

Oftentimes the best strategy is just to begin and allow motivation to build later. Instead of putting off your project, use probability theory to help you begin. When you begin a project, with or without any particular inspiration, you stand a good chance of perhaps stumbling into a streak of spontaneous brilliance and producing extremely good work. Or at the very least, you increase your chances of getting good ideas for that task or future projects. The more you produce, the greater the probability that some of it will be very good.

But what if your work or creation fails to live up to your high standards? It is perfectly okay if some of what you turn out is not very good. Do you really think that every canvas turned out by Picasso was ready to hang in the Louvre? And do you honestly believe that Mozart never wrote a sour note, or that your favorite author hasn't deleted or revised file after file? As consumers or admirers of artwork or books we see only the finished products which usually have been refined countless times. Successful artists, musicians, and writers thrive by giving themselves permission to make mistakes and produce a certain amount of garbage in the process of doing good work. Remember that you need to put in your 10,000 hours. Playing the probabilities also gives you the opportunity to hone your skills through experience from practice. If your work requires creative projects, or if you are an artist, musician or writer who is not currently inspired, forcing yourself to work at the very least will improve your level of craftsmanship. So, when inspiration does come you will be far better prepared to perform.

**REWARD YOURSELF** All human behavior is motivated by reward or by the expectation of reward in the future. A reward is anything that feels good, be it money, praise, awards, a new car, a vacation, or a back rub. Humans can often sustain unrewarded behaviors for long periods of time as long as there is some hope for reward down the line. Procrastination persists because it is reinforced by the immediate reward of relief from task avoidance. Tasks that you dread and delay may often have rewards associated with them, but typically they are in the future or you need to wade through discomfort first to get those rewards. Even though procrastination carries with it many long term punishments, the short term rewards motivate you to keep delaying. To counterbalance the rewarding aspects of procrastination, it is also important to find ways to make the "dreaded task" rewarding in the short run.

One reward strategy involves utilizing the **Premack Principle**, postulated by David Premack (1959). This principle states that if two behaviors differ in their likelihood of occurrence, the less likely behavior can be reinforced by using the more likely behavior as a reward. In layman's terms, this capitalizes on the fact that any enjoyable activity can be used as a reward or incentive for working on a task you tend to put off. Here you give yourself permission to engage in rewarding activities contingent upon doing the tasks you tend to put off. For example, you could record a favorite TV show or movie and indulge in watching it after a concentrated period of effort.

Sometimes we procrastinate because a task appears boring and/or meaningless. Household chores often fall within this category. However, when your sink is full of dishes or you run out of clean clothes to wear, your quality of life suffers. A useful strategy to motivate yourself to complete tedious chores involves using reframing to create a cognitive reward for yourself, enabling you to upgrade your view of yourself. That is, link that mundane task to another more general attribute that is important to you, such as being responsible, conscientious, considerate, or well groomed.

**VIEWING MISTAKES AS FEEDBACK** Perhaps you procrastinate for fear of making a mistake or doing something poorly. However, it is quite irrational to think that leaving yourself even less time to complete something will make you less likely to make mistakes. And where is it written that it is catastrophic or even necessarily bad to make a mistake? Mistakes are feedback, nothing more and nothing less. Both forms of feedback, correct and incorrect, are equally vital for the learning process. Without both we learn more slowly.

Research reveals a strong link between procrastination and perfectionism (Flett, Blankstein, Hewitt & Koledin, 1992). Perfectionism goes hand in hand with fear of failure. If you maintain a perfectionistic attitude you will be more prone to stall until you can do it right, or you avoid doing it because you fear that you can never do it right. So what if you do it and part of it is wrong? Is the world going to come to an end? If you delay, that is the equivalent of doing it wrong anyhow. At least, if you go ahead and complete it, you stand a chance of getting part or all of it right. Striving for excellence is not the same as holding out for perfection.

You cannot achieve excellence without making mistakes along the way or risking making other errors. In short, making mistakes is an essential part of improving yourself. What is necessary is to adopt a healthy attitude about being in error. It means learning to laugh at yourself and not take yourself so seriously all the time. The vast majority of errors are harmless and ultimately can be humorous or neutral if reframed to the proper perspective. Think about the life stories of great men and women. Almost invariably, they are stories of failures that were converted into learning experiences which then led to success. For example, were you aware that Abraham Lincoln lost eight elections, failed in business, went bankrupt and suffered a nervous breakdown before he was elected president? There was a guy who didn't let failure get in the way of his success. His numerous failures built his character and made for a fascinating life story.

## Questions

1. The main cause of procrastination is \_\_\_\_\_.
  - A. depression
  - B. self-control
  - C. low frustration tolerance
  - D. grit

2. All of the following strategies are helpful for overcoming procrastination except \_\_\_\_\_.
- A. Covey's Time Management Matrix
  - B. the bits and pieces approach
  - C. the five-minute method
  - D. getting organized
3. What will help you get started if you tend to procrastinate?
- A. Wait for inspiration.
  - B. Criticize yourself for mistakes.
  - C. Hold out for perfection.
  - D. Use the five-minute method.

## 4.7 The Effective Student

**Recall tips for improving academic effectiveness.**

The fact that you are reading this book and/or taking this course indicates that you are a student—if not in school per se, than at least a student of your own life, interested in learning how to function more effectively. Whether you are a full time or a part time student, whether you are fresh from high school or returning to college after years in the workplace, it pays to master the techniques and strategies that can enable you to achieve academic success. The ability to manage your time wisely and stay on task will serve you well in this context. A comprehensive review or an in-depth exploration of the myriad ways to develop and improve your study habits is certainly beyond the scope of this text, but in the pages that follow we will offer you a sampling of tips that we have found to be the most crucial for promoting academic effectiveness. These tips fall into three broad categories: (1) improving your memory; (2) mastering a good study method; and (3) learning test-taking strategies, including overcoming **test anxiety** and developing test-taking sophistication.

### 4.7.1 Improving Memory Retention

While there are many gimmicks and so-called herbal panaceas for supercharging your memory, the fact remains that you first have to learn something, and often learn it well, before you can expect to remember it. There are no magic substitutes or reliable short cuts for the memory enhancement steps outlined below, but if you follow these strategies, we guarantee significant improvement in your retention skills.

1. **Pay attention.** If you are not paying adequate attention, information will never be properly encoded and thus never transferred into either your working memory or long term memory. This is why popular sleep learning

products rarely work, such as tapes to learn a foreign language while you sleep. It's likely that you can remember a time when you went to class but were so distracted or preoccupied with other matters that you were clueless as to what was presented. Just showing up is not enough.

2. **Organize the material.** Create an organizational structure that makes sense to you. One way to do this is to rewrite your lecture notes in outline form while it is still relatively fresh in your mind, or outline a chapter in your textbook. To the extent that you can make information meaningful to you by relating it to other concepts or experiences with which you are familiar, it will be much easier to remember. This occurs because it promotes the kinds of associations which facilitate memory retrieval.
3. **Use rehearsal.** Contrary to popular belief, over-learning aids in retention because repetition is the key to memory. *Repeat to remember and remember to repeat* is a useful mantra for studying (Medina, 2008). Brain pathways that ultimately establish long-term memories are created through the repetition of the material you are attempting to learn. Review of material works best within ninety minutes of its initial presentation. Quite literally, new connections beginning to sprout from neurons in your brain begin to retract if not stimulated within this short time period. (Medina, 2008). The more you rehearse new information, the stronger your ability to retrieve and recall it. But this does not mean that you should just reread the same material over and over; rather, what is more effective is to paraphrase the information by putting it in your own words, or even better, attempting to explain it to another person by making a connection to an event in your own life. This is known as **elaborative rehearsal**, which has been shown to really facilitate memory (Gardiner & colleagues, 1994).
4. **Minimize rote memorization.** The rote method, where you attempt to just memorize information without any organization, has only limited utility. As stated above, we tend to remember that which is meaningful to us, so rote memorization is only helpful if and when you create a meaningful structure and attempt to commit that to memory.
5. **Write it down.** Taking notes in class or writing about material you are attempting to learn, particularly if you paraphrase, is a powerful tool for transferring information into long term memory. This is also important for remembering day to day, practical information as discussed earlier in this chapter. That is why Things to Do lists, reminder lists, and appointment calendars are so helpful. Among researchers in the field of memory enhancement, these are the most frequently used memory aids.
6. **Use memory aids when appropriate.** These techniques, called **mnemonics**, are very helpful, particularly for remembering strings or lists of information. These systems work by making material more meaningful by adding a structure, such as making it into a song or rhyme, or linking it with other entrenched memories like the letters of the alphabet. A good example of a simple mnemonic is the made up, catchy word **PERMA**, which we use to help us remember the five domains of flourishing.

7. **Reduce interference and distractions.** One of the biggest factors causing you to forget is the role of interference. Competing information, both related and unrelated, that you learned before and after you study, can interfere with memory retrieval. When new learning interferes with previous learning, this is **retroactive interference**. When old learning inhibits retention of new material, this is **proactive interference**. Smart timing of studying can minimize interference factors. For example, studying just prior to going to sleep helps to prevent interference. Be careful not to study similar topics within the same study interval. Confusion between topics can lead to retroactive and/or proactive interference. Limit background distractions while studying, because this can also create interference and disrupt later recall. Save watching TV or listening to music for your study breaks, or for a reward for staying on task for a specified work period. There can be some individual variability, however, as some people concentrate better with some background noise or music.
8. **Sleep on it.** As mentioned above, going to sleep immediately after studying minimizes interference with new learning because you are limiting your mental activity after studying. There is also evidence that sleep allows for the consolidation of newly learned material.
9. **Distribute learning sessions.** Avoid cramming by spreading your study periods over spaced time intervals. Data indicates that two or three shorter study periods interspersed with breaks are usually more effective than one long, unbroken, exhausting study session. When studying more than one subject, be sure to take breaks between subjects so as to reduce the potential for both retroactive and proactive interference effects. To further inhibit interference, make sure that you engage in activities unrelated to your studying during your breaks. Kick back and have some fun! But if you must study several subjects in one day, try to vary the topics as much as possible, again to decrease the potential for interference. Retroactive and proactive interference are more likely to develop in the middle of a long study session. By taking breaks you restrict that middle ground which breeds interference effects.
10. **Exercise.** Research appears to indicate that physical exercise facilitates memory in humans as well as animals (Samorajski, Delaney, Durham, Ordly, Johnson & Dunlop, 1988). The reasons for this are still unclear, but researchers believe that increased levels of oxygen and brain nutrients stimulated by exercise are responsible for the boost in memory acuity. *What is good for your heart is good for your brain!*
11. **Test yourself.** Periodically obtain self-feedback about what you have and have not retained by testing yourself. There are numerous ways to do this, including end of chapter questions, practice exams, listing the important points you have learned from memory, and crosschecking this with your notes. Keep in mind that just because you felt that you understood the material presented in class or in your textbook, this does not guarantee that you will remember it the next day without practicing the steps outlined above.

12. **Be aware of the influence of learning contexts.** It helps with information retrieval if you can learn the material in a situation similar to the one requiring recall of that same information. This applies to the physical environment in which you are learning, such as the room, the seating arrangement, or the lighting, as well as to your emotional state. In other words, if you study in the library, and it is very similar to your classroom, then it is easier to remember. And did you know that interference can be reduced just by studying two different subjects in two different rooms (Higbee, 1988)? One of the authors has noticed that students who choose to sit in the same seat in their classrooms perform better academically.

### 4.7.2 An Effective Study Method – The SQ4R

There is a particular study strategy that we recommend for approaching this textbook. Actually, we advocate that you use this method for studying in general. Many educators laud a study system known by the acronym of the **SQ4R** (Robinson, 1970). If you use this technique for studying any textbook or course, you will find that it will greatly enhance your understanding and retention of course material. The SQ4R method consists of the following:

- **Survey:** Before beginning the book, thoroughly survey the Table of Contents to get the big picture of what is covered. Then before reading each chapter, look over the chapter headings, tables and graphs to get an overview of the information covered in that particular section.
- **Question:** Before reading each chapter in full, turn the headings and sub-headings into questions.
- **Read:** Carefully read the chapter and find answers to the questions that you previously created based on the headings.
- **Recite:** Paraphrase what you have learned. To reiterate, putting material into your own words greatly enhances your ability to understand and retain information. One helpful hint for doing this is to explain the material to yourself as if you were attempting to explain it to a friend or younger sibling.
- **Review:** After each chapter, go over the material carefully, including answering the end of chapter questions and making sure you know the definitions to all key terms.
- **Reflect:** Think about what you just read and imagine how you can connect it to your life. How is this material relevant for you? This is called **deep processing**.

### 4.7.3 The Art of Taking Tests

In your role as a student you are inevitably faced with the onerous task of taking tests, often multiple exams in each course you take. Unlike in high school,

in college your test scores may determine most if not all of your grades in many classes. One of the most frequent student complaints centers around an inability to do well on tests despite adequate preparation. Meanwhile, other students breeze through tests, getting high grades with minimal preparation. Is this just a function of the *survival of the smartest*? No, not at all. Psychologists have long recognized that certain students possess a set of skills along with an emotional equilibrium that contributes to passing and doing well on tests. Of course, adequate preparation lays the solid foundation, but test-taking skills can confer an added edge. These test-taking skills fall into two main categories.

**MASTERING TEST ANXIETY** Upcoming in Chapter 5 you will learn about the Yerkes-Dodson law, the fact that you are more likely to perform well when you are moderately aroused. In test-taking terms this means that having some anxiety before an exam is actually a good thing, because it heightens your mental alertness and acuity. But very high anxiety levels can interfere with performance, particularly on difficult tasks such as a hard or confusing exam (for many people this means math!). Have you ever failed or done poorly on a test for which you thought that you were well prepared? Have you ever been so anxious about a test that you totally blanked out, unable to think straight or recall information you knew well just hours before? If you suspect that test anxiety is a problem for you, fill out the following brief self test to check this out.

## Measuring Test Anxiety

Read the following statements and rate how they apply to you, using the following scale.

0 = Never 1 = Sometimes 2 = Often 3 = Always

- \_\_\_\_ 1. I do not feel that I study properly for tests.
- \_\_\_\_ 2. I typically begin to feel nervous several days before a test.
- \_\_\_\_ 3. My nervousness increases on the day of the test.
- \_\_\_\_ 4. I believe that I will do poorly on tests.
- \_\_\_\_ 5. If I do not know an answer, I begin to panic.
- \_\_\_\_ 6. I get confused when taking rests.
- \_\_\_\_ 7. Even if I have prepared adequately, I feel unsure of my answers.
- \_\_\_\_ 8. I forget information that I have studied.
- \_\_\_\_ 9. While I'm taking a test, I tell myself that I do not know the answers.

\_\_\_\_\_ **Your Score**

Interpretation:

A score of 12 or higher indicates you suffer from test anxiety. The higher your score beyond 12, the more debilitating your test anxiety will be. If all or even most of these statements frequently apply to you, pay particular attention to and follow the guidelines in the next section.

If your test anxiety level is high, there are a variety of techniques that can enable you to reduce your anxiety prior to and during test-taking. *Remember, the goal here is not to be completely cool, calm and collected, but to get your anxiety down to that moderate, manageable level which will enhance your performance.*

**Practice Active Relaxation** – In Chapter 6 we will introduce you to a variety of relaxation techniques that can be used in this context. To help calm yourself, engage in diaphragmatic breathing at least six to ten times prior to the test and use it during the test if you need to relax yourself. Put your emphasis on a slow exhalation as that is vital for quick relaxation. To further help yourself unwind, do a quick Progressive Muscle Relaxation sequence just prior to your exam. You needn't go through the whole sequence if pressed for time or not in a setting conducive to the technique. Just focus on tensing and relaxing the muscles in your shoulders, neck and head.

**Use Cognitive Restructuring** – Following the instructions for cognitive restructuring, identify your irrational thoughts and fears regarding the test. Challenge your assumptions about failure and humiliation. Substitute rational, reassuring messages reminding yourself of past test-taking successes, and about how well prepared you will be (based on heeding the study tips in the last few pages, of course!).

**Visualize Success** – Using the teachings on visualization in Chapter 8 as your guide, first vividly imagine yourself in a relaxing scene. Pick a scene that you typically associate with calmness and tranquility and put yourself there in your mind's eye. Once you are feeling mellow, then fantasize that you are about to start the test. Imagine yourself remaining tranquil, reading each exam question thoroughly and calmly, recognizing that you do know the right answer, and then envisage yourself getting fully absorbed with putting down your answers. Allow yourself to recall previous times of test-taking success. Clearly remember those scenes and that sense of flowing with the exam. Visualizations of this type will boost your self-confidence and help you to relax during the test. Remember that being able to vividly imagine a realistic scene makes it far more likely that you can realize that goal.

**TESTWISENESS** Developing testwiseness, which is also called test sophistication, involves learning strategies for guessing that can help increase the likelihood of picking the right answer, particularly on multiple choice exams. Many studies have demonstrated that these methods can be learned and that utilizing them improves test performance (McClain, 1987). McClain's work also revealed that A students often try to come up with the correct answer prior to reading the answer alternatives and high test scorers as a rule carefully read and consider each test question and answer alternative. But being testwise is much more than just using tricks to improve guesswork. It involves:

- Using your time during exams wisely
- Mastering strategies to minimize your errors

- Applying deductive reasoning by proceeding from the general to the specific
- Recognizing clues inherent in the tests which point to the right answers

We must stress, however, that *learning these strategies is not a substitute for studying*. Don't fool yourself into thinking that you can go into a test totally unprepared, armed only with this system, and walk out with a good grade. These strategies can enhance your performance to elevate a C performance to a B, or a B to an A, but no amount of cleverness in test-taking can replace studying and learning the subject matter.

Testwiseness involves recognizing that many multiple choice tests have built-in flaws within the questions that can help you determine or deduce the right answer, or at the very least, help you eliminate certain alternatives. The common flaws are as follows:

1. Information in earlier or later questions can reveal the right answer. If you are stumped, skip a question for the time being because information that turns up in later questions may hold the key or clues to the correct answer.
2. Alternatives that are highly implausible or improbable are likely to be incorrect and should be rejected. Options that contain flippant or overly judgmental words or phrases often fall into this category.
3. If two answers are equivalent or basically the same then neither can be correct, and both can be eliminated. On the flip side, if two answers are contradictory, then one is likely to be the correct option.
4. Correct answers are likely to be more detailed, longer and specific. When in doubt, pick the most detailed option.
5. Beware of all-inclusive words. Incorrect answers are far more likely to include words such as always, never, every time, everyone, etc. Alternative words such as sometimes, some, or may are more likely to appear in correct answers.
6. Look for the greatest similarity in terminology between the question and the answers. The answer most similar to the question is more likely to be correct.
7. Be aware of grammatical inconsistencies between questions and answers like changes in verb tense or singular to plural nouns. Exclude answers which contain such inconsistencies and pick the options which match grammatically.
8. When questions have answer alternatives that include dates or numbers that are ordered, avoid picking the first or the last. The correct answer is usually somewhere in the middle rather than at the extremes.
9. Don't be afraid to change your answer. A myth has been perpetrated that your first guess has the greatest chance of being right. This is not necessarily the case. Several studies have demonstrated that regarding answer changes during tests, wrong to right changes outnumber right to wrong changes (Benjamin, Cavell & Shallenberger, 1987).

## Questions

1. \_\_\_\_\_ refers to approaching test questions in a way that facilitates picking the right answer.
  - A. Cheating
  - B. Testwiseness
  - C. Efficiency
  - D. Elaborate rehearsal
  
2. When new learning inhibits previous learning, this is referred to as \_\_\_\_\_.
  - A. elaborate rehearsal
  - B. rote memorization
  - C. retroactive interference
  - D. proactive interference
  
3. Which of the following methods for studying and retention should you avoid?
  - A. the SQ4R
  - B. distributed learning sessions
  - C. elaborative rehearsal
  - D. rote memorization

---

## Summary

**Accomplishment** is one of the important components of flourishing, represented by the A in PERMA. The key to accomplishment involves your willingness to put in the necessary effort to develop the skills required for success in any endeavor. The harder the task and the lower your skill level, the more effort you need to put forth. True mastery in an area requires at least 10,000 hours of regular practice. The ability to sustain such effort is directly tied to your character – to a variety of signature strengths. Positive psychologists have identified seven key signature strengths that promote achievement with **self-control** as the most important for facilitating accomplishment. Exceptional accomplishment is possible if you develop **Grit** – the combination of both extraordinary perseverance and passion. In general, your ability to succeed and accomplish your goals is enhanced when you can maintain your motivation, wisely set priorities, manage yourself effectively in time, and overcome temptations to procrastinate. Self-control is vital for all of these.

In order to achieve you must have both **motivation** and **volition**. Strategies for enhancing both were covered in this chapter including MCII and SWOOP. A variety of suggestions for managing yourself wisely in time were covered along with an in-depth review of Covey's Time Management Matrix for how to organize your schedule around your priorities, taking into consideration the urgency and importance of various tasks. The causes of **procrastination**, one of the most common obstacles to achievement, were explored and various strategies for overcoming this were presented.

The last section of this chapter dealt with how to become an effective student. Academic achievement is enhanced by learning proven strategies for effective studying and retention, along with developing test taking skills. Ultimately, managing yourself wisely for accomplishment is about making choices for your life. Effective individuals are adept at balancing – knowing when to be organized, productive, and efficient, and when to rest and have fun.

---

## Positive Psychology Exercises

1. Pick two or three of the myriad suggestions for managing yourself in time that appeal the most to you, or are the most relevant for your particular situation. Commit to experiment with using them for a two week period. Pay careful attention to the effects in your life.
  2. If you have never experimented with using the SQ4R study method, try using it to prepare for next upcoming exam and evaluate whether it was useful for you.
- 

## Key Terms

Accomplishment	Mnemonics	Self-control
Deep Processing	Motivation	SQ4R
Defer Gratification	Pareto Principle (80/20 Rule)	SWOOP
Elaborative Rehearsal	Power Nap	Test Anxiety
Executive Functions	Premack Principle	Testwiseness
Grit	Proactive Interference	Volition
Information Overload	Procrastination	
Low Frustration Tolerance	Retroactive Interference	

---

## Shared Writing

What obstacles to accomplishment are you aware of operating in your own life? Do you have issues with motivation, volition, or both? After you identify your personal challenge, which of the various suggestions, tips, and methods presented in this chapter do you think would be most helpful for you? Write about your thoughts on this matter.

In order to achieve you must have both **motivation** and **volition**. Strategies for enhancing both were covered in this chapter including MCII and SWOOP. A variety of suggestions for managing yourself wisely in time were covered along with an in-depth review of Covey's Time Management Matrix for how to organize your schedule around your priorities, taking into consideration the urgency and importance of various tasks. The causes of **procrastination**, one of the most common obstacles to achievement, were explored and various strategies for overcoming this were presented.

The last section of this chapter dealt with how to become an effective student. Academic achievement is enhanced by learning proven strategies for effective studying and retention, along with developing test taking skills. Ultimately, managing yourself wisely for accomplishment is about making choices for your life. Effective individuals are adept at balancing – knowing when to be organized, productive, and efficient, and when to rest and have fun.

## Positive Psychology Exercises

1. Pick two or three of the myriad suggestions for managing yourself in time that appeal the most to you, or are the most relevant for your particular situation. Commit to experiment with using them for a two week period. Pay careful attention to the effects in your life.
2. If you have never experimented with using the SQ4R study method, try using it to prepare for next upcoming exam and evaluate whether it was useful for you.

## Key Terms

Accomplishment

Deep Processing

Defer Gratification

Elaborative Rehearsal

Executive Functions

Grit

Information Overload

Low Frustration Tolerance

Mnemonics

Motivation

Pareto Principle (80/20 Rule)

Power Nap

Premack Principle

Proactive Interference

Procrastination

Retroactive Interference

Self-control

SQ4R

SWOOP

Test Anxiety

Testwiseness

Volition

## Shared Writing

What obstacles to accomplishment are you aware of operating in your own life? Do you have issues with motivation, volition, or both? After you identify your personal challenge, which of the various suggestions, tips, and methods presented in this chapter do you think would be most helpful for you? Write about your thoughts on this matter.

## Chapter 4 Questions

1. Self-control involves the ability to \_\_\_\_\_.
  - a. successfully use denial and repression
  - b. master motivational strategies
  - c. defer gratification
  - d. utilize your EQ
2. GRIT = \_\_\_\_\_ + \_\_\_\_\_.
  - a. motivation; volition
  - b. IQ; EQ
  - c. passion; procrastination
  - d. passion; perseverance
3. Never underestimate the value of \_\_\_\_\_ for achievement.
  - a. practice
  - b. luck
  - c. procrastination
  - d. perfectionism
4. \_\_\_\_\_ strategies are useful for enhancing motivation.
  - a. Organizing
  - b. Studying
  - c. Self-control
  - d. Visualization
5. Setting a limit on \_\_\_\_\_ facilitates decision making.
  - a. information overload
  - b. TV time
  - c. Facebook
  - d. homework
6. The Pareto Principle teaches that \_\_\_\_\_ of the benefit comes from doing \_\_\_\_\_ of the work.
  - a. 20%; 80%
  - b. 80%; 20%
  - c. 50%; 50%
  - d. 95%; 5%
7. Quadrant II (QII) activities are \_\_\_\_\_.
  - a. urgent and important
  - b. non-urgent but important
  - c. urgent but not important
  - d. neither urgent nor important
8. Quadrant IV (QIV) activities are \_\_\_\_\_.
  - a. urgent and important
  - b. non-urgent but important
  - c. urgent but not important
  - d. neither urgent nor important
9. Which of the following is recommended to facilitate studying and retention?
  - a. long, unbroken study sessions
  - b. rote memorization
  - c. utilize the SQ4R
  - d. pulling an all-nighter before a test as sleeping leads to forgetting the material
10. True mastery in an area typically requires \_\_\_\_\_.
  - a. at least 10,000 hours of practice
  - b. at least 12,000 hours of practice
  - c. at least 15,000 hours of practice
  - d. at least 20,000 hours of practice