Imagine the feeling you will have as you graduate from the program you’re beginning. Unlike in past years, graduation is now an entry point for lifelong learning and a passport to the knowledge economy. Learning in the twenty-first century has been transformed into a continual process—throughout your working life and beyond—that relies on the study skills you acquire and refine during your college years. These skills are the best tools you have to succeed in life and throughout your career.

This chapter will give you an overview of what today’s education offers you and why particular ideas and skills will be essential for your success. At the end of the chapter, you will be able to answer these questions:

- How do you become a lifelong learner?
- How do you become a strategic learner?
- How can you get ready to study?
How Do You Become a Lifelong Learner?

In his book, TechnoTrends—24 Technologies That Will Revolutionize Our Lives, futurist Daniel Burns describes a tomorrow that is linked to continuing education: “The future belongs to those who are capable of being retrained again and again,” he said. “Think of it as periodically upgrading your human assets throughout your career... Humans are infinitely upgradeable, but it does require an investment” in lifelong learning.¹

KNOW WHY LIFELONG LEARNING IS IMPORTANT

Today’s trends showcase the enormous changes taking place in your world. Here are some that will make lifetime learning a reality for you in the years ahead:

- **Knowledge in nearly every field is doubling every two to three years.** That means that if you stop learning, for even a few years, your knowledge base will be woefully inadequate to keep up with all the changes in your career.

- **Technology is changing how you live and work.** Experts can only guess at the ways in which the Internet will shape communication and improve productivity in the next 20 years. Technological advances, like those you are seeing today, will require continual learning and will be the mechanism through which learning takes place.

- **Our economy is moving from a product and service base to a knowledge and talent base.** Tomorrow’s jobs will depend on what you know and your ability to learn more every day.

- **Personal choices are becoming more complex.** The responsibility to make certain critical decisions is becoming yours alone. For example, years ago most companies provided employee pensions that guaranteed income after retirement. Now you probably have—or
one day will have—an Individual Retirement Account (IRA), in which you make decisions for your own retirement based on your knowledge of investments.

All of these signs point to the need to become lifelong learners—individuals who embrace learning as a mechanism for improving their lives and careers. Developing flexibility and seeing companies as learning organizations will help you learn throughout your life.

**DEVELOP AND MAINTAIN FLEXIBILITY**

The vast majority of Americans see lifelong learning as important in their own lives. In a recent survey of workers, ages 18 to 24, conducted by the country’s leading labor union, the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), 85 percent of the respondents viewed education and training as the nation’s top economic priority, and nine out of ten believed that the key to career advancement is ongoing education and training.²

Lifelong learning requires flexibility—an attitude that defines how you approach the challenge of change and continual learning in school and at work. Flexibility implies that you:

**EMBRACE CHANGE, RESPONDING TO IT WITH ANTICIPATION RATHER THAN FEAR.**

Every step in life that takes you off dead center has an element of risk. Your ability to view risk-taking as necessary for personal growth and success is crucial. In making the decision to pursue higher education, for example, you showed a willingness to accept the challenges school placed before you—even if you risked disappointment and perhaps failure. Your motivation for change is positive and compelling; you want to succeed in school and in life.

**BECOME SELF-DIRECTED.** You realize that you will guide yourself through much of the learning process. According to training expert Bruce Tulgan, “gathering, processing, analyzing, and interpreting information—and deciding what to retain and what to discard—will be an integral part of how you operate” in the world of school and work.³ In this new, flexible environment, you are in charge.

**SEE YOURSELF AS PART OF A BIGGER PICTURE.** Change is happening to you and to everyone else. In addition to the technological, economic, and personal changes described previously, change is happening on a cultural, social, and business level. Consider how each change affects you as well as your family, your community, your nation, and your world. For example:

- Our culture is changing rapidly as the face of America includes more people of color, immigrants, and single parents. Look around you;
you may see this diversity at school or work. Think of what that implies for our country as a whole.

- Our social interactions are changing as a result of the Internet. At school, students now communicate with each other and their instructors via e-mail and form friendships with people who share common interests but who may live thousands of miles away.
- Business is changing as products and services are being bought and sold on the Internet and as companies take on the responsibility for helping employees continue to learn.

**ACCEPT THAT YOU WILL PROBABLY CHANGE JOBS—AND EVEN CAREERS—SEVERAL TIMES IN YOUR LIFE.** Although your parents and grandparents may have held the same job for their entire careers, most of today’s workers will voluntarily seek new career opportunities as their interests, needs, and lifestyles change. In fact, the National Research Bureau reports that currently the average employee changes jobs every three to four years—a record high in the U. S. Even more startling, it is estimated that a 22-year-old college graduate in the year 2000 will have an average of eight employers in his first 10 years in the workplace.4 One result of this high level of change is that every time you decide to start a new career, you’ll need new knowledge and skills.

For example, a lawyer may start her career working long hours in the trusts and estate-planning department of a major law firm. Wanting more independence to raise her children, she may study for her license as a stockbroker, a career that allows a flexible schedule. Seeing a growing need to help people manage investments, she takes online courses to become a certified financial planner, a step she hopes will add to her independence and earning power. Ultimately, she becomes a financial author and lecturer. Those who are most successful at changing careers link what they already know to what they want to become. In this case, there are interconnecting threads between careers in law, investments, financial planning, and writing and communication.

**Study What You Love—and Embrace Technology**

It doesn’t matter what your degree is. If you study what you love and embrace technology, you’ll be successful in the marketplace. I’ve known students who forced themselves to master technology—even when their instructors didn’t require it. They set themselves apart as being willing to take this challenge, and now they have multiple job offers, sometimes at salaries that are twice what their peers are making.

There are so many companies that can’t find people with this knowledge.

DAN COOPER, MARIST COLLEGE
ACCEPT THAT ECONOMIC SHIFTS MAY FORCE YOU TO MOVE FROM ONE JOB TO ANOTHER. Economic forces have moved the bulk of manufacturing jobs to foreign soil where labor costs are cheaper. In addition, new technologies have made millions of jobs obsolete. For example, it wasn’t that long ago that live telephone operators answered calls to business offices. Today, almost all companies use automated voice mail systems. Jobs of the past are being replaced by knowledge-based jobs that ask workers to think critically to come up with workable solutions. Successful workers in such jobs continually learn new information and apply their knowledge to workplace solutions.

VIEW ORGANIZATIONS AS LEARNING CENTERS

There is a good chance that after you finish school, you will be part of a company organization that recognizes the need for lifelong learning. Many modern organizations invite change, working to foster an environment where individuals look for new and better ways of working rather than running around the same track year after year. In this context, organizations—workplaces that focus on unique goals and objectives—take different forms:

- **Corporations and companies.** Corporations, such as Coca-Cola, American Express, and Amazon.com, and small companies, such as accounting firms, Internet retailers, and landscaping businesses, are for-profit organizations that produce goods and services for different markets with the goal of increasing company and shareholder value.

- **Not-for-profit organizations.** Not-for-profit organizations, such as some hospitals, charities, and private educational institutions, employ millions of workers who often work in the same types of jobs as their counterparts in corporations. For example, you may choose to work in the accounting department of your local hospital or branch of Habitat for Humanity or do the same type of work in the accounting department of a major computer software manufacturer.

- **Federal agencies.** Government departments are also workplace organizations. Whether you work as a communication specialist in your state’s department of education, a researcher at a public university, or a nurse, with an expertise in sexually transmitted diseases, for the Federal Centers for Disease Control, you will be working in a structured organization that expects—and often requires—lifelong learning.

All of these organizations may hold classes to help employees maintain a customer focus and improve teamwork skills; they may also direct employees to Web-based instructional materials that explain new computer software or government regulations that affect business practices. Organizations are realizing that the way they teach new information may be the key to how well employees learn it. One-way lectures are being
replaced with collaborative learning teams who discuss and problem solve. In addition, Web-based interactive instruction is the fastest growing learning approach. If you can become comfortable working on teams and learning via the Web while you are in school, you will have an important advantage when you begin your career.

Mastering change and becoming a flexible learner starts with a shift in focus from what you learn to how you learn. Focusing on the how of learning emphasizes the skills that are examined in this text, including reading effectively, building vocabulary, studying and mastering new content, gathering data from visual aids, improving listening and memory, taking effective notes, researching, and writing. You need solid study skills to learn all of the information that is set before you on the job and to apply the knowledge you acquire through critical thinking.

If you currently have a part- or full-time job while attending school to earn extra money, you may be puzzled by this emphasis on lifelong learning and learning organizations. Your confusion is understandable if your job has little or no relation to your career goals and dreams. If you are flipping burgers at a fast-food restaurant or answering phones for a department office at your college, studying will not help you do better work or feel more satisfied. And it will certainly not convince you that you are part of a learning organization.

Seeing the value of lifelong learning and making sense out of the concept of a learning organization requires that you understand that there are major differences between jobs and careers. Your part-time work as a department store cashier is a job; being a menswear buyer for the same department store after you graduate is a career. Similarly, being a teller at your neighborhood bank is a job; being a compensation and benefits manager in the bank’s human resources department is a career, requiring college and graduate degrees as well as continual learning. Table 1.1 compares some of the major differences between jobs and careers.

When you enter a career, the more you turn your focus to the how of learning, the more you will become a strategic learner, a person who sees learning as a way to grow.

How Do You Become a Strategic Learner?

If strategy is “a plan of action designed to accomplish a specific goal,” strategic learners learn in a focused way, becoming actively engaged in new learning situations that will help lead them toward their goals. Working alone—and with others—they use their current knowledge to solve problems. They also monitor their field to discover information gaps and then set out to fill those gaps quickly and correctly.
Why is strategic learning helpful? On the one hand, not learning strategically—that is, learning only what is required by your major or job description, and not actively making plans about how to continue your learning—can be problematic. You may find that you aren’t prepared to move into a field that you want, or that you are stuck at a particular level in a field you have already entered. You may find that your skills are suddenly out-of-date or not needed. This can have negative affects on your finances, lifestyle, self-image, motivation, and more.

On the other hand, strategic learning will help you to make the most of your valuable time and effort. If you continually seek information about what you want and need to learn, and make plans for how you will learn it, your skills and knowledge are likely to be in demand. Workers who are wanted and needed are happier, more motivated, and more creative.

By developing strategic learning skills and attitudes and examining obstacles to strategic learning, you increase your chances of success in your college studies and in your career.
DEVELOP STRATEGIC SKILLS AND ATTITUDES

According to psychologists and authors Claire Ellen Weinstein and Laura M. Hume, strategic learners have the will and self-awareness to learn, the skill to accomplish their goals, and the self-regulation to monitor their progress.6

THE WILL AND SELF-AWARENESS TO LEARN. This attitude links the desire to make effective learning skills part of your life with knowledge of personal strengths and weaknesses. In this area, strategic learners:

- **Value effective study skills and strategies** and see their connection to life success. Through this book, you will learn all kinds of strategies, from which you can choose the ones that suit you best. You will also learn that your efforts are not wasted as you discover how your skills will serve you far beyond the classroom.
- **Have the self-esteem and confidence to believe that they can learn effective study methods.** Self-esteem underpins all of your achievements (see the section on self-esteem later in this chapter).
- **Have analyzed their personal learning styles** and pinpointed appropriate study methods. In Chapter 2, when you analyze your learning style (your particular way of taking in and retaining information), you will explore study techniques that tap into your strengths as well as strategies to help you build your weaker areas.

THE SKILL TO ACCOMPLISH STUDY GOALS. Strategic learners are good at what they do because of their focus on skill building. They:

- **Develop effective study and learning strategies** and apply these strategies to the work they do in college.
- **Recognize that critical thinking is the foundation for effective studying.** The heart of critical thinking is questioning information. Strategic learners solve complex problems by asking the right questions and searching for solutions. Although it may sound complicated, critical thinking is something you do already, every day. You will explore critical thinking in detail in Chapter 4.
- **Welcome the input of others**—classmates, team members, and coworkers—to gather and study information and come up with creative solutions. They understand that studying and problem solving with others is crucial to their success.
- **Use technology to aid their studying,** including computers for word processing and data analysis and the Internet for research and instant communication.
- **Know how to prepare effectively for exams** to show themselves and others what they know.

THE SELF-REGULATION TO MONITOR AND MANAGE THE PERSONAL LEARNING PROCESS. Self-regulation means knowing where you are in relation to
your goals and being able to make mid-course corrections if you get off track. Here strategic learners are able to:

- **Define specific short- and long-term goals** and manage their time in order to complete their work on schedule. Chapter 3 explains how to define and achieve goals and how to manage time effectively.
- **Evaluate how well they do in achieving their study goals** by being receptive to feedback from instructors, employers, and exams. Opening your mind to the perceptions of others will help you grow and learn.

**EXAMINE OBSTACLES TO STRATEGIC LEARNING**

Different parts of your internal environment (e.g., attitudes, state of mind, stress level, mental and physical health) and external environment (e.g., physical surroundings, family and friends, responsibilities) may affect your ability to become an effective strategic learner. Everyone experiences such obstacles—your task is to address them, considering how to overcome them in order to achieve your learning goals.

The following statements will help you develop a general picture of whether any internal or external obstacles are getting in your way. For each statement rate yourself on a scale of 1 to 5, with 1 meaning “absolutely not” and 5 meaning “absolutely yes.”

1. You are aware of your personal learning style, and you tailor your study skills to take advantage of your strengths and minimize your weaknesses.

2. You have made a commitment to lifelong learning, feeling that knowledge will enrich your career and life in the years ahead.

3. You see the connection between the effective study skills you learn today and your career success.

4. You set effective short- and long-term study goals that will help you manage your workload.

5. You manage your time effectively and control your tendency to procrastinate.

6. You are taking steps to reduce study stress by coming up with ways to deal with family demands and work responsibilities that get in the way of your study efforts.

7. You understand the components of critical thinking and use critical-thinking skills to get the most from your work.

8. You take a systematic approach to reading, learning and mastering technical content, listening and memory, note taking, research, writing, and test taking that will enable you to get the best results.

Whatever your answers to these questions, know that you will uncover approaches and solutions in this text that will help you develop your
strategic-learning ability. The questions simply give you an overview of your starting point; with that knowledge, it will be easier to determine where you need to go. To begin, you may find some helpful information in the following success strategies.

How Can You Get Ready to Study?

Striving for success in your studies takes effort. It requires motivation, commitment, responsibility, self-esteem, and teamwork. Furthermore, it depends on your ability to embrace change. How you approach studying helps you to gather and retain knowledge today and in the years ahead.

GET MOTIVATED

Motivation refers to the process of being moved to action by a want or need. Such wants or needs are called motives or motivators. Some are biological (food, shelter), some are psychological and social (achievement, connection with others, autonomy), some are external (money, power), and some are internal (creativity, self-improvement, personal fulfillment).

Each person has his or her own unique set of motivators. Furthermore, what motivates any given person can change from situation to situation or even from day to day. For example, pressing financial needs might motivate you to choose a major that is linked to a lucrative career area. Later, as you progress in your major and find that you really like one particular area, a need for personal fulfillment might motivate you to specialize in that area. When a close family experiences a health emergency, the need to stay connected with that person might even motivate you to put academic progress on hold while you attend to your family situation.

Motivation is a key ingredient in fulfilling goals. It requires energy to build and maintain, and it can falter from time to time. How can you build motivation or renew lost motivation?

- **Spend time reflecting on why your goal is meaningful to you.** Remind yourself about what you wanted and why that goal is still important.
- **Make a decision to take one step toward your goal.** Sometimes feeling overwhelmed by a goal immobilizes you. Don’t worry about tomorrow. Focus on the step you can take today.
- **Examine and deal with your obstacles.** What’s getting in your way? Decide to examine and remove your obstacles. For example, if health issues are distracting you from your studies, schedule an appointment with your doctor.
- **Begin or begin again.** Open that book or start that assignment. If you can just get yourself started, you’ll feel better. A law of physics,
Newton’s first law of motion, says that things in motion tend to stay in motion and things at rest tend to stay at rest. Be a thing in motion.

For example, to pass an early-morning writing class that you’ve already failed once, you decide to implement particular strategies. First, you promise yourself that you will go to every class and turn in your work on time. Second, you make a commitment to write daily in a journal. Finally, you promise yourself a reward if you get at least a B minus in the course. Your motivation centers around self-improvement and financial security: Passing this course is necessary to continue your education, and the writing skills you learn will help you get a good job when you graduate.

MAKE A COMMITMENT

How do you focus the energy of motivation? Make a commitment. Commitment means that you do what you say you will do. When you honor a commitment, you prove to yourself and others that your intentions can be trusted. A committed person follows through on a promise.

Commitment requires that you set goals that are specific and realistic. For example, a vague and far-reaching decision to ace every course in your major might intimidate you into staying motionless on the couch. However, a decision to get a B or above in a specific course, or to pass every course in a particular semester, might be more realistic. Break any goal into manageable pieces, naming the steps you will use to achieve it. Chapter 3 provides more information about successful goal setting.

How do you go about making and keeping a commitment?

● **State your commitment concretely.** It’s hard to commit to something by saying “I’m going to pass this course” because you haven’t set yourself clear tasks. Be specific: “I’m going to turn in the weekly essay assignments on time.”

● **Get started and note your progress.** The long road of commitment can tire you out. Looking for improvements along the way, no matter how small, can keep you going.

● **Renew your commitment regularly.** You’re not a failure if you lose steam in a few weeks or even a few days; it’s normal. Recharge by reflecting on the positive effects of your commitment and what you have already achieved.

● **Keep track of your commitment.** Find ways to remind yourself of your commitments. Keep a list of them in your date book or on your computer. Talk about your commitments with friends and family.

For example, you might make this commitment: “I will write in my journal every night before going to sleep.” You make journal entries for two weeks, then evaluate what positive affects this daily practice has had on your writing ability. You might boost your commitment by telling a partner or housemate to check on you.
Making and keeping your commitments helps you keep a steady focus on your most important goals. It gives you a sense of accomplishment as you experience gradual growth and progress.

**BE RESPONSIBLE**

Being responsible is all about living up to your obligations, those that are imposed on you as well as those that you impose on yourself. Through action, you prove that you are responsible, or “response-able,” able to respond. When something needs to be done, a responsible person does the work—as efficiently as possible and to the best of his or her ability.

Responsibility has definite benefits. For one, you make a crucial impression on others. You earn the trust of your instructors, supervisors, relatives, and friends. People who trust you may give you increasing responsibility and opportunities for growth because you have shown you are capable of making the best of both. Trust builds relationships, which in turn feed progress and success. Even more important is the self-respect that emerges when you prove that you can live up to your promises.

When you complete class assignments on time or correct errors, you demonstrate responsibility. You don’t have to take on the world to show how responsible you can be. Responsibility shows in basic everyday actions: attending class, turning in work on time, and being true to your word.

When you use your motivation, commitment, and responsibility to take action, you promote healthy self-esteem.

**BUILD SELF-ESTEEM**

Often, a strong belief in their value and capabilities can help lead people toward their goals. Belief, though, is only half the game. The other half is action and effort to help you feel that you have earned your self-esteem. Rick Pitino discusses the necessity of earning self-esteem in his book *Success Is a Choice*: “Self-esteem is directly linked to deserving success. If you have established a great work ethic and have begun the discipline that is inherent with that, you will automatically begin to feel better about yourself.” Building self-esteem, therefore, involves both thinking positively and taking action.

**Think Positively**

Attitudes influence your choices and affect how you perceive and relate to others. A positive attitude can open your mind to learning experiences and inspire you to take action. One of the ways to create a positive attitude is through positive self-talk. When you hear negative thoughts in your mind, “I’m not very smart,” replace them with positive ones, “It won’t be easy, but I’m smart enough to figure it out.” Try to talk to yourself as if you were...
talking to someone you care a lot about. The following hints will help you put positive self-talk into action:

- **Stop negative talk in its tracks and change it to positive talk.** If you catch yourself thinking, “I can never write a decent paper,” stop and say to yourself, “I can do better than that and next time I will.” Then think about some specific steps you can take to improve your writing.

- **Replace words of obligation—which rob you of power—with words of personal intent.**

  - I should becomes I choose to
  - I’ll try becomes I will

  Words of intent give you power and control because they imply a personal decision to act.

- **Note your successes.** Even when you don’t think you are at your best, congratulate yourself on any positive steps. Whether you do well on a paper, get to class on time all week, or have fewer mistakes on this week’s paper than last week’s, each success helps you believe in yourself.

  It can be very difficult to think positively. If you have a deep-rooted feeling of unworthiness, you may want to see a counselor. Many people have benefited from skilled professional advice.

**Take Action**

Although thinking positively sets the tone for success, it cannot get you there by itself. You must give those positive thoughts life and support by taking action. Without action, positive thoughts can become empty statements or even lies.

Consider, for example, a student in a freshman composition class. This student thinks every possible positive thought: “I am a great student. I can get a B in this class. I will succeed in school.” And so on. Then, throughout the semester, this student misses about one-third of the class meetings and turns in some of her papers late. At the end of the course, when she barely passes the class, she wonders how things went so wrong when she had such a positive attitude.

This student did not succeed because she did not earn her belief in herself through action and effort. You cannot maintain this belief unless you give yourself something to believe in. By the end of a semester like this, positive thoughts look like lies. “If I am such a great student, why did I barely make it through this course?” Eventually, with no support, the positive thoughts disappear, and with neither positive thoughts nor action, you will have a hard time achieving any level of success.

Positive thoughts are like seeds. Don’t just scatter them on the soil: take action—plant them, water them, and feed them, and they will grow and be fruitful. Here are some ways to get yourself moving:
• *Make action plans.* Be specific about how you plan to take action for any given situation. Figure out exactly what you will do, so that “I am a great student” is backed up by specific actions to ensure success. Then, once you decide on your action, use your energy to just do it.

• *Build your own code of discipline.* To provide a framework for the specific actions you plan to take, develop a general plan to follow, based on what actions are important to your success. Construct each day’s individual goals and actions so that they help you achieve your larger objectives.

• *Acknowledge every step.* Even the smallest action is worth your attention because every action reinforces a positive thought and builds self-esteem.

The process of building and maintaining self-esteem isn’t easy for anyone. Only by having a true sense of self-esteem, though, can you achieve what you dream. Make the choice to both believe in yourself and take the actions that anchor and inspire that belief.

Self-esteem is a large part of what enables you to relate to others comfortably and successfully. With a strong sense of self-worth, you will be able to develop productive relationships with the diverse people that are an increasing part of your world.

**BUILD TEAMWORK SKILLS**

Think of the path of your accomplishments, and you will find that rarely do you achieve anything using only your own efforts. Your success at school and at work depends on your ability to cooperate in a team setting—to communicate, share tasks, and develop a common vision.

• You deal with the challenges of day-to-day life in a *family/community team,* with the help of parents, siblings, relatives, and friends.

• You achieve work goals in a *work team,* with supervisors, coworkers, and consultants.

• You learn, complete projects, and pass courses as part of an *educational team,* with instructors, fellow students, tutors, administrators, and advisors.

Teams gain strength from the diversity of their members. In fact, diversity is an asset in a team. Consider a study group for a particular course. Each person has a different style of note taking and a different perspective, but by combining their abilities the students can build a knowledge base that they would not have been able to achieve alone. The more diverse the team members, the greater the chance that new ideas and solutions will surface, increasing the chances of solving problems.

Chapter 12 will go into more detail about how to effectively study with others and why working in a group will benefit you. Also, at the end of each part, a teamwork exercise will help to build your communication, coopera-
A century ago, most people in the United States had jobs on farms or in factories. They worked with their hands and their backs. Today, most people aren’t engaged in this kind of physical labor. They work with ideas and symbols in what has become an information revolution. The twenty-first century economy will reflect this shift in the basic definition of work. The value of workers today lies in their thinking rather than in their movement.

JOHN MACIONIS, PROFESSOR OF SOCIOLOGY, KENYON COLLEGE

EMBRACE CHANGE

As Russian-born author Isaac Asimov said, “It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.” Change will often throw you for a loop with little or no warning. As you saw earlier in the
chapter, you cannot stop change from happening, but you can embrace change through awareness and by making active, conscious choices about how to handle the changes that come your way. Be an agent of change so that you can benefit and grow from it rather than being trampled by it.

Being an agent of change means being aware of change, adjusting to what it brings, and sometimes even causing change yourself. Every choice now will affect what happens down the road—and, conversely, you can trace what happens to you back to actions taken (or not taken) in the past. Start now to be in charge of your choices.

For example, say that your school is planning to cancel a number of sections of a course that you need, which would result in your not being able to take the course in time for graduation. You could be a victim of change—you could take the class another time, figure you’ll have to graduate later, and suffer other consequences of the change such as putting off full-time employment. Or, you can be an agent of change by speaking to your academic advisor about using another class to fulfill this requirement, gathering students who need the class and petitioning to keep those sections open, or finding an internship that will substitute for the class. In this way you have made the most of change.

Whether you have experienced tough changes or not, actively causing a particular change may help you. Consider how you might benefit from a different class or change of major, a change of living location, or any other change, large or small. Finally, seek continual change and improvement in your education. Take to heart this quote from a student in Mississippi: “Without an education in the year 2000, we the people will be in serious trouble. Because now everything is moving forward fast and without an education you will be moving nowhere.” Let your ability to make change happen keep you on the move in college and in your career. Remember, as a lifelong learner, you’re in charge of your present and your future. Make the most of it.

In Chinese writing, this character has two meanings: One is “chaos”; the other is “opportunity.” The character communicates the belief that every challenging, chaotic, and demanding situation in life also presents an opportunity. By responding to challenges in a positive and active way, you can discover the opportunity that lies within the chaos.

Let this concept reassure you as you begin college—either as a recent high school graduate or a student returning later in life. You may feel that you are going through a time of chaos and change. Remember that no matter how difficult the obstacles, you have the ability to persevere. By building your study skills and preparing to use them throughout your education and career, you can take advantage of every opportunity that comes your way.
Test Competence

MEASURING WHAT YOU’VE LEARNED

MULTIPLE CHOICE. Circle or highlight the answer that seems to fit best.

1. Some reasons that lifelong learning is valuable to you include
   A. higher expectations and increasing numbers of students.
   B. the product-and-service-based economy and inflation.
   C. growth of knowledge and advances in technology.
   D. higher life expectancy and new medical advances.

2. In the current working world, many companies operate with a strong focus on
   A. building employee self-esteem and financial know-how.
   B. retaining and promoting employees.
   C. the manager-subordinate and worker-to-worker relationships.
   D. collaborative teams and continuing education.

3. According to Weinstein and Hume, part of being a strategic learner is
   A. having the will and the self-awareness to learn.
   B. knowing both facts and opinions.
   C. planning ahead and shifting career goals.
   D. teamwork and trusting those around you.

4. Internal obstacles to learning may include
   A. instructors.
   B. study environment.
   C. noise and activity.
   D. stress level.

5. Some skills that strategic learners focus on, as reported by Weinstein and Hume, include
   A. self-esteem and being able to think positively.
   B. welcoming the input of others and preparing effectively for exams.
   C. learning styles and being able to relate well to others.
   D. understanding work hierarchies and knowing the difference between a job and a career.
6. A *motivator* is
   A. the ability to achieve a goal.
   B. progress toward a goal.
   C. a decision to move toward a goal.
   D. a want or need that moves a person to action.

7. The direct benefits of responsibility include
   A. earning the trust of others at school, work, and home.
   B. getting motivated to achieve study goals.
   C. improved ability to plan strategically.
   D. moving up at work.

8. According to Rick Pitino, the two primary aspects of *self-esteem* are
   A. thinking positively and positive self-talk.
   B. getting motivated and taking action.
   C. noting successes and using words of personal intent.
   D. thinking positively and taking action.

9. Team success strategies do **not** include
   A. welcoming new information and ideas that others offer.
   B. evaluating an idea without focusing on the person who offered it.
   C. accepting that different team members have valuable roles.
   D. using the same team members every time.

10. Being an *agent of change* means
    A. trying to reduce the amount of change in your daily life.
    B. staying aware of change, adjusting to it, and sometimes causing it.
    C. noting when change happens and thinking critically about it.
    D. working for the government in an official capacity.

**TRUE/FALSE.** Place a T or an F beside each statement to indicate whether you think it is true or false.

1. ______ Most of today’s workers will remain in one job for their working lives.
2. ______ Study skills you learn and use at school will help you keep up with new developments in the workplace.
3. ______ A job is another word for a career.
4. ______ Making a commitment focuses the energy of motivation.
5. ______ Words of intent like “I choose” and “I will” imply a personal decision to act.
Brain Power

BUILDING VOCABULARY FITNESS

The paragraphs below are taken from the current media. Read the paragraphs, noting the context of the vocabulary words shown in bold type. Next, for each vocabulary word (reprinted in the left-hand column), highlight the word or phrase in column A, B, or C that is the most similar in meaning. Finally, on a separate sheet of paper, solidify your understanding of these words by using each in a sentence of your own.

When the Supreme Court confronted its first Internet case three years ago, the justices received special training from their library staff. The lessons “helped assure each of us that we knew how to use the Net and understood the technical matters at issue,” Justice Stephen G. Breyer recalled a few weeks ago at a symposium on biomedical research in Cambridge, Mass.

Thus empowered, the Court went on in that case, Reno v. American Civil Liberties Union, to produce a unanimous decision that struck down the Communications Decency Act on First Amendment grounds and established the primacy of free speech principles in cyberspace.


<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>confronted</td>
<td>encountered</td>
<td>fought</td>
<td>instituted</td>
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<td>symposium</td>
<td>group</td>
<td>course</td>
<td>colloquium</td>
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<td>unanimous</td>
<td>inconclusive</td>
<td>diverse</td>
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<td>grounds</td>
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<td>argument</td>
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<tr>
<td>principles</td>
<td>rules</td>
<td>rulers</td>
<td>concepts</td>
</tr>
</tbody>
</table>

Strategic Thinking

GETTING THE BIG PICTURE

Answer the following questions on a separate piece of paper or in a journal.

Consider how change has affected your life. What is the biggest change that has happened to you in the past year? What effects did it have on your studies, job, and personal life? How did you respond? Do you feel your response was appropriate or would you do it differently if you had it to do all over again? Finally, what changes do you most need to make to be the best-qualified student while at this institution? To be the best job applicant when you leave?
Technology is changing how you live and work
Knowledge in every field is doubling every 2–3 years
Personal choices are becoming more complex

HOW DO YOU BECOME A STRATEGIC LEARNER?

Develop and Maintain Flexibility
- Accept economic shifts
- Embrace change
- See yourself as part of a bigger picture
- Accept career changes
- Cultural change
- Social change
- Business change

Know Why Lifelong Learning Is Important
- Technology is changing how you live and work
- Knowledge in every field is doubling every 2–3 years
- Personal choices are becoming more complex

HOW DO YOU BECOME A LIFELONG LEARNER?

View Organizations as Learning Centers
- Know the difference between a job and a career
- Collaborative learning teams
- Web-based instruction
- Learning opportunities
- Not-for-profits
- Federal agencies
- Organizations are...
- Companies

Develop Strategic Skills and Attitudes
- Prepare effectively for exams
- Focus on critical thinking
- Have the skill to accomplish goals
- Develop study and learning strategies
- Use technology

Know the Difference between a Job and a Career
- Accept career changes
- Accept economic shifts
- See yourself as part of a bigger picture

Develop and Maintain Flexibility
- Become self-directed
- Accept economic shifts
- Embrace change
- See yourself as part of a bigger picture
- Accept career changes
- Cultural change
- Social change
- Business change

Do you think critically?
Do you manage time well?
Do you set study goals?
Are you aware of your learning style?
Do you try to reduce stress?

Examine Obstacles to Strategic Learning
- Do you manage time well?
- Do you set study goals?
- Are you aware of your learning style?
- Do you try to reduce stress?

Prepare effectively for exams
Focus on critical thinking
Have the skill to accomplish goals
Develop study and learning strategies
Use technology

Do you think critically?
Do you manage time well?
Do you set study goals?
Are you aware of your learning style?
Do you try to reduce stress?
HOW CAN YOU GET READY TO STUDY?

- Be Responsible
  - Be true to your word
  - Fulfill duties to the best of your ability
  - Build trust
  - Be aware of change
  - Cause change
  - Adjust to change
  - Welcome others' ideas

- Embrace Change
  - Be aware of change
  - Cause change
  - Adjust to change
  - Welcome others' ideas

- Build Teamwork Skills
  - Contribute according to your strengths
  - Realize that there is strength in diversity
  - Accept that many roles are necessary
  - Share your ideas

- Build Self-Esteem
  - Be true to your word
  - Value skills and strategies
  - Have self-esteem and confidence
  - Analyze learning style

- Build a code of discipline
  - Use positive talk
  - Note successes

- Get Motivated
  - Take action
  - Think positively
  - Use words of personal intent

- Make a Commitment
  - State your commitment concretely
  - Get started
  - Keep track of progress

- Make action plans
- Acknowledge every step
- Use positive talk
- Note successes
- Begin—or begin again
- Take one step at a time
- Renew your commitment

- Examine obstacles

- Decide why a goal is meaningful

- Evaluate goal progress
- Define goals
- Value skills and strategies

- Have self-regulation to monitor progress
- Define goals
- Fulfill duties to the best of your ability
- Be true to your word

- Do you use specific study strategies?
- Do you connect study skills to career success?
- Have you committed to lifelong learning?