PART 2
CHAPTER NOTES AND ANSWERS

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CHAPTER 1

Psychology and Success

Overview

In this chapter, students are introduced to the building blocks of psychology and success. In Section 1.1 students learn how to define success for themselves and the relationship between success and happiness. They are also introduced to the discipline of psychology and how understanding this science will help them to better understand themselves. In Section 1.2 students take their first look at who they really are and the influences that have molded them. They read about how to build a healthy self-image and how their identities are shaped by society, culture, and gender role.

Learning Objectives

After they complete this chapter, students should be able to:

- Define success.
- List several personal qualities that help people to be happy.
- Define psychology and cite its four major goals.
- Explain the relationship between thoughts, feelings, and actions.
- Define self, self-image, and identity.
- Describe the components of identity.

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Outline

Chapter Topics

UNDERSTANDING SUCCESS
What Is Success?
- Ingredients of Success
- Who Is a Success?
- Success and Happiness
- What Causes Happiness?

Understanding Psychology
- Why Study Psychology?
- Goals of Psychology
- Explaining Human Behavior
- Thoughts, Feelings, and Actions
- Cognition and Emotion

UNDERSTANDING YOURSELF
Your Inner Self
- Your Self-Image
- Building a Healthy Self-Image

You and Your Social World
- Identity
- Culture and Identity
- Gender and Identity

Chapter Activities

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ACTIVITY 2 **Your Role Model** (pp. 11–13)
ACTIVITY 3 **How Happy Are You?** (pp. 14–15)
ACTIVITY 4 **Wheel of Life** (pp. 27–29)
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Personal Journal 1.1 **Ingredients of Success** (p. 9)
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Applying Psychology **Projective Tests?** (p. 20)

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FOCUS

Introducing the Chapter

On the board, write the words *psychology* and *success*. Give students a total of five minutes to write a definition for each word. (Psychology—the scientific study of human behavior. Success—this may vary but should relate to a sense of achievement and/or fulfillment.) Then ask, "What is the relationship between psychology and success? How is a person's ability to be successful related to how a person behaves?" As a class, discuss the responses.

Real-Life Success Story "Am I Doing the Right Thing?" (p. 2)

Have a student read the Real-Life Success Story to the class. Then ask for volunteers to share a story about being in a similar situation. Ask, "Has anyone had to make a choice like Bill's? What did you do, and why?" Discuss what factors might make this a more or less difficult choice. For example, if you have a family to support financially, it could be more difficult to choose the job with lower pay. What could Bill do to make writing a more viable option?

Opening Quote (p. 3)

"What lies behind us and what lies before us are small matters compared to what lies within us."

Write the quote on the board or display a transparency of the online reproducible master. Ask students what they think this statement means. What does "lies behind us" and "lies before us" mean? Does "lies within us" refer to character?

Ask students to think of a person they know who has great character. How did that person's past affect his or her character? How can his or her future be determined by that same character? Finally, ask if students agree with the quote. You may also wish to discuss some or all of the other quotes provided on the reproducible master.

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

What Is Success? (pp. 4–16)
Discuss the relationship between success and happiness. Then ask a volunteer to give a definition for *happiness*. Compare the student's definition with the definition in the text (a state of well-being that comes from having a positive evaluation of your life). Then discuss the idea that factors such as wealth, youth, physical health, marital status, physical attractiveness, educational level, and social status have little effect on happiness. Ask students if they agree with that concept and have them explain why or why not, giving examples.

Understanding Psychology (pp. 17–23)
Ask students to review their definitions of psychology from the "Introducing the Chapter" activity. Allow students to share their definitions, then write the text's definition (the scientific study of human behavior) on the board. Explain that behavior is anything we think, feel, or do. Have students look at the behaviors listed on page 17 and give examples of how each behavior might affect a person's level of success. For example, how a person reacts to situations may help or hinder him or her in a certain career. Then introduce the idea that studying psychology can help students become more self-aware and that self-awareness can help them reach success.

Your Inner Self (pp. 24–29)
Write the terms *self* and *self-image* on the board and ask for volunteers to give definitions for each. Have students review pages 24–25 of the text, which lists areas of our lives in

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which we have different self-images. Explain that having a healthy self-image means having a complex self-image, or having a variety of positive roles and ways of seeing yourself.

Bring an assortment of magazines and catalogs for the class to use. (Ask students to bring magazines and catalogs from home as well for variety.) Give students half an hour to go through the magazines and cut out images that they perceive as reflective of their own self-image and paste the images onto cardboard to make a collage. Ask students to talk in small groups about the areas of their lives they have depicted. (These might include school, home, spirituality, friendships, outdoor activities, sports, reading, playing or working on a computer, drawing, and writing.) Ask volunteers to share their collages with the rest of the class.

You and Your Social World (pp. 30–38)
Ask for a volunteer to explain the term *self-presentation*. Discuss as a class how people use self-presentation as a response to the desire for social acceptance. Ask students if they believe they engage in self-presentation; stress that self-presentation is entirely normal. What circumstances might encourage self-presentation? When might self-presentation have negative consequences? Positive consequences?

Have students work in groups of three or four to write and present a role-play that depicts the concept of self-presentation. Then ask if the role-plays affected how they think about how we present ourselves in society. Do we act our true selves, or are we a bit like actors on a stage?

In-Chapter Answers and Notes

ACTIVITY 1

What Success Means to You (pp. 5–6)

A. Words or phrases associated with "success" will vary but should reflect a sense of fulfillment and/or achievement.

B. Answers will vary, but students should recognize whether their vision of success reflects public recognition or personal satisfaction.

C. Answers will vary but should address fulfillment and/or achievement.

D. Answers will vary. Many definitions will be similar to the text definition; however, some definitions will probably reflect the belief that success is something granted by others (e.g., through money, fame, or power).

E. Answers will vary. Those who agree with the text's definition of success should feel that it is within their power to become successful. Those who believe that success is something granted by others may feel less capable of achieving success.

F. The people chosen will vary. They may or may not be people personally known by the student, but students should be able to explain how the people they chose achieved success.

Exploring Further

Write *American dream* on the board and ask students to define the term in their own words. Then read this definition from *The American Heritage Dictionary:* "an American ideal of a happy and successful life to which all may aspire." What does "all may aspire" mean? Explain that success in the traditional American dream usually involves material wealth. Do students agree with this vision of success? The American dream also suggests that anyone who invests enough effort can overcome obstacles to success. Do students agree with this idea? Why or why not?

The Center for a New American Dream is a nonprofit organization whose goal is a "shift of American culture away from its emphasis on consumption toward a more fulfilling, just, and sustainable way of life." Its motto

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is, "More Fun, Less Stuff!" The Center advocates working less, spending less, and finding a purpose in life outside of acquiring material goods. Explain these ideas to students and ask for their point of view. How important is wealth? Is it possible to be wealthy and unsuccessful?

PROFESSIONAL DEVELOPMENT

You on Paper (p. 7)

Answers will vary. One example would be applying for an entry-level position in which many applicants have similar levels of education and job experience. Because the résumés would have similar information, an excellent cover letter could set one applicant apart from the others. A poorly written cover letter, by contrast, could keep an otherwise well-qualified candidate from receiving further consideration.

Personal Journal 1.1

Ingredients of Success (p. 9)

Student responses will vary but should recognize the following: self-awareness allows you to know what you want out of life; self-esteem helps you to keep believing in yourself; positive thinking helps you to focus on future possibilities instead of setbacks; self-discipline helps you to put your plans into action; self-motivation keeps you motivated and helps you overcome fears; and positive relationships are important because no one succeeds without the help, ideas, and emotional support of others.

ACTIVITY 2

Your Role Model (pp. 11–13)

A. Students' role models will vary.

B-C. Answers will vary but should be realistic and demonstrate self-awareness.

Sample Answers

1. Name Gwen Ifill
2. Date and place of birth New York, date unknown
3. Special accomplishments
   Moderator and Managing Editor of *Washington Week in Review*
   Senior Correspondent on *The NewsHour with Jim Lehrer*
   National correspondent for NBC
   White House correspondent for *The New York Times*
4. Obstacle(s) he or she overcame
   growing up poor
5. Ways he or she overcame these obstacles
   Getting an education, believing she could do anything
6. Special personal qualities
   perseverance, intelligence
7. Ways he or she shows or showed these special qualities
   Becoming an African American role model in a field where few African Americans have achieved success
8. Ways he or she acquired these special qualities
   Hard work and family support
9. Things you and your role model have in common (personal qualities, experiences, interests, challenges)
   We both have an interest in journalism and we are both African American women
10. Areas in which you would like to become more like your role model.
    I would like to become a real journalist and eventually make my way into television news. I would also like to give back to my community and serve as a role model for other women in the media.

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ACTIVITY 3

How Happy Are You? (pp. 14–15)

A-B. Responses and scores will vary.

C. Answers will vary. Students with average and above-average scores are likely to recognize that they have a positive evaluation of their lives. Students with below-average scores may recognize that they depend too much on the positive evaluation of others. Seeking the approval of others cannot lead to sustained happiness.

D-E. Answers will vary but could refer to some of the ways to foster happiness described on pages 10 and 16.

E. Answers will vary, but students should recognize that it is healthier to base one's happiness on inner satisfaction than to base it on outside factors such as money or fame.

INTERNET ACTION

Virtual Therapy (p. 18)

Students' responses will vary. Some may feel that an advantage of online therapy is a certain amount of anonymity—being able to talk about a problem without having to actually meet the therapist. Others may agree that without personal contact, the therapy would have no lasting effect. Still others may feel that some online therapists may not be genuine.

Exploring Further

Lead the class through the picture interpretation exercise described in the Additional Activities. After the activity, ask students the following questions: Did they find either test to be revealing? Do they think there is a difference between the interpretation of an abstract shape and the interpretation of a picture? Do they feel that either is a legitimate way of determining personality characteristics? Ask students to give an example of what these exercises might reveal and when they might be useful.

Applying Psychology

PROJECTIVE TESTS (p. 20)

Answers will vary. Some students may say that the Rorschach test could reveal how a person sees the world; an aggressive person, for example, might be more likely to interpret an abstract shape as a scene of violence than a passive person would. Other students may say that the Rorschach test could reveal whether a person has recurring thoughts or fears about a certain person, thing, or situation. Still others may say that the results of a Rorschach test would vary from culture to culture and from person to person, since each test taker interprets inkblots based on his or her own individual experiences.

Personal Journal 1.2

Your Thoughts, Feelings, and Actions (p. 21)

Student responses will vary.

Sample Answers

I was hiking with a group last Saturday. I wasn't paying attention, and I walked straight into the web of a garden spider. Although I knew the spider was harmless, I panicked and ran back down the path for a half mile. I was embarrassed because I had to double back twice the distance in order to catch up with the rest of the group. Even though I knew the spider was harmless, I couldn't help feeling fear and anxiety, which made me panic and run away. This action led to an acute feeling of embarrassment.

Thoughts: knew the spider was harmless; realized my feelings were irrational
Feelings: fear and anxiety; embarrassment
Actions: panicking and running away

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FIGURE 1.1

Positive and Negative Emotions (p. 22)
Student experiences of joy will vary, but may relate to relationships, spiritual experiences, or encounters with nature.

SECTION 1.1
SELF-CHECK (p. 23)

1. A role model is a person who has the qualities you would like to have.
2. Psychology helps to answer basic questions about what it means to be human, which helps us understand ourselves and others.
3. The nervous system is a system of nerve cells that regulates behavior by transmitting messages back and forth between the brain and the other parts of the body.

Personal Journal 1.3

How Do You See Yourself? (p. 26)
Students' ratings will vary depending on their self-image.

Exploring Further

Ask students to answer these follow-up questions: If a close friend or family member were to look at the 1–10 ratings you gave to each statement, do you think he or she would believe that you view yourself accurately? Why or why not? Whose views do you think would probably be more accurate—yours or those of the friend or family member? Why?

ACTIVITY 4

Wheel of Life (pp. 27–29)

A-B. Responses and scores will vary.

C. Wheels will also vary but should reflect how much time is spent on each area and/or how important each area is to the student.

D. Answers will vary. By filling in the wheel, students may see a lack of balance of which they were previously unaware.

E. Answers will vary. Areas with scores of 10 or less may need more attention.

F. Answers will vary. Examples include giving up some time for hobbies and leisure to spend more time in the community, or spending less time on work and career to give more attention to spirituality.

G. Answers will vary. Some students may find hobbies and leisure or money less important at this stage of their lives.

ACTIVITY 5

Sides of Yourself (p. 31)

A. Descriptions will vary.

B. Answers will vary; however, most students will recognize that they feel more comfortable with people with whom they are familiar, such as parents, siblings, and close friends. They may feel they are more "themselves" with these people.

C. Answers will vary, but should recognize that most people use self-presentation when they feel the need to make a good impression on others.

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Sample Answers

A. Write how you think, feel, or act with the people named.

Parent(s)	**Instructor**
restrained	tongue-tied
polite	attentive
helpful	interested
respectful	exhausted
annoyed	stimulated

Sibling(s)	**Close Friend**
easygoing	honest
playful	curious
irritable	laughing
comfortable	relaxed
a little obnoxious	confident

Romantic Interest	**New Acquaintance**
excited	shy
happy	curious
nervous	standoffish
aroused	reserved
fascinated	fake

B. Are you more "yourself" with one of these individuals?
I am more open and comfortable with my siblings and my close friends, but I get more easily irritated by my relatives. I am more reserved in class and when meeting new people.

C. When do you use self-presentation?
I am very shy, so I use self-presentation a lot in the classroom, or when meeting new people. I try to present myself as an affable, even-tempered kind of person.

ACTIVITY 6

Identity Profile (pp. 34–36)
Identity profiles will vary widely.

Exploring Further

Point out to students that people can also define their identities through what they are *not*. For example, a young adult who rejects her parents' conservative political beliefs might think of herself as "not conservative" and "not like her parents." Ask the class whether any of them think of themselves as "not" like something or someone, such as "not like my siblings," "not athletic," etc. Some students who are of minority ethnic heritage may not feel a tie with any particular ethnic group but may still describe themselves as "not white."

SECTION 1.2
SELF-CHECK (p. 38)

1. Self-image is all the beliefs a person has about himself or herself.
2. A social role is a set of norms (standards of behavior) that define how a person is supposed to behave in a given social position or setting.
3. The three components of identity are individual identity, relational identity, and collective identity.

Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Application

THOUGHTS, FEELINGS, AND ACTIONS
Ask students to consider their most probable thought(s), feeling(s), and action(s) in the following situations. Working question by question, ask students to explain why they think they would act in the way they described.
(A reproducible master of this list is available online.)

1. Gripping a hot pan
2. Seeing a great bargain at a store
3. Overhearing a funny comment
4. Smelling something burning

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5. Seeing a friend crossing the street toward them
6. Seeing a nickel lying on the ground
7. Hitting head on cabinet door
8. Hearing an ambulance approaching while driving
9. Stepping on a tack while barefoot
10. Seeing a ball sailing through the air toward you

Ask students whether they believe they could alter their behavior (thoughts, feelings, or actions) in any of these situations. For example, would they be able to do anything other than dropping a hot pan? What about buying a bargain-priced item? Is there a difference between the two? Why or why not? If they *could* alter their behavior, would they want to? Why or why not?

POSITIVE QUALITIES Ask students to select a magazine, television commercial, or television program. Which personal qualities does the magazine, commercial, or program equate or link with happiness and success? For example, does a certain magazine link happiness and success with wealth, style, fame, or self-esteem? Compare the qualities promoted in the magazine, commercial, or program to the qualities listed on page 16 of the textbook. (A reproducible master of this list is available online.) Do students believe that the images presented in the media are true indicators of happiness? Why or why not?

INDIVIDUALISM AND COLLECTIVISM Have students imagine that they have accepted a job in a collectivist culture. (Point out that most societies in Asia and Africa embrace collectivism.) Ask students to choose a specific country and to research the business etiquette in this society. What are some of the cultural differences they will find when they get there? Ask them to cite three examples of how, as a Westerner from an individualist culture, they will need to change their usual behavior and why these changes are necessary.

CONSTRUCTING AN IDENTITY Ask students to think of their favorite book series or television program and to create an identity for a new fictional character that is about to be introduced in the series or program. Students should create a profile of the individual, relational, and collective identity of the character, including descriptions of each of the elements listed on pages 30–33. If desired, divide the class into groups and ask each group to work together to create one such character profile. Groups could then be asked to present their characters to the rest of the class, and other students could be encouraged to ask questions about the character, such as "what did [the character] study in college? Why?" "Does [the character] have pets? Why?" The idea is to get students thinking about how the different parts of a person's identity come together to form a unified whole.

PICTURE INTERPRETATION What you see in a picture says something important about who you are. People generally identify with the main character in a picture and believe that he or she shares their hopes, fears, desires, and concerns. Using this idea, the picture interpretation technique (also known as the Thematic Apperception Test) investigates the way people interpret a series of photographs or sketches. Let's say that you are shown a photograph of a man sitting alone at a café table. What might the man be thinking? What do you imagine he might do next? Display a photograph or painting featuring a man or woman. (Many images can be found in online image banks such as Getty Images at **www.gettyimages.com**.) Select a photograph or illustration that is interesting enough to encourage discussion but vague enough to allow for multiple interpretations.

Let students look at the illustration for a few minutes. Then ask them to write down brief answers to the following questions:

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- What is this person thinking about?
- Where is he/she?
- What does he/she do for a living?
- How old is he/she?
- What is his/her name?

Discuss the students' responses as a class, emphasizing that there are no right or wrong answers. What does the range of responses reveal about the students in the class? Why do people perceive the same image in such different ways?

Internet Activities

STRENGTHS INVENTORY Have students locate and complete the online strengths inventory offered by the Values In Action Institute (VAI). The 275-question survey, which takes about 20 minutes to complete, was created by adherents of the positive psychology movement to measure respondents' strengths of character in 24 areas. At the end of the questionnaire, an automatic scoring system provides students with their top five strengths. Ask students to describe their top five strengths and to give specific examples of ways they have demonstrated these strengths in the past. Also ask students to describe the five strengths they would most like to develop further, and why. To facilitate class discussion, make a transparency of the online reproducible master, "24 Strengths of Character."

MONEY AND HAPPINESS Ask students to visit the Web site of the American Psychological Association and to locate an online article from the APA *Monitor*, "People Need Help Finding What Makes Them Happy." Then have them answer the following questions using the article: What evidence did two recent studies provide for the idea that money does not create happiness? What four reasons does psychologist Mihaly Csikszentmihalyi give to explain why people believe that more money will bring them more happiness? What three psychological theories provide an alternative to material pursuits to explain true happiness? Explain Csikszentmihalyi's "flow" theory. (Note: the concept of flow is briefly defined on page 73 in Chapter 2.)

ASSESS

Review and Activities Answers

Review Questions (p. 40)

1. According to the text, you are successful if you find a lifetime of personal fulfillment by creating meaning in your work and life. This kind of success comes from satisfaction with yourself and your achievements.
2. Thoughts, feelings, and actions are all connected. Each influences the other in a continuous cycle. For example, our thoughts about people, objects, events, and situations have a strong influence on our feelings about them.
3. Negative emotions encourage us to focus our attention on the specific thing that is troubling us. For example, if we experience anger, our mind will be filled with hostile thoughts for the object of our anger. Because negative emotions take up so much of our attention and energy, they make it hard to do productive things, like learning or working toward a goal.
4. Collectivism is a philosophy in many Eastern cultures that values group goals over individual goals and defines a person's identity more through group identifications than through personal attributes. Individualism, by contrast, is a philosophy in many Western cultures that values individual goals over group goals and defines identity more through personal attributes than through group identifications.
5. If you say, "I am Catholic," you are revealing a part of your collective identity because you are revealing the religious and sociocultural group to which you belong.
6. A social role is a set of norms, or standards of behavior, that define how we are sup-

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posed to act in a given social position or setting. We act according to social roles because we desire social acceptance. A gender role is a set of norms that define how males and females are supposed to behave. While social roles apply to everyone, regardless of sex, gender roles apply specifically to males or females. Gender roles and social roles can overlap: for example, the roles of "mother" and "father" have both a social and a gender component.

Critical Thinking (p. 40)

7. Answers may vary, but students should recognize that a person can raise the general level of his or her happiness by seeking out certain opportunities, such as creating a sense of purpose in your life and building deep connections with others. Most of the components of happiness must be sought—they do not arrive out of no-where, without effort and self-awareness. The very act of making effort to become happier can make a large difference in a person's self-esteem and level of well-being.
8. Answers will vary, although students should recognize that one's identity, or public self, is powerfully affected by factors such as culture and family. Growing up in another culture or family, a person would have different possessions, different beliefs and goals, different relationships, and possibly a different religion and social class, among many other things.

Application (p. 40)

9. Answers will vary, but should show critical thinking and an awareness of gender roles in our society. Although more and more gender-neutral toys and books are being produced, the majority still reflect entrenched gender roles. At Amazon.com, for example, games and books are grouped by age level and interest, but toys can be selected based on gender. The toys designated by gender do reinforce traditional gender roles. Boys' toys are divided into the categories of action figures, blocks and construction, home improvement, science and nature, and vehicles and die-cast. Girls' toys are divided into the categories of Barbie, real-food fun, arts and crafts, animal alley, and puzzles. If desired, ask students to bring photographs, printouts, or actual examples of merchandise that reinforces gender roles.
10. Answers will vary. Students should explain to participants that areas with scores of 10 or less may represent areas of their lives that need more attention.

Internet Activities (p. 41)

11. Summaries of biographies will vary but should include the names and accomplishments of the people selected, what inspired them, and their similarities to the other individuals selected. Summaries should also include what the students learned from the life stories.
12. Reports will vary but should identify the five approaches: 1. psychodynamic, which is based on the ideas of Freud and holds that behavior stems from unconscious forces and conflicts; 2. behavioral, pioneered by Watson and Skinner and based on the belief that psychology should only examine observable human behavior, not subjective thoughts and feelings; 3. humanistic, developed by Rogers and Maslow, which takes the view that people are complex, unique individuals who naturally strive to reach their full mental and spiritual potential; 4. cognitive, which focuses on cognition, the functions of processing, storing, and remembering information and experiences; and 5. bio-

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logical, which investigates the biological basis of human behavior.

Real-Life Success Story "Am I Doing the Right Thing?" (p. 41)
Stories will vary but should reflect an understanding of how this chapter defines success.

Sample Answer

Although some of his friends didn't understand his decision, Bill decided not to take the job. He realized that advancing his movie production career would only be the right move if it would help him to achieve success on his own terms. His real dream was to become a published writer and to achieve a balance between his personal and work lives. By listening to his feelings and considering his vision of success, Bill made a choice that he could be happy with. He also faced the future with greater focus and self-confidence.

CLOSE

Culminating Activity

Have students work in pairs to interview one another about their definition of success. Students should ask each other:

- What does success mean to you? Why?
- Has reading this chapter changed your ideas about success?
- Do you feel like a success now? If so, why? If not, what would make you feel like a success?

After students have finished their dicussions, reunite the class and discuss what students learned from their classmates.

Personal Success Portfolio

Have students complete the Personal Success Portfolio worksheet for Chapter 1 from Part 4. Refer to pages 9 and 10 for suggestions on presenting this activity.

For Chapter 1, additional materials you may wish students to add to their Personal Success Portfolios include:

- a personal essay reflecting on one or two people who have achieved success according to the student's definition
- a cover letter written according to the guidelines presented in the "Professional Development" feature on page 7
- a first-person letter addressed to a living role model asking for advice in one or two areas (students can mail the letter and keep a photocopy or printout in their portfolios, along with any answer received)
- a technology project, such as a PowerPoint presentation, a digital photo project, or a simple Web page or HTML file documenting some aspect of the student's identity in which he or she takes particular pride
- a brief research project, bibliography, or book report on a chapter topic that interests the student

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ADDITIONAL RESOURCES

The following books and periodicals offer information on personal success strategies, general and positive psychology, emotion and cognition, and identity and the self.

Books

Baltus, Rita. *Personal Psychology for Life and Work.* 5th ed. Columbus: Glencoe/McGraw-Hill, 2000.

Bandura, Albert. *Social Foundations of Thoughts and Action.* Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

Bellah, R. et al., *Habits of the Heart: Individualism and Commitment in American Life.* Berkeley: University of California Press, 1985.

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Dyer, Wayne. *10 Secrets for Success and Inner Peace.* Carlsbad, CA: Hay House, 2002.

Feldman, Robert S. *Understanding Psychology.* 9th ed. New York: McGraw-Hill Higher Education, 2009.

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