

# FOCUS

## Challenge? Reaction? Insight? Action

### Chapter Two – Building Dreams, Setting Goals

- ❖ **Reading Assignments** – Chapter 2, pages 27-48
- ❖ **PowerPoint Presentations** – Chapter 2
- ❖ **FOCUS on Community College Success Resource Center** –
  1. Challenge Quiz
  2. iAudio Chapter Summaries
  3. Inside the FOCUS Studio Videos – Episode 2 – *Dreams and Goals*
- ❖ **Assignments** – refer to **Syllabus and/or Assignment for due date**
  1. Myers Briggs Type Indicator (MBTI)
  2. Begin working on Career Notebook Part I
- ❖ **Discussion Board Postings** -  
Covey's Habits
- ❖ **Web Links - Campus Resources**

#### CHALLENGE CASE - GLORIA GONZALES

Chapter 2 begins with the Gloria Gonzales' challenge case on pages 28-29. Read Gloria's story then review the *REACTION* – *What Do YOU Think?* questions. Does Gloria's story relate to your own experience in some way?

#### WHO ARE YOU? AND WHAT DO YOU WANT? (Staley, 30)

Staley begins this section with two very pointed questions ... Who are you? And, what do you want? Are you able to answer these questions? More than likely they give you something to think about. College is a great place to think about who you are and what you want.

Success begins with you. Being a college student requires a lot of responsibility on your part to engage in the learning process. Many of you may think you are good at multitasking and can handle it all while you are in college. Many of us do have that skill, but it doesn't always work in academics. You will find that self-discipline with your studies will need to be a priority.

At the beginning of each chapter is a *Readiness Check* to see how prepared you feel you are for the material ahead. The end of each chapter ends with a *Reality Check*. These will be great tools to self assess your learning. While they are part of this book, use this method in your other classes. The readiness check can be used as a "yardstick" to gage how ready you are to read and digest the material.

#### SPENDING TIME IN THE SYSTEM? (Staley, 31-33)

In addition to the Readiness and Reality Checks, each chapter of this book uses a "system approach" to help you learn the material. See Figure 2.1 CRIA System on page 31. The Challenge? Reaction? Insight? Action system is a great feature of this text. Think of it as a

"chain reaction" for the material being studied. Reflect on something you have mastered and apply the CRIA system to yourself. What was the challenge? How did you react? What insights did you gain? What action did you take?

Refer to Exercise 2.1 on page 33. Work through How Do You "Spend" Your Time? This is a good time to reflect on the importance of attending class. Another way to think of this ... suppose I give you \$500 and tell you to go to your favorite place to shop. While at that shop, you stroll around, enjoy talking to the people there, and have a great time. Before leaving the store, you place the \$500 at the counter and say "thanks, I had a great time" and take NOTHING with you. The cost of one class at Greenville Tech is approximately \$500. Each time you cut class or even go to class and are under prepared to engage in the material it is the same as donating that money to your favorite store. Education is not tangible ... so you have to realize what you take with you from each class.

### **HOW MOTIVATED ARE YOU AND HOW ARE YOU MOTIVATED? (Staley, 33-37)**

Refer to Exercise 2.2 Intrinsic Motivation Self-Assessment on pages 33-35. How motivated are you? As Staley states motivation in general is "your desire to put forth effort, even when the going gets rough." Think back to a time when you really wanted to accomplish something ... maybe saving money, making the team, winning a contest, or buying your first car. What did you do to get there? Did you have to sacrifice something? What motivated you to stay on task? "Motivation and optimism are connected. If you are not optimistic about the outcome or something and have an "I can't attitude, motivation will be minimized." (Staley) FOCUS on your learning and motivation. Saying I'm not good at math ... gives you "permission" to not be good at math. However, if you begin the semester with the attitude that things are going to be good ... you have a good instructor, you have access to tutors, you have access to the Math Lab ... you have found a study buddy in your class ... chances are you will do good.

### **GIVE YOURSELF AN ATTITUDE ADJUSTMENT (Staley, 38-39)**

Staley asks the question "is attitude more important than aptitude?"

I will share a story that one of my colleagues, Anthony Davis, tells when he speaks to my traditional classes. Anthony is the Director of Veteran Affairs at Greenville Tech. He is a graduate from Howard University, where he played football, and he earned his master's degree from Clemson University.

Anthony begins by telling the class that fall is his favorite time of year. Can you guess why? ... Football season begins. Anthony's favorite teams are from the state of Florida ... Florida State Seminoles, Miami Hurricanes and Florida Gators. Now, what does football have to do with being a successful college student? ATTITUDE. Attitude is important for the success of these three football teams and it is important for the success of a college student. Anthony explains that these 3 teams prepare for each game just like they are going to play the top team in the nation. He says their motto is ... "why beat you by 7 when I can beat you by 70." In

comparison, your motto as a college student should be “why make a C when you can make an A.” Let’s take this a step further. Each semester you will have some classes that will be easier and some that will be harder than others. Don’t give up the “easy” A in the easier class by not staying on the game plan. You need to plan an attack just like the football teams plan an attack for the Saturday game, you must plan an attack for your GPA.

Staley lists six ways to adjust your attitude on pages 38-39

1. Know that you always have choices
2. Take responsibility for your own outcomes
3. Choose your words carefully
4. Fill your mind with messages about the attitude you want to have
5. Turn the learning points into turning points
6. Acknowledge your blessings

Think back to your high school academic performance. Some of you may have sailed through high school with good grades. However, some of you may have applied the “I don’t care” attitude in high school and didn’t have good grades. Additionally, some of you may have found high school hard. There are multiple situations that may have contributed to your high school grades. However, now is your “do over.” You are in control of your grades. You have a clean slate. Paint your academic successes one semester at a time with the end picture in mind ... graduation ... career.

#### **ABILITY VERSUS EFFORT: WHAT’S MORE IMPORTANT? (Staley, 39-41)**

Staley begins this section with “Successful people have several things in common: They love learning, seek challenges, value effort, and persevere even when things become difficult. They demonstrate both ability and effort. These two things are the basic requirements for success. College is about both.” (Staley, 39)

There are 2 great quotes included in this section.

“The greatest mistake you can make in life is to be continually fearing you will make one.”  
Elbert Hubbard

The next quote sums up several of these sections. “Ability is what you’re capable of doing. Motivation determines what you do. Attitude determines how well you do it.” Lou Holtz

#### **WHAT DRIVES YOU? VALUES, DREAMS, AND GOALS (Staley, 42-44)**

Staley asks ... Who are you? What makes you tick? What do you value? What are your goals? Where will your dreams take you? Values are something you think is important. Goals are something you make specific plans to achieve. Dreams are something you wish for.

“One of the most important benefits of college is that it gives you the opportunity to explore and clarify your values” (Santrock/Halonen, xxv). By understanding what is important to you, you will be able to manage (prioritize) your world. Stephen Covey, author of *Seven Habits of Highly Effective People*, has identified seven habits that may give you focus toward your success as a college student.

***Seven Habits of Highly Effective People*— Stephen Covey**

1. ***Be proactive instead of reactive***

2. ***Begin with the end in mind***
3. ***Put first things first***
4. ***Think win-win***
5. ***Seek first to understand, then to be understood***
6. ***Synergize***
7. ***Renew yourself***

Let's look at these Seven Habits and how they apply to a college student

Habit 1 - ***Be proactive instead of reactive***— Being a proactive college student would mean preparing for class, attending class, completing assignments on time and studying for tests.

Reactive would be waiting until you make a D or F then deciding to concentrate on your grades.

Habit 2 - ***Begin with the end in mind*** - The end of your college career would be attaining your associate degree or certificate here at Greenville Tech. As you begin your first semester of college, don't forget that you are working toward an end result – graduation! Every grade moves you closer to that goal.

Habit 3 - ***Put first things first*** - PRIORITIZE. As a college student prioritization is key to success. You will need to build a schedule for work, home and school with daily priorities in order. As much fun as it is to hang out with your friends, it is important that you put school first then ... fun.

Habit 4 - ***Think win-win*** - Sounds easy enough! But, positive thinking leads to positive results. Many of us are not good at math. So when you sign up for a math class if your beginning thoughts are ... I stink at math ... I know I will fail the math test ... then you are setting yourself up for failure. However, if you build confidence with that math class ... I have a great instructor ... I am using the math lab ... I am studying daily and doing my homework ... then success is ahead!

Habit 5 - ***Seek first to understand, then to be understood*** - Have you ever had a friend that is an "expert" in whatever the conversation is about? People miss out on valuable learning experiences when they jump to conclusions. LISTENING is a wonderful tool! Listen to what is being told ... understand it ... then share it!

Habit 6 – ***Synergize*** – As I stated earlier networking is an important resource. Synergy is learning to connect ideas and meaning to the things you are learning. One way to think of synergy is "two for one." An academic example would be ... learning statistics in MAT 120 sure does make those research articles in PSY 201 make sense.

Habit 7 - ***Renew yourself*** - It is important to take breaks ... do fun things... find motivation as a college student. If you bog yourself down with a 24/7 class/study life you will not be as successful as if you plan a renewal process in your day.

Use these habits as a focus to your success as a Greenville Tech student. Keeping Covey's habits in mind, let's discuss the goals you may have as a college student.

Your end goal as a college student is to complete a degree, certificate or diploma. To reach this goal you will need to set short term goals that keep you on track for the long term goal. Look at the chart on page 44 explaining the differences between long-term and short-term goals. One of your reading assignments in this class is to read the book *Who Moved My Cheese* by Spencer Johnson and write a thought paper. When setting goals there are steps you should consider.

The goals should be:

**Set goals that are *challenging, reasonable, and specific.***

**Challenging : Commit to improving yourself.**

**Reasonable : Realistic, but stretch to achieve something meaningful.**

**Specific : Precision that allows you to measure the outcome of your effort.**

Santrock/Halonen Chapter One PowerPoint

### **Setting Goals**

There are many different goal setting plans. For this lecture we will explore the SMART method. The SMART method to goal setting was introduced to me by Kathy Sutch, GTC Management Instructor. It is a very simplistic way to set goals personally or academically. SMART is a clever acronym for the goal setting method.

#### **SMART**

S = specific

M= measurable

A= achievable

R= realistic

T= timed

Example applying the SMART goal setting method in a personal situation.

#### **SMART** weight loss

S = specific I need to lose weight.

M= measurable I will measure my weight loss weekly.

A= achievable I will change my eating life style.

R= realistic I will lose 20 pounds/ 3 ½ pounds a month.

T= timed I will lose the 20 pounds in 6 months

Example applying the SMART goal setting method in an academic situation.

#### **SMART** semester grades

S = specific I will make a 3.0 this semester

M= measurable I will make a B or higher on all tests.

A= achievable Yes, study schedule planned

R= realistic Yes ... B in all classes

T= timed 1 semester