Preface to the Instructor

Why I Wrote This Book

I have spent more than 30 years working with students as a college professor, an advisor, and a dean and more than 20 years as a management consultant. I began my research into personal productivity and human relations early in my teaching career and began compiling data from years of teaching classes in organizational behavior and giving hundreds of workshops to managers and executives. I have always been interested in transitions, which led me to teaching classes to help students successfully make the transition from high school to college and from college to the world of work.

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

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

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

- **Learn how they learn best—and incorporate new ways to learn.** Throughout this text, students are given the opportunity to explore learning styles and to develop personal strategies that work for them. Features throughout the text reinforce the core principles and give students the opportunity to practice their critical thinking skills.

- **Maximize their available resources and seek out new opportunities.** Often, students overlook what is already available to them. Thus, throughout the text we provide strategies for making the most of surrounding resources and tips for seeking out new resources and opportunities.

- **Relate what they are exploring and learning now to future success on the job.** Students are more motivated when they can make the connection between school and job success. Throughout this text, we provide numerous examples and features that directly tie the knowledge, skills, and habits learned in class today to what they will experience in their career.

- **Be challenged to strive to become the best individuals they can be.** Our hope is not only that students become successes in the business world but also that they are productive contributors to their communities. Throughout this text, we focus

on the key personal qualities, habits, and strategies that will help students become peak performers in all facets of life.

Additionally, it is critical that we

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

New to the Seventh Edition

The seventh edition of *Peak Performance: Success in College and Beyond* has been thoroughly updated and refined based on the many helpful comments and suggestions of adopters and reviewers of the previous edition. This new edition provides even more specific "how-to" information, including how to use the latest technologies to your advantage. Revised with our main objectives in mind, following are just some of the revised features and new material. (For a complete list of all the text's chapter-by-chapter changes, please see the Instructor's Resource Manual that accompanies this text.)

1. **Many new *hot topics and current issues* have been added to demonstrate the relevance of the material to today's student.**
   - A new box entitled **"Staying Safe"** outlines strategies for personal safety in the wake of recent campus violence, and includes examples of suspicious behavior to report. (Chapter 4, page 133)
   - Information on using technology at school includes a new note on **Classroom Performance Systems (CPS) devices.** (Chapter 4, page 134)
   - The section on saving money has been completely revised, including a note on avoiding **payday loans** and an example of the outrageous interest incurred. (Chapter 4, page 146)
   - Material on **using laptops** in class has been added to the note-taking strategies. (Chapter 5, page 177)

- A new section devoted to **reading difficulties,** including a discussion of dyslexia, decoding, and helpful strategies, has been added. (Chapter 6, page 212)
- A new introduction in Chapter 7 mentions how **technology** has changed our use of "personal memory." (Chapter 7, page 230)
- The conducting research section has been revised to include the latest information on **using the Internet** effectively, including how to do key searches. (Chapter 9, page 312)
- A worksheet has been added to give students practice on **paraphrasing** material from a text. (Chapter 9, page 328)
- The section on caffeine has been revised to include the latest statistics and a mention of **energy drinks.** (Chapter 11, page 379)
- A section on the importance of **drinking water** has been added, including the latest recommendations. (Chapter 11, page 380)
- A new discussion of **binge drinking** defines the terms and discusses the serious consequences. (Chapter 11, page 390)
- A section on the abuse of **prescription and over-the-counter drugs,** including DXM (found in cough medicines), has been added. (Chapter 11, page 391)
- Definitions of **discrimination, sexism, homophobia,** and **racial profiling** have been added. (Chapter 12, page 432)
- A new note cautions about **posting personal material online** using sites such as MySpace and Facebook. (Chapter 12, page 441).

2. **More *"how-to" information* is provided to help the student put the material into practice.**
   - A new feature entitled **"Starting Today"** appears at the end of each chapter and asks the student to choose a strategy to immediately implement and how he or she plans to incorporate it into his or her daily routine. (Chapter 1, page 38)
   - A new box entitled **"How to Say No"** gives readers specific dialog to use in situations in order to manage their time by also maintaining positive relationships. (Chapter 3, page 101)

- A new box shows how to manage your time effectively when **taking online courses.** (Chapter 3, page 103)
- A new box outlines the features and benefits of forming or participating in a **study group** and how to get one started. (Chapter 4, page 127)
- The section on **using the library** has been rewritten to include the latest information on technology resources, reserves, and specialized libraries. (Chapter 4, page 129)
- A note on where to go at school for **mediation and conflict resolution** has been added. (Chapter 4, page 131)
- Information on how to check your **credit report** has been added to the section on protecting your identity. (Chapter 4, page 144)
- Revised and specific strategies for **saving for the future** are included. (Chapter 4, page 145)
- A new box entitled **"Getting the Most Out of a Class Lecture"** gives students specific tips on how to excel when an instructor's teaching style may present certain challenges. (Chapter 5, page 175)
- A new section is devoted to strategies for **reading manuals.** (Chapter 6, page 209)
- A new box provides specific strategies for **taking online exams.** (Chapter 8, page 266)
- A section on **overcoming speech anxiety** has been added. (Chapter 9, page 316).
- A new box entitled **"Asking Questions"** provides tips on how to frame questions. (Chapter 10, page 338)
- New information on what to do if you are **sexually harassed** has been included. (Chapter 12, page 438)
- A note on setting a **timeline for declaring a major** and the consequences for waiting too long is included. (Chapter 14, page 481)
- **Interview tips** on how and when to follow-up with a thank-you note and determining how candidates will be notified have been added. (Chapter 14, page 502)

3. New and revised *illustrations* help visual learners understand key theories and concepts and provide more applications.
  - A new illustration of the **Adult Learning Cycle** shows how to move through the steps and the importance of practice and repetition. (Chapter 1, page 30)
  - A revised illustration of **Maslow's Hierarchy of Needs** includes examples of needs at each level. (Chapter 2, page 56)
  - A new **goal-setting** illustration helps students map out their learning goals. (Chapter 2, page 61)
  - Revised **time log charts** clarify how to fill them out and more effectively support the narrative. (Chapter 3, page 85)
  - An illustration on the **power of compound interest** has been added to the section on saving for the future to demonstrate how saving early pays off big later. (Chapter 4, page 145)
  - Revised **note-taking illustrations** more effectively demonstrate how to take notes using these systems. (Chapter 5, pages 171, 173)
  - A new illustration of the **Ebbinghaus Curve of Forgetting** reinforces the importance of reviewing notes directly after lecture. (Chapter 5, page 178)
  - A new illustration on **how to take notes on a page** gives students the opportunity to practice taking notes and examples of possible note-taking styles. (Chapter 6, page 205)
  - A new figure shows examples of **different illustrations** and what to look for when reading graphs. (Chapter 6, page 210)
  - A new figure shows how to **sketch out a math problem.** (Chapter 8, page 268)
  - A new illustration of **Bloom's Taxonomy** further explains the critical thinking skills. (Chapter 10, page 333)

4. *Statistics* have been updated and/or added throughout to support the material. Also, many *examples* have been added or revised to encourage application and personal reflection.
  - A new exercise entitled **"Am I a Positive Person?"** asks students to assess their overall attitude to life in general and how they approach every day. (Chapter 1, page 4)
  - Specific examples of **negative thinking** have been added. (Chapter 1, page 7)
  - A revised **mission statement** relates to the reader's experiences. (Chapter 1, page 9)

- The **Peak Self-Assessment Test** now includes examples of skills for reference. (Chapter 1, page 11)
- All **financial statistics** in Chapter 4, "Maximize Your Resources," have been updated, including the latest stats on credit card and financial aid debt and current savings rates. (Chapter 4, page 141)
- A numerical example of **paying off credit card debt,** as well as mention of "universal default," has been added to the revised section on credit card debt. (Chapter 4, page 144)
- Material on **reading for different courses** includes additional examples of courses in sociology, psychology, and anthropology. (Chapter 6, page 201)
- Examples of **prefixes and suffixes** for certain fields of study have been added to the section on building vocabulary. (Chapter 6, page 206)
- An exercise on creating your own **acronyms and acrostics,** including examples, has been added. (Chapter 7, page 241)
- The section on writing citations now also includes examples of **APA citations,** along with MLA. (Chapter 9, page 307).
- A new box entitled **"Think It Through"** reinforces that one must think of the consequences when making decisions. (Chapter 10, page 335)
- A new box on **inductive versus deductive reasoning** provides examples of each and gives the reader the opportunity to create his or her own statements. (Chapter 10, page 340)
- All statistics in the **alcohol abuse** section have been updated. (Chapter 11, page 388).
- Statistics on **suicide** have been added. (Chapter 11, page 395)
- The latest terminology is used in the section on **sexually transmitted infections,** as well as updated statistics, where to go for help with AIDS, and a revised STI chart that includes additional common STIs. (Chapter 11, page 396)
- Recent statistics on **acquaintance rape and date rape** have been included, along with more specific definitions. (Chapter 11, page 398)

5. **The narrative has been revised throughout for** *clarity and streamlining of the material,* **focusing on key content and strategies.**
   - The **ABC Method of Self-Management** has been revised from five to three steps, making the process more palatable and easier to understand and apply. (Chapter 1, page 7)
   - **Chapter 2 has been reorganized** into two main sections: Emotional Intelligence and Maturity, and A Positive Attitude and Personal Motivation. Topics within the latter section have been further organized and condensed for ease of understanding. (Chapter 2, page 45)
   - The material on **discretionary time and urgent and important priorities** has been revised for further clarity. (Chapter 3, page 86)
   - The entire section on **money** has been revised, reorganized, and expanded, including more specific tips on saving for the future (including new material on paying yourself first). (Chapter 4, page 141)
   - The section on **assessing and reviewing your notes** includes creating a timeline for reviewing. (Chapter 5, page 179)
   - **Part 4** of the Five-Part Reading System has been retitled to "Process Information" to better describe the purpose and tasks for that step. (Chapter 6, page 195)
   - Definitions of **problem solving and decision making** have been added. (Chapter 10, page 332)
   - A revised section on **math and science anxiety** includes the most relevant strategies. (Chapter 10, page 354)
   - The opening discussion on **diversity** has been revised for further clarity. (Chapter 12, page 000)
   - Many **references to historical and trade authors** are available in the AIE version under "Further Reading." (Chapter 1, page 8)

Successful Features

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

- **Student preface.** This unique introduction not only walks the student through the numerous beneficial features that reinforce the text's goals but also includes "As You Get Started in Your New School: What You Need to Know and Should Not Be Afraid to Ask." This section helps students explore the reasons they are attending college, provides a checklist of the tasks to accomplish the first week of school, and gives the critical questions that they should get answers to in their situation and school (including the top questions asked advisors). It also includes information on topics such as graduation requirements, registering, adding and dropping classes, incomplete grades, taking a leave of absence, and transferring. Also included are the top 50 strategies for success in college.

- **The ABC Method of Self-Management.** Introduced in Chapter 1, the ABC Method of Self-Management will help students manage thoughts, feelings, and behaviors, so that they create positive results and achieve goals. This three-step process (A = Actual event; B = Beliefs; C = Challenge) uses visualization to show the connection among thoughts, feelings, and actions and empowers the reader to dispel negative thoughts and replace them with realistic and positive thoughts and behaviors. Each chapter begins with a "Self-Management" exercise, which includes a scenario that students can relate to. The student is then given the opportunity to reflect on personal experiences in the follow-up journal entry. A chapter worksheet is provided to record the journal entry and helps the student practice critical thinking by using the ABC Method of Self-Management to work through difficult situations and determine positive solutions. A Self-Management Workbook is also available on the text's Web site (www.mhhe.com/ferrett7e) to give the student further practice applying the model.

- **The Adult Learning Cycle.** Introduced in Chapter 1 and carried throughout each chapter, the Adult Learning Cycle is a five-step process that demonstrates that learning comes from repetition, practice, and recall. This process offers a critical fifth stage not included in other learning theories: (1) relate, (2) observe, (3) reflect, (4) do, and (5) teach. Each chapter provides the reader an opportunity to apply the chapter material to the Adult Learning Cycle within a Peak Progress box.

- **Secretary's Commission on Achieving Necessary Skills (SCANS).** Found on pages xxiii–xxiv and introduced in Chapter 1, this is the list of the competencies employees need to be able to demonstrate on the job. Included in this handy chart are the corresponding chapters in this text. The many exercises, strategies, case studies, and guidelines throughout the text correlate with several SCANS requirements, as well as systems thinking, diversity, and critical thinking.

- **Academic honesty.** An ever-increasing issue on college campuses, academic honesty continues to be thoroughly addressed, including discussions on the topics of cheating, plagiarism, the citing of sources, and paraphrasing.

- **"Active" titles.** All chapter titles include active verbs, reinforcing that the content needs to be put into action in order to be effective.

- **Learning Objectives.** Written in an active voice, clear and concise objectives at the beginning of each chapter identify the chapter's key concepts.

- **Self-Management and Journal Entry.** Each chapter begins with a Self-Management scenario that students can relate to. The reader is then given the opportunity to reflect on personal experiences in the follow-up Journal Entry. An end-of-chapter worksheet is provided to record the journal entry.

- **Success Principle.** Each chapter begins with a Success Principle that succinctly communicates the important lesson to be learned from the chapter. These provide the student with a quick and meaningful take-away message.

- **Words to Succeed.** Found throughout the text, these quotes provide insight, motivation, and food for thought and are tied to the chapter's content. Many quotes are included that are from pioneers and personalities the student will quickly recognize.

- **Personal Evaluation Notebook.** Appearing in every chapter, these exercises provide opportunities to practice critical thinking and decision-making skills. Many have been revised to provide more specific instructions and to avoid closed questions (simple yes/no answers). Spaces are provided for recording answers and thoughts directly within the activity.

- **Peak Progress.** The Peak Progress boxed feature demonstrates the themes and concepts of each chapter and includes helpful suggestions to accelerate and assess progress.
- **Key terminology.** Key terms are boldfaced at their first discussion, and all terms appear in the end-of-text glossary.
- **Summary.** Every chapter concludes with a summary of the main points presented in the chapter. Written as "I" statements, they reinforce that the chapter presents a number of potential strategies to implement and master.
- **Performance Strategies.** Included in every chapter is a recap of the top 10 strategies for success in applying the chapter's concepts.
- **Tech for Success.** This feature offers tips for making the most out of technology applications in school and on the job.
- **Study Team Notes.** The benefits of a study group are presented throughout the text. This provides a convenient and consistent place to record notes and tips.
- **Career in Focus.** This feature provides real-world career profiles that illustrate examples of the relationship between the study skills necessary for college success and the skills needed for career success.
- **Peak Performer Profile.** Each chapter presents a noted person in the area of business, education, the arts, or public service. These peak performers have overcome obstacles and challenges to become successful. Each profile includes an updated "Check It Out" section, with Web sites related to the profiled individual or his or her profession or personal cause.
- **Starting Today.** This new feature asks the student to choose a strategy to implement immediately and to record how he or she plans to incorporate it into his or her daily routine.
- **Review Questions.** Each chapter includes five basic application and critical thinking questions to help the student review the chapter's main concepts. Space is included for students to write their responses or include key terms.
- **Case Study.** Each chapter includes a Case Study activity that presents college students dealing with real-life situations that reflect the chapter's concepts.
- **Worksheet activities.** Each chapter concludes with numerous activities that are perforated and thumb-tabbed for ease of use. New worksheets are included to offer more critical thinking opportunities as well as handy planning forms. Scoring and/or explanations have been provided where applicable. Many of the useful forms are also available on the book's Web site, www.mhhe.com/ferrett7e, so they can be customized.
- **Career Development Portfolio worksheet.** Found at the end of every chapter, the Career Development Portfolio gives the student the opportunity to track and showcase skills, competencies, accomplishments, and work. Chapter 14, "Explore Majors and Careers," shows the student how to develop a personal Career Development Portfolio to use during career planning and maintenance.

Ancillaries

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

- **Annotated Instructor's Edition (AIE) (0-07-722771-9).** The AIE contains the full text of the student edition of the text, along with instructional strategies that reinforce and enhance the core concepts. Notes and tips in the margin provide topics for discussion, teaching tips for hands-on and group activities, and references to materials provided in the Instructor's Resource Manual and the Online Learning Center Web site.
- **Instructor's Resource Manual, Test Bank, and Student Retention Kit (0-07-722772-7).** Included in this extensive resource are chapter goals and outlines, teaching tips, additional activities, and essay exercises. Also provided is an extensive section on course planning, with sample syllabi. The extensive test bank includes matching, multiple choice, true/false, and short answer questions. The test bank is also available in an electronic format that can be downloaded from the

text's Web site. The kit also includes unique resource guides that give instructors and administrators the tools to retain students and maximize the success of the course, using topics and principles that last a lifetime. Specialized sections include

- Facilitator's Guide
- Tools for Time Management
- Establishing Peer Support Groups
- Developing a Career Portfolio
- Involving the Faculty Strategy
- Capitalizing on Your School's Graduates

● **Implementing a Student Success Course CD-ROM (0-07-310690-9).** This innovative CD assists you in developing and sustaining your Student Success course. The features include a "how-to" guide for designing and proposing a new course, with easy-to-use templates for determining budget needs and resources. Examples of model programs are provided from two-year, four-year, and career schools. The CD explores course goals, such as orientation and retention, and provides research data to support your proposal. Also included are materials to help sustain your course, such as faculty development programs and online resources.

● **Online Learning Center Web site (www.mhhe. com/ferrett7e).** The book's Web site includes features for both instructors and students— downloadable ancillaries, Web links, student quizzing, additional information on topics of interest, and much more. Access to the Web site is provided free to students.

● **PageOut, WebCT, Blackboard, and more.** The Online Learning Center content of *Peak Performance* is supported by WebCT, eCollege.com, and Blackboard. Additionally, our PageOut service, free to qualified adopters, is available to get you and your course up and running online in a matter of hours! To find out more, contact your McGraw-Hill representative or visit www.pageout.net.

● **Customized text options.** *Peak Performance* can be customized to suit your needs. The text can be abbreviated for shorter courses or can be expanded to include semester schedules, campus maps, additional essays, activities, or exercises, along with

other materials specific to your curriculum or situation. Contact your McGraw-Hill sales representative for more information or:

Canada: 1-905-430-5034

United States: 1-800-446-8979

E-mail: FYE@mcgraw-hill.com

● **Additional support.** Consult your McGraw-Hill sales representative for the latest video and workshop support available for faculty development and course preparation.

More Resources for Teaching and Learning

● **LASSI: Learning and Study Strategies Inventory.** The LASSI is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning. The focus is on both the covert and the overt thoughts, behaviors, attitudes, and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions, such as learning and study skills courses.

The LASSI provides standardized scores and national norms for 10 different scales. The LASSI is both diagnostic and prescriptive. It provides students with a diagnosis of their strengths and weaknesses, compared with other college students in the areas covered by the 10 scales, and it is prescriptive in that it provides feedback about areas where students may be weak and need to improve their knowledge, attitudes, beliefs, and skills.

The LASSI student assessment is available in print and packaged with *Peak Performance*. Please contact your local McGraw-Hill sales representative for details.

● **Student Planner.** Updated annually, this convenient organizational tool is available as a stand-alone or with the student text. The planner provides daily tips for success, time-management

techniques, a daily calendar, and contact information. Contact your McGraw-Hill sales representative for the latest order information.

- **Study Smart: Study Skills for Students 2.0 (Online at www.mhhe.com/studymart2 or CD-ROM 0-07-245515-2).** Developed by Andrea Bonner and Mieke Schipper of Sir Sanford Fleming College, this innovative study skills tutorial teaches students essential note-taking methods, test-taking strategies, and time-management secrets. Study Smart can be ordered free when packaged with new copies of *Peak Performance.*
- **Random House Webster's College Dictionary (0-07-240011-0).** Updated for the twenty-first century, this dictionary is available for a nominal cost when packaged with the text.

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Dedication

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

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

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

—Sharon K. Ferrett

SCANS: Secretary's Commision on Achieving Necessary Skills

Competency Chart

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

SCANS: Secretary's Commision on Achieving Necessary Skills (continued)

Competencies and Foundations	Peak Performance Chapters That Address SCANS Competencies
Personal Qualities	
• Responsibility, character, integrity, positive habits, self-management, self-esteem, sociability	Chapters 2, 12, 13
Basic Skills	
• Reading—locates, understands, and interprets written information in prose and in documents, such as manuals, graphs, and schedules	Chapter 6
• Writing—communicates thoughts, ideas, information, and messages in writing and creates documents, such as letters, directions, manuals, reports, graphs, and flow charts	Chapter 9
• Arithmetic/mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques	Chapter 10
• Listening—receives, attends to, interprets, and responds to verbal messages and other cues	Chapters 5, 12
Thinking Skills	
• Creative thinking—generates new ideas	Chapter 10, Personal Evaluation Notebooks
• Decision making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative	Chapter 10, Case Study, Personal Evaluation Notebooks
• Listening—receives, attends to, interprets, and responds to verbal messages and other cues	Chapters 5, 12
• Seeing things in the mind's eye—organizes and processes symbols, pictures, graphs, objects, and other information	All chapters, with a strong emphasis in Chapter 10
• Knowing how to learn—uses efficient learning techniques to acquire and apply new knowledge and skills	Chapter 1
• Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem	Chapter 10