Unit I
Personal Plan for Success
Objectives

Upon completion of this unit, students should be able to:

1. Identify the characteristics of a motivated learner.
2. Identify resources and services available to learners at CSU.
3. Analyze personal motivation for learning.
Personal Plan for Success

Where are you now, and where is college taking you? This is a powerful question to ask as you begin this course and as you begin the road to a college degree at CSU. Like any road, arriving at this point had its twists and turns, and you are likely to encounter many twists and turns in the future. This course offers you a few ways to address twists and turns as you continue earning your degree. Congratulations for taking the next step toward pursuing your vision and achieving your goals!
The Four Foundations

This course is based on four foundational ideas:

1. **Success** is possible with sustained motivation, personal effort, and hard work.
2. **Self-management and academic tools** are keys to long-term success in college.
3. **Self-management and academic tools** are interrelated with career skills.
4. Utilizing resources, your previous and existing knowledge, and your life experience impact personal, professional, and academic success.
The Four Foundations

As you progress through this course, you will find these foundational ideas are incorporated in your assignments, through content material, project application, or self-reflection activities. Each unit encourages self-evaluation of skills—personal, professional, and academic; challenges you to sharpen or hone existing skills and talents; encourages the development of new skills and solutions through the application of analytical, creative, and practical thinking; and challenges you to discover resources at CSU, your home, your job, and in the community to maintain the motivation to keep you going, the effort required to meet milestones, and to continuously recognize the progress toward your personal and professional goals.
Sternberg’s Successful Intelligence

In Chapter 1 of your textbook, Keys to Learning Strategies for Success, the concept of successful intelligence developed by Robert Sternberg (1997) is introduced. Sternberg's theory of intelligence expands the notion that an individual is born with a fixed amount of intelligence for life. Successful intelligence in simple terms can be interpreted as the ability to set goals in life compatible with one's personal situation that maximizes strengths and looks for avenues to correct or compensate for less developed skills by applying analytical, creative, and practical thinking in order to achieve goals.
A story about successful intelligence...

The following story illustrates the concept of successful intelligence in action.

Two boys are walking in a forest. They are quite different. The first boy’s teachers think he is smart, his parents think he is smart, he thinks he is smart. He has good test scores, good grades, and other good paper credentials that will get him far in scholastic life.

Few people consider the second boy smart. His test scores are nothing great, his grades aren’t so good, and his other paper credentials are, in general, marginal. At best, people would call him shrewd or street smart.

As the two boys walk along in the forest, they encounter a problem—a huge, furious, hungry-looking grizzly bear; charging straight at them. The first boy, calculating that the grizzly bear will overtake them in 17.3 seconds, panics. In this state, he looks at the second boy, who is calmly taking off his hiking boots and putting on his jogging shoes.

The first boy says to the second boy, “You must be crazy. There is no way you are going to outrun that grizzly bear!”

The second boy replies, “That’s true. But all I have to do is outrun you!”
Successful Intelligence

Successful intelligence is more than book smarts, it is the application of analytically (critical thinking) creative problem solving and applied practical action to a problem or situation.
Growth Mindset

A second and equally important theory is the work of Carol Dweck (n.d.) on growth mindset which challenges the notion that basic qualities and talents are fixed along with intelligence. “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point” (Dweck, n.d., para 4). Challenging negative mindsets, facing fears, and practicing responsible, personal action can foster self-esteem, motivation, and success.
Achieving Goals Through Successful Intelligence and a Growth Mindset

This course utilizes the theories of successful intelligence and growth mindset as vital tools for achieving personal goals and career goals. You can build upon the talents, skills, and attitudes you bring to college as you strive to achieve your goals. We believe you can succeed by sustaining motivation, considering successful intelligence, adopting a growth mindset, engaging in hard work, and embracing the learning process!
Motivation

Personal motivation is formed from beliefs and values. Life experiences, opportunities, relationships, roles, and daily tasks all contribute to what you value and what you think is important in life. One's belief system, or what you believe is true about the world, forms the basis for values. Most belief systems generate from childhood experiences, but as any adult learner beginning or returning to college can attest, beliefs and values are impacted by life events, maturity, and personal changes. In prior years, you may have valued social interaction with friends; now family time is more important. Getting by at work may have been the norm for you, but today you recognize that doing your best is necessary for professional advancement.
Motivation

Consider the following value statements:
• I value honesty.
• I value service to others.
• I value human equity/human rights.
• I value discovery and learning.
Motivation

What values are important to you? Take a moment to think about a situation when you considered your values while making a decision.
Learning Activity (Non-Graded)

Now that motivation has been briefly introduced, consider the following activity as you continue reading and studying about motivation.

Your values are what you believe are important to you in your life. Reflecting on these beliefs is an introspective activity, one best accomplished during a time and place when you are free from distractions.

**Part A. Identifying Your Values**
This activity asks you to think about the beliefs (or values) most important to you. Begin by considering all values and selecting the five most important values to you. List the values and then write a brief statement explaining what they mean to you. Finally, identify your single most important value, one you adhere to without exceptions.

**Part B. Connecting Values to Motivation**
Part A of this activity asks you to identify the values most important to you. Part B continues the focus on values, however, for this activity, select the values that will motivate you as you earn your degree in college. Using the statement below (or something similar), make a connection between three values and how those values will motivate you in three separate ways.

I value _____, so I will _____ to stay motivated in college.

*Since this is a non-graded learning activity, there is no need to submit it.*
Intrinsic and Extrinsic Motivation

Motivation creates the drive and energy to succeed. There are two types of motivation: internal (intrinsic) or external (extrinsic). Simply stated, internal motivation derives from your own thoughts, feelings, or personal energy. It is motivation created by your beliefs, values, and personal goals. If you value being the best parent, employee, or leader, you will look for ways to achieve this goal. The impetus or energy to pursue action is generated from your own desire to achieve the desired outcome.

External, or extrinsic, motivation is often impacted by life events and experiences, or changes in one’s life direction. For example, an employee laid-off from a job should consider ways of moving forward. This is an extrinsic motivator. External motivators have an expected or perceived reward or penalty attached to them. The employee who performs tasks well at work expects to receive recognition and/or possibly a promotion. On the other hand, an employee may perform less interesting or desirable tasks in order to avoid negative repercussions. Professional advancement from earning a college degree is often an intrinsic and extrinsic motivator. For example, personal achievement and desire to model behavior for children or family members are internal, or intrinsic, motivators. The anticipation of increased financial reward and promotion are extrinsic motivators.
Motivations, Decision Making, and Goals

In addition to intrinsic and extrinsic motivation, our roles in life stimulate motivation and goals. It is common to have both internal and external motivations operating together simultaneous, stimulating action and decisions. Concurrently, your roles and personal goals impact motivations over your life span. Look at the examples in Table 1.2. Consider how the intrinsic motivators, extrinsic motivators, and roles contribute to decision-making to achieve particular goals.

<table>
<thead>
<tr>
<th>Table 1.2 Intrinsic and Extrinsic Motivation</th>
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<tbody>
<tr>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Attends school at night</td>
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<tr>
<td>Works a full-time job</td>
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<tr>
<td>Serves as treasurer</td>
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<tr>
<td>for her child’s school PTA</td>
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<tr>
<td>Awakens early each morning to study</td>
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Mindset

Understanding intrinsic and extrinsic motivation allows learners and professionals to accurately set goals and to work toward achievements. Your mindset also impacts motivation, goal setting, and perceptions of potential success. Take the time now to reflect on your current mindset. How does it contribute to your ideas of your personal plan for success?
Is motivation enough to achieve success? What characteristics impact success? Any successful athletic, entrepreneur, firefighter, safety manager, or college student can tell you it takes more than motivation to achieve success. Success is built on hard work, effort, and persistence.

VanderStoep and Pintrich (2003, p. 40) identify five behaviors of motivated learners that lead to achievement or success.

1. **Smart choices**
   - Motivated learners make smart choices. If you are motivated to achieve academic success your study habits and time management skills reflect this goal.

2. **Effort**
   - Achieving personal or professional goals requires effort. Making an A on your course work requires time and effort. Completing a major project at work requires time and attention to tasks.

3. **Persistence**
   - Continuous effort, despite setbacks, unavoidable circumstances, and events, is a mark of a motivated learner.

4. **Engagement**
   - Motivated learners invest time and cognitive effort to achieve goals. Are you thinking about the learning activity or just going through the motions? The old saying “you get what you put into it” applies here.

5. **Belief system, values, and motivations**
   - Successful learners recognize and utilize their belief system, values, and motivations to engage in active decision making, sustained effort, and responsible behavior to achieve desirable goals.
Support and Academic Services
Resources at CSU

Universities often impress new learners with buildings and green spaces. This fits society’s image of college. The digital age has opened the door for all community members to participate in higher education—to dream of a new life and new career opportunities. In this advanced age of learning, buildings give way to cooperative relationships, learning options, personal effort, and accountability. CSU welcomes the opportunity to partner with you to meet your educational goals. This partnership and use of available resources at CSU is key to supporting your educational efforts, both now and as you progress in your degree program. Take the time to look at the CSU support and academic services.
Resources at CSU

The key resources and services include:

- Professor
- Academic Advisor
- Success Center
- Online Library
- Disability Services
- Career Services
Professor

Your first and best resource on course content and assignments is your professor. Professors welcome the opportunity to partner with you to achieve your academic goals by offering clarification, feedback, and assistance. Record the contact information of your professor and other academic support services in an easily accessible location. This is a valuable short-cut on busy days and in the event of a loss of internet access. Your professor is available to guide you each step of the way.

You can find your professor’s contact information and biography by using the Professor link on the course menu in Blackboard.

When you email your professor, please remember to include the following:
• Be sure to identify yourself by name and student number.
• Give the name and complete course code for your course.
• Specify the unit, and when applicable, the assessment question that is prompting your message.
• All important facts so that your meaning is clear.

Your CSU course professor will be glad to help you.
Academic Advisor

CSU offers academic advising to assist you in choosing appropriate courses for your degree plan and to help familiarize you with university course offerings. Academic Advisors represent the College of Business, the College of Safety and Emergency Services, and the College of General Studies and are available to assist you throughout your degree program. You will receive a personalized Application Evaluation Report listing transfer of credit and courses remaining in the declared degree program.

Your Academic Advisor will prepare a personalized Degree Action Plan (DAP), or Degree Advisement Plan, to assist you with course selections for each enrollment. The purpose of the DAP is to be certain that students have an opportunity to select appropriate courses in the proper sequence that best promotes student success. A DAP is prepared by the Academic Advisor assigned to you, and it identifies how you can successfully meet all of the requirements for a designated program (i.e., B.S. in Business Administration, etc.). As a recommendation, a DAP is not a requirement, yet it does provide valuable information as you plan for the future. If you have not already, begin establishing a relationship with your Academic Advisor, and he or she will help you with a clear plan to finish your degree or other educational goals. The first step is to contact your Academic Advisor via email or telephone and setup an appointment. During the appointment, you can collaborate with your Academic Advisor to prepare a DAP. Once your DAP is finished, you will receive it via email.

We encourage you to contact your Academic Advisor at any time to discuss program requirements. A complete listing along with the contact information of each of our Academic Advisors may be viewed at http://www.columbiasouthern.edu/degree/advisors/. Our Academic Advisors are eager to help you earn your degree!

http://www.columbiasouthern.edu/degree/advisors/
Success Center

The specialists in the Success Center are privileged to serve you as you progress through this course. Please know they are available for any questions that may arise. If assistance is needed navigating the course, submitting course assignments, or you just need to be pointed in the right direction, the Success Center is available to help. You are encouraged to view the resources within the Success Center by viewing: https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter/

The Success Center can direct you to the resources available at CSU including tutoring support and academic assistance. We want to ensure your learning experience at CSU is successful. Writing tutors at the Writing Center provide feedback on your writing at any stage of the writing process. You can submit a draft to an online tutor any time, any day, and from anywhere by submitting the Writing Center Request Form in the myCSU Student Portal. Tutors will provide feedback within two business days. Regardless of the course you are attending, these specialists are valuable resources, in addition to your course professor, who is available to assist you with questions you have when writing your research papers, projects, and written responses. Your course professor is also available and more than willing to help you with any course content questions. You are encouraged to keep open communication with your professor, and know that you may contact the Success Center between the hours of 8am - 5pm CST, Monday - Thursday, and 8am - 3pm CST, Friday by phone at 1-800-977-8449 ext. 538. You may email us at teamsucceed@columbiasouthern.edu. We look forward to helping you achieve your academic goals!

https://mycsu.columbiasouthern.edu/student/learningresources/SuccessCenter/
Online Library

CSU provides access to library resources for individual research and preparation for course assignments. The CSU Online Library should be the first place you look for additional information beyond your course readings and assignments.

As a learner at CSU, you may access the CSU Online Library in the following ways:
• Login to your Blackboard course and use the My Library link in the course menu.
• Login to the myCSU Student Portal and use the CSU Online Library link in the Resources menu.

Hours of Service
Monday-Thursday 8:00 AM - 11:00 PM
Friday 8:00 AM - 3:00 PM
Sunday 3:00 - 11:00 PM
* All Hours Are Central Time Zone

You may submit research requests by contacting library@columbiasouthern.edu or telephone toll free at (877) 268-8046. In addition to research assistance, the CSU Online Library can provide helpful information on using the APA rules of style.
Disability Services

The Office of Disability Services is dedicated to providing equal opportunities for student success through accessible education programs. It is the policy of Columbia Southern University to provide reasonable accommodations to students who qualify. Even if assistance is needed on a temporary basis, you are encouraged to utilize the available services through Disability Services. The Office of Disability Services coordinates these services on behalf of Columbia Southern University. Our Disability Services coordinator can be reached at disabilityservices@columbiasouthern.edu or by phone at 800-977-8449 ext. 1434.
Review

Now that you have completed the Unit I lesson, take a moment to review the concepts.

- This course is based on four foundational ideas:
  - Success is possible with sustained motivation, personal effort, and hard work.
  - Self-management and academic tools are keys to long-term success in college.
  - Self-management and academic tools are interrelated with career skills.
  - Utilizing resources, your previous and existing knowledge, and your life experience impact personal, professional, and academic success.
- Successful intelligence suggests that intelligence is not predetermined and everyone has the potential to increase their intelligence.
- The story with the two boys and a bear illustrates the idea of individuals possessing different intelligences.
- A growth mindset involves adopting the philosophy that you can grow, learn and improve on various tasks and abilities.
- Beliefs and values have a direct effect on your motivation.
- Intrinsic motivation derives from your own thoughts, feelings, or personal energy.
- Extrinsic motivators have an expected or perceived reward or penalty attached to them.
- Five behaviors of motivated learners have been identified:
  - Smart choices
  - Effort
  - Persistence
  - Engagement
  - Belief system, values, and motivations
This concludes the lesson.

References

