

**STUDY SKILLS ACTIVITY 0: STAYING MOTIVATED****STEP 1: ASSESS YOUR PRESENT SELF-KNOWLEDGE AND ATTITUDES**

1. Prior to the start of this class, I wrote clear, realistic, attainable goals for my educational success during for <b>next 3 months</b> of my life. I wrote these immediate, 3-month goals in a special place that I can refer back to as this quarter goes on.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
2. Prior to the start of this class, I wrote clear, realistic, attainable goals for my educational success during for <b>next 12 months</b> of my life. I wrote these short-term goals in a special place that I can refer back to as this year goes on.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
3. Prior to the start of this class, I wrote clear, realistic, attainable goals for my educational success during for <b>next 5 years</b> of my life. I wrote these long-term goals in a special place that I can update as I progress in my education.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
4. Prior to the start of this class, I wrote clear, realistic, attainable goals for my educational success during for <b>next 20 years</b> of my life. I wrote these long-term goals in a special place that I can update as I progress in my career.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
5. I have a strong sense of my priorities that helps ensure I always get important things done, including my studies, while balancing my time among school, work, and my social life.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> DON'T KNOW
6. I know how to stay focused and motivated so that I can reach my goals.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
7. I do not attempt to multitask when I am studying.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
8. I schedule my study periods at times when I am at my best.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
9. I use daily, weekly, monthly, and yearly planners to schedule study times and other tasks in advance and to manage my time effectively in the pursuit of my goals.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> UNSURE
10. I am successful at not putting off my studying and other important activities. I don't have a problem with procrastination.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> DON'T KNOW
11. I already know how to conquer college. I know that I can achieve any academic goal that I set in any class regardless of the teacher. In fact, for more than two quarters in a row, I have achieved my desired grades in every single class I have taken.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> DON'T KNOW

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**STEP 2: THINK ABOUT WHAT YOU MIGHT IMPROVE**

Think about how you answered questions 1 – 11 in Step 1 above. Be honest with yourself. On a scale of 1 to 10, how would you rate how well you stay focused on your goals and use your time?

Need to Improve						Successful		Very Successful	
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

In the following list, circle the three most important areas in which you think you need to improve:

- Setting goals
- Staying focused on goals
- Creating and maintaining a strong sense of priorities on a day-to-day basis
- Maintaining a positive attitude
- Staying motivated for academic work
- Avoiding the distractions of technology
- Preventing distractions caused by other people
- Managing time well when studying
- Overcoming a tendency to put things off
- Using a planner to schedule study periods
- Using a to-do list to ensure all tasks are done
- Finding enough time to do everything

Activity 1: What makes you feel that the items you circled are the most important areas to work on? What experiences have you had that contribute to this decision?

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**STEP 3: GET READY TO SUFFER... SERIOUSLY: PREPARE YOURSELF TO BE A SCRAPPER**

Since you're reading this now, chances are very good you're already in college. Your existence in this space signals that you've already set at least one goal for yourself—to get a college education. You should feel good about that, because lots of people don't make it this far. You're off to a great first step!

However, did you know that in many colleges in the United States, almost half of first-year college students do not make it to graduation? This varies widely among different colleges. Ask your instructor if he or she knows the graduation rate at your college, or you research this topic on your own. Knowing this can be important, because peer pressure (whether to succeed or to be lax and possibly drop out later) can be an important factor in your success.

If you want to be among the students who do succeed, it's important to accept that college is not easy for most students. I'm not trying to scare or depress you! I am trying to help you prepare for the struggle, the pain, and the suffering that is necessary to accomplish your goal of finishing your college degree. Please recognize that earning a college education will likely be one of the hardest things you have ever done.

The evidence shows that if you really want to finish college, you can do so successfully. To succeed, you will need to work smart and work hard for a very long period of time (many year into the future). Succeeding in college involves paying attention to your studies in ways you may never have learned how to do in your former life. To maintain this level of focus, you must stay motivated to work hard and learn strategies to succeed. That's what these study skills activities are all about.

I like to tell encourage each and every one of my students to develop a scrapper's attitude. The word scrapper (noun) is informal slang to describe an aggressive, rugged competitor who is always eager to fight, compete, and improve their skills regardless of how dirty the job is. You can think of this as someone who removes all the scraps from the playing field. I have also heard this called a [blue-collar work ethic](#). This is an unwavering willingness to work hard, to feel pain, and to stay focused on long-term goals regardless of how hard the day-to-day struggle may become.

American actor Will Smith [eloquently spoke about this attitude](#) when he said:

“The only thing that I see that is distinctly different about me is I'm not afraid to die on a treadmill. I will not be out-worked. Period. You might have more talent than me, you might be smarter than me, you might be sexier than me, you might be all of those things: you got it on me in nine categories. But if we get on the treadmill together, there's two things: You're getting off first, or I'm going to die. It's really that simple, right?”

In this class, I will ask you to develop this mindset. Please know that while hard work is good, strategic hard work is even better. In other words, if you have to choose between working smart and working hard, I will ask you to work smart. The ironic thing about working smart is it often takes twice the effort. When you work smart, you will have to develop new, more effective habits to replace ineffective techniques. This requires deep thought and reflection. When you work smart, you can't just grind your way through your learning processes. Instead, you have to search out new ideas, make changes, reflect on your progress and iterate. I will help you do this by making your search much easier than most of my college instructors did for me. In return, I ask you to give me your best effort in this class.

Activity 2:	Think of a time in your life when you felt like a scrapper? What was this time? Why were you so persistent? How might you use this experience to help develop a scrapper's attitude in your college education?
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#### **STEP 4: BE AWARE OF THE TWO BIGGEST CHALLENGES IN COLLEGE**

The two most common reasons why students drop out are financial difficulties and falling behind in studying. While no one is guaranteed to easily find the money needed for college, there are many ways you can cut costs and make it easier to get through. There are many resources available to you as a student. If you are interested in learning more about how to afford college, please check out the following resources:

[College 101 at Saylor University.org: Chapter 11- Taking Control of your Finances](#)

[The Scholarship System by Jocyn Paonita](#)

Make an student office hour appointment with Jeff to speak about your challenges. Seriously: Jeff has worked very hard to network with other professionals working at Foothill and has a ton of experience working with students who need help.

This activity looks at the other big issue: how to make sure that you succeed in your courses. The first step is to be fully committed to working hard and working smart in your education. You were motivated enough to start college. This is a big first step. Now you need to develop systems to keep that motivation going even as you struggle and your classes get harder.

As we will see, by developing and targeting specific goals for success in your classes, we will help you stay focused on your game plan. Much of this process has to do with attitude. However, attitude is not enough. You will also need to effectively manage your time and make value-based decisions on a day-to-day basis, even when you feel tired, stressed, and overwhelmed.

In fact, when the going gets tough, time management skills can make the difference between those who graduate from college and those who drop out. Time management is actually all about managing yourself: knowing what you want, deciding how to get what you want, and then efficiently and effectively getting it. That applies to fun things, too. You may want to think of the goal of this activity as not just managing your time for studying but ensuring that even as you do well in your studies, you're still enjoy your life!

#### **STEP 5: ACKNOWLEDGE THAT YOUR GOALS CAN BE CONFLICTING**

Some people are goal oriented and seem to easily make decisions that lead to achieving their goals, while others seem just to "go with the flow" and accept what life gives them. While the latter may sound pleasantly relaxed, moving through life without goals makes it much more difficult to stay focused when you encounter major challenges. The fact that you're in college now shows you already have the major goal to complete your college education.

A goal is a result we intend to reach mostly through our own actions. Things we do may move us closer to or farther away from that result. Strategic studying moves us closer to success in a difficult course, while sleeping through the final examination may completely prevent reaching that goal.

That's fairly obvious in an extreme case, yet still a lot of college students don't reach their goal of graduating. The problem may be a lack of commitment to the goal, but often students have conflicting goals. One way to prevent problems is to think about all your goals and priorities and to learn ways to manage your time, your studies, and your social life to best reach your goals. To help you start reflecting on all of your goals, please consider these four students:

- Student 1: To help his widowed mother, Juan went to work full time after high school but now, a few years later, he's dissatisfied with the kinds of jobs he has been able to get and has begun taking computer programming courses in the evening. He's often tired after work, however, and his mother would like him to spend more time at home. Sometimes he cuts class to stay home and spend time with her.
- Student 2: In her senior year of college, Nikia has just been elected president of her sorority and is excited about planning a major community service project. She knows she should be spending more time on her senior thesis, but she feels her community project may gain her contacts that can help her find a better job after graduation. Besides, the sorority project is a lot more fun, and she's enjoying the esteem of her position. Even if she doesn't do well on her thesis, she's sure she'll pass.
- Student 3: After an easy time in high school, James is surprised his college classes are so hard. He's got enough time to study for his first-year courses, but he also has a lot of friends and fun things to do. Sometimes he's surprised to look up from his computer to see it's midnight already, and he hasn't started reading that chapter yet. Where does the time go? When he's stressed, however, he can't study well, so he tells himself he'll get up early and read the chapter before class, and then he turns back to his computer to see who's online.

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Student 4: Sachito was successful in cutting back her hours at work to give her more time for her engineering classes, but it's difficult for her to get much studying done at home. Her husband has been wonderful about taking care of their young daughter, but he can't do everything, and lately he's been hinting more about asking her sister to babysit so that the two of them can go out in the evening the way they used to. Lately, when she's had to study on a weekend, he leaves with his friends, and Sachito ends up spending the day with her daughter—and not getting much studying done.

What do these very different students have in common? Each student has goals that conflicts in one or more ways. Each needs to develop strategies to meet their other goals without threatening their academic success. And all of them have time management issues to work through: three because they feel they don't have enough time to do everything they want or need to do and one because even though he has enough time, he needs to learn how to manage it more effectively. For all four of them, motivation and attitude will be important as they develop strategies to achieve their goals.

Activity 3: Look back at the four students described above. Each of them is experiencing some sort of problem that could interrupt their progress toward their goals. Think about each student and write down a solution for each problem that you would try to work out, if you were that person.

For Juan (student 1), I might:

For Nikia (student 2), I might:

For James (student 3), I might:

For Sachito (student 4), I might:

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### **STEP 6: DRAFT AND REFINE YOUR GOALS**

Deep motivation, grit, and determination begins with setting goals and thinking about priorities. As you think about your own goals, think about more than just being a student. You're also a person with individual needs and desires, hopes and dreams, plans and schemes. Your long-term goals likely include graduation and a career but may also involve social relationships with others, a romantic relationship, family, hobbies or other activities, where and how you live, and so on. While you are a student you may not be actively pursuing all your goals with the same fervor, but they remain goals and are still important in your life.

Goals also vary in terms of time. Short-term goals focus on today and the next few days and perhaps weeks. Midterm goals involve plans for this school year and the time you plan to remain in college. Long-term goals may begin with graduating college and everything you want to happen thereafter. Often your long-term goals (e.g., the kind of career you want) guide your midterm goals (getting the right education for that career), and your short-term goals (such as doing well on an exam) become steps for reaching those larger goals. Thinking about your goals in this way helps you realize how even the little things you do every day can keep you moving toward your most important long-term goals.

Write out your goals in Activity 4 below. You should literally write them down, because the act of finding the best words to describe your goals helps you think more clearly about them. Follow these guidelines:

- **Goals should be realistic.** It's good to dream and to challenge yourself, but your goals should relate to your personal strengths and abilities.
- **Goals should be specific.** Don't write, "I will become a great musician"; instead, write, "I will finish my music degree and be employed in a symphony orchestra."
- **Goals should have a time frame.** You won't feel very motivated if your goal is vaguely "to finish college someday." If you're realistic and specific in your goals, you should also be able to project a time frame for reaching the goal.
- **You should really want to reach the goal.** We're willing to work hard to reach goals we really care about, but we're likely to give up when we encounter obstacles if we don't feel strongly about a goal. If you're doing something only because your parents or someone else wants you to, then it's not your own personal goal—and you may have some more thinking to do about your life.

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Activity 4:	Write your goals in the following blank spaces. Be sure to consider all areas of your life—consider everything important that you want to do between this moment and old age. (While you might aim for three to eight goals in each section, remember that everyone is unique, and you may be just as passionate about just one or two goals or more than eight.)
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Question 1: Identify some immediate-term goals (today, this week, and this month)

Question 2: Identify some short-term goals (this year and next year)

Question 3: Identify some midterm goals (in college and in the next 5 years)

Question 4: Identify some long-term goals (after college between 5 – 20 years in the future)

**STEP 7: REFLECT ON YOUR PRIORITIES**

Thinking about your goals gets you started, but it's also important to think about priorities. We often use the word "priorities" to refer to how important something is to us. We might think, "This is a really important goal, and that is less important. Try this experiment: go back to each of the goals you wrote in Activity 4 and see if you can rank each goal as a

- 1: top priority
- 2: important priority
- 3: middle priority
- 4: lower priority
- 5: lowest priority

It sounds easy, but do you actually feel comfortable doing that? Maybe you gave a priority 1 to passing your courses and a priority 3 to playing your guitar. So what does that mean—that you never play guitar again, or at least not while in college? Whenever you have an hour free between class and work, you have to study because that's the higher priority? What about all your other goals—do you have to ignore everything that's not a priority 1? And what happens when you have to choose among different goals that are both number 1 priorities?

In reality, priorities don't work quite that way. It doesn't make a lot of sense to try to rank goals as always more or less important. The question of priority is really a question of what is more important at a specific time. It is important to do well in your classes, but it's also important to have a social life and enjoy your time off from studying. You shouldn't have to choose between the two—except at any given time. Priorities always involve time: what is most important to do right now. As we'll see later, time management is mostly a way to juggle priorities so you can meet all your goals.

When you manage your time well, you don't have to ignore some goals completely in order to meet other goals. In other words, you don't have to give up your life when you register for college—but you may need to work on managing your life more effectively. But time management works only when you're committed to your goals. Attitude and motivation are very important. If you haven't yet developed an attitude for success, all the time management skills in the world won't keep you focused and motivated to succeed.

Activity 5:      Actually go back to each of the goals you wrote in Activity 4 and see if you can rank each goal using the 1 – 5 number system mentioned above. At the end of this activity, every single goal should have a clearly marked priority number right next to it.



**STEP 8: DEVELOP AN ATTITUDE FOR SUCCESS**

What's your attitude right now—what started running through your mind as you saw the “An Attitude for Success” heading? Were you groaning to yourself, thinking, “No, not the attitude thing again!” Or, at the other extreme, maybe you were thinking, “This is great! Now I'm about to learn everything I need to get through college without a problem!” Those are two attitude extremes, one negative and skeptical, the other positive and hopeful. Most students are in between—but everyone has an attitude of some sort.

Everything you do starts with attitude. You might get up with the alarm clock and cheerfully prepare for the day, plan to study for a couple hours between classes, go jogging later, and see a friend at dinner. Or, you might oversleep after staying up too late last night, decide to skip your first class, somehow get through later classes fueled by fast food and energy drinks while dreading tomorrow's exam, and immediately accepts a friend's suggestion to go out tonight instead of studying. Both students could have identical situations, classes, finances, and academic preparation. There could be just one significant difference—but it's the one that matters.

Here are some characteristics associated with a positive attitude:

- Enthusiasm for and enjoyment of daily activities
- Acceptance of responsibility for one's actions and feeling good about success
- Generally upbeat mood and positive emotions, cheerfulness with others, and satisfaction with oneself
- Motivation to get the job done
- Flexibility to make changes when needed
- Ability to make productive, effective use of time

And here are some characteristics associated with a negative attitude:

- Frequent complaining
- Blaming others for anything that goes wrong
- Often experiencing negative emotions: anger, depression, resentment
- Lack of motivation for work or studies
- Hesitant to change or seek improvement
- Unproductive use of time, procrastination

We started this chapter talking about goals, because people's goals and priorities have a huge effect on their attitude. Someone who really wants to succeed in college is better motivated and can develop a more positive attitude to succeed. But what if you are committed to succeeding in college but still feel kind of doubtful or worried or even down on yourself—what can you do then? Can people really change their attitude? Aren't people just “naturally” positive or negative or whatever?

While attitude is influenced by one's personality, upbringing, and past experiences, there is no “attitude gene” that makes you one way or another. It's not as simple as taking a pill, but attitude can be changed. If you're committed to your goals, you can learn to adjust your attitude. The following are some things you can start doing.

**Be More Upbeat with Yourself**

We all have conversations with ourselves. I might do badly on a test, and I start thinking things like, “I'm just not smart enough” or “That teacher is so hard no one could pass that test.” The problem when we talk to ourselves this way is that we listen—and we start believing what we're hearing. Think about what you've been saying to yourself since your first day at college. Have you been negative or making excuses, maybe because you're afraid of not succeeding? You are smart enough or you wouldn't be here. Even if you did poorly on a test, you can turn that around into a more positive attitude by taking responsibility. “OK, I goofed off too much when I should have been studying. I learned my lesson—now it's time to buckle down and study for the next test. I'm going to ace this one!” Hear yourself saying that enough and guess what—you soon find out you can succeed even in your hardest classes.

**Choose Whom You Spend Time With**

We all know negative and positive people. Sometimes it's fun to hang out with someone with a negative attitude, especially if their sarcasm is funny. And if we've just failed a test, we might enjoy being with someone else who also blames the instructor or “the system” for whatever goes wrong. As they say, misery loves company. But often being with negative people is one of the surest ways to stay negative yourself. You not only hear your own self-talk making excuses and blaming others and putting yourself down, but you hear other people saying it, too. After a while you're convinced it's true. You've developed a negative attitude that sets you up for failure.

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College offers a great opportunity to make new friends. Friendships and other social relationships are important to all humans—and maybe to college students most of all, because of the stresses of college and the changes you’re likely experiencing. Later chapters in this book have some tips for making new friends and getting actively involved in campus life, if you’re not already there. Most important, try to choose friends with a positive attitude. It’s simply more fun to be with people who are upbeat and enjoying life, people whom you respect—and who, like you, are committed to their studies and are motivated. A positive attitude can really be contagious.

### **Overcome Resistance to Change**

While it’s true that most people are more comfortable when their situation is not always changing, many kinds of change are good and should be welcomed. College is a big change from high school or working. Accepting that reality helps you be more positive about the differences. Sure, you have to study more, and the classes are harder. You may be working more and have less time for your personal life. But dwelling on those differences only reinforces a negative attitude. Look instead at the positive changes: the exciting and interesting people you’re meeting, the education you’re getting that will lead to a bright future, and the mental challenges and stimulation you’re feeling every day.

The first step may be simply to see yourself succeeding in your new life. Visualize yourself as a student taking control, enjoying classes, studying effectively, getting good grades. This book will help you do that in many ways. It all begins with the right attitude.

### **Overcome Fears**

One of the most common fears of college students is a fear of failure—of not being able to make the grade. We all know that life is not all roses and that we’re not going to succeed at everything we try. Everyone experiences some sort of failure at some time—and everyone has fears. The question is what you do about it. Again, think about your goals. You’ve enrolled in college for good reasons, and you’ve already shown your commitment by coming this far. If you still have any fear of failure, turn it around and use it in a positive way. If you’re afraid you may not do well on an upcoming exam, don’t mope around—sit down and schedule times to start studying well ahead of time. It’s mostly a matter of attitude adjustment.

Activity 6:	Explore situations in your life that lead you to have a positive or negative attitude.
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Question 1: When do you tend to have a positive attitude? What type of sleep, nutrition, exercise, and support do you need to cultivate this attitude? How might you find ways to create a positive attitude in your daily life?

Question 2: When do you tend to have a negative attitude? What type of sleep, nutrition, exercise, and circumstances tend to do result in this attitude? How might you find ways to avoid these circumstances in your daily life?

**STEP 9: STAY FOCUSED AND STAY MOTIVATED**

Okay, you've got a positive attitude. But you've got a lot of reading for classes to do tonight, a test tomorrow, and a paper due the next day. Maybe you're a little bored with one of your reading assignments. Maybe you'd rather play a computer game. Uh oh—now what? Attitude can change at almost any moment. One minute you're enthusiastically starting a class project, and then maybe a friend drops by and suddenly all you want to do is close the books and relax a while, hang out with friends.

One of the characteristics of successful students is accepting that life is full of interruptions and change—and planning for it. Staying focused does not mean you become a boring person who does nothing but go to class and study all the time. You just need to make a plan. Planning ahead is the single best way to stay focused and motivated to reach your goals. Don't wait until the night before an exam. If you know you have a major exam in five days, start by reviewing the material and deciding how many hours of study you need. Then schedule those hours spread out over the next few days—at times when you are most alert and least likely to be distracted.

Make sure to allow time for other activities, too, to reward yourself for successful studying. Then when the exam comes, you're relaxed, you know the material, you're in a good mood and confident, and you do well. Planning is mostly a matter of managing your time well, as we'll see later. Here are some other tips for staying focused and motivated:

- If you're not feeling motivated, think about the results of your goals, not just the goals themselves. If just thinking about finishing college doesn't sound all that exciting, then think instead about the great, high-paying career that comes afterward and the things you can do with that income.
- Say it aloud—to yourself or a friend with a positive attitude: "I'm going to study now for another hour before I take a break—and I'm getting an A on that test tomorrow!" It's amazing how saying something aloud puts commitment in it and affirms that it can be true.
- Remember your successes, even small successes. As you begin a project or approach studying for a test, think about your past success on a different project or test. Remember how good it feels to succeed. Know you can succeed again.
- Focus on the here and now. For some people, looking ahead to goals, or to anything else, may lead to daydreaming that keeps them from focusing on what they need to do right now. Don't worry about what you're doing tomorrow or next week or month. If your mind keeps drifting off, however, you may need to reward or even trick yourself to focus on the here and now. For example, if you can't stop thinking about the snack you're going to have when you finish studying in a couple hours, change the plan. Tell yourself you'll take a break in twenty minutes if you really need it—but only if you work well first.
- If you just can't focus in on what you should be doing because the task seems too big and daunting, break the task into smaller, manageable pieces. Don't start out thinking, "I need to study the next four hours," but think, "I'll spend the next thirty minutes going through my class notes from the last three weeks and figure out what topics I need to spend more time on." It's a lot easier to stay focused when you're sitting down for thirty minutes at a time.
- Never, ever multitask while studying! You may think that you can monitor e-mail and send text messages while studying, but in reality, these other activities lower the quality of your studying.
- Imitate successful people. Does a friend always seem better able to stick with studying or work until they get it done? What are they doing that you're not? We all learn from observing others, and we can speed up that process by deliberately using the same strategies we see working with others. Visualize yourself studying in the same way and getting that same high grade on the test or paper.
- Separate yourself from unsuccessful people. This is the flip side of imitating successful people. If a roommate or a friend is always putting off things until the last minute or is distracted with other interests and activities, tell yourself how different you are. When you hear other students complaining about how hard a class is or bragging about not studying or attending class, visualize yourself as not being like them at all.
- Reward yourself when you complete a significant task—but only when you are done. Some people seem able to stay focused only when there's a reward waiting.
- While some people work harder for the reward, others are motivated more by the price of failing. While some people are almost paralyzed by anxiety, others are moved by their fear to achieve their best.

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- Get the important things done first. We'll talk about managing your academic planner and to-do lists later in the chapter, but for now, to stay focused and motivated, concentrate on the things that matter most. You're about to sit down to read a chapter in a book you're not much enjoying, and you suddenly notice some clothing piled up on a chair. "I really should clean up this place," you think. "And I'd better get my laundry done before I run out of things to wear." Don't try to fool yourself into feeling you're accomplishing something by doing laundry rather than studying. Stay focused!

Activity 7:	I can guarantee you that you will feel challenged by this course. I also promise you that you will struggle to stay motivated at least once during this quarter. Think ahead to this time. Imagine you are really stressed, overwhelmed, and burnt out. Imagine you are struggling to stay motivated. Using the list above and your knowledge of self, brainstorm three possible strategies you can use if you are having trouble getting motivated to sit down and study. List those below
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### **STEP 10: NETWORK FOR SUCCESS**

Making friends with people with positive attitudes not only helps you maintain a positive attitude yourself, but it gets you started networking with other students in ways that will help you succeed.

Did you study alone or with friends in high school? Because college classes are typically much more challenging, many college students discover they do better, and find it much more enjoyable, if they study with other students taking same course. This might mean organizing a study group or just getting together with a friend to review material before a test. It's good to start thinking right away about networking with other students in your classes.

If you consider yourself an independent person and prefer studying and doing projects on your own rather than with others, think for a minute about how most people function in their careers and professions, what the business world is like. Most work today is done by teams or individuals working together in a collaborative way. Very few jobs involve a person always being and working alone. The more you learn to study and work with other students now, the more skills you are mastering for a successful career.

Studying with other students has immediate benefits. You can quiz each other to help ensure that everyone understands the course material; if you're not clear about something, someone else can help teach it to you. You can read and respond to each other's writing and other work. You can divide up the work in group projects. And through it all, you can often have more fun than if you were doing it on your own.

Studying together is also a great way to start networking—a topic we'll discuss more in coming chapters. Networking has many potential benefits for your future. College students who feel they are part of a network on campus are more motivated and more successful in college.

**Activity 8:** When you get to class tomorrow, please plan to introduce yourself to at least five new classmates. You might think about exchanging contact information and writing this below.

Please be careful and use your best judgment. I did have one quarter where two people exchanged cell-phone numbers and one of the two decided to use the number inappropriately. Remember to act on the side of caution. If you're not sure, you might start by getting your classmates names and email address.