

Getting Focused

When you complete “Chapter One—Getting Focused,” you will be able to:

1. Identify your personal LASSI Attitude (ATT) scale: “The ability to establish a clear relationship between school and your life goals (academic, personal, social, and work-related goals) attainment.”
 - a. If you scored at the 75th percentile or above: You have very strong skills, abilities, and commitment to concentrate, as well as very strong work habits and attention to school and each courses’ assignments.
 - b. If you scored above the 50th percentile: You have the ability to concentrate, have good work habits, and attention to school and all of the assignments.
 - c. If you scored below the 50th percentile: You need to work on goal setting and determine the role school plays in achieving these goals.
2. Discuss trends in employer needs with respect to the economic climate and demographic changes.
3. Discuss the “7 C’s” required for 21st century employment.
4. Describe and discuss your personal Mindset as either Fixed or Growth and the strategies to acquire or strengthen a Growth Mindset.
5. Describe and discuss your personal Self-Efficacy status and identify strategies to acquire, strengthen, and improve your Self-Efficacy.

“There is only one success—to be able to spend your life in your own way.”
– Christopher Morely



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ATTITUDE

Definition of the LASSI Attitude Scale: “Students’ general attitudes toward school and their reasons, or lack of reasons, for succeeding in school have a great impact on their diligence when studying, particularly in autonomous situations in which they must study on their own. If the relationships between school and life goals (academic, personal, social and work-related goals) are not clear, then it is difficult to maintain a mind-set that promotes good work habits, concentration, attention to school, and its related tasks.

“Students’ scores on this scale measure their general attitudes and reasons for succeeding in school and interest in performing the tasks related to school success. Students who score low on this measure need to work on higher-level goal setting and reassess how school fits into their future. If school is not seen as relevant to the student’s life goals and attitudes, then it will be difficult, if not impossible, to generate the level of motivation needed to help take responsibility for one’s own learning and successfully managing one’s own study activities.” (LASSI User’s Manual: Learning and Study Strategies Inventory, Third Edition. 2016. Claire E. Weinstein, Ph.D. H & H Publishing Company, Inc., Clearwater, Florida.)



In short, your ability to focus your attention on the assignments related to each course is directly related to how you see your college education improving your life and helping you make each of your academic, personal, social, and work-related goals a reality. As you can see, your attitude is a critical part of your success!

GETTING FOCUSED

When many people think of the word “attitude,” they may have a negative perception. It is important to understand that this word is neutral—not good or bad. Attitudes determine our behavior and that is why your attitude about you, your college experience, and your future are important. When you are creating a new future for yourself, having attitudes that are consistent with your vision of the future is essential. You will note there is a difference between the raw score and the percentile in the Attitude Scale. The percentile is the score of importance. What

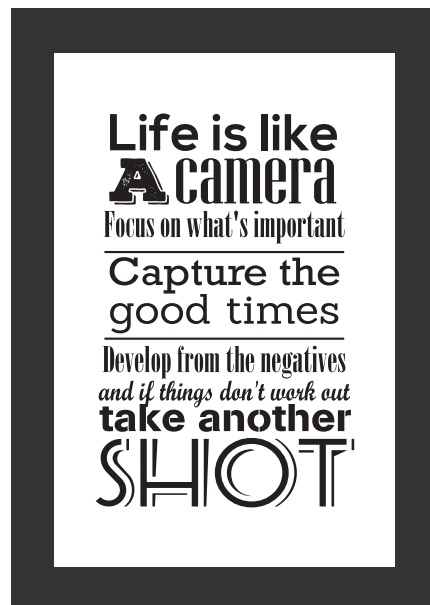
is a “percentile”? If your raw score is 40 and your percentile is 80, this means that 20% of those who took the test scored higher than you did and you scored higher than 79% of those who took the test. This provides a perspective of yourself and your abilities in relation to others and the full range that is possible.

A higher score is important because we are discussing strategies for success to make your vision a reality. The LASSI Attitude scale reflects your belief that a college education will give you the future you want. The higher the Attitude percentile, the more you understand the relationship between your success in your college classes and your ability to have the future you want. The ideal is to score in the 75th percentile or above as this range indicates mastery of the skills necessary for success in college and in life.

How do you get your attitudes? You get some from your experiences, some from your perception of yourself in relation to others, and some from your friends and family. Your perception of: yourself, your ability to learn, your ability to successfully complete assigned work tasks, and have the life you’d like to have is very important. There are two parts of your attitude that directly relate to learning and understanding new information, as well as overcoming challenges in completing tasks: Mindset and Self-Efficacy. In the Attitude scale, both Mindset and Self-Efficacy are important, as is the vision of the future you want. An equation might look like this:

MY MINDSET + MY SELF-EFFICACY = MY VISION FOR MY FUTURE

College is always about your vision for your future! So it is appropriate to begin with your vision for your future and the role of your college experience in creating your future. If you scored below the 50th percentile in the Attitude Scale, you need to make some decisions about how you want to live, as well as your strategy for getting the job and the lifestyle you want in your future. Then, you need to decide if college courses and a degree will help get you there. Focusing your attention on the research results, discussions, concepts, and exercises in this chapter will help you understand the role your attitude about your college classes and grades can affect your future reality.



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Economic Climate and Preparation Needs for Obtaining and Maintaining Employment

Many students attend college with the idea of gaining employment that will allow them to have a better life than they would without a college education. There is a tremendous amount of research that supports this thinking. The United States Bureau of Labor Statistics reports the unemployment rate and the median weekly earnings by educational level. The results are striking! As you advance in educational level unemployment decreases and the weekly median earnings increase. (Median is not the average; it is the midpoint in the range of data—half above and half below.) It is easy to understand the more education you have, the less likely you are to be unemployed and the more income you will generate throughout your lifetime.

Earnings and unemployment rates by educational attainment, 2015

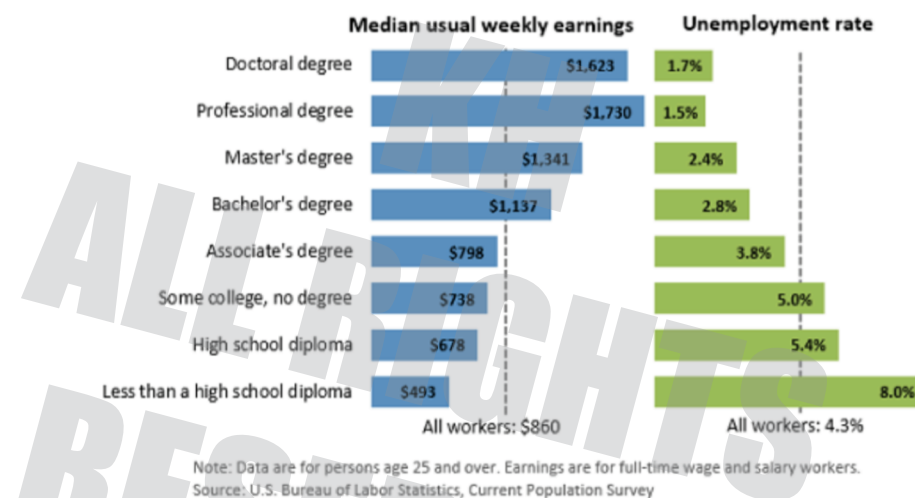
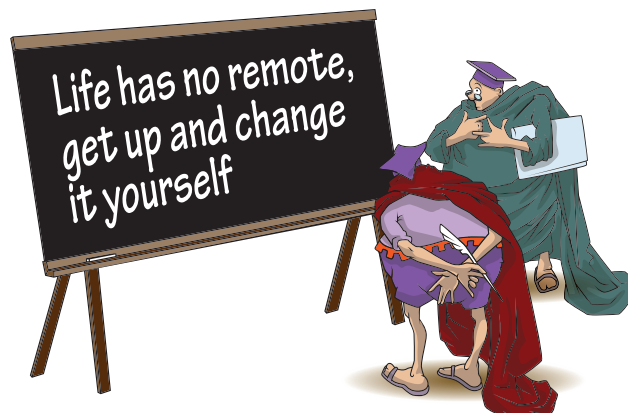


Image courtesy of author.

As education rises, the likelihood of being unemployed falls. The lower the educational level, the more likely you are to be unemployed. Anyone job-seeking without an education or marketable skills can easily identify with this. It is a fairly good indicator of the “spread” of the data—unemployment trends, and earnings are related to educational level. Those without a high school diploma are most at risk of being unemployed!



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This data suggests that we are firmly in a knowledge- and skill-based economy. The most recent lifetime earnings information available is in a report entitled “The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings” (July 7, 2016, www.usgovinfo.about.com) which demonstrates the value of an education. “. . . over an adult’s working life, high school graduates can expect, on average, to earn \$1.2 million, while those with a bachelor’s degree will earn, \$2.1 million; and people with a master’s degree will earn \$2.5 million Persons with doctoral degrees earn an average of \$3.4 million during their working life, while those with professional degrees, like medicine, law, and engineering do best at \$4.4 million.” The data assumes a work life from ages 25 to 64. Education pays off in both likelihood of being employed, as well as in increased earnings.

When considering your attitude, your perception of the importance of your college experience is determined by what you think your life will be as a result of your college experience. College prepares you for your future—providing you the essential tools, techniques, and background. If you’ve never given it much thought, choosing your career can be difficult. It is important to choose a career that reflects your interests and can become your passion. Why? Your interest will motivate you to keep up with the changes in your career and if you are passionate, you will excel and become an expert within your field, thereby increasing your value to your employer and presenting opportunities for professional growth with increased responsibility and wages.

It is important to select a career that is a good “fit” for you, not just to identify a career that will provide a lot of money! Many people have serious concerns about the economy and are looking for careers that will still be in demand no matter what state the economy is in; but, if they have no interest or passion they are unlikely to persist, excel, or have a great deal of success in the field. Often, they are simply looking for some assurance that they will be able to work without experiencing anxiety about their livelihood.

Many of you consider the careers of your parents, friends, or other people you know because they are familiar to you. There are many more careers you can consider than those of the people you know. The following chart represents a broad spectrum of interesting careers that have been identified as the *Top 100 Careers for 2016* by Career Profiles, a career and job search guide. They are presented to increase the level of information about the wide range of choices available to you and to encourage you to engage in additional career exploration. If you don’t see a career of special interest to you, don’t worry. If you take classes in which you are very interested, there probably will be a job available for you when you graduate. Why? Because new jobs are created every day that didn’t exist last year! There is a great likelihood that you will find one with your name on it!

In this data, you will note there are five columns: the first column provides the ranking of the career, the second column identifies the career, the third column represents the number of jobs, the fourth column presents the median income (not the average, but the midpoint where half of the salaries are higher and half are lower), and the fourth column presents the unemployment rate. As you can see, there are many possibilities for consideration!

Top 100 Jobs
(Source: U.S. News Best Jobs)

Rank	Career	Projected Jobs	Median Salary	Unemployment Rate
1	Dentist	23,300	\$152,700	0.1%
2	Nurse Practitioner	44,700	\$98,190	0.7%
3	Physician Assistant	28,700	\$98,180	0.6%
4	Statistician	10,100	\$80,110	0.8%
5	Orthodontist	1,500	\$187,200	0.1%
6	Nurse Anesthetist	7,400	\$157,140	0.7%
7	Pediatrician	3,600	\$170,300	0.6%
8	Computer Systems Analyst	118,600	\$85,800	2.4%
9	Obstetrician & Gynecologist	4,300	\$187,200	0.6%
10	Oral & Maxillofacial Surgeon	1,200	\$187,200	0.6%
11	Optometrist	11,000	\$103,900	1.6%
12	Occupational Therapy Assistant	14,100	\$57,870	0.6%
13	Software Developer	135,300	\$98,260	2.0%
14	Surgeon	9,100	\$187,200	0.6%
15	Nurse Midwife	1,300	\$92,510	0.7%
16	Physical Therapist	71,800	\$84,020	1.1%
17	Anesthesiologist	7,100	\$187,200	1.7%
18	Physician	5,100	\$187,200	0.6%
19	Psychiatrist	4,200	\$187,200	1.2%
20	Mathematician	700	\$111,110	0.8%
21	Prosthodontist	100	\$119,740	0.1%
22	Registered Nurse	439,300	\$67,490	1.5%
23	Occupational Therapist	30,400	\$80,150	1.3%
24	Diagnostic Medical Sonographer	16,000	\$68,970	0.4%
25	Podiatrist	1,400	\$119,340	1.7%
26	Financial Advisor	73,900	\$89,160	2.0%
27	Actuary	4,400	\$97,070	0.8%
28	Speech-Language Pathologist	28,900	\$73,410	1.8%
29	IT Manager	53,700	\$131,600	1.9%
30	Psychologist	32,500	\$94,590	1.2%
31	Web Developer	39,500	\$64,970	3.6%

Continued.

Rank	Career	Projected Jobs	Median Salary	Unemployment Rate
32	Dental Hygienist	37,400	\$72,330	1.2%
33	Operations Research Analyst	27,600	\$78,630	2.6%
34	Environmental Engineer	6,800	\$84,560	0.8%
35	Computer Network Architect	12,700	\$100,240	0.6%
36	Respiratory Therapist	14,900	\$57,790	0.6%
37	Mechanical Engineer	14,600	\$83,590	1.6%
38	Physical Therapist Assistant	31,900	\$55,170	4.0%
39	Accountant	12,400	\$67,190	2.5%
40	Medical & Health Services Manager	56,300	\$94,500	1.2%
41	Database Administrator	13,400	\$81,710	1.0%
42	Massage Therapist	36,500	\$38,040	2.0%
43	Occupational Therapy Aid	2,700	\$27,800	0.6%
44	Chiropractor	7,900	\$64,440	0.8%
45	Cartographer	3,600	\$61,880	3.6%
46	Orthotist & Prosthetist	1,900	\$64,430	1.7%
47	School Psychologist	30,500	\$70,580	1.2%
48	Financial Manager	37,700	\$117,990	2.0%
49	Pharmacist	9,100	\$121,500	1.7%
50	Cardiovascular Technologist	11,500	\$54,880	1.4%
51	Marriage & Family Therapist	5,000	\$48,600	0.6%
52	Information Security Analyst	14,800	\$90,120	3.9%
53	Business Operations Manager	151,100	\$97,730	3.9%
54	Optician	17,800	\$34,840	1.6%
55	Industrial Psychologist	400	\$77,350	1.2%
56	Radiation Therapist	2,300	\$80,220	1.7%
57	Hearing Aid Specialist	1,600	\$49,600	1.4%
58	Civil Engineer	23,600	\$82,220	1.5%
59	Clinical Laboratory Technician	29,000	\$38,970	1.9%
60	Computer Support Specialist	99,800	\$62,250	3.7%
61	Lawyer	43,800	\$115,820	1.1%
62	Clinical Social Worker	30,900	\$52,380	2.1%
63	Home Health Aide	348,400	\$21,920	6.4%
64	Interpreter & Translator	17,500	\$44,190	4.0%

Continued.

Rank	Career	Projected Jobs	Median Salary	Unemployment Rate
65	Wind Turbine Technician	4,800	\$51,050	5.1%
66	Marketing Manager	18,200	\$128,750	2.8%
67	Audiologist	3,800	\$74,890	2.8%
68	Medical Records Technician	29,000	\$37,110	2.4%
69	Management Analyst	103,400	\$81,320	3.2%
70	Veterinarian	6,900	\$88,490	0.4%
71	Financial Analyst	32,300	\$80,310	2.1%
72	High School Teacher	55,900	\$57,200	2.0%
73	Genetic Counselor	700	\$72,090	3.1%
74	Substance Abuse & Behavioral Disorder Counselor	21,200	\$39,980	2.8%
75	Physical Therapist Aide	19,500	\$25,120	4.0%
76	Market Research Analyst	92,300	\$62,150	3.1%
77	Medical Secretary	108,200	\$33,040	3.8%
78	MRI Technologist	3,500	\$61,720	1.4%
79	Insurance Sales Agent	43,500	\$48,200	2.3%
80	Cost Estimator	18,700	\$60,390	1.7%
81	Medical Assistant	138,900	\$30,590	3.3%
82	Dietitian & Nutritionist	11,000	\$57,910	3.5%
83	Petroleum Engineer	3,400	\$129,990	4.0%
84	Loan Officer	24,500	\$68,430	3.2%
85	Personal Care Aide	458,100	\$20,980	7.5%
86	Veterinary Technologist & Technician	17,900	\$31,800	1.8%
87	Maintenance & Repair Worker	83,500	\$36,630	4.2%
88	Nuclear Medicine Technologist	300	\$73,360	1.4%
89	Construction Manager	17,800	\$87,400	2.5%
90	Patrol Officer	34,200	\$58,320	1.0%
91	Computer Systems Administrator	30,200	\$77,810	3.1%
92	Radiologic Technologist	17,200	\$56,670	1.4%
93	Surgical Technologist	14,700	\$44,330	1.4%
94	Epidemiologist/Medical Scientist	400	\$69,450	1.9%
95	Biochemist	2,800	\$82,150	2.1%

Continued.

Rank	Career	Projected Jobs	Median Salary	Unemployment Rate
96	Child & Family Social Worker	19,000	\$42,350	2.1%
97	Mental Health Counselor	26,400	\$41,880	2.8%
98	Paramedic	58,500	\$31,980	1.3%
99	Sales Manager	19,000	\$113,860	2.8%
100	Dental Assistant	58,600	\$35,980	2.8%

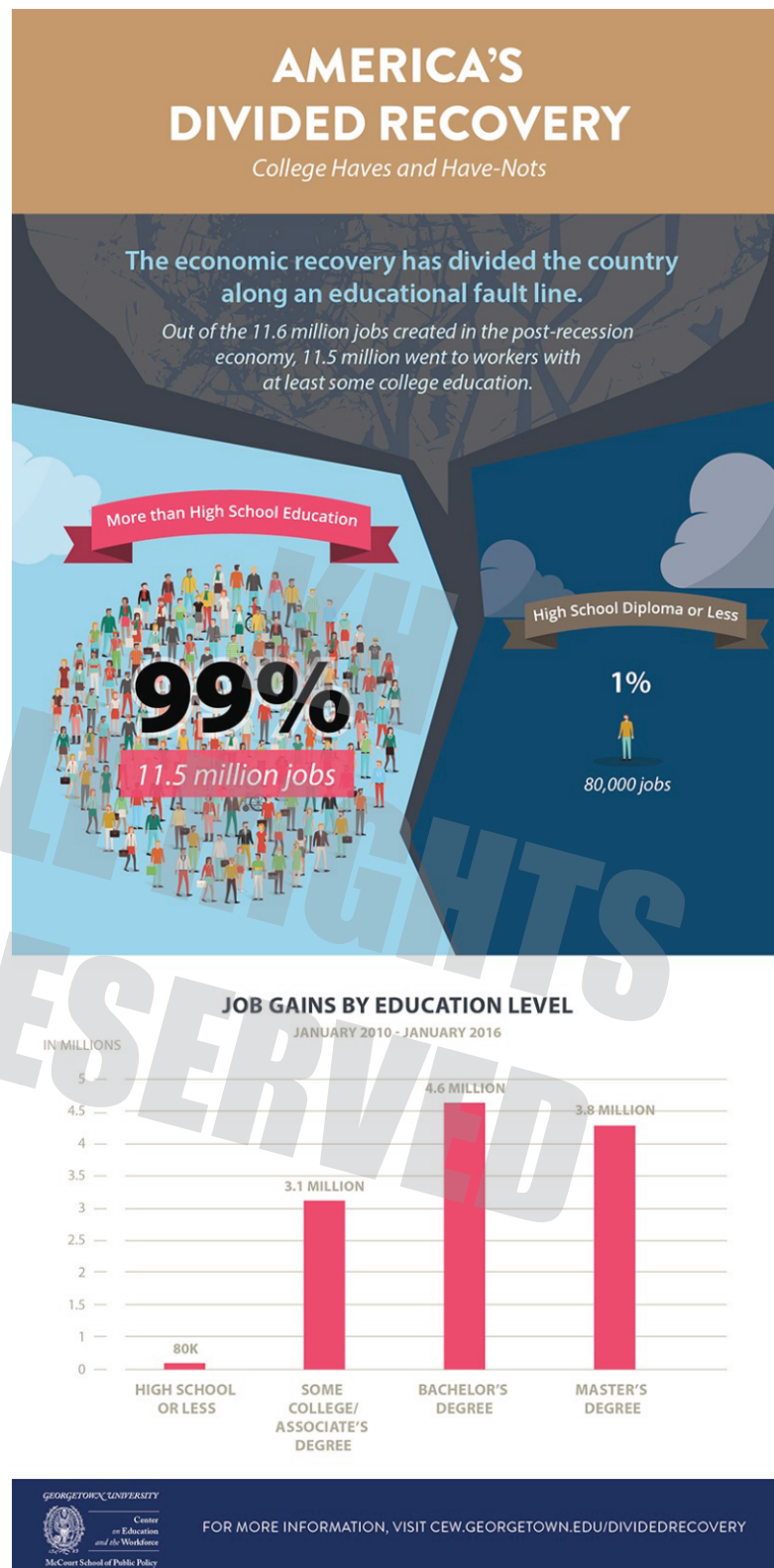
<http://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>

Many colleges have Career Resource Centers and Employment Services as a part of the Student Services provided to all students who are enrolled or have graduated. Another source to obtain additional information is through the O'Net Online website (<http://www.onetonline.org>) as current and projected employment trends, salaries, and career information are maintained there. At O'Net Online you can also find information about employment trends that are specific to a city or state and compare different places you might want to live. It is an incredibly useful tool for you to gain additional information to help you make informed decisions.

Don't be discouraged if you are unable to identify a major area of study. Sometimes, not knowing what you want to do isn't as important as completing a degree.

The report *"America's Divided Recovery: College, Haves and Have-Nots, 2016"* from the Georgetown University Center on Education and the Workforce, McCourt School of Public Policy provides a good perspective of the relationship between education and the ability to work in the post-recession economy. There were many technological advances in the last two decades of the twentieth century. These advances, in large part, were responsible for the elimination of many jobs. Nevertheless, there has been a sharp increase of jobs in this post-recession.

However, they are not the same types of jobs—low-skill, blue-collar, and clerical support jobs are not the jobs of the 21st Century. *America's Divided Recovery: College Haves and Have-Nots* "reveals that those with at least some college education have captured 11.5 million of the 11.6 million jobs created during the recovery." As is depicted in the "Job Gains by Education Level" Infographic below, less than 100,000 jobs were created and filled by those with a high school diploma or less. The report also described the lack of growth in benefits and wages for those with a high school diploma or less. The necessity of a college education to be employed is apparent.



Georgetown University Center on Education and the Workforce, *America's Divided Recovery: College Haves and Have-Nots 2016*.

In this knowledge- and skill-based economy, education is important—it is the one common denominator of those employed in the 11.5 million jobs that were created between January 2010 and January 2016. The lack of education was the common denominator in those who are unable to find employment. Exercise #1 provides the opportunity for you to identify and discuss your career choice. Do not be discouraged if you don't know what you want to do. You don't need to make a decision now, you just need to be committed to ensuring you have skills that will allow you to work and live the way you want. Complete Exercise #1.

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Chapter One Exercise #1: (10 points)

1. What is your career choice or favorite class(es)?

2. How will your college classes prepare you for this career?

3. What is the minimum level of education required for this career?

4. Are you committed to completing at least the minimum level of education required for this career? Yes ☐ No ☐

5. Explain your answer

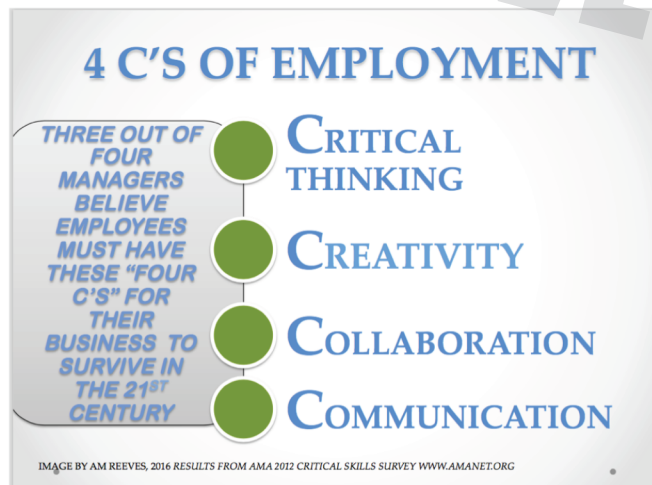
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CHANGING NEEDS OF THE WORKFORCE

In the 20th-century industrial and manufacturing age that became the employment norm in communities across the country, it was common for an employee to “quit” one job, walk down the street, and immediately accept another job (often better paying than the previous job). This happened all over the country in many highly industrialized cities. All that was necessary was the ability to come to work, stand, and perform routine repetitive tasks (sometimes heavy and sometimes dangerous, depending on the plant in which you worked). The manufacturing of products was distributed throughout the United States, as well as to some countries. Today, manufacturing is limited in the United States—the cost-effectiveness of doing this work in other countries has re-distributed this type of work. Worldwide, the United States has been known for innovation and creativity; consequently, many companies have shifted their focus to innovation and creation and selling or providing needed products and services.

Today we have a global economy—competition isn’t with locations in one state or another, it’s with one country’s economic status, its impact on another, and creating a strong economy that can survive the changes that occur internationally. (The news of weak economic data in China in October 2016 was one of the factors driving the U.S. stock market down—reducing the worth of many companies stock value and causing worries that the Federal interest rate may increase, according to Reuters News, 10/13/2016. This has a direct relationship with the economic health, and the ability of businesses to secure and repay loans for day-to-day business operations in the United States.)

Because we have a global economy with economic consequences that cross borders, there are very different skill sets necessary for today’s employees. According to the 2012 American Managers Association survey, three out of four managers believe employees must have the “4 Cs” if businesses are to survive in the 21st century: “Critical Thinking, Creativity, Collaboration and Communication.” There is wide agreement that these are essential skills. What are these skills and why are they important?



Courtesy of A.M. Reeves

Today's and tomorrow's businesses require different skill sets from their employees if they are to survive. What potential impact does the “4 C's” have in a business? Briefly stated:

- **Critical Thinking (& Problem Solving)**—The critical thinking process (discussed later), as well as strong problem solving skills can save companies from costly mistakes and increase productivity of the employees thus producing even more cost savings.
- **Creativity (& Innovation)**—Creativity & Innovation presents new ways of doing “old” things, as well as new products that can bring more revenue to the company.
- **Collaboration (Teamwork & Leadership)**—The ability of employees to work collaboratively brings out the best in employees, creates synergy (more strategies from the team than would be possible from any one member of the team), and increases productivity. Collaboration also requires the ability to work as a member of a team, as well as assume leadership role(s) as needed. You probably are very comfortable working independently; however, business needs demand you are able to work as a team—lead and be led. The wonderful concept of synergy is at work when you and several others get together to manage a project or problem. Synergy is the result you get when a group of people is working together and the result is something no one person in the group could have produced!



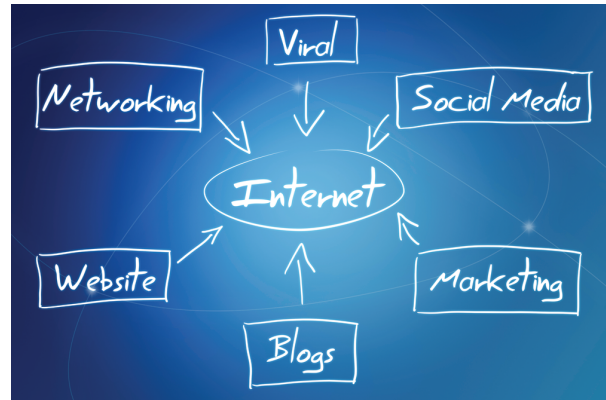
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- **Communication (& Media Fluency)**—The ability to effectively communicate in writing, as well as speaking, throughout the many media sources enables the company's message to be effectively presented and can directly affect company profits and losses. Consider the many ways communication occurs over the Internet! Fluency in this area is important to businesses in the 21st century. Fortunately, you are probably very comfortable with these areas!

This is not your parents or grandparents world! Robots do the work they once did, or the work is sent to another country to be produced with cheaper labor! Often, you also need a specific set of documented skills to work in many companies today. With the exception of working in a small “mom and pop” machine shop, if you work in manufacturing you are often managing the robots—repairing or programming them when needed. Most often, you will have an engineering or technology degree or certification. At the same time, this new work environment provides more flexibility and the ability to use many of your skills in ways your parents and grandparents were never able to do, even though they may have



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wanted to have a more active role in making decisions. The world has indeed changed, and more change is coming. Change is a part of life, and does not necessarily mean that something “bad” has happened.

Consider some of the changes that are now commonplace as a result of technology. Changes such as rear view cameras on cars that allow you to see, in a panorama view, what’s directly behind the vehicle when backing up! No need to turn something on; as soon as you change the gear to “Reverse” the view from the camera appears on the dashboard. Amazing! Typically this is a standard feature that comes with the car and has been available for several years.

Consider the impact computers have had on tires in the last 10 years: tires are now equipped with sensors to alert the driver to hazardous road conditions. Any change in road condition appears on the dashboard screen—computers in the tires! So, this is YOUR world and everyone’s world that is employed or seeking to be employed! These technology changes are the result of approaching “old” tasks in new ways (thinking outside the box) in other words: Creativity and Innovation!

Another “change” that is driving the need for different skill sets is the change in demography. Consider some of the demographic changes in the United States (and there are also changes in many parts of the world). The U.S. Census Bureau Newsroom reports the following 2015 demographic: “Millennials are more diverse than the generations that preceded them with 44.2 percent being part of a minority race or ethnic group (that is, a group other than non-Hispanic, single-race white).” (www.census.gov) The Pew Research Center reports “. . . Millennial’s . . . are on track to be the most educated generation to date” (Source: <http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/>). This is a significant change!

Who are the “Millennial adults”? The U.S. Census Bureau Newsroom defines this group as those “born after 1982 and (before) 2000.” The U.S. Census Bureau reports other changes that are significant for the future: “Even more diverse than Millennials are the youngest Americans: those younger than 5 years old. In 2014, this group became majority-minority for the first time, with 50.2 percent being part of a minority race or ethnic group” (www.census.gov).

The Pew Research Center projects that “By 2055, the U.S. will not have a single racial or ethnic majority. Much of this change has been (and will be) driven by immigration.” While a lot of attention has been given to Mexican immigrants

recently, Pew Research Center reports this population has been shrinking, while immigrants from Asian countries and Latin America have been increasing and states: “Over the next five decades, the majority of U.S. population growth is projected to be linked to new Asian and Hispanic immigration.” It is safe to say Millennials are, and will continue to be, a major force in the economy. Businesses will target this group for sales and services. Because of the diversity in this group, familiar and traditional marketing strategies may not be as effective as they once were.

Many organizations have identified the criteria necessary for successful employment in the 21st Century, some have identified a minimum of 10 skills/attributes (21st Century Skills, 2015 www.newworldofwork.org), others have identified as many as 16 (P21 Partnership for 21st Century Learning, January, 2016, www.p21.org). There appears to be wide agreement on the minimal “4 C’s” (A.M.A., An Educator’s Guide to the 4 C’s by the National Educators Association). The “7 C’s” identified by the Oracle Education Foundation provides a comprehensive set of skills that includes many of the skill sets identified by others (P21 Partnership for 21st Century Learning, January, 2016, Oracle Education Foundation, 21st Century Skills, 2015).

21st Century Learning 21st Century Skills

Seven C’s	Component Skills
Critical Thinking & Problem-solving	Research, Analysis, Synthesis, Project Management, etc.
Creativity & Innovation	New Knowledge Creation, “Best Fit” Design Solutions, Artful Storytelling, etc.
Collaboration, Teamwork & Leadership	Cooperation, Compromise, Consensus, Community-building, etc.
Cross-cultural Understanding	Across Diverse Ethnic, Knowledge & Organized Cultures
Communication & Media Fluency	Crafting & Analyzing Messages & Using Media Effectively
Computing & ICT Fluency	Effective Use of Electronics Information & Knowledge Tools
Career & Learning Self-Reliance	Managing Change, Lifelong Learning & Career Redefinition

Source: Oracle Education Foundation

The three areas that have been added are: *Cross Cultural Understanding*, *Computing & ICT Fluency* (*Information, Communications, and Technology*), and *Career and Learning Self-Reliance*. As the 4 C’s have been discussed earlier, let’s look at each of these additional three topics separately and with more depth.

- **Cross Cultural Understanding:** Given the demographic trends of increasing diversity within the United States, the necessity of understanding culture and language is apparent. Businesses will increasingly serve multi-cultural communities. Employees will be required to interact appropriately with these very diverse individuals to accomplish the goals of the organization for which they work. Lack of knowledge about customs, expectations, or traditional cultural norms and manners can

prove disastrous to a company. Those in marketing are quick to point to the research demonstrating the impact of one person's negative experience compared to those that had a positive experience.

One recent research project confirms this truth. The following results are briefly presented. In early 2013, Dimensional Research (sponsored by ZenDesk) analyzed an on-line survey of 1,046 customers of a mid-sized company. The survey examined customer experiences of B2B (Business to Business) and B2C (Business to Customer). They “found that 62% of B2B and 42% of B2C customers purchased more after a good experience, while 66% and 52% respectively stopped making purchases after a bad experience . . .

“Overall, 95% of respondents who have had a bad experience said they told someone about it, compared to 87% who shared a good experience.” In fact, those who'd had bad experiences told of their experiences five times more than those with a good experience! You can begin to see the importance of knowing your diverse customer base, communicating and interacting with them appropriately, and the value you will bring to your employer with these skills.

- **Computing & ICT Fluency:** When you consider the influence of computers and the range of their influence in every part of life and business, the need for familiarity with various types of technology and social media is apparent. Previously, Facebook has been the “go to” social media. Current “go to” media also include “Twitter” and “SnapChat.” You can be assured another type of social media will be preferred in the near future. Employers need employees who can stay current and *use* the technology appropriately and effectively.

This technology has replaced traditional forms of communication. You will want to ensure that when you are working with social media on your job, everything you are doing is work related. ICT fluency is not limited to social media; it includes any communication device or application, including: radio, television, cell phones, computer, network hardware and software, satellite systems, etc. You do not need to be an “expert” in every form of technology (unless that is your role in the organization); you *do* need to understand the effectiveness and utility of the technology.

To see the importance of ICT Fluency, consider the absence of ‘paper’ newspapers in many communities. Now, one goes online to read the newspaper. Even television stations have online news feeds complete with video from the original news show, or even “live” feeds through the Internet.

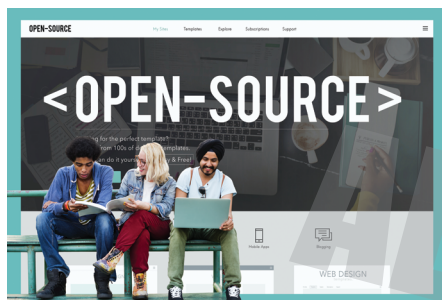
Employees will need to know how to “harness” this technology to benefit themselves and their employer. This can be viewed as self-serving, as the business goes, so goes the employees. In other words, businesses that don't keep up with the changing times will not survive and those working for these businesses will no longer have a job. Fortunately, many college students are already very familiar with many of these applications and use them often. Once you are comfortable with one, it's easier to learn new ones.

- **Career:** As described in the graphic, “Managing Change, Lifelong Learning & Career Redefinition,” change today occurs rapidly. Consequently, it's important to be able to recognize the need to change for the business, as well as personally, and be prepared to engage in Lifelong

Learning. In a knowledge- and skill-based economy your value to an employer is based upon your current level of knowledge and skill. Put another way: the more you know and the more you can do, the more valuable you are in the marketplace.

- **Self Reliance:** It is also very important to recognize change patterns before they come so that you are prepared and are able to make a smooth, even effortless, transition. Career Redefinition has been a part of life for many years. That is why learning to think with the Critical Thinking Process model (discussed later) is important to you personally. Critical thinking will help you identify change before it comes so you will be prepared for the change. You have the opportunity to consider areas in which you might like to work in today's environment.

These new changes can work to your benefit. For example, if your new direction will benefit your company, they often will pay for your education and training! Acquiring education is different today. You can take an online class; listen to a pod-cast; or enroll in a Saturday, evening, or weekend class.



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Often, the classes are free! You will need to be very familiar with strategies for a successful online learning experience to benefit from these classes. Consider Yale University and their open classes: “**Open Yale Courses**” provides free and open access to a selection of introductory courses taught by distinguished teachers and scholars at Yale University. This is a great way to keep abreast of new areas that can potentially affect your company's bottom line (as well as expand your range of knowledge). The aim of the project is to expand access to educational materials for all who wish to learn” (source: <http://oyc.yale.edu/>). Often, these types of courses are called MOOCs—

Massive Open Online Courses. These are courses in which you may enroll at no cost and there is unlimited access from anywhere and at any time. These are non-credit, online, ungraded courses. In some classes, you may receive a certificate. You probably won't get college credit for the free classes, but you get the knowledge and that's the point of your taking the class! You may receive a promotion and a raise if the new skills can make a difference for your employer! This is just one example of the many offerings that are available to you to enhance your skills and increase your employability.

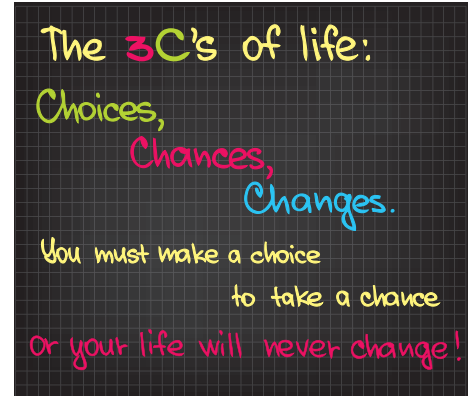
Another change is, unlike in past years, you may be responsible for your retirement income. When your parents and grandparents stayed with the same company until they retired they received a pension from the company. Today it is rare for a company to offer a pension. Just as is true in most situations, there's a positive and a negative. No, you don't receive a pension, but you also don't believe you have to stay with that company (in order to receive the pension) if a better opportunity presents itself. Yes, you do have to be responsible for your future (after all, there is life after work) and you will need to take steps to ensure you have the finances that will allow you to live as you wish. Interestingly, starting early is the key to successful preparation, as is choosing investment instruments wisely.

For example: Consider a teenager who chooses to invest in a Roth IRA that has a conservative annual interest rate projected at 7%. (Unlike other IRAs, the Roth IRA uses after tax dollars and you don't pay income tax on the interest when you withdraw.) If that teenager invests \$2,000 a year, obtained from working a summer job, over the course of four years—from ages 16 to 20—and continues to

invest only \$2,000 (\$167 monthly) annually until retirement at age 65. Estimates are that after a lifetime investment of \$98,000, the total will be approximately \$811,058—as a result of compound interest. (Source: www.Bankrate.com. This website offers a calculator that projects estimated investment results.) Consider the potential impact of increasing the investments as income increases—not hard to imagine the type of lifestyle you’ll be able to have if you remember to “pay yourself first” by investing for your retirement. The earlier you start, the more time there is to get the benefit of compound interest.

Obviously, new perspectives, strategies, concepts, and skills are needed, as well as new approaches to learning if you are to be competitive, desirable to employers, and live the life you’d like throughout your lifetime.

The Three “C’s of Life”: Today, you have many choices. You will continue to have many choices throughout your life! Each time you are confronted with making a decision (from many Choices), you are also taking a “Chance” that you will benefit from the choice, recognizing that you may not. However, if you *never* make a choice and take a chance, your life will never Change!



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THE IMPORTANCE OF MINDSET

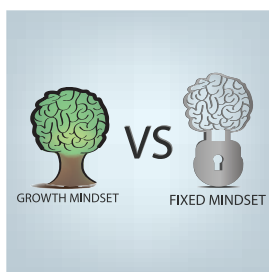
Given the information about changing employer expectations, you recognize you have a lot to learn. Your attitude about learning is often determined by your mindset. Henry Ford said: “Whether you think you can or you think you can’t, you’re right.” What you think about yourself and your ability to “learn” matters. Mindset essentially is your perception of your ability to learn. Mindset matters. Your Mindset can affect your attitude and determine your success in your college classes and on your job. Sometimes students think this is the same as the term “Self Esteem.” It is not. Self-Esteem has to do with your confidence in your sense of worth. Your Mindset can affect your self-esteem, but your Mindset has to do with your *thoughts about learning new information*, not with your sense of self worth.

“Mindset” matters. Change is in the air! But, you knew that or you wouldn’t be taking college classes. Now, you have to decide how you will approach “change.” You can be frightened (even terrified) or excited when faced with Change and any mix of these emotions. Your response to your college classes, and to change, is often determined by two concepts: **Mindset** and **Self-Efficacy**. Understanding these concepts can assist you in managing yourself, your classes, your response to change, and your future employment.

According to Dr. Carol Dweck there are essentially two mindsets: “Fixed” and “Growth.” She came to this conclusion after researching the question: “Why do some people seem to have GRIT (passion, commitment to the project, discipline, ability to move through one challenge after another to completion, etc.) and others don’t?” Some people seemed to move forward, overcome numerous obstacles, and persist to the point of completing their goals while others didn’t and stopped when they encountered a challenge. Her research concluded that **MINDSET** affects your sense of GRIT or your capacity to overcome the challenges



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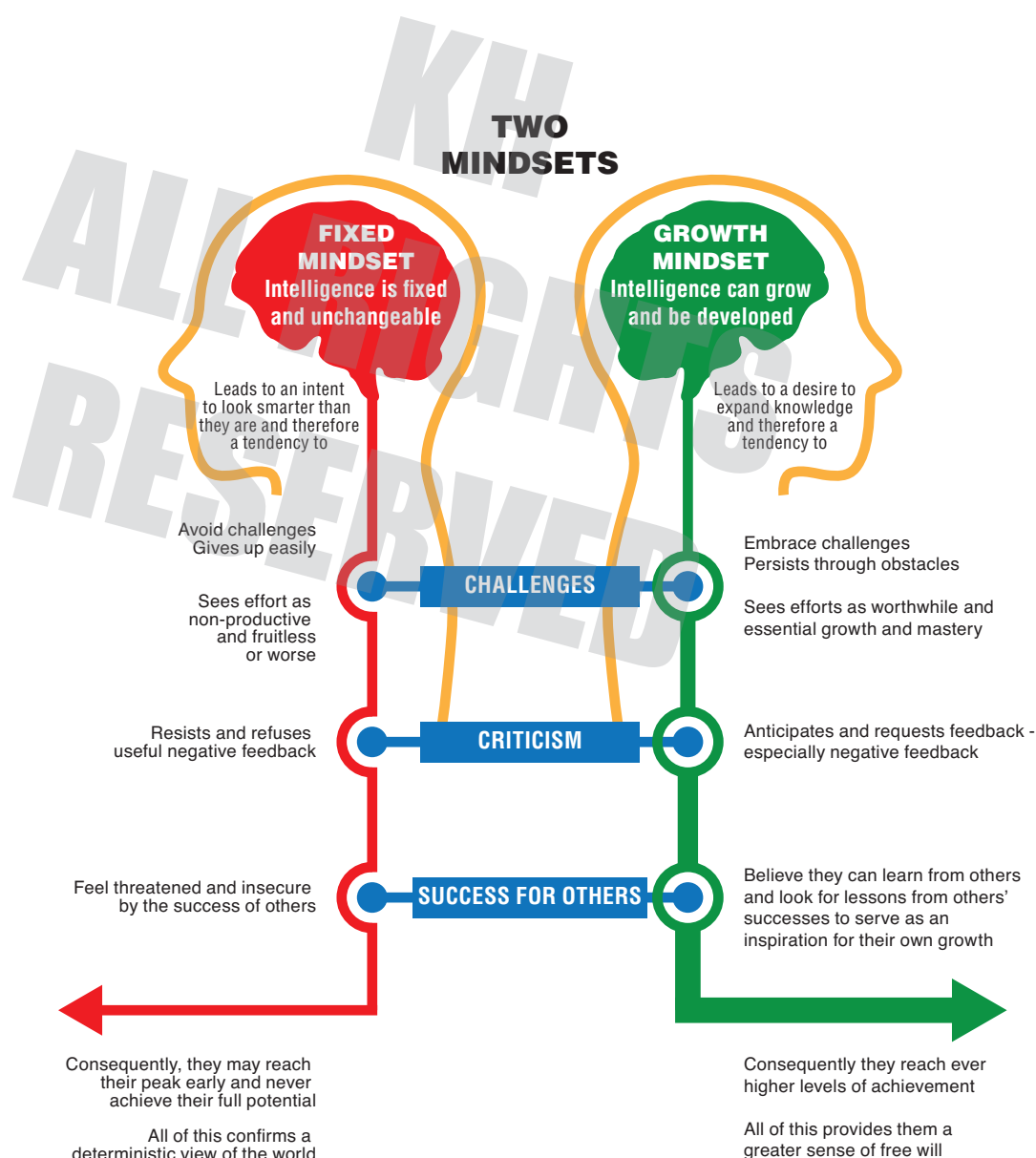
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associated with completing important projects. She confirmed there are essentially two mindsets.

A **Fixed Mindset** believes intelligence doesn't change; if you don't have the gift or talent for something, you can't learn it. A fixed mindset believes that intelligence is what it is; there is no room for improvement.

A **Growth Mindset** believes that intelligence and learning can be increased with effort. Talent and gifts are great, but a growth mindset believes learning can change one's skill set, problems are puzzles to be figured out and opportunities to learn. In the Graphic "Two Mindsets" by Dr. Dweck, you can easily see the sequence of thought, interactions with others, and the logical outcome.

Dr. Dweck believes you can choose your mindset and has several books that describe the process. Much of the change begins with your use of language—your self-talk. In assessing your state of mindset, the first step is to listen to the words you say to yourself *about* yourself. Consider this graphic presentation that describes the behaviors of the two mindsets.



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Remember, your mindset is a matter of choice. Complete the Mindset Assessment Profile (MAP) to determine your *current* Mindset. This assessment gives you a place to begin, to identify if you have a “Growth Mindset” or a “Fixed Mindset.” This is not a test—you cannot pass or fail. The MAP is like a thermometer; it gives you a sense of where you are today. That’s the wonderful thing about Mindsets—you can always change.

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Chapter One Exercise #3: (10 points)

Complete the following

1. What is your profile number? _____

2. According to the key above, describe the characteristics that are typical of someone with your profile number. _____

3. Do you think this description fits you? Yes ☐ No ☐

Why or why not? _____

4. What action do you think you should take about your MAP? _____

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Remember, you can choose your Mindset. Mindset is very important to your Attitude. In many ways, your Mindset determines your Attitude; in other words, if you don't believe you are able to learn (Fixed), then how will you successfully complete your college classes? And, once employed, how will you be able to keep up with the many changes in technology and in your career? If you are committed to your goal and your future, examining your "Mindset" is a priority. Having a Growth Mindset is necessary for your success in college and in the workplace.

How do you move to a Growth Mindset? Mindset has to do with the way you think about your *ability to learn and master new/old topics*. Understand that everything has a learning curve and embrace the Growth Mindset. You can remind yourself that you have learned an enormous amount of information and you CAN learn more! It is important to change your perspective when challenged by thoughts reflecting a Fixed Mindset. Changing your perspective means entering into a state of reflection and creating a mental "list" of the many things you now know that you didn't know at any time in the past (the things you can do now that you weren't able to do in the past). Complete the following exercise describing your "new" knowledge and your new skill. This will help you create your mental list with which to challenge your Fixed Mindset and help you move to a Growth Mindset. Remember, you are focusing on two areas:

1. What you *know* now that you didn't know at some/any time in the past.
2. What you can now *do* that you weren't able to do at some/any time in the past.

An example of new knowledge and a new skill might be:

1. **New Knowledge:** I always thought full employment meant everyone that wanted to work was employed. I have learned in my Economics class that the definition of "full employment" means 3% unemployment. That knowledge changes the way I think when I am listening to the news reports from Economists about how close the nation might be to "full employment." I know they are using the Economics definition, not the popular definition. I realize that whatever number they are discussing, I need to add another 3% to it if I am to understand the full impact of the employment situation.
2. **New Skill:** I used to struggle with my budget. Since I learned how to use Excel spreadsheets, I have so much more control over my money and am even able to save some money! Money management doesn't frighten me anymore, actually I'm getting really good at it.

It is important to identify what you have learned that changed your thinking about a topic and what you can now do, and you benefit from doing, that you were not able to do before. As you identify these areas, you are affirming your Growth Mindset by recognizing that you have already learned so much; you can encourage yourself as you embark on learning new information. At the very least, you have learned to walk, talk, and manage your physical body—none of which you could do as an infant!



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Chapter One Exercise #4: (10 points)

Considering the examples above, complete this exercise. Remember to identify **what** you learned and **how** it changed you. This is a two-step process.

1. Identify two things (information) you have learned in the past two—three years.

a. _____

b. _____

2. Explain how you used this new information.

a. _____

b. _____

3. Identify two skills or things you now know how to do that you couldn't do previously. Again, use the two—three year time frame.

a. _____

b. _____

4. Explain how you use(d) each of these new skills.

a. _____

b. _____

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As you begin to think about the many things you have learned throughout your life, a realization typically occurs. You have been learning your entire life, even when you weren't deliberately *trying* to learn. Once you embrace this truth, you are on your way to understanding that you, in fact, have been living with a Growth Mindset. Embracing the Growth Mindset removes all barriers to your learning and your accomplishments. Angela Lee Duckworth, in her TED talk "Grit: The power of passion and perseverance" presented in May 2013, referenced the importance of a Growth mindset and achievement.

Accepting the basic premise of: "you *have* learned, therefore, you *can* learn" is the beginning of changing your mindset from "Fixed" to "Growth." If you have been telling yourself for many years that you can't do something, can't learn something—essentially operating from a Fixed Mindset—it will take time, practice, and deliberate effort to refute and re-wire your brain to embrace the Growth Mindset.



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Re-wiring can occur, but you must be deliberate and challenge all of the thoughts from a Fixed Mindset with the truth about what you have learned. That is why Exercise #4 is so important. As you learn new information, take the time to acknowledge your Growth Mindset that allowed you to learn this new information. Remind yourself frequently of the many things you have learned and can do now that you didn't know, or weren't able, to do before. Remember, you are re-wiring your brain. Continue to re-enforce each new thing you learn by acknowledging and celebrating that you have learned this "thing" until learning becomes an exciting part of your life, because you recognize the more you know, the more likely you are to live the life of your dreams.



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"What I do know is that talent doesn't make you gritty. Our data show very clearly that there are many talented individuals who simply do not follow through on their commitments. In fact, in our data, grit is usually unrelated or even inversely related to measures of talent."

"So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck, and it is the belief that the ability to learn is not fixed, that it can change with your effort. Dr. Dweck has shown that when kids read and learn about the brain and how it changes and grows in response to challenge, they're much more likely to persevere when they fail, because they don't believe that failure is a permanent condition."

– Quote From Ted Talk "Grit: The Power Of Passion And Perseverance"

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THE IMPORTANCE OF SELF-EFFICACY

Self-Efficacy is equally important as Mindset, as this is your perception of your *ability* to “complete” tasks and projects. Mindset is your perception of your ability to learn, Self-Efficacy is your perception of your ability to complete a task or project. Both your Mindset and your Self-Efficacy affect your attitude and determine your success in your college classes and on your future job. Sometimes students think these two terms are the same as the term “Self Esteem.” They are not. Self-Esteem has to do with one’s confidence in their *sense of worth*. Like Mindset, your Self-Efficacy can affect your self-esteem. Your self-efficacy has more to do with your confidence in your *ability* to complete new tasks than with your sense of self worth. This is perception; it’s what **you** think about **your ability to complete a task**.

There is a tremendous amount of research on the impact of the relationship between the *way we think, what we say, and the way we act*. Understanding that no one is born with confidence, Albert Bandura first identified the concept of Self-Efficacy. Dr. Bandura recognized that the source of confidence can be achievement—once you have successfully completed a challenging activity, you know you *can* complete that challenging activity; but confidence can also result from other sources. In his research, he discusses how people learn Self-Efficacy. Self-Efficacy, like Mindset, is learned and can change. He identified four sources that contribute to the development of Self-Efficacy. The Encyclopedia of Human Behavior, 1994 describes them, as follows:

1. **Mastery Experiences**—“The most effective way of developing a strong sense of efficacy is through mastery experiences,” Bandura explained. Performing a task successfully strengthens our sense of self-efficacy. However, failing to adequately deal with a task or challenge can undermine and weaken self-efficacy.
2. **Social Modeling**—According to Bandura, “Seeing people similar to oneself succeed by sustained effort raises observers’ beliefs that they too possess the capabilities to master comparable activities to succeed.”
3. **Social Persuasion**—People can be persuaded to do something even if they are not sure they can complete the task. If they trust and believe the person who assures them they have the skills and capabilities, they will often surprise themselves.
4. **Psychological Responses**—our emotional, physiological reactions and stress experienced also plays a role. Bandura also notes “it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted.” Changing our *interpretation* of the physical response increases or decreases self-efficacy.

The use of Dr. Bandura’s descriptions of the sources of Self-Efficacy provides a strong description of each. Your level of self-efficacy determines your perception of your ability to successfully complete tasks. The more you persevere through difficult tasks, the more self-efficacy you develop. The more self-efficacy you develop, the more you *will* persevere through increasingly challenging tasks! Likewise, the more often we do not complete a task, become frustrated and stop working on the task, the weaker our self-efficacy becomes for that task, as well as similar tasks.

Determining Efficacy Judgements



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As you can see in the graphic “Determining Efficacy Judgments” all four of the sources for change flow into the sense of self-efficacy. You can:

- Do something successfully (Mastery: Performance Outcomes); or
- Watch someone that looks/is like you do something successfully (Vicarious Experiences); or
- You can be encouraged by those who you respect, and they respect you, and you believe they know you well enough to determine if you can be successful (Verbal Persuasion); and
- You can channel your feelings into propelling you to complete a task successfully (Psychological Feedback).

Complete the General Self-Efficacy Scale. Consider your results in terms of what they reveal about you. Then, consider the definitions of both assessments as you decide how you will begin the process to become the “Best Version of You.” Do you begin to see the relationship between your Mindset and your ability to increase your Self-Efficacy? Remember, both your Mindset and Self-Efficacy affect your Attitude. There are many ways you can build your sense of Self-Efficacy and your Mindset. As in everything, you must start where you are! Complete the General Self-Efficacy Scale and tabulate your results.

“By sticking it out through tough times, people emerge from adversity with a stronger sense of efficacy.”

– Author Unknown

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Chapter One Exercise #5: (10 points)

General Self-Efficacy Scale (GSE)

Scoring: The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

Scoring	Not At All True	Hardly True	Moderately True	Exactly True
All Questions	1	2	3	4

General Self-Efficacy Scale (GSE)				
Scoring: Not at all true: 1				
	Not At All True	Hardly True	Moderately True	Exactly True
1. I can always manage to solve difficult problems if I try hard enough.				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				
8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution.				
10. I can usually handle whatever comes my way.				

© Schwarzer, R., & Jerusalem, M. (1993). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, Measures in Health Psychology: A user's portfolio. Causal and control beliefs (pp. 35-37).

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Chapter One Exercise #6: (10 points)

Complete the following

1. What is your GSE? _____

2. Can you describe the characteristics that might be typical of someone with your GSE? _____

3. Do you think this description fits you? Yes ☐ No ☐

4. Why or why not? _____

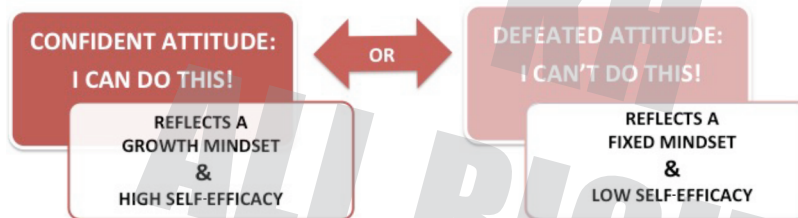
5. What action do you think you should take about your GSE? _____

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As a college student, you probably want to build both Growth Mindset and Self-Efficacy. You may wonder how you are able to do so. The strategies for building both are in the *definitions* of each. As soon as you hear yourself saying to yourself “I can’t do that,” and “I’m not smart enough to do that,” or words to that effect, you know you are in Low Self-Efficacy and a Fixed Mindset.

If you have a Growth Mindset, you believe you can learn new things, you have a great future, and you are not afraid to make mistakes because you believe you can learn from them and try again. You actually get excited about challenges because you know you have met other challenges, learned other new information that allowed you to overcome the challenge, and you know you will be successful in this challenge as well. Your Attitude results from your Mindset and your sense of Self-Efficacy. Put differently:

ATTITUDE YOUR CHOICES = YOUR LIFE

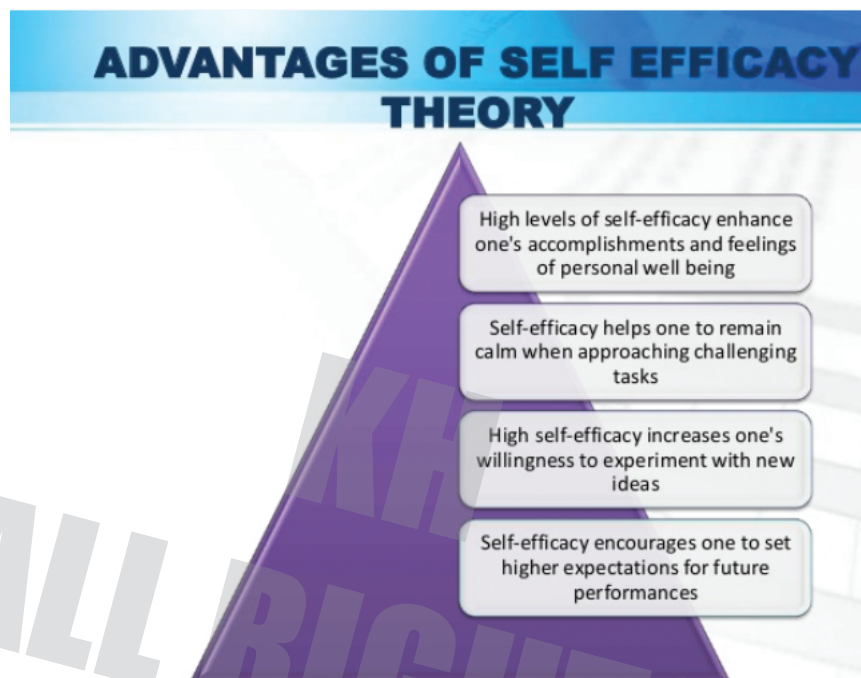


Courtesy of A.M. Reeves

It is important to realize there are four sources of building Self-Efficacy. If one doesn’t work, another might! Let’s look at them again, this time in terms of actions you could take when faced with a difficult challenge.

1. **Mastery**—you’ve completed this task in the past and you are confident you can do it again. Then you hit a wall; you don’t complete the task successfully. Because you failed in completing the task, you think you can’t do it at all. THEN, you remember there are other ways to increase self-efficacy and consider using one of the other sources of Self-Efficacy to accomplish the task.
2. **Social Modeling**—you realize that someone else has done the same task and did it well and they are very much like you! You decide to ask them how they did it, get very specific directions and use the directions to complete the task successfully.
3. **Social Persuasion**—You weren’t able to identify someone who has done the same task successfully, but your friends, teachers, and/or mentor tell you that you *can* do this project. You trust these people and know they tell you to try because they believe you are able to successfully complete the task/project. You try and you successfully complete the project.
4. **Psychological Responses**—When faced with a task in which you are unsure about your ability to successfully complete, you will have psychological and physical responses. You have the ability to *choose* how you “interpret” these feelings. So, perhaps when you experienced these responses in the past you said “I’m so nervous” and can’t be still and have difficulty starting the

project. Now you still have the same physical responses, but you can choose to think, “all of this that is going on *in* me is giving me energy—and I have a *lot* of energy,” you can choose to interpret the feelings as energy (not nervous energy—just energy) and use the energy to complete the task.



Courtesy of A.M. Reeves

Advantages of Self-Efficacy

The above graphic presents four benefits of having a high Self-Efficacy, as follows:

1. “enhances your accomplishments and feelings of personal well-being”
You can think about what you did, how difficult it was to do, and realize you persevered and did it. This knowledge gives you “feelings of personal well being.” You feel really GOOD about you.
2. “helps you to remain calm when beginning challenging tasks”
Because you remember the difficult tasks you have already accomplished you do not feel anxious or threatened by a new challenging task. You were able to do the other really difficult task and you realize you are able to do this one as well.
3. “increases your willingness to experiment with new ideas”
Because you have successfully persevered to complete challenging tasks, you are not afraid to consider other ways of doing familiar things. As a result of your experiences with challenging tasks, you realize there are many ways of doing things and if one doesn't work, perhaps another will.
4. “encourages you to set higher expectations for future challenges”
Since you have overcome challenges, you realize you like the idea of improving yourself and meeting increasingly harder challenges. You realize

that you can always do better and you feel better about yourself each time you overcome a challenge. Consequently, you set personal challenges for yourself by creating new tasks that you are unfamiliar with.

Remember there are four ways you can increase Self-Efficacy and you can be very deliberate in using these sources to increase your self-efficacy.

Mastery—Try to complete the task. Make an informed effort—identify what you need to know before making your attempt. Also, consider similar tasks that you have completed (or not). If you completed the task successfully, remind yourself how you did it. If you didn't, what information were you lacking? What steps do you need to follow for this project? What's your plan? If you don't have a plan, consider one of the other strategies.

Social Modeling—So, you don't have Mastery in the task. Identify someone who does. Preferably this would be someone you know; but definitely someone from whom you can learn how to do the task. Remember, most people enjoy sharing their expertise with others who are sincere about learning from them. Engage your Growth Mindset to ensure you are able to retain the knowledge. If you are unsure about asking someone or are unable to identify others, keep the door open with those you know could be helpful and request assistance later if you need it.

Social Persuasion—You enlist the support of your friends, teachers, and mentor. You explain what you are trying to do, and request encouragement from them as you learn the new information you need to complete the task successfully. You even ask them if they can recommend someone who might be able to give you some direction (Social Modeling). If you find someone isn't supportive, find someone who is.

Psychological Responses—As your palms get sweaty, your heart starts racing and you are incredibly alert, you realize you are afraid, think you might pass out, **OR** you realize you have never been more alert, more focused, and that everything that is happening in your body is fueling your energy, your alertness, and your focus. You realize you now have the energy, the knowledge, and the ability to do the task set before you. You are able to **CHOOSE** how you interpret your psychological and physical responses. Whatever you **think** is true for you!

Knowing how to increase your Growth Mindset and your Self-Efficacy is very powerful. Your perspective about yourself *is* yourself! You are what you think you are. And, you act from your perspective of yourself, your abilities, and your sense of what you can and cannot do. Once you embrace this truth, you are ready to embark on a great and very satisfying experience—Your Life!

LIFE IS A SUCCESSION OF LESSONS WHICH MUST BE LIVED TO BE UNDERSTOOD
Ralph Waldo Emerson (1803 – 1882)

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Our LIFE ALWAYS expresses the result of our dominant thoughts

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SUMMARY

ATTITUDE is important. Your attitude about the role of college completion in providing the career and lifestyle you want determines how successful you will be in your college classes and in your career. Don't worry if you don't know a specific career you may be interested in. There are many careers available and new, never before seen positions become available every day! Take those classes in which you are interested. After all, you want to work in an area in which you are interested. If the job isn't available today, it may be available when you complete your education! Consider the life you want after college completion. This can become your "goal" that can help motivate you throughout your college classes. Consider what you think you might need to know to be successful in that field; then, take classes that will provide those skill sets or knowledge. Remember, college is about the future and your vision of YOUR future.

There are many factors determining your overall attitude. You will be unable to have the life you want if you don't believe you can, are not willing/able to learn what you need to know, or don't believe it is possible. High levels of Self Efficacy and Growth Mindset are essential to your success. As Henry Ford said: *"Whether you believe you can or you believe you can't, you're right."*

The required skills for the 21st century are very different from those in previous generations. This is due to primarily two factors: the changes in technology and employment requirements as well as the changing demographics representing a more diverse country. Employers demand higher-level thinking skills such as those included in the "7 C's."

The ability to learn and to correctly interpret changes in your career area is essential to your success in college, as well as in your future. Much of your success is determined by your attitude about yourself, your ability to learn and your ability to overcome challenges, in other words: your Mindset and your sense of Self-Efficacy. In the LASSI Attitude scale, both Mindset and Self-Efficacy are important, as is the vision of the future you want. You are unlikely to successfully complete your college education or embark into your career if you don't believe you can learn new concepts (Fixed Mindset) or don't believe you can complete assigned tasks (Low Self-Efficacy) related to your vision or you don't have a vision. An equation might look like this:

MY MINDSET + MY SELF-EFFICACY = MY VISION FOR MY FUTURE

You will note the end result of the formula is "my vision of my future." Your belief in your ability to learn (Growth Mindset) and your ability to overcome obstacles (High Self-Efficacy) are essential to your success.

Beliefs are important. Interestingly, the more you realize you have learned, the more you believe you can learn. Similarly, the more you realize you have successfully overcome obstacles, the more you believe you can overcome obstacles. There are two Mindsets: Growth and Fixed. Successful students embrace learning new information because they believe they can—they have a Growth Mindset. Those who believe that people are born with their intelligence and they can't learn anymore than they have reflect a Fixed Mindset that will limit their success throughout life.

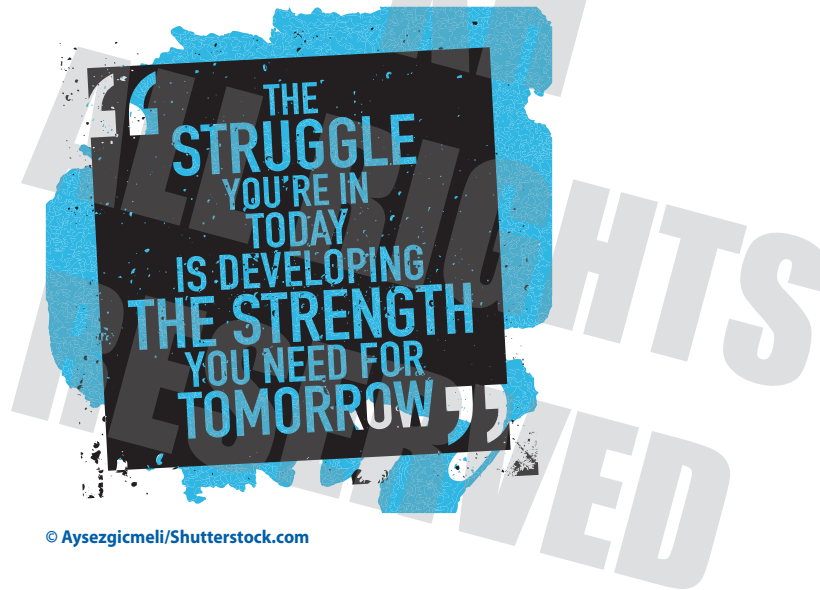
Self-Efficacy has four sources:

1. Mastery,
2. Social Modeling,
3. Social Persuasion, and
4. Psychological Responses.

Any one of these sources can increase or decrease your self-efficacy. Your ability to solve problems or challenges is essential to your success. As in the Growth Mindset, you can increase your Self-Efficacy by embracing one or more of the sources of Self-Efficacy. Your attitude will reflect your perception of yourself, your future, and your beliefs about your Mindset and level of Self-Efficacy. Connecting your college experiences, your Mindset and Self-Efficacy, with your vision for your life is a recipe for success.

This chapter in a few words:

Therefore, I will:



KH
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CHAPTER ONE: QUIZ

1. T F Your attitude about the role of college completion in providing the career and lifestyle you want does not determine how successful you will be in your college classes and in your career.
2. T F Fixed Mindset believes intelligence can be expanded.
3. T F Dr. Dweck believes you cannot change your mindset.
4. T F Mindset has to do with the way you think about your ability to learn and master new/old topics.
5. T F The 21st century requires employees to have different skills than were needed in the past.
6. T F The 7 C's are the same as the 4 C's.
7. T F Three out of four managers believe employees must have the "4 C's" if businesses are to survive in the 21st century.
8. T F Re-wiring of the brain is not possible.
9. T F Self-Efficacy is the same as self-esteem.
10. T F Dr. Carol Dweck and her research is responsible for the term "Self Efficacy."
11. T F There are five ways to build Self-Efficacy.
12. T F The more you persevere through difficult tasks, the more Self-Efficacy you develop.
13. T F Social persuasion is an effective strategy in building Self-Efficacy.
14. T F Social persuasion is like social modeling.

Multiple Choice

1. There are many factors that determine your overall attitude. They include:
 - a. Your Experiences
 - b. Yourself in relation to others
 - c. Your ability to learn
 - d. Your ability to successfully complete assigned work tasks
 - e. All of the above
 - f. None of the above
2. The 4 C's are:
 - a. Critical Thinking (& Problem Solving)
 - b. Creativity (& Innovation)
 - c. Collaboration (Teamwork & Leadership)
 - d. Communication (& Media Fluency)
 - e. All of the above
 - f. None of the above

3. You will be unable to have the life you want if:
 - a. You don't believe you can
 - b. You are not willing/able to learn what you need to know
 - c. You don't believe it is possible.
 - d. All of the above
 - e. None of the above
4. The changes in employer needs in the 21st century are a result of:
 - a. Demographic changes
 - b. Technology changes specific to the computer
 - c. Demographic and Technology changes
 - d. All of the above
 - e. None of the above
5. Self-Efficacy can be affected by:
 - a. Mastery,
 - b. Social Modeling and Mastery
 - c. Social Persuasion and Psychological Responses
 - d. Psychological Responses
 - e. All of the above
 - f. None of the above
6. According to the Oracle Foundation (an international organization), 21st century employers demand the following higher-level thinking skills:
 - a. Critical Thinking (& Problem Solving) and Creativity (& Innovation)
 - b. Collaboration (Teamwork & Leadership) and Communication (& Media Fluency)
 - c. Cross Cultural Understanding and Career and Learning Self-Reliance
 - d. Computing & ICT Fluency (Information, Communications, and Technology)
 - e. All of the above
 - f. None of the above