance.
7. **Join a study team.** You will learn more studying with others than reading alone. Make up tests, give summaries, and teach others.
8. **Organize your study space.** Create a quiet space, with a place for school documents, books, catalogs, a dictionary, a computer, notes, pens, and a calendar. Eliminate distractions by closing the door and focus on the task at hand.
9. **Map out your day, week, and semester.** Write down all assignments, upcoming tests, meetings, daily goals, and priorities on your calendar. Review your calendar and goals each day. Do not socialize until your top priorities are completed.
10. **Get help early.** Know and use all available campus resources. Go to the learning center, counseling center, and health center; get a tutor; and talk with your advisor and instructors about concerns. Get help at the first sign of trouble.
11. **Give school your best effort.** Commit yourself to being extra disciplined the first three weeks—buy your textbooks early; take them to class; get to class early; keep up on your reading; start your projects, papers, and speeches early; and make school a top priority.
12. **Use note cards.** Jot down formulas and keywords. Carry them with you and review them during waiting time and right before class.
13. **Review often.** Review and fill in notes immediately after class and again within 24 hours. Active reading, note taking, and reviewing are the steps that improve recall.
14. **Study everywhere.** Review your note cards before class, while you wait for class to begin, while waiting in line, before bed, and so on. Studying for short periods of time is more effective than cramming late at night.
15. **Summarize out loud.** Summarize chapters and class notes out loud to your study team. This is an excellent way to learn.

**PEAK PROGRESS—continued****P.3**

16. **Organize material.** You cannot remember information if it isn't organized. Logical notes help you understand and remember. Use a mind map for outlining key facts and supporting material.
17. **Dig out information.** Focus on main ideas, keywords, and overall understanding. Make questions out of chapter headings, review chapter questions, and always read summaries.
18. **Look for associations.** Improve memory by connecting patterns and by linking concepts and relationships. Define, describe, compare, classify, and contrast concepts.
19. **Ask questions.** What is the obvious? What needs to be determined? How can you illustrate the concept? What information is the same and what is different? How does the lecture relate to the textbook?
20. **Pretest yourself.** This will serve as practice and reduces anxiety. This is most effective in your study team.
21. **Study when you are most alert.** Know your energy level and learning preference. Maximize reviewing during daytime hours.
22. **Turn in all assignments on time.** Give yourself an extra few days to review papers and practice speeches.
23. **Make learning physical.** Read difficult textbooks out loud and standing up. Draw pictures, write on a chalkboard, and use visuals. Tape lectures and go on field trips. Integrate learning styles.
24. **Review first drafts with your instructor.** Ask for suggestions and follow them to the letter.
25. **Pay attention to neatness.** Focus on details and turn in all assignments on time. Use your study team to read and exchange term papers. Proofread several times.
26. **Practice!** Nothing beats effort. Practice speeches until you are comfortable and confident and visualize yourself being successful.
27. **Recite and explain.** Pretend that you are the instructor and recite main concepts. What questions would you put on a test? Give a summary to others in your study group. Make up sample test questions in your group.
28. **Take responsibility.** Don't make excuses about missing class or assignments or about earning failing grades. Be honest and take responsibility for your choices and mistakes and learn from them.
29. **Ask for feedback.** When you receive a grade, be reflective and ask questions: "What have I learned from this?" "How did I prepare for this?" "How could I improve this grade?" "Did I put in enough effort?" Based on what you learn, what new goals will you set for yourself?
30. **Negotiate for a better grade before grades are sent in.** Find out how you are doing at midterm and ask what you can do to raise your grade. Offer to do extra projects or retake tests.

**PEAK PROGRESS—continued****P.3**

31. **Always do extra credit.** Raise your grade by doing more than is required or *expected*. Immerse yourself in the subject and find meaning and understanding.
32. **Take responsibility for your education.** You can do well in a class even if your instructor is boring or insensitive. Ask yourself what you can do to make the class more effective (study team, tutoring, active participation). Be flexible and adapt to your instructor's teaching style.
33. **Develop positive qualities.** Think about the personal qualities that you need most to overcome obstacles and work on developing them each day.
34. **Stay healthy.** You cannot do well in school or in life if you are ill. Invest time in exercising, eating healthy, and getting enough sleep and avoid alcohol, cigarettes, and drugs.
35. **Dispute negative thinking.** Replace it with positive, realistic, helpful self-talk and focus on your successes. Don't be a perfectionist. Reward yourself when you make small steps toward achieving goals.
36. **Organize your life.** Hang up your keys in the same place, file important material, and establish routines that make your life less stressful.
37. **Break down projects.** Overcome procrastination by breaking overwhelming projects into manageable chunks. Choose a topic, do a rough draft, write a summary, preview a chapter, do a mind map, and organize the tools you need (notes, books, outline).
38. **Make school your top priority.** Working too many hours can cut into study time. Learn to balance school, your social life, and work, so that you're effective.
39. **Meet with your advisor to review goals and progress.** Ask questions about requirements, and don't drop and add classes without checking on the consequences. Develop a good relationship with your advisor and your instructors.
40. **Be persistent.** Whenever you get discouraged, just keep following positive habits and strategies and you will succeed. Success comes in small, consistent steps. Be patient and keep plugging away.
41. **Spend less than you make.** Don't go into debt for new clothes, a car, CDs, gifts, travel, or other things you can do without. Education is the best investment in future happiness and job success that you can make. Learn to save.

**PEAK PROGRESS—continued****P.3**

42. **Use critical thinking and think about the consequences of your decisions.** Don't be impulsive about money, sex, smoking, or drugs. Don't start a family until you are emotionally and financially secure. Practice impulse control by imagining how you would feel after making certain choices.
43. **Don't get addicted.** Addictions are a tragic waste of time. Ask yourself if you've ever known anyone whose life was better for being addicted. Do you know anyone whose life has been destroyed by alcohol and other drugs? This one decision will affect your life forever.
44. **Know who you are and what you want.** Visit the career center and talk with a career counselor about your interests, values, goals, strengths, personality, learning style, and career possibilities. Respect your style and set up conditions that create results.
45. **Use creative problem solving.** Think about what went right and what went wrong this semester. What could you have done that would have helped you be more successful? What are new goals you want to set for next semester? What are some creative ways to overcome obstacles? How can you solve problems instead of letting them persist?
46. **Contribute.** Look for opportunities to contribute your time and talents. What could you do outside of class that would complement your education and serve others?
47. **Take advantage of your texts' resources.** Many textbooks have accompanying web sites, CDs, and study materials designed to help you succeed in class. Visit this book's web site at [www.mhhe.com/ferrett6e](http://www.mhhe.com/ferrett6e).
48. **Respect yourself and others.** Be supportive, tolerant, and respectful of people who are different from you. Look for ways to learn about other cultures and different views; and to expand your friendships. *Respect yourself.* Surround yourself with people who are positive and successful, who value learning, and who are supportive and respectful of you and your goals.
49. **Focus on gratitude.** Look at the abundance in your life—your health, family, friends, and opportunities. You have so much going for you to help you succeed.
50. **Just do it.** Newton's first law of motion says that things in motion tend to stay in motion, so get started and keep working on your goals!



**WORKSHEET • P. 1**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**PROGRESS ASSESSMENT**

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

Office: \_\_\_\_\_

Office hours: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

1. How am I doing in this class?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What grades have you recorded for me thus far?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Are there any adjustments that I should make?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Am I missing any assignments?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do you have any suggestions as to how I can improve my performance or excel in your class?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_