

FIFTH EDITION

Peak Performance

Success in College
and Beyond

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SHARON K. FERRETT



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Peak Performance

SUCCESS IN COLLEGE AND BEYOND

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HUMBOLDT STATE UNIVERSITY



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Higher Education

PEAK PERFORMANCE: SUCCESS IN COLLEGE AND BEYOND

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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 and distinct 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.** Oftentimes, 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 that not only do our 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 Fifth Edition

The fifth 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:

- ◆ **New student preface.** A new preface has been designed that 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 new section helps students explore the reasons they are attending college, a checklist of the tasks to accomplish the first week of school, and the critical questions that they should get answers to in their situation and school (derived from 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 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) think, (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.
- ◆ **The ABCDE Method of Self-Management.** New to this edition and 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 = Circumstances; 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.
- ◆ **Visualization exercise.** As the new discussion in Peak Progress 1.1: "Visualization: A Self-Management Tool" in Chapter 1 indicates, visualization is a powerful tool for envisioning success and critically thinking through difficult situations. Each chapter begins with a Visualization box that includes new scenarios that students can relate to. The student is then given the opportunity to reflect on personal experiences in the follow-up journal entry. A Revisualization exercise at the end of the chapter then helps the student practice the ABCDE Method of Self-Management to work through difficult situations and determine positive solutions. A chapter worksheet is provided to record the journal entry and follow-up scenario.
- ◆ **Chapter 1: "Self-Assessment and Choosing Majors."** Included is a new discussion defining the characteristics of a peak performer. The discussion of learning styles and personality types has been refined, including a new section on other intelligences. A new discussion of the research of David Kolb is presented, along with introduction of the Adult Learning Cycle.
- ◆ **Chapter 2 retitled "Emotional Intelligence: The Essential Personal Qualities."** This chapter has been completely reorganized to focus on character first, stressing that good character, integrity, and ethics are the hallmarks of truly successful leaders in both business and the community.
- ◆ **Chapter 9 retitled "Critical Thinking and Creative Problem Solving, with Applications for Math and Science."** This chapter has been reorganized and expanded to address achieving personal success in math and science courses. New strategies and examples have been included

that allow the student to practice problem-solving techniques when solving equations and word problems.

- ◆ **Chapter 10: “Health and Stress.”** The material has been updated to include the latest statistics in regard to alcohol and other drug use, as well as a new discussion on addictive behaviors, including gambling and sexual addictions, and resources for help.
- ◆ **Chapter 12 retitled “Managing Your Resources.”** This chapter includes a new section devoted to commuter students, including tips on how to become more active at school and to make the most of commuting time. Under “Handling Money Wisely,” there is a new section on saving for the future, including the benefits of a 401(K) or an IRA.
- ◆ **Chapter 13: “Developing Good Habits.”** Reorganized to focus on the top 10 habits of a peak performer, this chapter shows how to translate and support essential personal qualities with everyday habits.
- ◆ **Taking Charge end-of-chapter summary.** Every chapter now 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.

Successful Features

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

- ◆ **Secretary’s Commission on Achieving Necessary Skills (SCANS).** Found on pages xvii–xviii 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.** Clear and concise objectives at the beginning of each chapter identify the chapter’s key concepts.
- ◆ **Visualization.** Each chapter begins with a revised Visualization box that includes new scenarios that students can relate to. The student is then given the opportunity to reflect on personal experiences in the follow-up journal entry.
- ◆ **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.
- ◆ **Words to Succeed.** Found throughout the text, these quotes provide insight, motivation, and food for thought and are tied to the chapter’s content.
- ◆ **Peak Tip.** Sprinkled through the text’s margins are quick tips for applying the text’s content.
- ◆ **Personal Performance Notebook.** The Personal Performance Notebook exercises that appear in every chapter give opportunities to practice critical thinking and decision-making skills. Spaces are provided for recording answers and thoughts directly within the activity.
- ◆ **Peak Progress.** The Peak Progress boxed feature demonstrates the themes and concepts of each chapter and includes helpful suggestions to accelerate and assess progress.
- ◆ **Tech for Success.** Appearing in every chapter, this feature has been updated to offer tips for making the most out of technology applications for both school and job.
- ◆ **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.
- ◆ **Taking Charge end-of-chapter summary.** Every chapter now concludes with a summary of the main points presented in the chapter.
- ◆ **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 questions to help the student review the chapter's main concepts.
- ◆ **Revisualization.** As a follow-up to the initial visualization exercise, this end-of-chapter feature allows the student to practice the ABCDE Method of Self-Management. A chapter worksheet is provided to record the journal entry and follow-up scenario.
- ◆ **Case Study.** Each chapter includes a case study activity that presents college students dealing with real-life situations that reflect the chapter's concepts. Additional case study opportunities are provided on the text's web site.
- ◆ **Worksheet activities.** Retitled Worksheets, 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. Many of the useful forms are also available on the book's web site, www.mhhe.com/ferrett5e, 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, "Career Development Portfolio: Connecting School with Career," shows the student how to develop a personal Career Development Portfolio and the various elements of the interview process.

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) (0-07-298696-4). 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 (0-07-298705-7). 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 in the Instructor's Resource CD-ROM. The kit also includes unique resource 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

Instructor's Resource CD-ROM (0-07-298701-4). All the core supplements are conveniently provided on this CD. Included are the computerized test bank, the Instructor's Resource Manual, and PowerPoint presentations.

New! 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 on-line resources.

Online Learning Center web site (www.mhhe.com/ferrett5e). 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, much more. Access to the web site is provided free to students when they purchase a new copy of this text.

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.

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 curriculum or situation. Contact your McGraw-Hill representative for more information or

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E-mail: FYE@mcgraw-hill.com

More Resources for Teaching and Learning

New! 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 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). An Instructor's Guide is also available; 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 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.

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Dedication

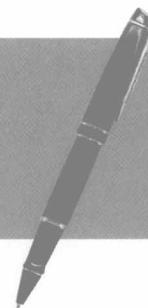
To the memory of my father, Albert Lawrence Ferrett, for setting the highest standards.

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

Peak Performance Chapters That Address SCANS Competencies

Resources: identifies, organizes, plans, and allocates resources

- Managing time Chapter 3
- Managing money Chapter 12
- Managing space Chapters 3, 13
- Managing people Chapter 11
- Managing materials Chapters 3, 4, 5, 8
- Managing facilities Chapters 4, 8, 10, 12

Information: acquires and uses information

- Acquiring information Chapters 4, 5
- Evaluating information Chapters 6, 7
- Organizing and maintaining information Chapters 6, 7, 8, 9
- Using computer to process Chapter 9

Systems: understands complex interrelationships

- Understanding systems All chapters, with a strong emphasis in Ch. 10
- Designing systems Chapters 4, 5
- Monitoring systems Chapters 3, 4, 5, 10
- Correcting systems Chapters 3, 4, 5, 10

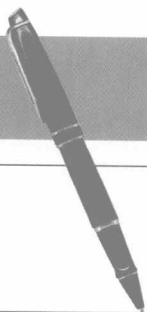
Interpersonal skills: works with others

- Positive attitudes Chapter 2
- Self-control Chapter 2
- Goal setting Chapter 2
- Teamwork Chapters 2, 13
- Responsibility Chapter 11
- Stress management Chapter 10

Technology: works with a variety of technologies

- Selecting technology Chapters 8, 14
- Applying technology Chapters 8, 14
- Maintaining technology Chapters 8, 14
- Solving problems Chapter 9
- Staying current in technology Chapters 13, 14

continued on next page



Competencies and Foundations

Peak Performance Chapters That Address SCANS Competencies

Personal Qualities

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

Chapters 2, 14

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 5

Chapter 8

Chapter 9

Chapter 4

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. 9, Personal Performance Notebooks

Ch. 9, Case Study, Personal Performance Notebooks

Chapters 4, 11

All chapters, with a strong emphasis in Ch. 2

Chapter 1

Chapter 9

Preface

TO THE STUDENT

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.** New to this edition, the Adult Learning Cycle 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) think; (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 every

situation in life. Chapter 9 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 Performance Notebook.** The Personal Performance 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 includes helpful suggestions to accelerate and assess your progress.
- ◆ **Taking Charge end-of-chapter summary.** Every chapter now 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, now entitled Worksheets and perforated and thumb-tabbed for ease of use, that help you apply what you have learned to other classes and situations. New Worksheets have been added to offer more critical thinking opportunities. Many of the useful forms are also available on the book's web site, www.mhhe.com/ferrett5e, so you can customize and make multiple copies.

Maximize Available Resources and Seek Out New Opportunities

Oftentimes, we overlook the obvious resources and opportunities available to us. Some areas of the text that will guide you in how to maximize your resources as well as 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 the management process to show how mastering time management now will help you become a better manager of people and tasks in your career. Chapter 12 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/ferrett5e, 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 a new copy of this text. The password can be found at the beginning of this text.
- ◆ **Tech for Success.** The Tech for Success boxed 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.
- ◆ **Peak Tip.** Sprinkled through the text's margins are quick tips for applying the text's content in your everyday routine.

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 xix–xx 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 importance of developing 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 walk” 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.** New to this edition and 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 = Circumstances; 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.

- ◆ **Visualization exercise.** As discussed in Chapter 1, visualization is a powerful tool you can use to imagine your success and think critically through difficult situations. A scenario is presented at the beginning of every chapter, including a journal exercise that asks you to think about your own experiences. A Revisualization exercise at the end of the chapter helps you use the ABCDE Method of Self-Management to work through difficult situations and determine positive solutions. A chapter Worksheet is provided to record your journal entry and follow-up scenario.
- ◆ **Success Principle.** Each chapter begins with a success principle that succinctly communicates the important lesson to be learned from the

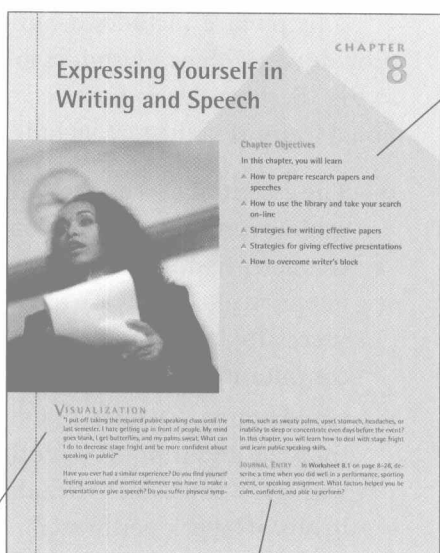
chapter. The success principles in total provide a unique and powerful guide to striving for success in school, career, and life.

- ◆ **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.
- ◆ **Words to Succeed.** Found throughout the text, these quotes provide you with insights, motivation, 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

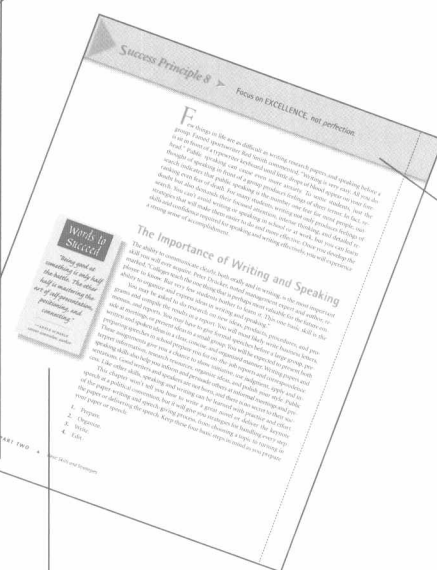
Here are many of the features we just explored and where they can be found throughout the text:

At the Beginning of the Chapter



Chapter Objectives outline what you will learn in the chapter.

The Visualization exercise helps you manage everyday events. The follow-up Journal Entry gives you an opportunity to use your critical thinking skills.



The Success Principle highlights the key message of the chapter.

Words to Succeed provide inspiration and keen insights.

Throughout the Chapter

The Peak Progress feature provides important strategies, lists, and further discussion of a key topic.

Peak Progress 1-2

Applying the Adult Learning Cycle When Enrolling Again

1. Review the course you are enrolling in to see if you are ready to take it. Consider your previous experience, your current situation, and your future goals.
2. Review the course description and syllabus. Make sure you understand what you will be learning and how you will be assessed.
3. Contact the instructor or advisor. Ask for more information about the course and the instructor's teaching style.
4. If you are enrolling in a course for the first time, you may want to take a pre-test or a placement test to see if you are ready for the course.
5. If you are enrolling in a course you have taken before, you may want to take a pre-test or a placement test to see if you are ready for the course.

Tech for Success

- **Use the Tech for Success feature.** A number of the activities in this chapter will use technology. Use the Tech for Success feature to learn more about the technology you will be using and how to use it.
- **Use the Tech for Success feature.** A number of the activities in this chapter will use technology. Use the Tech for Success feature to learn more about the technology you will be using and how to use it.

Personal Performance Notebook 3-5

Delay or Procrastination?

1. What are you doing that doesn't have to be done or could be delayed?
2. What are you doing that needs to be done by tomorrow?
3. How can you get control of your time and day?
4. What are you doing today that you probably won't do?

Controlling Interruptions

The second biggest barrier to better management practices is interruptions that prevent you from doing what you need to do. These come in many guises, and they disrupt your thought process. To control interruptions, you need to be able to identify the problem for the most part. You can't control what other people do, but you can control what you do. You can control your environment. You can control your schedule. You can control your priorities. You can control your focus. You can control your energy. You can control your time. You can control your life.

Peak Tips provide interesting facts and hints on how to incorporate the text's material into your daily routine.

Tech for Success offers hints and activities to maximize your use of technology.

The Personal Performance Notebook provides opportunity for self-assessment and critical thinking.

The Peak Performer Profile highlights a public figure who has achieved success by overcoming the odds and being a peak performer.

Peak Performer Profile

Christy Haubegger

A few years ago, Christy Haubegger looks like any other young woman. She is a public figure who has achieved success by overcoming the odds and being a peak performer.

CAREER IN FOCUS

Louis Parker

Accounting and Financial Planning

Louis Parker is a professional accountant and financial planner. He has worked for several years in the accounting and financial planning industry. He is currently working for a large accounting firm. He is also a member of the American Institute of Certified Public Accountants (AICPA) and the National Association of Accountants (NAA).

The Career in Focus feature shows that the strategies you are learning now are essential to your on-the-job success.

At the End of the Chapter

TAKING CHARGE

1. Identify your strengths and weaknesses. Think about your past experiences, your current situation, and your future goals.
2. Set realistic goals. Make sure your goals are specific, measurable, achievable, relevant, and time-bound.
3. Create a plan. Break your goals down into smaller, more manageable tasks.
4. Take action. Start working on your plan today.
5. Monitor your progress. Keep track of your progress and adjust your plan as needed.
6. Celebrate your success. Reward yourself for your achievements.

CASE STUDY 3-1

JUGGLING FAMILY AND SCHOOL

In the Classroom

1. What would Loretta do to get more control over her life?
2. What changes in the chapter would be most helpful to Loretta?

The Case Study demonstrates the relationship between school and career success.

Start preparing for your career now by completing the Career Development Portfolio worksheet.

CAREER DEVELOPMENT PORTFOLIO

DEMONSTRATING YOUR TIME-MANAGEMENT SKILLS

| Area | Your Demonstration |
|--|--------------------|
| Reliability | |
| Efficiency | |
| Proactive | |
| Ability to plan and set goals and priorities | |
| Ability to follow through | |
| High energy | |
| Ability to handle stress | |
| Ability to focus | |
| Request for others' help | |
| Ability to overcome procrastination | |
| Preparation in a clear and well-organized | |

REVIEW AND APPLICATIONS

Performance Strategies

1. Identify your strengths and weaknesses.
2. Set realistic goals.
3. Create a plan.
4. Take action.
5. Monitor your progress.
6. Celebrate your success.

REVISUALIZATION

Write a paragraph about your first year of college and your future goals. Use the ABCDE method of Self-Management.

The chapter's ten most important Performance Strategies are listed, as well as five Review Questions to test understanding and application of the content.

Written as "I" statements, the Taking Charge box is a unique summary of the chapter, reinforcing that the key strategies can be mastered.

The Revisualization exercise provides examples and opportunities for applying the ABCDE method of Self-Management.

WORKSHEET 3-3

SELF-ESTEEM INVENTORY

Use this simple inventory to assess your self-esteem. Circle the number of points that reflects your feelings.

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. I am proud of myself. | | | | | |
| 2. I am confident in my abilities. | | | | | |
| 3. I am proud of my accomplishments. | | | | | |
| 4. I am confident in my ability to handle stress. | | | | | |
| 5. I am proud of my ability to focus. | | | | | |
| 6. I am confident in my ability to follow through. | | | | | |
| 7. I am proud of my ability to handle change. | | | | | |
| 8. I am confident in my ability to overcome procrastination. | | | | | |
| 9. I am proud of my ability to prepare in a clear and well-organized. | | | | | |
| 10. I am confident in my ability to set goals and priorities. | | | | | |
| 11. I am proud of my ability to create a plan. | | | | | |
| 12. I am confident in my ability to take action. | | | | | |
| 13. I am proud of my ability to monitor my progress. | | | | | |
| 14. I am confident in my ability to celebrate my success. | | | | | |

The numerous Worksheets provide activities for self-assessment, critical thinking, time management, and career planning.

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 here 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, 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.
- ◆ I want to learn new ideas and skills and grow as a person.
- ◆ I want to get away from home and be independent.

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.