

ONE
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LISA FRASER
DON FRASER
9TH EDITION

**MAKING
YOUR MARK**
DEVELOP THE
ACHIEVE HIGH-
PERFORMANCE
SKILLS TO
CAREER SUCCESS
AND
ADVANCE
MANUAL
INSTRUCTOR

THE #1 PREDICTOR OF
STUDENT RETENTION
IS THE STUDENT'S OWN
MOTIVATION AND DESIRE
TO PERSIST;

RETENTION IS NOT THE
GOAL, BUT THE RESULT.

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Making Your Mark Instructor Manual
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01 TEACHING
PHILOSOPHY AND
BACKGROUND

BASED ON STUDENT
MOTIVATION, HIGH-
PERFORMANCE
CHANGE, STUDENT
SUCCESS STRATEGIES,
AND RETENTION

Making Your Mark

Student Motivation and High-Performance College and Career Success

Making Your Mark is designed to help students develop the motivation and skills to achieve high-performance college and career success.

Turn Study Skills into Career Success Skills

We can help students see the value of developing “study skills” by presenting these skills as high-performance workplace habits. College success and self-management skills are the foundation for workplace skills, so we’re really preparing our students for a lifelong career journey when we help them develop these essential skills. Students often perceive that they do their schoolwork “for the college” and to get good grades, rather than for their own long term benefit. Changing that perception helps students see the relevance of their studies and motivates them to be successful. There’s a huge difference between doing schoolwork to meet college requirements, and approaching college as professional development for career success and future employment.

Doing Schoolwork to Meet College Requirements

Just another course
 The parts, the “what”
 Content driven
 Course outline
 Narrow focus
 Academic content
 2.0
 Grades
 External motivation
 Workload
 Fear of failure

Doing Schoolwork to Develop Career Success Skills

Professional in training
 The whole, the “why”
 Career vision driven
 Skill profile and competencies, job market
 Big picture
 My future
 Pride, passion
 Me Inc & the 8 Cornerstones of High Performance
 Internal motivation
 Commitment, professional
 Confidence

Making Your Mark Chapter 01: High-Performance College and Career Success

Chapter 01 focuses on developing student motivation, the #1 predictor of student retention. The first chapter was designed in response to the thousands of first year student surveys we’ve conducted, which have told us what motivates college students:

- Understanding how their education relates to a career
- Believing that their education is valuable and worthwhile
- Developing long-term self-sufficiency: lifelong skills that will ensure them a high-performance career
- Lowering their anxiety about being able to graduate from college
- Connecting to a career that pays well
- Getting to know faculty and classmates; developing a personal support system

Interactive Exercises: Student Motivation and High-Performance Change

- The interactive exercises in *Making Your Mark* target
- developing and strengthening student motivation
 - building high-performance work habits and effecting high-performance change
 - developing an educational and career vision
 - building academic and career skills
 - building relationships

These exercises encourage students to reflect upon what motivates them and help them preserve that motivation throughout their college years. Students will examine their past work habits and determine how they can improve their self-management skills, and understand how they can transfer college success skills to a career setting. They will also see how they can effect high-performance change so that their prior work habits and systems can be taken to a new level. *Making Your Mark* helps students find a strong comfort level with their program and college selection, and motivates them to commit to a career path and persist through to graduation.

Delay the Syllabus!

We need to create an educational and career vision before we give out a syllabus, textbook, or explain the grading system. If we can create this vision first and capture students' interest, we have a true chance to dispel old perceptions of education—we can help them realize this is different than high school, and create for them a new perception that college is not an educational workload, but rather, career preparation for professionals-in-training.

This new perception encourages students to take ownership of their education and careers, and helps them start to understand that behavioral change is necessary to accomplish their career goal. After they've bought into an educational vision they believe in and have established a comfort level with their classmates and faculty, we can bring out the syllabi, text books and grading systems.

Developing Student Motivation

Student motivation is dependent on three factors: creating an individual educational and career vision, developing the relevant success skills, and building relationships within a solid support system. The exercises in *Making Your Mark* address all three factors:

Creating an Educational and Career Vision

The creation of a vision that students can believe in and own is fundamental to student motivation and retention. When we provide students with information that shows them (1) where their education is leading them, (2) why their courses are relevant to their long-term career goal, and (3) a clear picture of career possibilities and opportunities, they will be motivated to take their work habits to the next level to make sure they attain their career vision. Students need to be able to answer, "Why are we doing this?" at any given time so that their curriculum and program have value to them. The interactive exercises in *Making Your Mark* take students through the process of creating an educational and career vision. As well, giving regular updates on the job market, outlining a competency profile, and showing how the curriculum fits in will continue to solidify the career vision they've created for themselves.

High-Performance College and Career Success Skills

"The skills outlined in *Making Your Mark* will help you graduate from college. But more important, these skills will see you through your entire career. It's kind of like a 2-for-1 deal. The college success skills you develop are the same employment skills you'll need for your career: good work habits, efficient time

management, and an organized system for getting your work done at a high standard. If you approach your college years as professional development for your career, you'll be well prepared for the workplace, and you'll come as close as it gets to guaranteeing yourself a good job upon graduation."

—*excerpt from Making Your Mark, opening page*

And for transfer or undeclared students:

"You may be enrolled in a program that leads to a specific career, or you might be taking an undeclared or a transfer program. Either way, it's likely that you've experienced some degree of uncertainty about your career or program choice. It's common to have doubts and second thoughts, and the pressure to make "the perfect decision" can feel monumental.

Before you spend too much time worrying about your future, though, consider the following: rather than trying to make a final decision right now, you could approach your career as something that doesn't have to be fully defined at this time. It may be reassuring to know that most people don't have ultimate clarity about their careers. In fact, many of those out in the workforce still think about alternative career paths and opportunities. There is no perfect or final decision. Careers are always evolving, and it's a rare person who has only one career in his or her lifetime.

What's important is to continually add to your skill base so that you're always prepared for change. People who stay current with trends in the workplace are better able to find employment in any economic climate. Keep in mind that it isn't the career you choose that matters—no decision is irreversible or binding—it's the work ethic and attitude you display that will determine your success. If you decide to change your career path, you can always pick up the necessary industry skills if you're willing to invest the time."

—*excerpt from Making Your Mark, page 2*

The interactive exercises in *Making Your Mark* help students see the economic and intrinsic value in developing high-performance college and career success skills, and motivate them to persist until these new habits become permanent.

Relationship Building

"Interpersonal relationships are key to high performance. Not only will you be more successful if you have a solid support system behind you, but the social bonds you form will help you enjoy the journey more along the way.

From a career perspective, while your faculty members are fundamental to your education and career, your classmates are arguably the most important group of people related to your career—years from now, it may well be a fellow graduate who leads you to a key job connection or opportunity."

—*excerpt from Making Your Mark, page 11*

The icebreaker exercises in *Making Your Mark* will help students form relationships with their classmates and develop a faculty and peer support system that will see them through to graduation.

High-Performance Change: The 3 Keys to Change

“While it is commonly known that relationships are the foundation for adapting to new environments such as college, it’s of particular interest to note that they’re also the foundation for developing new habits such as your Me Inc high-performance skills. Bestselling author Alan Deutschman determined this when researching why only 10% of heart bypass patients change their lifestyle after surgery. Studies show that without proper support, bypass patients revert to unhealthy diet and living habits; however, when connected with a strong peer support group, 99% maintain new, healthy lifestyle changes for good.¹ Deutschman concluded that there are three keys to lasting behavioral change:²

1. Relate

People are more likely to make significant change when they form new, emotional relationships within a group that inspires and sustains hope.

2. Reframe

These new relationships help people learn new ways of thinking about their situation and their lives. Part of this reframing at the college level is the change in perception of study skills. In the context of a high-performance career, you can learn to perceive these skills as lifelong self-management skills that will see you through your college years and connect you to a high-performance career.

3. Repeat

Within this new group, people learn, practice, and master the new habits they’ll require to be successful. Within your college community, use your classmates and faculty to encourage you to keep using these new skills until the skills become habit and automatic. As Deutschman says, change requires training and lots of repetition over time.”

—*excerpt from Making Your Mark, page 11*

Faculty Involvement

Student motivation requires faculty involvement. When students connect with their faculty and classmates, they develop a support system they can count on to help them through to graduation. Faculty can facilitate this process, and are instrumental in drawing the connection between academic subjects and career competencies. They can show students the importance of developing good work habits and high-performance success skills that will carry them through college and throughout their professional lives, which in turn strengthens their motivational base and helps students decide that their program of studies is worth staying for.

1 Alan Deutschman, *Change or Die: The Three Keys to Change at Work and in Life* (New York: Harper Collins, 2007), p. 48

2 Deutschman, p. 14



02 THE FIRST CLASS:
SETTING A NEW
ATMOSPHERE

First Day Goals

- Outline the importance of the *Making Your Mark* seminar by making it compulsory
- Involve all faculty in creating a positive program culture
- Make a great first impression and help our students ensure they've made the right program choice
- Deliver a student-based orientation program that connects with what motivates students: educational and career vision/information, academic and career success skills, and relationship building
- Paint a clear picture of students' education and career journey, which builds career confidence
- Give students a clear overview of the academic program, culture and expectations
- Outline the skills necessary to be successful at college and in the workplace
- Create a 'skill competency' context for the academic curriculum that makes each subject relevant
- Provide supportive student success resources, including *Making Your Mark*
- Strengthen students' college success and self-management skills
- Build relationships with faculty and students in their program groups

Setting the Stage: A Great Welcome

On the first day of college, we have a terrific opportunity to maximize our first impression; our students will never be as open to change and motivation as they are on Day 1.

We can start by creating a student-friendly, inviting environment. As students enter the room, we suggest greeting them with music, having treats on their desks, and offering morning refreshments. Faculty can be circulating to welcome students before the day officially starts.


We can continue making that positive first impression by providing our students with high-quality, relevant resources that reflect the professionalism we hope to instill in them. Each student can be given a Day 1 Seminar Resource Kit (see below) as they enter the room. After everyone is seated, we then provide an overview of the day, covering the agenda, staff, and timing.

Seminar Resource Kit


- a. Agenda
- b. Name Tent/Tag
- c. *Making Your Mark*, 9th Edition
- d. College Day Timer/Handbook/Student Services and Policies
- e. Program Handbook
 - + faculty bios
 - + educational and career vision
 - + job market information
 - + career competency skill profile
 - + program of studies
 - + program policies, key dates, etc
 - + alumni success stories/testimonials
- f. Student Association/College Orientation Information
- g. Music and Treats
- h. Lunch

Student Association and Student Services items can also be included in the seminar kits.

To help create a new culture and commitment by faculty and students, it may help to call this seminar “The Right Start to College,” rather than “academic orientation,” etc.



03 GENERAL
TEACHING
OUTLINE



**Part I – Student
Motivation through
Career Vision and
Relationship
Building**

Detailed learning strategies, exercises and activities are outlined in Section 04.

1. Student Motivation, Reframing, and Finding an Emotional Hook

Create an educational and career vision that students can believe in and own, which is fundamental to student motivation and retention.

Help students understand the value of pursuing a high-performance career.

Help students see the economic benefits of developing high-performance career skills.

Exercise: Characteristics of a High-Performance Career

(Making Your Mark, page 3)

Exercise: Million \$\$\$ Motivator (Making Your Mark, page 4)

2. Career Motivation

Help students let go of their old baggage relating to negative high school experiences, and help them realize they have the opportunity to make a fresh start and build a career.

Make the connection between higher income and Me Inc & The 8 Cornerstones of High-Performance Careers.

Help student recognize and develop their personal strengths using Coach Emeritus John Wooden's Pyramid of Success.

Bring alive the US SCANS report and the Canadian Employability Skills 2000+, and help students understand the key skills employers are looking for.

Exercise: Perception is Everything/Opportunity is nowhere

(Making Your Mark, page 6)

Exercise: Pyramid of Success (Making Your Mark, page 9)

Exercise: Employability Skills (Making Your Mark, page 10)

3. Relationship Building

Build relationships through class icebreakers.

Use one of the icebreaker options during the first class.

It's important to build relationships throughout the entire course—use the other icebreakers at various times during the course when your class needs an energizer.

Cover the three keys to high-performance change and relationship building.

Exercise: Getting to Know You (Making Your Mark, page 12)

4. The 7 Stages of High-Performance Change

Take students through the interactive process of developing high-performance success skills.

Exercise: 7 Stages of High-Performance Change

(Making Your Mark, pages 12–17)

Exercise: Academic Self-Management Questionnaire

(Making Your Mark, page 13)

Exercise: Making Your Mark (Making Your Mark, page 15)

Exercise: The 100 Test Parts 1 and 2 (Making Your Mark, pages 16 and 17)

Exercise: Return on Investment (ROI) (Making Your Mark, page 18)

5. The 2,000 Hour Commitment–Repetition as a Learning Principle

How many days does it take to develop or change a habit, how many hours to reach the first level of high-performance brain patterning - as an athlete, musician, tradesperson, professional?

Exercise: The Signature Exercise (Making Your Mark, page 19)

6. Relationship Building–Student Support System

Exercise: How's It Going? (Making Your Mark, page 19)

7. Timing Is Everything

Help students manage their time more efficiently.

Exercise: Getting the Monkeys off Your Back (Making Your Mark, page 24)

8. Notetaking

The #1 behavior in the classroom that separates high-performance from low-performance students is notetaking.

Reinforce notetaking every class.

*Exercise: Improve Your Notetaking Skills in One Hour
(Making Your Mark, page 31)*

9. Study Hints and Shortcuts

Expose students to a variety of academic techniques and systems.

10. Papers, Reports, and Assignments

Outline the basics of writing a paper or report.

11. How to Study For Exams

Help students develop a strategy for preparing for and writing exams.

Exercise: How to Prepare a Study Checklist (Making Your Mark, page 50)

Exercise: How to Make a Summary Sheet (Making Your Mark, page 50)


Exercise: How to Set up Practice Tests (Making Your Mark, page 51)

12. Managing College Life

Help students cope with the non-academic aspects of college.

Exercise: Student Life Survey (Making Your Mark, page 62)

Part II – Development of High-Performance Success Skills



04 CHAPTER-
BY-CHAPTER
TEACHING
GUIDE

Chapter 01 – High-Performance College and Career Success

Concept

This book is not about study skills

Reference: *Making Your Mark*, opening page of the book and page 1

Lecture Idea – Discussion Topic

Cover the opening page, “This book is not about study skills” and the first section of Chapter 01 (page 1). Introduce the benefits of developing high-performance, lifelong success skills.

Concept

Building an Educational and Career Vision

Reference: *Making Your Mark*, page 1

a) Lecture Idea – Discussion Topic

Discuss the value of developing high-performance success skills that are transferable to any career, and introduce the idea of Me Inc: developing yourself as your own company. Talk about the Me Inc Mindset (page 3).

Me Inc and the 8 Cornerstones of High Performance: “We like the concept of Me Inc: be your own company and develop the best all-round set of career skills you can. Then no matter what happens, you’ll have your Me Inc skill set to take with you wherever you go. The first step in developing your skill set is adopting a career success mindset: thinking of your education as career development versus a program load made up of courses, grades, syllabi, and texts.”
—*excerpt from Making Your Mark, page 2*

b) Job Market and Career Panel

For career-specific programs, outline the various careers that students will be prepared for upon graduation. This can be done through a faculty panel where each faculty member outlines a different job market within the industry. Students then know (1) where their education is leading them, (2) why their courses are relevant to their long-term career goal, and (3) their career possibilities and opportunities. Having a tangible goal develops students’ motivation and commitment to persist.

Concept

Characteristics of a High-Performance Career

Tie in the idea of lifelong success skills with the benefits of working toward a high-performance career; help students understand the value of pursuing a high-performance career by comparing a high-performance career with a minimum wage job.

Reference: *Making Your Mark*, page 3

a) Lecture Idea – Discussion Topic

“To help create a clear vision of where your education is leading you and what you’re working toward, we make a distinction between a career and a job. In this context, a career is a high-performance job that requires postsecondary schooling and has the potential for advancement and a high economic salary,

among other things. The preparation for a career requires a long-term commitment and strategy; you can go out right now and get a job, but it takes a considerable investment to develop a career.”

—*excerpt from Making Your Mark, page 3*

b) Exercise 1.1: Characteristics of a High-Performance Career

(versus a minimum wage job), page 3

1. Discuss with the class one common motivation they all share beyond Maslow’s basic needs. Students typically answer ‘money’ or ‘a job’. If their motivation was simply money, point out that they could leave college right now and get a minimum wage job. Students eventually realize that their motivation is really a good job/career that pays well, and will be interested in knowing more about how college can help them attain that goal.
2. Share with your students your minimum wage job experiences. Emphasize that many of our most valuable skills and experiences come from minimum wage jobs, and further, these jobs are an integral part of our economy and society.
3. In small groups, have your students discuss their minimum wage jobs (best and worst). Have your students report back to the class the most important thing they learned while working in a minimum wage environment; the worst and best experiences they’ve had; the most interesting; etc.
4. In groups of three, let them quickly brainstorm five characteristics of a career versus a minimum wage job.

Minimum Wage Job	Career
minimum hourly	higher salary
low skill level	complex career skill profile
low stability	more stable
limitations	career opportunities
minimum learning	lifelong learning
minimum interest	professional commitment
minimum education	college/professional education/accreditation/trades certification
no retirement	opportunity to retire
available immediately	long-term commitment

5. Have the groups report back and record on the blackboard both lists, under the headings listed above.

Concept

The Million \$\$\$ Motivator
and Me Inc Mindset

Demonstrate the economic benefits of developing high-performance career skills.

Reference: *Making Your Mark*, page 4

Exercise 1.2: The Million \$\$\$ Motivator

Compare minimum wage for a lifetime versus a high-performance career wage.

1. Have students calculate minimum wage for a lifetime. To encourage student interaction, have students consult with two other students to compare answers.

$$\$6/\text{hour} \times 40 \text{ hours/week} \times 50 \text{ weeks} = \$12,000 \times 40 \text{ years} = \$480,000$$

2. Have students calculate a professional wage over a lifetime. Estimate the kind of salary a high-performance person makes per year. Estimate a salary, not at a graduation (entry) level, but a high-performance career wage at the 10-year mark. Multiply that salary by 40 years.

$$\text{Example: } 40 \text{ years} \times \$40,000 = \$1.6 \text{ million}$$

3. Have students subtract minimum wage for a lifetime from a high-performance lifetime career income. The difference between the two salaries is typically more than \$1 million.

$$\text{Example: } \$1.6 \text{ million} - \$480,000 = \$1.12 \text{ million}$$

Have students discuss their calculations with a partner. Have them stand up if their answer was \$1 million or greater. Have them stay standing if their result was \$1.5 million, then \$2.0 million, then \$2.5 million, and finally \$3.0 million, or until no one is left standing. Students can observe where fellow classmates have set their financial expectations.

4. Make the connection between higher income, higher education, and Me Inc and the 8 Cornerstones of High-Performance Careers (*Making Your Mark*, pages 2–7).

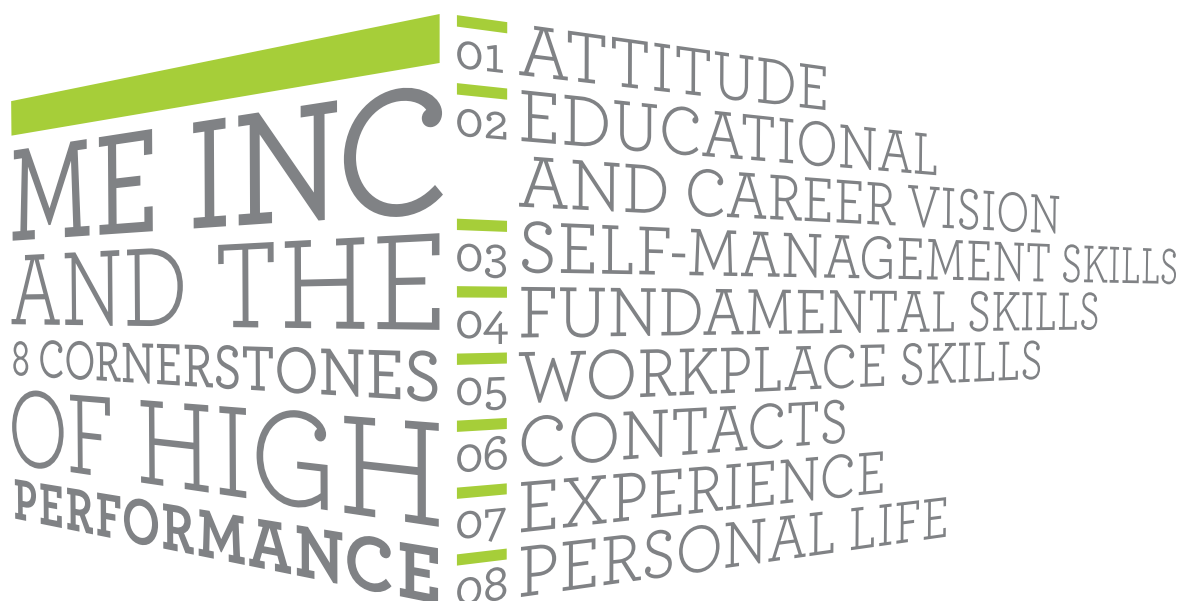
Concept

The 8 Cornerstones of High Performance and Me Inc Success Skills

Reference: *Making Your Mark*, pages 5–7

Lecture Idea – Discussion Topic

Outline The 8 Cornerstones of High Performance and make the connection between a high-performance career and Me Inc & The 8 Cornerstones of High Performance Careers



1. Attitude

- positive outlook, motivation, initiative, work ethic, persistence, discipline, passion, coping with change and stress, willingness to learn, commitment to quality

2. Educational and Career Vision

- educational and career plans

3. Self-Management Skills

- time management, priority setting
- decision making

4. Fundamental Skills

- communication: written, verbal, listening skills
- creativity, critical thinking, problem-solving skills

5. Workplace Skills

- teamwork skills
- computer skills
- technology skills
- professional skills
- career competencies

6. Contacts

- networking, references
- mentors, industry contacts

7. Experience

- direct: part-time work, co-op/place-ment opportunities, volunteer work
- indirect: projects, unrelated work and volunteer experience

8. Personal Life

- family, friends
- health, lifestyle

Concept

Perspective is Everything:
Opportunity is nowhere

Reference: *Making Your Mark*, page 6 in *1. Attitude* section

Lecture Idea – Discussion Topic

To begin the process of high-performance change, help students let go of old baggage that relates to negative high school experiences and help them realize this is a new opportunity to make a fresh start.

1. Ask students, on the count of three, to read aloud the words they see on page 6, line 5.
2. Have a class discussion about students’ perceptions—usually 60% will read “Opportunity is nowhere,” and the other 40% will read “Opportunity is now here.” Both are correct, as this is a perception exercise. The challenge is, how do they perceive their learning experience? Discuss their readiness to make a fresh start—they chose this program at this time in their lives—are they ready to begin? Their high school experience no longer matters, they can make this opportunity anything they want it to be. Discuss how students can learn to drop their baggage and negative learning patterns from the past.

Concept

Building Strengths

Reference: *Making Your Mark*, page 9

Exercise 1.3: Pyramid of Success

Help students focus on recognizing and developing their strengths using Coach Emeritus John Wooden’s Pyramid of Success.

1. Have students choose five of the 25 strengths they feel they’re good at and list them in the appropriate spaces on page 9.

2. In groups, have students share their strengths with the other group members. How many people in their group chose the same strengths they did? Which qualities do they think are the core of college and workplace success? Collect the class statistics so that as a group, you can focus on teaching the skills they most need to develop. Note that Wooden put 'skill' at the center of the pyramid, as it is central to high performance.
3. Have them choose one of the 25 strengths that they'd like to improve upon and have them come up with a few ways they could develop this trait.
4. For any of the weaknesses your students have identified, have a class discussion on ways they can improve in this area.

Concept
Employability Skills

Help students understand the key skills that employers are looking for by bringing alive the US SCANS report and/or the Conference Board of Canada's Employability Skills 2000+ report.

Reference: *Making Your Mark*, page 10

Exercise 1.4: Employability Skills

1. Have students choose at least eight employability competencies outlined in the SCANS Workplace Competencies (page 65) or the Employability Skills 2000+ (page 68), and using the 8 Cornerstones of High Performance, place each competency under the most relevant category. Make sure they find at least one competency for each Cornerstone.
2. A few of the possible answers are listed below:

SCANS Workplace Competencies, page 65

1. Attitude

- Personal Qualities, A–E
- Interpersonal Skills, A–F

2. Educational and Career Vision

- Thinking Skills, A–F

3. Self-Management Skills

- Personal Qualities, A–E
- Thinking Skills, A–F

4. Fundamental Skills

- Interpersonal Skills, A–F
- Any of the Three-Part Foundation

5. Workplace Skills

- Interpersonal Skills, A–F
- All of the Five Competencies

6. Contacts

- Interpersonal Skills, A–F

7. Experience

- Any of the Five Competencies

8. Personal Life

- Personal Qualities, A–E
- Interpersonal Skills, A–F

Employability Skills 2000+, page 68**1. Attitude**

- Demonstrate Positive Attitude
- Learn Continuously

2. Educational and Career Vision

- Learn Continuously
- Be Responsible

3. Self-Management Skills

- Be Responsible
- Participate in Projects and Tasks

4. Fundamental Skills

- Communicate
- Be Adaptable
- Manage Information
- Think and Solve Problems

5. Workplace Skills

- Manage Information
- Think and Solve Problems

6. Contacts

- Work With Others
- Any of the Demonstrate Positive Attitude and Behaviours

7. Experience

- Any of the Fundamental, Teamwork Skills
- Contribute to a Team by Sharing Information and Expertise

8. Personal Life

- Take Care of Your Personal Health
- Cope with Uncertainty

Concept
Building
Relationships

Help students form relationships with their classmates and develop a faculty and peer support system that will see them through to graduation.

Reference: *Making Your Mark*, page 11

a) Lecture Idea – Discussion Topic

Discuss relationship building and the 3 keys to lasting behavioral change—relate, reframe, repeat—as outlined on page 11.

b) Conduct at least one of the icebreaker exercises listed below on Day 1 of college.

It's important for students to continue to build relationships throughout the entire semester—feel free to use any of the icebreakers in this section throughout the course when your class needs an energizer.

Reference: *Making Your Mark*, page 12

Exercise 1.5: Getting to Know You

Through this exercise students will learn their classmates' names, get to know each other, improve their memory, and practice their notetaking skills. The energy level in the classroom will be increased by having people circulate and chat with each other, and students will get to know 15 other people on the first day.

1. Have each of your students interview 15 classmates and faculty.

2. Students write down first names in the first column, and a brief response to the questions in the second column.
3. Have a debriefing session afterwards. Point out how writing things down helps one remember information—i.e. imagine doing this exercise without the benefit of pen and paper. You can use this exercise to make the connection between this and the importance of notetaking. Retention of material is far greater when it is written down versus when it's only heard. The process of hearing it, editing it into one's own language, writing it down, and visualizing it, all create a much stronger learning experience. This should help give students a heightened appreciation of the importance of notetaking.

Variations of Icebreaker Exercises

Variations of Icebreaker Exercise 1.5: Getting to Know You

Make two copies of the exercise on page 12.

Variation (a)

On the first copy, have each student fill out the questions individually and hand them in. The faculty can then use the information to get a quick profile of each student, which will allow them to get to know their students better, sooner. Faculty can also follow up on student concerns and use the exercise as a means to begin their mentor/advisor role.

Variation (b)

On the second copy, do the exercise as a cross-interview. Pair the students up and have them interview each other. They can use their notes to introduce their partner to the class.

Icebreaker Exercise: NEWS (North, East, West, South)

Connect students with each other and help them create a mutual support system. Through this exercise students will get to know fellow students who share logistics and can be part of their support system, and find out something about classmates they may not have approached, as well as practicing their notetaking skills.

1. Have the students decide which walls will represent NEWS.
2. Then ask them to move to the place in the room where symbolically they commuted from that day. Have them record names, addresses, phone numbers, and email addresses of other students in their sector. Students can find out whether they can connect on any possible ride-sharing, for example.
3. Other icebreaker questions: Where is their favorite holiday location in North America? Where would they travel in the world to live and learn for three months? Learning more about each other helps students realize they have more in common than they might have assumed and encourages them to find common bonds with everyone in the class (versus assuming there are only a few people with whom they can relate).

Icebreaker Exercise: Speed Meeting

Have students form pairs and for 5 minutes, have them share common interests: music, TV, movies, computers, education, travel...

Rotate to another pair for 5 minutes...

Rotate to another pair as time permits...

In a large group, have one person stand up, and have the group contribute what they learned about that person. (source: Mark Welch, Stevens-Henager College, Salt Lake City)

Concept

High-Performance
Change and Career
Vision: The 7 Stages
of High-Performance
Change

Reference: *Making Your Mark*, pages 12–17

Lecture Idea – Discussion Topic

The 7 Stages of High-Performance Change

Once students have bought into the goal of working toward a high-performance career, we can introduce the “how to” part of high-performance change. We’ve included an interactive process from pages 12 to 17 that takes students through the 7 stages of developing high-performance work habits and systems. At this point, students understand that the college success skills in *Making Your Mark* are the same skills that are essential to career success, and rather than seeing these skills as “study skills,” they are now able to perceive them as necessary tools to help them realize their career goals.

1. *Review past academic performance.*

Exercise 1.6: Academic Self-Management Questionnaire

(*Making Your Mark*, page 13)

Using Exercise 1.6: Academic Self-Management Questionnaire, have your students take a look at their previous schoolwork habits and identify any areas that could use improvement. Then have them rate their future or ideal work habits. Talk about how they can close the gap through the 7 stages of high-performance change.

2. *Explore limiting beliefs.*

Ask your students if they have any beliefs about themselves that limit their performance, and encourage them to take this opportunity to make a fresh start and let go of old self-perceptions. For example, if they’ve always seen themselves as procrastinators, they can start to make better use of their time and develop a positive image of themselves as efficient time managers.

3. *Identify positive and negative motivators.*

Some examples of negative and positive motivators:

Negative Motivators	Positive Motivators
loneliness, rejection	belonging
self-doubt	self-confidence
fear of failure	career vision
career indecision	personal interest
values conflict	“just do it”
procrastination	proactive
non-assertive behavior	high-performance skills
boredom	love of learning
fear of success	achievement motives
minimum wage	high-performance career

4. *Identify high-performance techniques and systems.*

Have students take note of the high-performance habits they currently employ. Then, using the areas of improvement that they identified in Exercise 1.6, have them research new techniques and systems within the pages of *Making Your Mark* that could help them make these improvements. In the spaces on page 15 have them list the techniques they think may work for them.

Exercise 1.7: Making Your Mark

(*Making Your Mark*, page 15)

Objective

To have students become familiar with the success skills in *Making Your Mark*, have the class complete Exercise 1.7: Making Your Mark.

Part 1—Career/college success skills task

1. Have your students take 25 minutes and speed-read *Making Your Mark*.
2. Have them choose what they think are the four most valuable points in the book and be able to say why.
3. Small group discussion: Start at the back of the room and have each student identify one point to the class. It's important for everyone to listen to each other so that the answers aren't repetitive. Survey the class to determine the percentage of students with similar learning challenges. The list generated by the class may be used as part of the teaching curriculum in a 4–8 week (1 hr/wk) student success course. Addressing the priorities identified by the class gives students ownership of the material covered in *Making Your Mark*.

Part 2—Assignment

For the next class, reread *Making Your Mark*, and identify the same or four different ideas/techniques and explain why they are important to you.

Format: One page, 300–500 words, word processed or handwritten.

Due: Next class.

Grading: Complete/incomplete.

5. *Create new patterns and habits.*

It takes 21–45 days to change or create a new behavior, so students will need to stick with each new behavior for three to six weeks for it to become permanent. Have them identify a concrete plan of action for each new pattern and do something every day to practice it. Encourage them to keep up with their plan until each behavior becomes a habit.

6. *Evaluate short-term results.*

Have students take note of their progress and see how well an organized system works for them. Introduce the idea of rewarding themselves for their progress.

Exercises 1.8.1 and 1.8.2: The 100 Test – Parts 1 and 2

(*Making Your Mark*, pages 16 and 17)

Objectives

These two exercises quickly establish the benefits to having a high-performance, systemized approach to schoolwork.

- i) With *Making Your Mark* closed, explain that students will be taking a 50 second test. Tell them they'll see a random array of numbers, and they'll be asked to circle the numbers in sequence from 1 to 100 (1, 2, 3, 4...)
- ii) Have them open their books on page 16, tell them when to start Part 1, and ask them to put down their pens and close their books when 50 seconds are up.
- iii) Now explain that they're going to do the Part 2 of the test, and tell them that this time they are going to have the advantage of three insights into high-performance test taking:
 - Tell them that the numbers are in the same place as they were in the first test, but this time explain that the numbers have been placed in quadrants
 - Only one number will appear in a quadrant at a time
 - The numbers appear in a pattern
- iv) Have them turn to page 17, and then have them draw the lines on the page as outlined in the directions at the top of the page. Repeat the three coaching hints, and then begin the test.
- v) After 50 seconds, have them put down their pens.
- vi) Have them look at the results of both tests and compare their results.
- vii) How many people improved by 10%? 50%? 100%?
- viii) Point out that having a system in any area greatly improves results; and that students can realize greatly improved academic results by implementing a high-performance system and by using the high-performance techniques and ideas in *Making Your Mark*. A 100% improvement in this exercise (from 20–40%, for example), would translate to an improvement of a grade of 40% (an F) to a grade of 80% (an A).

7. Adopt a lifelong approach to academic and career success.

If students can envision themselves as professionals-in-training while at college and as lifelong learners in the workplace, they'll create the motivation to make high-performance behavior changes and adhere to them.

Help students put a financial number on making the most of their college.

Reference: *Making Your Mark*, page 18

Exercise 1.9: Your ROI – Return on Investment

1. Have students get into pairs, and together calculate the cost of their college education for one year, then divide that by the total number of classes they have scheduled. This will give them the cost per class of their education.

Concept

Return on Investment (ROI)

Direct Costs

Tuition	.....
Books	.....
Computer Equipment	.....
Accommodation	.....
Food	.....
Transportation	.....
Telephone	.....
Clothing	.....
Entertainment	.....
Subtotal	\$	A

Indirect Costs

Lost Wages	.....	B
Total Cost (A + B)	\$	

Cost per Class

Total Cost ÷ Total no. of classes \$

= the cost per class

When students see how much they’re paying for each class, it might inspire them to both attend classes and to make the most of class time. You could tell them that it might help to look at it this way: when they buy a movie ticket, they aren’t likely to throw the ticket away and skip the movie. Hopefully they can apply the same kind of value to their classes and earn a high rate of return on their college investment.

Concept

The 2,000 Hour Commitment – Repetition as a Learning Principle

Discuss the idea that success and behavioral change take commitment and practice.

Reference: *Making Your Mark*, page 18

Lecture Idea – Discussion Topic

“Success takes time; it takes anywhere from 12 months to four years in an educational setting to develop entry-level professional skills. It’s been said that it takes 2,000 hours of repetition/learning to reach a solid level of accomplishment in any given field. To illustrate this, the 2,000-hour figure is the equivalent of an intensive 12-month college program or a two-year associate degree or program, and is also the minimum number of hours of on-the-job work experience required to complete an apprenticeship program. Success

won't happen overnight, but in the long run, your efforts will be worth the investment."

—*excerpt from Making Your Mark, page 18*

Concept
Behavioral Change

Illustrate the time and commitment it takes to make lasting behavioral change, to encourage students to stick to their new high-performance change behaviors.

Reference: *Making Your Mark*, page 19

Exercise 1.10: The Signature Exercise

Have a class discussion: (1) what negative thoughts did you say to yourself as you did the exercise? (2) notice what it's like to change behavior with regards to your comfort level, efficiency, feelings of self-doubt, and results. Did other people have similar reactions to yours? Note the commitment it takes to make a change in behavior.

Concept
Relationship Building –
Student Support System

Gain a quick and comprehensive snapshot of how students are doing in four important areas of their college life:

- This subject/course
- Academic workload
- College life (residence, leisure, community, sports, etc)
- Personal life (friends, family, health, part-time jobs, money)

Reference: *Making Your Mark*, page 19

Exercise 1.11: How's it Going?

The exercise uses a numerical rating (out of 10) as well as a written component, so that instructors can gain a more accurate sense of how their students are doing. By using numbers, instructors can also quickly scan the memos and establish where students need the most support. Contact information allows for immediate communication and supportive intervention if needed.

The Exercise: Feedback memo

1. Format: Memo to instructor (please include a follow-up phone number and email address).
2. Content: Provide a brief and honest written update on how you're doing in each area listed (one paragraph per heading; rate each one on a scale of 1–10).
Grading: Complete/incomplete.
3. This assignment can be given periodically to stay in touch with students throughout their first semester at college.

Chapter 02 – Timing is Everything

Concept

Staying on Top of It All: the importance of using schedules and regular study sessions.

Reference: *Making Your Mark*, pages 21–22

Lecture Idea – Discussion Topic

Introduce the idea of scheduling regular study times, which reinforces the repetition concept of behavioral change (covered in Chapter 01). Discuss how the efficiency of learning increases with regular practice. Show how using schedules will help students keep on track of workload and commitments.

Concept

Time Wise

Reference: *Making Your Mark*, page 22

Lecture Idea – Discussion Topic

Outline the 11 time management tips outlined in this section. You could have students rank the tips in order of which is most likely to help them, or in order of which they most need to put into practice, either individually or in groups.

Concept

Stop Procrastinating

Reference: *Making Your Mark*, pages 22–24

Lecture Idea – Discussion Topic

Ask how many students feel they are professional procrastinators. Typically between 50–80% of students identify themselves as chronic procrastinators. Then ask students if they believe they will be managing other people. The question is, then, if they'll be managing other people, how many plan to recruit and hire procrastinators? If they don't plan on hiring a procrastinator, when do they plan to stop being one themselves?

Concept

Getting the Monkeys off Your Back

Help students shed the self-imposed “monkeys” that take time from their priorities, and manage their time more efficiently.

Reference: *Making Your Mark*, page 24

Exercise 2.1: Getting the Monkeys off Your Back

Most of us have trouble finding enough time for everything we have to do. Taking a look at how we spend our time may help us reevaluate which things are priorities and which ones we can spend less time on.

1. Below is a list of activities that ordinarily take up at least an hour a week; we've left space for students to add their own ideas. Have them rate the items in 1–5 in order of importance, and assign each one a number that indicates how many hours per week they spend on that particular activity.

Ranking	No. of Hours	Ranking	No. of Hours
.....	..... Watching television	.....	..... Studying
.....	..... Doing laundry	.....	..... Spending time with friends
.....	..... Going places (transportation)	.....	..... Being with family
.....	..... Going online	.....	..... Attending classes
.....	..... Working	.....	..... Doing schoolwork
.....	..... Doing schoolwork	.....	..... Socializing
.....	..... Playing video games	.....	..... Other

2. Take your time – Class Discussion

Now that they have a clearer picture as to where their time goes every week, ask them how many of these activities will be valuable to them five years from now. In our experience, most of us rank family #1, friends #2, and education #3. If these are their priorities or if they see a discrepancy between what their priorities are and how they’re spending their time, this exercise might help them reassess whether they use their time in a way that’s consistent with what’s important to them.

Concept

Time Management for Students with Part-Time Jobs and for Nontraditional Students

Reference: *Making Your Mark*, page 25

Lecture Idea – Discussion Topic

Students with part-time jobs and nontraditional students often carry a higher level of anxiety with regards to managing college and its demands. Discuss ways to manage time on a busy schedule, and point out the strengths that nontraditional students already have that will help them be successful.

Chapter 03 – Notetaking

Concept

Listen to This!

Tips on how to prepare for class and use class time well with regards to taking notes.

Reference: *Making Your Mark*, pages 27–28

Lecture Idea – Discussion Topic

Cover the key points of how to LISTEN: Listen, Ideas, Summarize, Talk, End, Notes, and talk about the importance of getting off to a good start with First Class Notes.

Concept
Taking Notes
in Class (4R)

Reference: *Making Your Mark*, page 28

Lecture Idea – Discussion Topic

Take students through the steps of 4R; start by having them prepare the notetaking paper and then outline the 4R method of notetaking. Show the class a short video and ask them to take notes on the video using the 4R method of notetaking. Survey the class afterwards to see which key points they identified and have a discussion of which were the key points and why.

Concept
Notetaking Tips

Reference: *Making Your Mark*, page 29

Lecture Idea – Discussion Topic

Have students read the 10 tips on taking good notes (individually or in groups), and have a class discussion, and/or cover the 10 points in a lecture format.

Concept
Improve Your Notetaking
Skills in One Hour

Reference: *Making Your Mark*, page 31

Exercise 3.1, Improve Your Notetaking Skills in One Hour

1. Ask how many students are weak at notetaking—the answer is usually at least 50% of students.
2. Show a favorite video or give a favorite lecture.
3. Tell students beforehand that they'll be put into a group of eight, and will be asked to pass their notes around for a quick comparison.
4. Just before the students pass their notes around the group, ask them if they took better notes. (All hands are likely to go up.) Ask the question, "Why did you take better notes?" Answers are likely to be: "I didn't want to look bad." "I didn't want to be embarrassed.", etc.

Further Discussion: You can lead a discussion on the importance of taking good notes, and explain that memory isn't reliable on its own—and that after only 24 hours, up to 80% of what is absorbed in a lecture is forgotten. Regular review, however, can reverse these numbers so that at least 80% of the course material is retained.

Emphasize that by taking notes, students will better remember the lesson because they've turned the information into their own material. Talk about how information is better absorbed when it has been re-processed, which is done through editing it into one's own words and then visualizing it when it is transferred onto paper in the student's own handwriting.

Concept
Taking Notes From
Your Text (S4R)

Reference: *Making Your Mark*, page 32

Lecture Idea – Discussion Topic

Outline the S4R textbook notetaking system, and have students practice using a text from one of their courses. Cover the Guidelines for Marking Your Text on page 33.

Chapter 04 – Study Hints and Shortcuts

Concepts

17 Ways to Study Smarter
I Can't Concentrate
Don't Forget to Remember
Read Between the Lines
Studying Isn't Everything

Reference: *Making Your Mark*, pages 35–43

Lecture Ideas – Discussion Topics

In a lecture format, cover the material using the *Making Your Mark* Power Point teaching presentation file. Alternatively, you can use the following techniques to cover the material:

Presentation Topic

1. Have students prepare a mini-presentation on any of the sections in this chapter and present it to the class.

Summary Sheets

2. Arrange students in groups and have them prepare a half-page summary sheet on each of the chapter sections, outlining the key concepts and information for each. Have each group present one of their summaries to the class.

Chapter 05 – Papers, Reports, and Assignments

Concept

Writing Your Paper
or Report

Reference: *Making Your Mark*, pages 45–47

Lecture Ideas – Discussion Topics

In a lecture format, cover the material using the *Making Your Mark* Power Point teaching presentation file. Alternatively, you can use the following techniques to cover the material:

Presentation Topic

1. Have students prepare a mini-presentation on the foundation of a good paper, and present it to the class.

Learning Activity

2. Have students prepare an outline for one of their assigned course papers, using the principles of writing a good paper outlined in Chapter 05.

Chapter 06 – How to Study for Exams

Concept

How to Prepare a Study Checklist

Reference: *Making Your Mark*, page 50

Exercise 6.1: How to Prepare a Study Checklist

Outline the details of making a study checklist, and take students through the process of preparing a study checklist using course material from either this course or another of their courses.

“Probably the best way to start is to prepare a study checklist, similar to a table of contents. Using your notes, text, and syllabus, make an outline of the major topics that were covered in the course. Divide each heading into subtopics. For example, a management student might identify “decision making” as a major topic and a subtopic as “the seven steps of decision making.”

The checklist should take no more than 15 minutes to prepare and will provide you with an overview of the entire course. You’ll then know what you have to study, and you’ll have a good idea how long it will take to cover all the material.”

—*excerpt from Making Your Mark, page 50*

Concept

How to Make a Summary Sheet

Reference: *Making Your Mark*, page 50

Exercise 6.2: How to Make a Summary Sheet

“The general idea is to take each subtopic from your checklist and write down a key word or phrase that will help you remember the entire concept. It is especially helpful to phrase it in question form. For example, a question from the management student’s summary sheet might be “What are the seven steps in decision making?” Information to be included on a summary sheet may include definitions, vocabulary, calculations, any points emphasized in class, or a list of items from a paragraph in your text (lists make perfect test questions—beware!).

After you have identified the key word or phrase for a subtopic, write down all of the relevant information you feel you would need to know for an exam. Do this with each point on your checklist. When you’ve finished, you’ll have a complete set of study notes. You won’t have to look at your lecture notes or textbook again. You’ll have a neat summary of the entire course in the form of potential exam questions.

A word of caution: write only enough to jog your memory. Don’t fall into the trap of rewriting your entire notes. You’ll only be wasting time on a lot of details you don’t need to know.”

—*excerpt from Making Your Mark, page 50*

Concept

How to Use Summary Sheets

Reference: *Making Your Mark*, page 51

Lecture Idea – Discussion Topic

Cover the concept of repetition and practice, coming back to the habits of high-performance people.

“The most effective way to use your summary notes is to ask yourself the questions you’ve prepared aloud and to answer them aloud as often as you can.

Rehearsing the answers is the fastest way to learn; reading them over and over is the slowest. Give rehearsing a chance—we’re convinced that it won’t take you long to see what a difference it makes. You’ll learn the material faster. You’ll also find out which areas are easy for you and which need a lot of work so that you can allocate your time accordingly.”

—*excerpt from Making Your Mark, page 51*

Variations on this: review in a small group, or with a study partner; use your practice test questions as a game show format i.e. *Jeopardy, Who Wants to be a Millionaire*.

Concept

Practice Tests

Reference: *Making Your Mark*, page 51

Exercise 6.3: How to Set up Practice Tests

“What questions would you ask on a test if you were a teacher?”

Keeping this question in mind, set up a practice test by using your study questions, old exams, and textbook review questions. If possible, use the same test format that your professor uses (if that happens to be multiple choice, here’s where old exams are particularly helpful—check your college library).

When you sit down to take the test, simulate test conditions as closely as you can. Whatever you do, don’t look at your notes until you’ve finished the test. You won’t get a true picture of what you know and where you need to spend more time.

You can grade your test by comparing your answers to your notes. If you spot an area that needs work, set up the next test to concentrate on that particular topic. Don’t spend too much time on the areas you know well.”

—*excerpt from Making Your Mark, page 51*

Concept

A Grab Bag of Exam Study Tips

Reference: *Making Your Mark*, page 51

Lecture Idea – Discussion Topic

Put students into groups and have them review the 10 study tips outlined in this section. Ask them to brainstorm other study techniques they have found helpful, and have them share their best ideas with the class.

Concept

Exam Preparation: Regular Review and High-Performance Learning

Reference: *Making Your Mark* (page references below)

Lecture Idea – Discussion Topic

To emphasize the importance of regular review versus cramming, cover the material in class, or have students read any or all of pages 21 and 22 (Staying on Top of It All), pages 27 and 28 (Listen to This!), pages 32 and 33 (Taking Notes

From Your Text), pages 36–38 (17 Ways to Study Smarter), page 51 (How to Use Your Summary Sheets) and page 53 (Last-Minute Cramming). Have them summarize in their own words the concept of regular review and learning. Talk about the stereotype that students have of cramming for exams versus the benefits of taking good notes and reviewing regularly; just as an athlete cannot wait until the night before a championship game to prepare, a high-performance student faces the same reality of having to put in long hours to be successful. Students often say they're not smart or can't concentrate, but the truth is that with regular review and preparation, they can and will master the material.

Concept

How To Write an Exam

Reference: *Making Your Mark*, page 53**Lecture Idea – Discussion Topic**

Before one of their first tests for any course in the program, students prepare a study sheet and practice test as outlined on pages 50–51 of *Making Your Mark*. Depending on the format of the test, cover either Hints for Objective Exams (page 53), Hints for Science and Math Questions (page 55), and/or Hints for Essay Exams (page 55), and Read the Directions (page 57).

ConceptRelax! The ABC's
of Eliminating Exam
Anxiety**Reference:** *Making Your Mark*, page 57**Lecture Idea – Discussion Topic**

Have a class discussion about the anxiety tips outlined on page 57, and have your students share other stress-relieving exam techniques they've found helpful in the past.

**Chapter 07 – Managing
College Life****Concept**College Survival
Skills/14 Ways to
Cope With it All**Reference:** *Making Your Mark*, page 59**Lecture Idea – Discussion Topic**

Start the class by covering the College Survival Skills content. Have the class get into groups and talk about the 14 Ways to Cope With it All, and have them present the top three ideas their group feels are most helpful.

Concept

Money Worries

Reference: *Making Your Mark*, page 61**Lecture Idea – Discussion Topic**

Cover the budgeting ideas outlined on page 61, and have a class discussion on ways to save money and stick to a budget.

Concept
Schoolwork Worries

Reference: *Making Your Mark*, page 61

Lecture Idea – Discussion Topic

Have a class discussion on schoolwork worries, and outline various support services available to them, including peers and college services.

Concept
Student Life Survey –
Student Services

Reference: *Making Your Mark*, page 62

Exercise 7.1: Student Life Survey

Survey your students to assess their understanding of the various areas of student life, and discover their priorities on areas where they would like to receive more information.

The results of our surveys inevitably point to four main areas of interest:

- Job Market
- Professional Skill Profile
- Career Services
- Internship/Co-op

Variation: Another way to use this exercise is to have a first-year student pair up with a second-year student, and have the second-year student explain to the new student how college support services work and how to gain access to them.

Chapter 08 – Resources

Concept
SCANS Workplace
Competencies,
Employability Skills
2000+

Reference: *Making Your Mark*, pages 65, 68

Lecture Idea – Discussion Topic

Using the 8 Cornerstones of High Performance and either the SCANS Workplace Competencies or Employability Skills 2000+, have your students write a one-page paper that outlines how and why these skills are essential to a high-performance career.

or

Have students get into groups and prepare a mini-presentation on the importance of the specific employability skills and the 8 Cornerstones of High Performance.

or

Have students write a 1–2 page report identifying 2–3 essential skills from the SCANS/Employability Skills 2000+ identified skills, and 2–3 Academic Self-Management skills on which they plan to focus during their first semester. Have them discuss the relevance of these skills to their academic studies and future careers.



05 *MAKING YOUR
MARK ONE-DAY
SEMINAR AGENDA*



One-Day Agenda

1. Welcome

- Faculty Introductions

2. Distribute *Making Your Mark* Seminar Kits

- Day 1 Agenda
- Name Tent/Tag
- *Making Your Mark*, 9th Edition
- College Day Timer/Handbook/Student Services and Policies
- Program Handbook
 - + faculty bios
 - + educational and career vision
 - + job market information
 - + career competency skill profile
 - + program of studies
 - + program policies, key dates, etc
 - + alumni success stories/testimonials
- Student Association/College Orientation Information

3. Exercise 1.1: Characteristics of a High-Performance Career, *Making Your Mark*, page 3

- Career motivation, creative thinking, minimum wage jobs vs high-performance careers
- Discuss at least 5 differences between a minimum wage job and a high-performance career

4. Exercise 1.2: Million \$\$\$ Motivator, *Making Your Mark*, page 4

- Career motivation, creative thinking, minimum wage jobs vs high-performance careers
- Use the guidelines presented to calculate the life earning potential differences between minimum wage and a high-performance career

5. Exercise 1.5: Getting to Know You, *Making Your Mark*, page 12

- Team building, interpersonal skills, visual and oral communication skills
- Notetaking skills to increase the recall of names and survey responses

6. *Making Your Mark: High-Performance College and Career Skills*

- Managing High Performance
- Define the term
- *Making Your Mark* Presentation
- Me Inc and the 8 Cornerstones of High Performance, *Making Your Mark*, pages 2–7
- The 8 Cornerstones of High Performance:
 - + Attitude
 - + Educational/Career Vision
 - + Self-Management Skills
 - + Fundamental Skills
 - + Workplace Skills
 - + Contacts
 - + Experience
 - + Personal Life

7. Exercise 1.3: Pyramid of Success, *Making Your Mark*, page 9**8. Exercise 1.4: Employability Skills, *Making Your Mark*, page 10**

- Relate at least two SCANS/Employability Skills to at least two career choices in the program of study
- Brainstorming session: What skills are employers looking for?
- Relate a minimum of two potential or personally-experienced volunteer activities to specific careers in the field of study
- Discuss the 8 Cornerstones and relate them to the SCANS/Employability Skills
- Compare the SCANS/Employability Skills to the 8 Cornerstones
- Group discussion

9. The 7 Stages of High-Performance Change:

- + Past Behavior
 - + Perception
 - + Motivation
 - + Systems
 - + Changed Behavior
 - + Results
 - + Review
- Discuss the 7 Stages of High-Performance Change
 - Organized systems and approaches to school and work
 - Discuss the differences between having a high-performance system approach versus no system approach to doing schoolwork
 - The 100 Test, *Making Your Mark*, pages 16 and 17
 - Exercise 1.6: Academic Self-Management Questionnaire, *Making Your Mark*, page 13
 - Discuss the academic flow of the program over the four to six semesters
 - Assess past academic work habits and identify the work habits they would like to have
 - Relate the identified work habits to success

10. High-Performance Behaviors and Skills

- College and Skills/*Making Your Mark*
- Exercise 1.7: Making Your Mark, *Making Your Mark*, page 15
- Identify the most important points to you in *Making Your Mark*
- Summarize statistically the most important points as identified by peers
- 25-minute exercise followed by 5 minutes of group discussion, 5–10 minutes of class summary

11. Feedback Day 1 Survey

- At the end of Day 1, have your students complete the Day 1 Student Feedback Survey (please contact us for details)
- Summarize the feedback results into a one-page report and circulate the report to the faculty
- The survey results will help faculty take ownership of the project and become more open to the other activities that can contribute to student motivation after Day 1

Optional Day 1 Topics

1. Faculty Panel

- Build relationships, link experience and education to careers
- Students are interested in knowing about their instructors' backgrounds and career journeys
- Have a minimum of three key first-year faculty share their career paths, education, work history, professional development, teaching interests and leisure interests
- Personal stories make faculty more approachable and human
- The faculty panel also showcases an array of career paths, career changes, and career possibilities

2. Job Market Overview

- Give students an overview of the job market; describe the job sectors that make up the industry
- Describe the specific skills and competencies students will develop at college and explain how these skills relate to the job market
- Include job sectors, work atmosphere, skill profile, entry-level opportunities, resources, professional development
- Give your students an overview of the career opportunities they can expect on graduation
- For students enrolled in a transfer or liberal arts program, give them an overview of employability skills
- Emphasize that whichever career they decide upon, they'll always need a solid base of workplace skills

3. Academic Culture/Expectations

- Briefly describe the program academic culture, semester pace, and insights on academic success
- Introduce the subject of academic/college success skills, and explain
 - + how these skills will make college life easier for them, and
 - + that good work habits and a systematic approach to completing tasks are skills that every employer looks for
 - + by developing professional work habits now, they are also preparing for their careers; moreover, those who strive to be peak performers are usually those who end up with high-performance jobs

4. Career Motivation/Career Success Exercises

- If you have time, you can use any of the Career Motivation or Career Success Exercises you haven't covered
- If time is limited, you can return to teaching the specific college success skills later in your orientation program or in your college success course
- Whenever you return to developing success skills with your students, they'll have made the connection between "study skills" and career success skills, and will be ready to work with and develop these concepts

5. College Tour

- Identify a minimum of five student success resources available, including location, range of services, and hours of operation



06 SAMPLE
COURSE
OUTLINE

Course Introduction

The #1 reason most students give for attending college is “to get a good job.” The skills outlined in *Making Your Mark* will help students graduate from college. But more important, these skills will see them through their entire career. It’s kind of like a 2-for-1 deal. The college success skills they develop are the same employment skills they’ll need for their career: good work habits, efficient time management, and an organized system for getting their work done at a high standard. If they approach their college years as professional development for their career, they’ll be well prepared for the workplace, and they’ll come as close as it gets to guaranteeing themselves a good job upon graduation. Students in this course will complete 18 exercises that will enhance their understanding and motivation in developing high-performance self-management skills for college success, career success, and for life.

Resources

Making Your Mark: Develop the Motivation and Skills to Achieve High-Performance College and Career Success, LDF Publishing Inc, Lisa Fraser, 2009

Assignments

1. Exercise 1.5: Getting to Know You – *Making Your Mark*, page 12

Have each student fill out the 15 questions individually and hand them in.

Grade: Complete/incomplete.

2. Exercise 1.7: *Making Your Mark, Part 2 – Most Important Ideas Assignment* – *Making Your Mark*, page 15

For the next class, reread *Making Your Mark*, and identify the same or four different important ideas/techniques and explain why they are important to you.

Format: One page, 300–500 words, word processed or handwritten.

Due: Next class.

Grading: %

3. Exercise 1.11: How’s It Going? – *Making Your Mark*, page 19

Format: Memo to instructor (please include a follow-up phone number and email address).

Content: Provide a brief and honest written update on how you’re doing in each area listed below (one paragraph per heading; rate each one on a scale of 1–10).

Grading: Complete/incomplete.

Memo topics:

1. Intro to college/college success course.
2. Academic program (or major).
3. College life (sports, leisure, residence, community).
4. Personal life (friends, family, health, part-time jobs).

4. Exercise 1.6: Self-Management Questionnaire and Follow-up Report

– *Making Your Mark*, page 13

Stage 1

Write a report on the following:

- a) Complete the questionnaire.
- b) Select four of the nine areas that are important to you, and develop 2-3 techniques/systems that you will use to close the gap between past behavior and behavior you'd like have this semester.

Stage 2

- c) Write a report, commenting on your one-week short-term progress in each of the nine areas. What's it like to change a behavior?

Grading

Grading	%
1. Exercise 1.5: Getting to Know You	Incomplete/Complete
2. Exercise 1.7: Making Your Mark, Part 2	15%
3. Exercise 1.11: How's it Going?	Incomplete/Complete
4. Exercise 1.6: Self-Management Questionnaire and Follow-up Reports	Stage 1 – 15% Stage 2 – 15%
5. Completion of Exercises in <i>Making Your Mark</i>	15%
6. Me Inc Profile Description	20%
7. Multiple Choice Tests	20%
Total	100%

Learning and Employability Outcomes

Students completing this course will have demonstrated their ability to:

- 1. Understand the value of developing high-performance college and career skills;
- 2. Describe the concept of Me Inc and the 8 Cornerstones of High Performance as it relates to college and career success;
- 3. Outline the characteristics of a high-performance career;
- 4. Develop a career vision and understand how it relates to college success;
- 5. Apply the principles of the Pyramid of Success/personal strengths as they relate to a student success strategy;
- 6. Understand the desired employability skills as outlined by the US and/or Canadian governments;
- 7. Communicate and develop relationships with classmates and faculty to develop a personal support system;
- 8. Apply the 7 Stages of High-Performance Change;
- 9. Develop good time management and self-management techniques;
- 10. Apply effective notetaking practices;

11. Learn and apply academic success strategies;
12. Know the steps involved in writing an academic paper;
13. Learn effective strategies for preparing for and studying for exams;
14. Understand a variety of coping strategies to help manage college life.

Sequence of Instruction

Concept	Intended Learning	<i>Making Your Mark</i> Chapter	Learning Activities
1	Educational and Career Vision	01	Exercise 1.1, 1.2
2	High-Performance Career Skills	01	Presentation, class discussion
3	Career Motivation	01	Exercise Opportunityisnowhere
4	Employability Skills	01	Exercise 1.3, 1.4
5	Relationship Building	01	Exercise 1.5, 1.11
6	7 Stages of High-Performance Change	01	Exercise 1.6, 1.7, 1.8, 1.9
7	2,000 Hour Commitment	01	Exercise 1.10
8	Time Management	02	Exercise 2.1, Presentations, class discussion
9	Notetaking	03	Exercise 3.1, Presentations, class discussion
10	Academic Success Skills	04	Presentations, class discussion
11	Papers, Reports, and Assignments	05	Presentations, class discussion
12	Exam Preparation	06	Exercise 6.1, 6.2, 6.3, Presentations, class discussion
13	College Life Skills	07	Exercise 7.1, Presentations, class discussion
14	Employability Skills	08	Presentations, class discussion



07 ABOUT LDF
PUBLISHING INC.

LDF Publishing Inc. has been assisting colleges with student success and retention ideas since 1992. *Making Your Mark* has sold more than one million copies and is used in more than 1,500 educational institutions across North America. Its strengths are its light and friendly writing style, its comprehensive coverage of essential material, and its cost. We've priced the book so that any college can afford to implement a retention strategy.

Lisa Fraser, author of *Making Your Mark*, also coauthored *Cornerstone*, the Canadian edition of a student success textbook for Prentice Hall Canada Inc. She has worked as an educational proposal writer, securing funding and grants for college projects, and has taught developmental education classes.

Don Fraser is one of North America's leading authorities on student success and retention. He has been a professor at Durham College for the past 30 years. He codesigned and implemented Durham's student success program 18 years ago and has been working in this area since that time. Don has done a great deal of research on student success and retention and received a NISOD award for this work. He has developed a retention model—"The Right Start to College"—that has been adopted by many colleges and universities across North America. Don was a member of the Ontario government's task force on student retention.

Products

Making Your Mark, ISBN 978-0-9735298-3-8

Making Your Mark in the OHL, ISBN 0-9696427-7-6

Comment réussir dans ses études, ISBN 0-9735298-0-6

Faculty Development Seminars

"*Making Your Mark: Educational/Career Vision, College and Career Success Skills, Relationship Building*"

"Student Motivation and High-Performance Change from Day 1 to Graduation"

"Staff/Faculty Retention Training"

"Key Performance Indicators (KPI) Retention Consulting"

Making Your Mark Train the Trainer Seminars

"Develop the Motivation and Skills to Achieve High-Performance College and Career Skills"

"Turn Study Skills into Career Success Skills"

About Our Products and Services

Making Your Mark is the foundation of our retention program. We've found that incorporating the book into a first-year orientation seminar produces dramatic retention results. Seminar outlines are available from our website www.makingyourmark.com.

"*Making Your Mark: The Right Start to College*" workshop has been delivered at the 1998–2007 National Conference on Student Retention, the 1999 World Congress of Colleges and Polytechnic, the 2002, 2003 and 2007 ACCC Annual Conference, the 2003, 2007 and 2009 Career College Association Convention, the 2005 and 2009 Student Engagement Conference, the Starlink Professional Development Network, the March 2009 Webinar for Innovative Educators, and at individual colleges to more than 17,000 college staff members.

For more information or for help in developing your retention program, please contact Don Fraser at 1.877.492.6845 or 416.484.8118 or by email at info@makingyourmark.com.