

Real-Life Success Story



“Am I Doing the Right Thing?”

Looking Ahead

Bill Santos, a freelance film production assistant in Los Angeles, was offered a full-time job as an assistant producer. Everyone congratulated him on the salary raise and more impressive title. Bill, however, wasn't completely happy about the prospect of the new job. The promotion would mean longer hours and more responsibility. Plus, now that he thought of it, he didn't even like the shows he had helped make. Why was he doing this?

Looking Within

Bill's dream had been to write for a living. Being a production assistant wasn't his dream job, but he

was good at it, and there were a lot of extra benefits. Recently, Bill had started writing for a start-up magazine. Although the pay was low, it reminded him why he had wanted to be a writer in the first place. If he took the new job he wouldn't be able to spend time writing. Bill knew it would be sensible to take the job, but he couldn't get enthusiastic about it.

What Do You Think? Do you think Bill would be more successful if he took the production job or if he spent more time writing? Why?

Psychology and Success



Chapter

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

Ralph Waldo Emerson, Philosopher

introduction

The first step on the road to success is to define what success means to you. In Section 1.1 you'll clarify your vision of success and begin to think about how you can make it a reality. You'll also consider the personal qualities that will help you reach success and discover how studying psychology can help you understand yourself and your world. In Section 1.2 you'll begin thinking about your identity and self-image. You'll consider how you see yourself and what it means to be you.

learning objectives

After you complete this chapter, you 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.

SECTION 1.1 Understanding Success

WHAT IS SUCCESS?

Different people define success in different ways. For some, success is fortune, fame, or a shelf full of awards. For others, success is popularity, social status, or a prestigious job. But while money and honors often go along with success, they are not the most important element. In fact, many successful people never receive these kinds of rewards.

success Lifetime fulfillment that comes from creating a sense of meaning in your work and personal life.

So what is success? In this book, **success** means a lifetime of personal fulfillment. Personal fulfillment comes from creating a sense of meaning in your work and life. This kind of success is not given by anyone else and cannot be taken away by anyone else. It requires taking risks, overcoming challenges, and using your best resource—you—to its fullest potential.

Success is a journey, not a destination. It involves looking inward, considering what you value, and navigating the life path that is most meaningful for you. Begin to think about what success means to you in **Activity 1**. As you work through this text, you may wish to return to this exercise to clarify your vision of success.

Ingredients of Success

Lifelong success has several important ingredients, all of which you will learn about in this book. These ingredients, shown in Personal Journal 1.1 on page 9, are positive habits of thought and action that you can integrate into your life. The first important ingredient is self-awareness. Closely tied to self-awareness are self-direction, self-esteem, self-discipline, and self-motivation, which are the tools to keep you moving in the direction of your goals and dreams. Your attitude is an important ingredient of success, too; positive thinking can help you put things in perspective and make it through the tough times. Finally, no real success is possible without positive relationships with others. Let's look at each of these key ingredients of success.

success secret

Money and fame don't equal success.



success secret

Success is a journey, not a destination.



self-direction The ability to set a well-defined goal and work toward it.

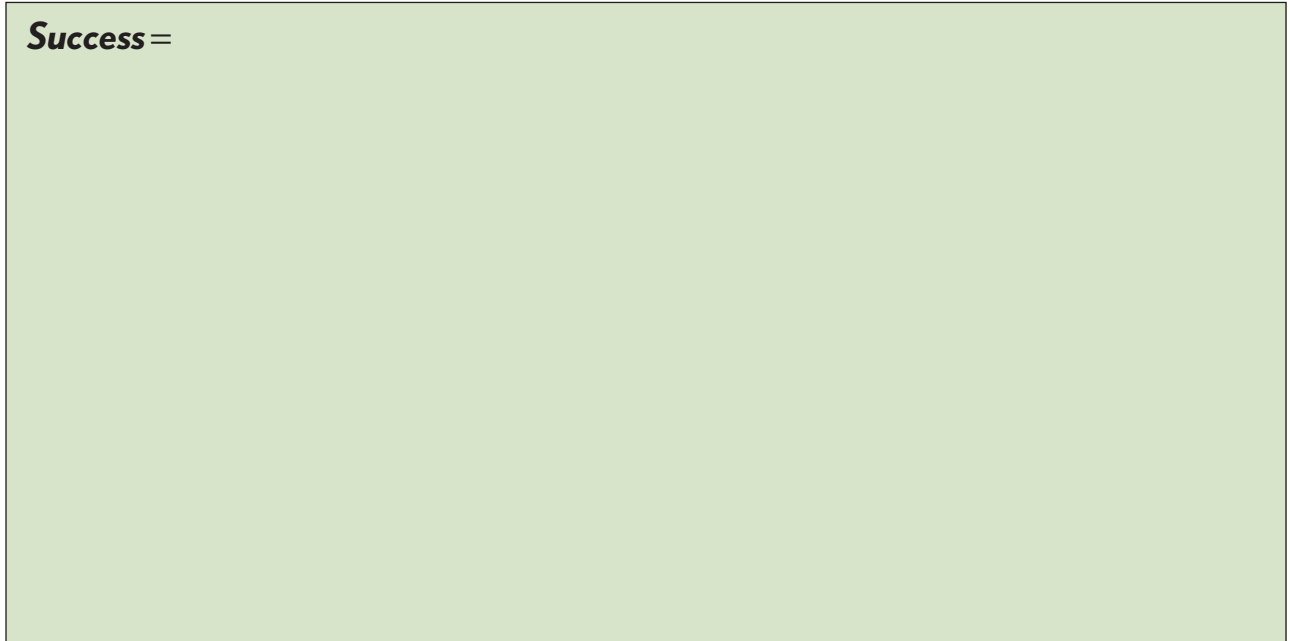
Self-Awareness Self-awareness involves identifying and appreciating your individual values, personal qualities, skills, and interests. Without self-awareness, it's hard to figure out what you really want out of life. Successful people use self-awareness to build confidence in themselves and find the courage to go after their dreams. They also use self-awareness to understand their thoughts, feelings, and actions and to relate better to others.

Self-Direction Successful people set themselves apart from the rest by developing an important trait: self-direction. **Self-direction** is the ability to set a well-defined goal and work toward it. Successful people can tell you where they are going, what they plan to do along the way, and who will be sharing their adventure with them. They have a game plan for life.

ACTIVITY 1: What Success Means to You

- A** Take at least three or four minutes to brainstorm every word or phrase that comes to mind when you think of "success." Write these in the box below.

Success =



- B** Look at everything you wrote. What do these words or phrases tell you about your vision of success?

- C** Now put your definition of success down in writing.

To me, success means _____

continued...

D Does your definition of success differ from the definition of success presented in this text? If so, how?

E Do you think you will become successful, according to your own definition of success? Why or why not?

F Describe two people you know who have achieved success the way you define it.

professional development)))

You on Paper

How much can a piece of paper say about you? A lot—if it's a cover letter. A cover letter, a brief self-introduction that you send to a potential employer along with your résumé, is your chance to explain why you're the perfect person for the job. Although many job seekers treat cover letters as throwaways, they're anything but. In a survey, 60 percent of executives said that a cover letter is either as important as, or more important than, the résumé attached to it. When drafting your cover letter, keep in mind that employers generally spend only a few seconds—often no more than 10 to 20—scanning each application. Think about what the employer wants to know: Who is this person? Why is he applying for this job? Why should I hire her and not my best friend's nephew? Use these guidelines to help you:

- Address the letter to the person who has the power to hire you.
- Highlight the qualifications that make you a great candidate for the specific job.
- Be concise. Waste no time getting to the point.
- Make sure your grammar, spelling, and punctuation are perfect.
- Be confident and businesslike—don't joke, beg, or sound self-important.
- Limit yourself to one page or less.

A cover letter is your chance to show that you are self-aware, self-directed, and professional. Make it count!

What's Your Opinion?

Write a paragraph describing a situation in which a cover letter would be more important than the résumé attached to it.

For resources on composing professional cover letters and résumés, go to www.mhhe.com/waitley5e.

They set goals and get what they want. They direct themselves along the road to success.

Self-Esteem Self-esteem, a respect for oneself as a valuable, unique individual, is another foundation for success. Self-esteem helps people work toward their dreams and goals and keep going when other people criticize them or get in their way. It also helps them believe that they are worthy of success in the first place.

Positive Thinking Everyone goes through good and bad experiences. Instead of dwelling on the bad ones, successful people learn to focus on future possibilities. They also use setbacks as opportunities to take stock and try again. Not every successful person is a born optimist, but successful people learn to use the power of positive thinking to propel themselves toward their goals.

Self-Discipline Success doesn't just happen—it requires effort. No matter how well you plan, you'll need self-discipline to put your plans into action. Successful people take charge of their lives. They take responsibility

success secret

Use positive thinking to reach your goals.



when things go wrong, but they also take credit when things go well. They learn how to make necessary changes and break free of bad habits. They also learn to think critically, to make good decisions, and to use these skills to manage their time and money.

Self-Motivation To get and stay motivated, successful people set goals for themselves that are both challenging and inspiring. They focus on goals that have personal meaning for them, rather than goals that society or other people say they should have. They understand their needs and wants and are able to keep themselves moving forward despite their fears.

Positive Relationships Healthy and diverse relationships are essential for a successful life. Even in a society like ours that values individual achievement, no one ever succeeds without the help, ideas, and emotional support of others. The happiest and most fulfilled people are usually those who make time for other people in their lives instead of focusing all their energy on piling up accomplishments.

Which of the ingredients of success do you already possess? Which do you need to develop? Record your thoughts in **Personal Journal 1.1**.

success secret

Always make time for relationships.



Who Is a Success?

Successful people get what they want out of life. They set and achieve goals that benefit others as well as themselves. They don't have to get lucky to succeed at life, and they don't have to gain success at the expense of others. They achieve success by taking the potential they were born with and have developed and using it toward a purpose that makes them feel worthwhile according to their own standards.

In our society, it is not always obvious who the truly successful people are. The media, for example, often glamorize people who have a great deal of money, fame, or power, but these people are not always the most successful. In fact, large amounts of money, fame, or power can sometimes lead to a feeling of aimlessness.

Just as we each have our own vision of success, we each have our own idea of who is successful. Who is successful in your eyes? Powerful businesspeople? Movie stars? Nobel prize-winning scientists? Caring teachers? Dedicated craftspeople? Nurturing parents? To many of us, the most successful people are those who are special to us, such as a parent, relative, teacher, or friend. Often, we appreciate the successes of people who are close to us because they have made a difference in our lives and because we know how many obstacles they overcame to achieve their goals.

Role Models If you think back to early childhood, you may remember having a role model. A **role model** is a person who has the qualities you would like to have.

success secret

Adults need role models, too.



role model A person who has the qualities you would like to have.

Personal Journal 1.1

Ingredients of Success

On the lines in each oval, write one way you think this action or quality could help you become the person you want to be.



Children need role models, but adults need them too. Our role models often represent what we would like to become as we get older. James, a student in information technology, takes inspiration from Michael Dell, founder and CEO of Dell Inc. When James learned that Dell had started his company at age 19 with only \$1,000 and a good idea, he decided to learn more. James read about Dell on the Internet and chose him as a role model for his ethics, technical and business skill, and positive attitude. Now James is working on starting his own computer business.

You don't have to know someone personally for him or her to be your role model; the person may be from a different part of the world or even from a different century. Your role models may vary widely—some may have special skills or accomplishments, while others may possess personal virtues such as courage, generosity, or honor. You may have one role model or several. Use **Activity 2** to select a role model and learn more about that person.

happiness A state of well-being that comes from having a positive evaluation of your life.

Success and Happiness

An important benefit of true success is happiness. **Happiness** is a state of well-being that comes from having a positive evaluation of your life. It is an overall good feeling about who you are, what you are doing, and the relationships you have with other people. When you are interested in your daily activities, enthusiastic about the way things are going, and optimistic about your future, you are happy. How happy are you right now? Complete **Activity 3** on pages 14–15 to find out.

What Causes Happiness?

Happiness is the natural experience of winning your self-respect and the respect of others. Happiness should not be confused with indulging yourself, escaping something, or seeking pleasure. You cannot inhale, drink, or smoke happiness. You cannot buy it, wear it, drive it, swallow it, inject it, or travel to it.

Did you know that outside factors, such as wealth, youth, physical health, marital status, physical attractiveness, educational level, and social status, have little effect on happiness? Corporate presidents who drive luxury cars are no happier, in general, than day laborers who take the bus. What if you woke up tomorrow looking like a movie star and with a winning lottery ticket in your pocket? You would probably be happier—but only for a while. In a year, life might not be so different for you after all. Studies show that a year or so after big changes like this, your happiness level is likely to return to where it was the previous year. In other words, most people experience a fairly stable level of happiness despite life's ups and downs.

Does this mean that you can't raise your level of happiness? No. You can always seek out opportunities to create happiness, such as:

- creating a sense of purpose in your life
- building deep connections with others
- improving skills, learning, and being productive
- playing games and enjoying yourself
- getting to know yourself better
- striving to become more like people you admire
- actively looking forward to things in the future

success secret

Create your own opportunities for happiness.



- enjoying the beauty in your environment
- pursuing curiosity for its own sake

Happy people don't sit back waiting for happiness to appear. Instead, they create opportunities for happiness to enter their lives.

Positive Qualities Another way to boost your happiness is to develop personal qualities that will help you enjoy life and cope with challenges. Psychologists who have researched success and happiness have found several of these qualities. Among the most important are:

- **Ability to love**—the ability to feel, express, and receive love, affection, warmth, and compassion and to act in a giving way
- **Vocation**—the ability to feel interest and excitement in something and to turn this into your life's work
- **Courage**—the ability to take risks and challenge yourself
- **Trust**—confidence in other people and their motives
- **Optimism**—hope that things will turn out for the best
- **Future-mindedness**—a focus on the possibilities of the future, rather than on the mistakes or disappointments of the past
- **Social skill**—the ability to understand others, get along with others, and build fulfilling relationships
- **Aesthetic sensibility**—the ability to appreciate and delight in the beauty of art, music, and nature
- **Work ethic**—commitment to honoring obligations, being dependable and responsible, getting things done, and being productive
- **Honesty**—thinking, speaking, and acting in a forthright way with yourself and others
- **Emotional awareness**—the ability to experience and express a wide range of emotions
- **Persistence**—the ability to persevere in the face of setbacks and adversity, to keep on track toward goals, and to handle stress
- **Forgiveness**—generosity of spirit, and the ability to avoid grudges and blame
- **Creative thinking**—the willingness to consider new beliefs and points of view and to try out new ways of thinking and doing
- **Spirituality**—the search for a greater good, purpose, or meaning to human existence
- **Self-esteem**—a positive feeling of your own value, which includes self-respect as well as respect for the rights, feelings, and wishes of others
- **Wisdom**—the ability to use your knowledge and experience to make sound decisions

Building these qualities will help you to be physically healthy, enjoy strong friendships and family relationships, derive satisfaction from a committed romantic relationship, be an effective and loving parent, find satisfaction in work, and feel good about yourself.

success secret

Try new ways of thinking and doing.



ACTIVITY 2: Your Role Model

- A** Select one person whom you admire and would like to imitate in some way. Research this person's life and fill out the profile below.

Role Model Profile

1. Name _____

2. Date and place of birth _____

3. Special accomplishments

4. Obstacle(s) he or she overcame

5. Ways he or she overcame these obstacle(s)

6. Special personal qualities

7. Ways he or she shows or showed these special qualities

8. Ways he or she acquired these qualities

9. Things you and your role model have in common (personal qualities, experiences, interests, challenges)

10. Areas in which you would like to become more like your role model

continued...

B Of all the people you could have chosen, why did you choose this person as your role model? What do you think your choice says about you?

C Look at your answer to item 10 in your role model profile. What are some specific actions you could take to become more like your role model in these areas?

ACTIVITY 3: How Happy Are You?

A Read each statement below and decide whether it is Definitely True, Somewhat True, Somewhat False, or Definitely False for you. Put a check mark in the appropriate box.

	Definitely True	Somewhat True	Somewhat False	Definitely False
1. I am just naturally cheerful.				
2. My future looks very bright to me.				
3. It is easy for me to become enthusiastic about the things I am doing.				
4. I often feel happy and satisfied for no particular reason.				
5. I live a very interesting life.				
6. Every day I do some things that are fun.				
7. Basically, I am a happy person.				
8. I usually find ways to liven up my day.				
9. I have several pastimes or hobbies that are great fun.				
10. I often feel really happy.				
11. Most mornings the day ahead looks bright to me.				
12. Most days I have moments of real fun or joy.				
13. I often feel sort of lucky for no special reason.				
14. Every day, interesting and exciting things happen to me.				
15. In my spare time, I usually find something interesting to do.				
16. I am usually lighthearted.				
17. For me, life is a great adventure.				
18. Without being conceited, I feel pretty good about myself.				

Source: Adapted from Dr. Auke Tellegen's *Multidimensional Personality Questionnaire*.

continued...

B Scoring: To find your total well-being score, give yourself three points for every Definitely True, two points for every Somewhat True, one point for every Somewhat False, and zero points for every Definitely False.

What is your total? _____

The maximum possible score is 54. A score of 37 is about average. If you scored 38 or higher, you are feeling good about your life. If you scored below 36, you have a relatively negative view of your life.

C Is your score higher than average, lower than average, or about average? What do you think explains this?

D What would have to change in your life for you to become happier? Why?

E Two years from now, do you think you will be happier, less happy, or about the same? Why?

UNDERSTANDING PSYCHOLOGY

To have a clear vision of what you want out of life, you need to understand yourself first. Who am I? What are my wants and needs? Why do I think, feel, and act the way I do? These questions are at the beginning of the journey to success. These questions are also some of the important ones addressed by psychology. **Psychology** is the scientific study of human behavior. The word psychology comes from two Greek words: *psyche*, meaning “mind” or “self,” and *logos*, meaning “science” or “study.”

The focus of psychology is human behavior. **Behavior** is anything we think, feel, or do, including:

- acting
- reacting
- speaking
- perceiving
- sensing
- imagining
- wanting
- remembering
- sleeping
- dreaming

Psychologists learn about people by observing their behavior. Although psychologists cannot directly measure what people think or how they feel, they can observe their actions, listen to their words, and try to understand their experiences.

Why Study Psychology?

Psychology tackles basic questions about what it means to be human. Psychologists ask questions such as:

- Why and how are people different from one another?
- What needs do all people have in common?
- Where do emotions come from? What function do they serve?
- Where do attitudes come from? How do they change?
- What is the difference between the body and the mind?

By providing insights into questions like these, psychology helps us understand ourselves and others. Learning about psychologists’ discoveries and theories, therefore, can help you better understand yourself and your world.

Goals of Psychology

Psychology has four major goals: to describe, predict, explain, and (in some cases) change human behavior.

psychology The scientific study of human behavior.

behavior Anything that people think, feel, or do.

success secret

Psychology helps you understand yourself and others.





VIRTUAL THERAPY

More and more psychologists are taking their services online. Many now offer consultations via e-mail, instant messaging, chat rooms, and even two-way videoconferencing. Online therapy is not appropriate for people dealing with serious crises, such as suicidal thoughts or mental illness. However, it can reach out to people who are geographically isolated, socially anxious, or physically disabled. People can also use the Internet to find virtual support groups, information on screening and treatment, and listings of counselors and psychologists in their area. But what's the downside to online mental health services? Critics say

online therapy just doesn't work. Successful therapy is based on a human connection. Can two people really create a deep human bond on a computer screen? Critics also worry that people will fall victim to bogus therapists and that personal information is unsafe online.

Think About It

What do you see as the advantages and disadvantages of online therapy? Would you try it? Why or why not? Bring your ideas to class for a group discussion. To learn more about online psychotherapy, go to www.mhhe.com/waitley5e.

Because human behavior is so complex, many psychologists focus on just one or two of these goals. For example, some psychologists focus on observing how people think and act in very specific situations. They then use their observations to create models of human thought and behavior in these situations. For example, psychologists who study marital relationships might investigate the factors that influence people's selection of a marriage partner or the ways marriage relationships tend to change over time.

Other psychologists are interested in describing how individuals and groups think and act in order to predict how they are likely to think and act in the future. For example, psychologists who study children may try to predict which children will be at risk for problems such as depression and low self-esteem.

Many psychologists focus on the fourth goal of psychology, changing human behavior. *Clinical psychologists*, for example, help people change the undesirable behaviors associated with psychological illness. A clinical psychologist who works with people who fear social situations might help these people confront their fear and take positive steps to overcome it.

Explaining Human Behavior

Why do people think, feel, and act the way they do? Until only a few centuries ago, people believed that human behavior was controlled by a soul that existed outside the body. In ancient times, people believed that psychological problems such as stress, anxiety, and depression were caused by evil spirits. Since psychology is concerned with observable behavior, today few psychologists focus on investigating the spiritual side of existence. Instead, most psychologists begin by trying to understand the biological basis of behavior.

Humans are biological beings, with a complex **nervous system** that regulates thoughts, feelings, and actions. The nervous system is a vast network of *neurons* (nerve cells) that carry messages to and from the brain. Neurons communicate with one another using chemical and electrical signals. They tell our glands and muscles what to do and relay signals to the brain from our sense organs. Millions of nerve impulses move throughout our bodies all the time, even when we are resting or sleeping.

Consciousness The nervous system is responsible for more than just monitoring our bodily functions. It is also responsible for *consciousness*, our awareness of the sensations, thoughts, and feelings we are experiencing at a given moment. Consciousness can take the form of extreme alertness, such as when we are taking a test or looking for a parking space on a crowded street. It can also take the form of reduced alertness, such as when we are daydreaming or driving a familiar route without having to think about what we are doing.

Conscious activities are controlled by the **conscious mind**, the part of the brain that controls the mental processes of which we are aware. The conscious mind collects information from our environment, stores it in our memory, and helps us make logical decisions. The conscious mind is not the whole story, however. We also have a **subconscious mind**, which stores the emotions and sensations that we are not quite aware of, the feelings that are just under the surface. Our subconscious mind also helps us solve problems. Have you ever tried in vain to solve a difficult problem, only to have the solution pop into your head later when you were thinking about something else? This is the power of the subconscious mind. It came up with the solution while your conscious mind was busy with something else.

Thoughts, Feelings, and Actions

Do people act based on thoughts or on feelings? Do feelings cause thoughts, or do thoughts cause feelings? Actually, thoughts, feelings, and actions are all connected. Each influences the other in a continuous cycle.

Our thoughts about people, objects, events, and situations have a strong influence on our feelings about them. For example, if we believe that a certain event will turn out in our favor and it does not, we will probably experience a feeling of disappointment. On the other hand, if we believe that a certain event will not turn out in our favor and yet it does, we will probably experience a feeling of relief.

By the same token, our feelings about the world have a strong influence on our beliefs and thoughts about it. If we have positive thoughts and feelings about a certain situation, we will seek out that situation again. If we have negative thoughts and feelings about a situation, we will avoid that situation in the future.

The way we act also influences our thoughts and feelings. For example, acting responsibly at work makes us feel good about ourselves, while acting irresponsibly produces the opposite result.

nervous system A system of nerve cells that regulates behavior by transmitting messages back and forth between the brain and the other parts of the body.

conscious mind The part of the brain that controls the mental processes of which we are aware.

subconscious mind The part of the brain that controls the mental processes of which we are not actively aware.

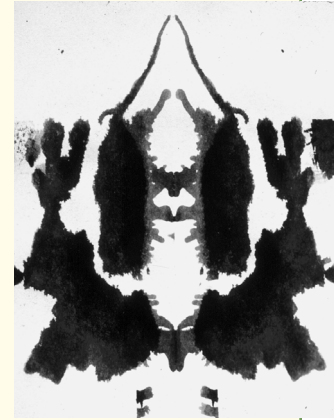
success secret

Thoughts, feelings, and actions are all connected. ✱

Applying Psychology

Projective Tests

“Look at this image. Tell me, what do you see?” The Rorschach inkblot test, which asks test subjects to interpret roughly symmetrical ink patterns, is one of the most famous tests in psychology. The Rorschach is a projective test designed to draw out a patient’s unconscious thoughts and feelings. When a patient looks at an inkblot, he or she reveals these thoughts and feelings by “projecting” them onto the image. Other projective tests include the Thematic Apperception Test, which asks subjects to create a story around a series of pictures. Do projective tests really work? Some psychologists find the Rorschach helpful in diagnosing disorders such as schizophrenia, an illness characterized by confused and disconnected thoughts; but using projective tests to measure personality is controversial. For one thing, these tests are based on the idea that people’s personalities come from unconscious, hidden sources. For another thing, there is little research supporting the reliability of the tests. In addition, it is almost impossible to “score” projective tests in an objective way. Despite these objections, however, projective tests are still in use by many clinical psychologists.



Critical Thinking *What kinds of subconscious thoughts and feelings do you think the Rorschach inkblot test might reveal about a person?*

Use **Personal Journal 1.2** to continue thinking about how your thoughts, feelings, and actions are related.

Cognition and Emotion

cognition Mental processing of information in any form.

What exactly are thoughts and feelings? Thought, known in psychology as **cognition**, refers to the functions of processing information. This information may be in the form of words, images, or sounds. We think every time we talk to ourselves, daydream, replay a scene from the past, hear a tune in our heads, or see a picture in our minds. Cognition includes activities such as:

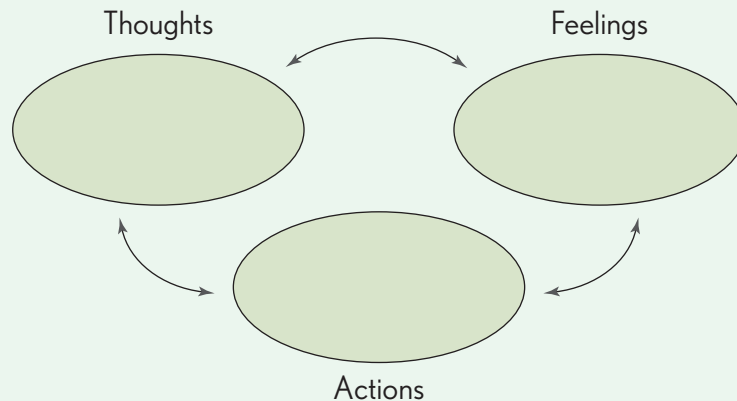
- **Perceiving**—giving meaning to sensory information
- **Recognizing**—identifying whether you have, or have not, experienced a certain person, thing, idea, or situation before
- **Remembering**—storing and retrieving information
- **Reasoning**—using information to reach conclusions
- **Making decisions**—evaluating and choosing among various options or courses of action
- **Solving problems**—generating and evaluating ways to overcome obstacles that stand between you and your goals

Personal Journal 1.2

Your Thoughts, Feelings, and Actions

Think of a recent situation that provoked a strong emotion. In the circles below, write down how you thought, felt, and acted in that situation.

Situation:



How did your thoughts, feelings, and actions influence each other?

- **Forming concepts**—grouping objects, events, or people based on shared characteristics
- **Visualizing**—creating detailed mental pictures of behaviors you want to carry out

Cognition is closely tied to emotion. **Emotion** refers to subjective feelings that are accompanied by physical and behavioral changes, such as facial expressions and gestures. Although there is no such thing as a “bad” or “good” emotion, some emotions are more pleasant than others. Joy, interest, and surprise, for example, are more pleasant than fear, anger, and guilt. In addition to being positive or negative, emotions can also be more or less intense, as shown in Figure 1.1 on page 22. For example, liking is a less intense emotion than love, which is less intense than passion. Emotions come from countless sources—sights, sounds, smells, memories, ideas, or interactions with others. In fact, we are always feeling something, even when we are washing the dishes or driving to work.

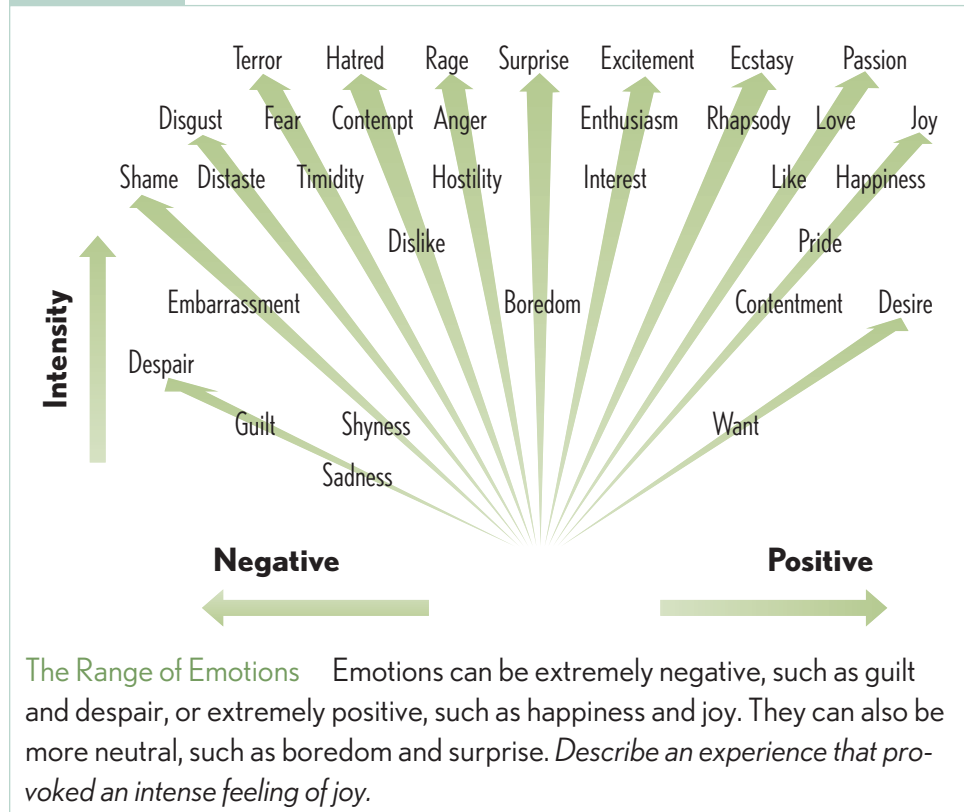
Positive emotions help us learn, solve problems, make decisions, relate to others, and relate to ourselves. Pleasant emotions include:

- **Joy**—a feeling of happiness following achievement of a goal
- **Love**—a feeling of affection, devotion, or attachment

emotion A subjective feeling that is accompanied by physical and behavioral changes.

FIGURE 1.1

Positive and Negative Emotions



- **Interest**—a state of curiosity, concern, or attention
- **Pride**—a positive feeling about yourself that you experience when you achieve a personal success

Unlike positive emotions, negative emotions encourage us to focus our attention on the specific thing that is troubling us. If we feel fear, for example, we will focus all our energy on getting away from the object of that fear. Because negative emotions take up so much energy, they make it hard to do productive things such as learning or working toward our goals. Negative emotions include:

- **Embarrassment**—an unpleasant feeling about yourself that you experience when you believe that others have found a flaw in you
- **Guilt**—a negative feeling about yourself that you experience when you believe that your actions have harmed someone else
- **Shame**—a negative feeling about yourself that you experience following a personal failure
- **Despair**—an unpleasant feeling of hopelessness and defeat
- **Fear**—an unpleasant feeling of anxiety and anticipation of danger
- **Anger**—a strong feeling of displeasure, resentment, or hostility
- **Disgust**—a negative feeling of aversion or repulsion
- **Sadness**—a somber emotion of sorrow over a loss

success secret

Pay attention to what is happening inside you and why.



Being aware of the range of human emotions helps you understand what is happening inside you and why. Learn to occasionally stop and observe your thoughts, feelings, and actions the way a psychologist might. This will help you understand your behavior, which is the first step to making the positive changes that will lead you down the road to success.

Self Check

1. What is a role model? (p. 8)
2. What are the benefits of studying psychology? (p. 17)
3. What is the nervous system? (p. 19)

SECTION 1.2 Understanding Yourself

YOUR INNER SELF

self Your sense of being a unique, conscious being.

Each of us has more than just a nervous system. We also have a self. Our **self** is our sense of being a unique, conscious being. It is the inner core of our being. Our self contains all the traits, thoughts, feelings, actions, values, and beliefs that answer the question, “Who am I?”

The self is a very real part of our lives, but it is not something that can be described on a census form or measured in a laboratory. The self is an idea that we use to give meaning to our world and our experiences. Imagine what it would be like if you went through life without knowing who you are inside. You wouldn’t be able to form preferences, have dreams, set goals, or build relationships. How would you be able to make sense of the world? How could you plan for tomorrow?

Most of our understanding of the world is filtered through our understanding of self. We decide what is right and wrong, what is appealing and unappealing, what is pleasurable and painful based on the way we see ourselves and our relationship with the outside world. Having a firm sense of self helps us make plans and predictions. It gives us an emotional investment in what we are doing. It motivates us to achieve our goals and to improve ourselves. Having a firm sense of self also helps us build and maintain relationships with others.

Your Self-Image

self-image All the beliefs you have about yourself.

Each of us has a view of ourselves, known as our **self-image**. Our self-image is made up of all the beliefs we have about ourselves. Our self-image is very important—everything that we will ever do or try to do is based on the beliefs we hold about ourselves. Our self-image determines how we present ourselves to the world. It affects what we think we can accomplish professionally. It affects our choices in personal and professional relationships. If you have a positive self-image, you see yourself as someone worthy and capable of reaching goals and achieving success. You see yourself as someone who deserves happiness. A strong, positive self-image can be your greatest asset in going after what you want in life.

In addition to our overall self-image, we also have self-images in specific areas of our lives, such as school, work, and intimate relationships. If you believe that you are a successful student, for example, you have a strong academic self-image. Important areas in which we have self-images include:

- intellectual ability
- competence on the job, at school, and at sports
- creativity, sense of humor, and morality
- romantic appeal and physical appearance

success secret

A sense of self helps you understand the world and make plans and decisions.



- parental relationships and close friendships
- social acceptance/popularity

What is your self-image? Do you see yourself as creative, friendly, funny, and intelligent, or do you have a low view of yourself? Enter your thoughts in **Personal Journal 1.3** on page 26.

Building a Healthy Self-Image

A healthy self-image is positive but realistic. People with a realistic self-image aren't bothered by their weaknesses, however, because they know that their strengths outweigh them. Instead of worrying about the things they can't do well, they make the very best of all the things they can do well. Sarah, for example, knows that she is a whiz at math and computers but is a pretty ordinary artist. Emmett takes pride in being a good writer and musician, but knows that he tends to stumble when making oral presentations. They both have healthy, realistic self-images.

People with unrealistic, negative self-images, by contrast, overestimate their weaknesses and suffer from low self-esteem. (You'll learn more about the connection between self-image and self-esteem in Chapter 4.) People with unrealistic, positive self-images have high self-esteem, but they overestimate their strengths and don't put in the effort required to succeed. They also have trouble getting along with other people, because they usually seem hostile and arrogant.

Besides being realistic, a healthy self-image is also based on who you are right now. Who you are today does not limit who you will be next week, next month, or next year. Your potential, your interests, and your abilities are developing every day and will continue to develop. You are being influenced by the world around you, and you are influencing the world, too.

Complexity and Self-Image A healthy self-image is also complex. Having a complex self-image means having a variety of positive ways of seeing yourself. People who have a complex self-image are less likely to suffer from psychological troubles such as stress, anxiety, and depression. When they suffer a setback or difficulty in one area of their lives, they can fall back on one of the many other positive roles they play in life. Ladonna, for example, has a complex self-image: She sees herself as a businesswoman, a mother, an artist, and an environmentalist. When things get tough at work, she has many other positive aspects of herself to take pride in. Jared, on the other hand, has a rather simple self-image: He sees himself mainly as an A student. When he occasionally does poorly on a test, he feels like a failure.

The key to a complex self-image is to strike a balance among the various important areas of your life, such as relationships, school, work and career, community, health, hobbies and leisure, and spirituality. When you devote time and energy to each important area of your life, you build a strong foundation for feeling good about yourself. How balanced is your life? Take a look in **Activity 4** on pages 27–29.

success secret

A healthy self-image is positive but realistic.



success secret

It's healthy to find balance in your life.

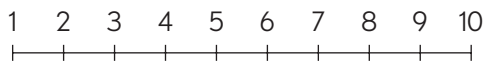


Personal Journal 1.3

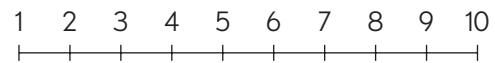
How Do You See Yourself?

On the scales following each statement, circle one or more numbers between 1 and 10 according to how strongly you agree with it. The number 1 represents total disagreement, and the number 10 represents total agreement. You may select a single number or a range of numbers.

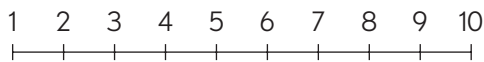
1. I have high intellectual ability.



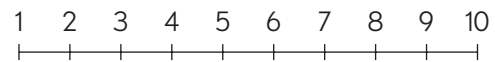
7. I am competent on the job.



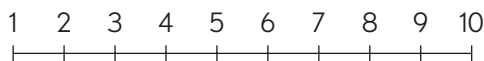
2. I am good at sports.



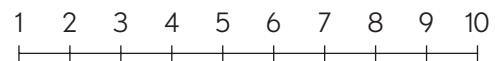
8. I am competent at school.



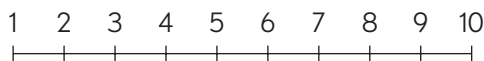
3. I am creative.



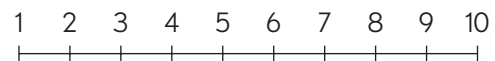
9. I am romantically appealing to others.



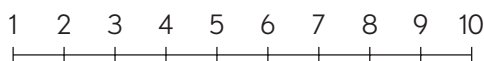
4. I have good relationships with my close friends.



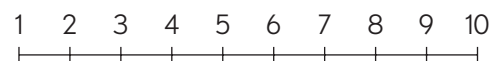
10. I am physically attractive.



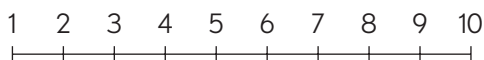
5. I have a good sense of humor.



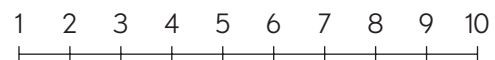
11. I am a moral person.



6. I am popular with others.



12. I have a good relationship with my parents.



Identify the three areas to which you gave the highest ratings. What are you particularly proud of in these areas? Now look at the areas to which you gave low ratings. Is it possible that you are being overly critical of yourself?

ACTIVITY 4: Wheel of Life

A Read each of the statements below. Decide how true each statement is for you, then write in a number between 1 (not at all true) and 10 (totally true).

	Rating (1-10)
1. I go to movies, restaurants, etc., with friends.	
2. I spend time thinking about the meaning of life.	
3. I exercise regularly.	
4. I enjoy time with my romantic partner.	
5. I have goals for earning and spending money.	
6. I am satisfied with my career choice and my career progress so far.	
7. I am involved in community affairs.	
8. I enjoy reading books or magazines.	
9. I belong to a club or social group.	
10. I set time aside for meditation, prayer, worship, or other spiritual practice.	
11. I eat healthful foods.	
12. I write or call friends and family members from whom I am separated.	
13. I earn the income I want.	
14. I am involved in creative work on the job, at school, or elsewhere.	
15. I belong to a community association.	
16. I attend workshops or special courses to increase my knowledge or skills.	
17. I like to meet new people and socialize.	
18. I think about how I can make my life serve a greater purpose.	
19. I try to maintain a healthy weight.	
20. I have coworkers or fellow students who are also friends.	
21. I have a plan for saving money.	
22. I have reached some, but not all, of my professional goals.	
23. I volunteer for community or charitable projects.	
24. I watch or listen to educational programs.	

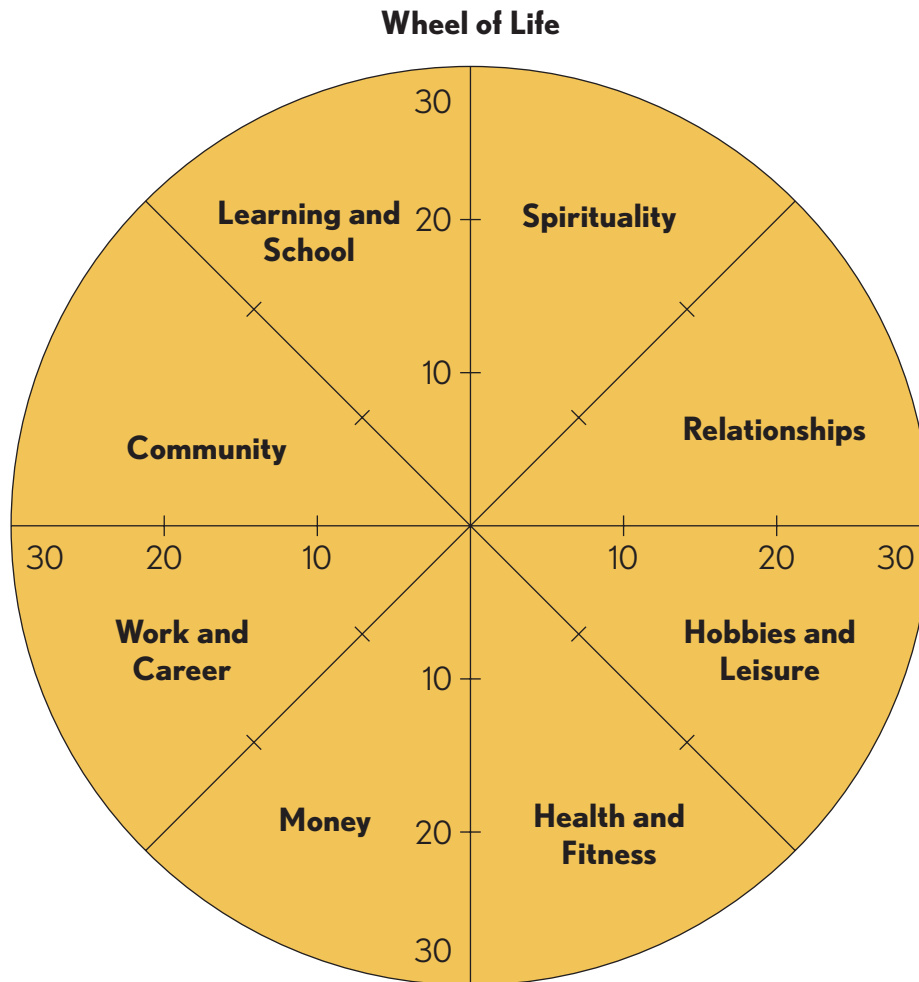
continued...

B Scoring: For each of the 24 items on the list, write the rating you gave it (1-10) on the line below.

Relationships	Work and Career	Community	Learning and School
Item 4 _____	Item 6 _____	Item 7 _____	Item 8 _____
Item 12 _____	Item 14 _____	Item 15 _____	Item 16 _____
Item 20 _____	Item 22 _____	Item 23 _____	Item 24 _____
Total _____	Total _____	Total _____	Total _____

Health and Fitness	Hobbies and Leisure	Spirituality	Money
Item 3 _____	Item 1 _____	Item 2 _____	Item 5 _____
Item 11 _____	Item 9 _____	Item 10 _____	Item 13 _____
Item 19 _____	Item 17 _____	Item 18 _____	Item 21 _____
Total _____	Total _____	Total _____	Total _____

C Record the total for each area on the wheel below by drawing a curved line in each section of the circle.



D If the lines you drew form a circle, your life is in good balance. Is your life balanced or unbalanced? Explain.

E In which area(s) of your life do you want or need to spend more time? Explain.

F Name specific things you could give up in one or two areas in order to make more time for the neglected area(s).

G Are any of the eight life areas covered in this exercise particularly important to you? Explain.

YOU AND YOUR SOCIAL WORLD

success secret

No one sees you the way you see yourself.



If you wrote down a detailed description of your innermost self and then asked your best friend to write a description of you, how similar do you think the descriptions would be? What if you asked a sibling? A parent? What about a new acquaintance? Chances are, none of their descriptions would be very similar to yours. That's because no one sees you the way you see yourself. It's also because you probably act slightly differently with each of these people.

Have you noticed that people change their behavior depending on the social setting? Ginny, for example, is responsible and managerial at work, shy and quiet in the classroom, and sociable and outgoing with friends. Is she acting falsely in some situations? Is she unsure of who she is? Not necessarily. Ginny's behavior shows the power of social roles. A **social role** is a set of *norms* (standards of behavior) that define how we are supposed to behave in a social position or setting. Like Ginny, each of us is subject to many social roles: partner, friend, parent, citizen, son or daughter, student, employee.

social role A set of norms that define how you are supposed to behave in a given social position or setting.

We act according to social roles because we desire social acceptance. Sometimes this desire motivates us to act in ways that don't represent our true selves. Altering our behavior to make a good impression on others is known as **self-presentation**. Trina, for example, acts falsely modest after receiving a compliment because she is afraid of seeming stuck up.

self-presentation Altering your behavior to make a good impression on others.

All of us use self-presentation, sometimes without being aware of it. We might act friendly and upbeat at a party to make a good impression, for example, even if we're feeling tired and grouchy inside. How do you behave around different people? Do you engage in self-presentation? Write your thoughts in **Activity 5**.

identity How you choose to define yourself to the world.

Identity

How we choose to define ourselves to the world makes up our **identity**. Our identity is our public self. An identity is complex and comes together, piece by piece, over a lifetime. Your identity can change over time as you encounter new people, places, ideas, and challenges.

Although each individual's identity is complex, most psychologists agree that it is made up of three major elements: individual identity, relational identity, and collective identity. Your identity takes shape over time as you integrate your individual, relational, and collective identities into a meaningful whole.

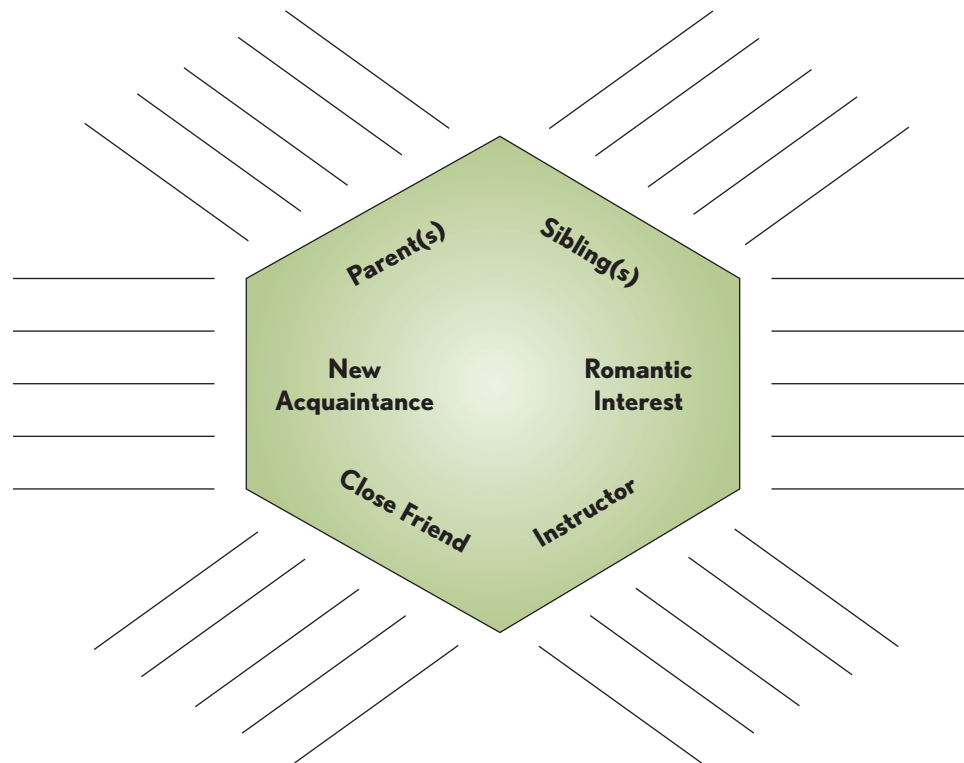
individual identity The physical and psychological characteristics that distinguish you.

Individual Identity Your **individual identity** is made up of the personal characteristics that distinguish you from other people. These characteristics are both physical, such as your appearance and possessions, and psychological, such as your personality and talents. Important components of individual identity are:

- name (given name, nicknames)
- age

ACTIVITY 5: Sides of Yourself

- A** On the figure below, write five adjectives to describe how you think, feel, or act when you are with each of the people named.



- B** Are you more “yourself” with one of the individuals on the figure, or do you think, feel, and act fairly consistently with all of them? Explain.

- C** We all use self-presentation strategies from time to time. When do you use self-presentation? Explain.

- sex
- physical characteristics (tall, short, fit, red-haired, etc.)
- possessions (home, car, clothing, etc.)
- ways of interacting with others (shy, outgoing, nice, etc.)
- talents and personal qualities (intelligent, creative, athletic, etc.)
- likes and preferences (food, music, hobbies, etc.)
- emotions (happy, sad, moody, stable, excitable, etc.)
- beliefs and ideologies (environmentalist, conservative, etc.)
- intellectual interests (literature, science, etc.)
- artistic activities (painting, singing, dance, etc.)

relational identity

How you identify yourself in relation to important others.

Relational Identity **Relational identity** refers to how we identify ourselves in relation to the important people in our lives, such as our parents, siblings, close friends, children, and romantic partner. These significant others are so important to our sense of self that we often take pride in their achievements as if they were our own. Important elements of relational identity are:

- kinship/family role (mother, father, son, daughter, etc.)
- romantic/sexual role
- professional role (boss, employee, etc.)
- friendship role (coworker, best friend, acquaintance, etc.)

collective identity The sum of the social roles you play and the social groups to which you belong.

Collective Identity Our **collective identity** is the sum of all the social roles we play and the social groups to which we belong. Human beings are social creatures, and each of us is a member of many groups, such as a cultural group, an ethnic group, and a religious group. Culture and ethnicity are particularly powerful influences on identity. Think about how different you would be today if you had grown up in another country or been born with a different ethnicity. Would you still be “you”?

Consider how the following elements of your collective identity make you who you are:

- race/ethnicity
- religion
- culture (European, Asian, etc.)
- social class or status (middle class, working class, etc.)
- occupation
- citizenship/territoriality (American, Californian, etc.)
- group membership (member of student orchestra, etc.)
- political affiliation (Democrat, Republican, Green, etc.)

Each of us values these aspects of identity differently. Some people, for example, may see their religion as a major component of who they are, while others may place much more importance on their profession.

What are the elements of your identity, and which ones are the most central to how you see yourself? **Activity 6** on page 34 will help you find out.

Culture and Identity

Culture has a powerful impact on identity. **Culture** consists of the behaviors, ideas, attitudes, and traditions shared by a large social group and transmitted from one generation to the next. Each culture has different values, ethics, beliefs, lifestyles, and standards of acceptable and unacceptable behavior, such as ways of dressing, expressing ourselves, and relating to others. Culture influences all aspects of life, from education to career to family.

Western cultures usually promote *individualism*. This means that people value individual goals over group goals and define their identity in terms of personal rather than group attributes. In individualist cultures, people place emphasis on competing with others and standing out from those around them. For that reason, people from countries such as the United States and Canada often value their individual identity over their collective or relational identity. Other values that are important to people in individualist cultures include:

- pleasure
- creativity and imagination
- a varied life filled with challenge, novelty, and change
- being daring, seeking adventure and risk
- freedom of thought and action
- independence, self-reliance, and choosing one's own goals

Unlike Western cultures, many Eastern cultures promote *collectivism*. This means that people value group goals over individual goals and define their identity in terms of group identifications rather than personal attributes. In collectivist Asian cultures, such as Japan, India, and China, for example, people value cooperation and harmonious interpersonal relationships more than being special or standing out from the crowd. Other values that are emphasized in collectivist cultures include:

- honoring and showing respect for parents and elders
- social order and stability in society
- national security and protection from enemies
- self-discipline and resisting temptation
- politeness, courtesy, and good manners
- obedience, fulfilling duties, and meeting obligations

Because of this emphasis on relationships and social order, people from collectivist cultures tend to value their relational and collective identities more than their individual identity.

culture The behaviors, ideas, attitudes, and traditions shared by a large social group and transmitted from one generation to the next.

ACTIVITY 6: Identity Profile

A Fill out the lines below for each aspect of your individual identity.

Individual Identity

My full name is _____

I am _____ years old

My sex is _____

Physical characteristics that distinguish me from other people are _____

My most important possessions are _____

When I am with other people, I usually act _____

My special traits/talents include _____

I like _____

I often feel the emotions of _____

I strongly believe in _____

I am very interested in _____

Relational Identity

I am the son/daughter of _____

I am the close friend of _____

I am the spouse/partner of _____

I am the mother/father of _____

Achievements or qualities of my close friends or relations that I am proud of include _____

Collective Identity

My race or ethnicity is _____

My cultural background is _____

My religious beliefs are _____

By profession, I am (or will be) a(n) _____

I was born in _____

I live in _____

Social groups I belong to include _____

My political orientation is _____

B How well do you think the information above sums up your identity? Explain.

C If someone who had never met you before was given this list, how well do you think that person would know you? Explain.

continued...

D Now consider how important each aspect of your identity is to you by filling out the following questionnaire. Assign each statement a number between 1 and 5, with 1 being not important at all to your sense of who you are and 5 being extremely important to your sense of who you are.

	Score (1-5)
1. My dreams and goals	
2. My closest friend(s)	
3. My relatives and close family	
4. My cognitions and emotions	
5. My life partner	
6. My race or ethnicity	
7. My self-image	
8. My occupation and economic status	
9. My religion	
10. My ethics and values	
11. My group of friends and acquaintances	
12. My sense of belonging to my community	

E Scoring: To determine your *individual identity* score, add up the number of points you assigned to items 1, 4, 7, and 10. To determine your *relational identity* score, add up the number of points you assigned to items 2, 3, 5, and 11. To determine your *collective identity* score, add up the number of points you assigned to items 6, 8, 9, and 12. What are your totals?

Individual Identity _____ Relational Identity _____ Collective Identity _____

Which component of your identity is most important to you? _____

F Which four or five individual aspects of your identity (from any of the three major components) do you value the most? Why?

Gender and Identity

One particular aspect of culture—gender—has a particularly strong impact on our identity. *Gender* is the set of characteristics used to define male and female. Unlike *sex*, which is biological, gender is cultural. As children grow up and develop an identity, they are powerfully affected by gender roles. A **gender role** is a set of norms that define how males and females are supposed to behave.

Gender roles vary widely from culture to culture. In Western societies, men have traditionally been expected to be assertive, independent, and competitive, while women have traditionally been expected to be helpful, expressive, and gentle. Gender roles like these are reinforced by the different ways that boys and girls are treated in school and at home. Girls, for example, are more likely to be punished for aggressive behavior than boys, because this kind of behavior is considered more appropriate for boys than for girls. Boys, on the other hand, are more likely to be punished for crying and to be told that “boys don’t cry.”

Even the toys given to girls and boys reinforce gender roles. Girls are often given dolls, dollhouses, and play makeup, while boys are often given toy trucks and trains, action figures, and even toy guns. A boy who is interested in dolls, or a girl who is interested in trucks, might face criticism and rejection from parents, teachers, and peers.

Over the past few decades, gender roles have been changing in the United States. Part of this can be attributed to the increased number of women in the workforce, who now make up almost half of those employed. And more than one-fourth of all businesses are owned by women. More women than men are enrolled in medical schools and veterinary science programs—disproving the myth that math and science are fields for men.

Unfortunately, even with great strides in our society to appreciate and reward competent employees whose skills, talents, and accomplishments meet or exceed expectations, **gender bias** (when someone is treated differently or unfairly due to one’s gender) has not totally been wiped out. Women (and even men) may face a “maternal wall” bias, which assumes their commitment to family outweighs their commitment to career, and that the latter will suffer as a result. Or women who are perceived as “too assertive” may falsely be labeled as “too difficult” or “too ambitious”, while their male counterparts may be rewarded for like behavior.

Also, most research indicates that women still earn less than men in the workplace, which in part can be attributed to gender bias. This is also due to the fact that women have often chosen lesser-paying jobs within a career field. For example, a female math major is more likely to go into teaching, which has been a lower-paying profession, than a male math major is. Also, women haven’t been encouraged to negotiate for—but rather to accept—salaries or minimal pay increases, while men have been more inclined to negotiate (and be rewarded) higher rates. However, these are skills that anyone can learn and master.

gender role A set of norms that define how males and females are supposed to behave.

gender bias When one is treated differently or unfairly due to one’s gender.

success secret

Don't put limits on what you can become.



Defining Your Role Many researchers suggest that it is healthiest to have a combination of both stereotypically masculine and stereotypically feminine qualities. People with a combination of traits can be forceful and logical when they need to, and emotional and sensitive when this is the best response. Women who possess traditionally masculine qualities such as logical reasoning, independence, and daring are better able to assert themselves in the workplace, for example, than women who are passive and submissive. Also, men who possess traditionally feminine qualities, such as gentleness, sensitivity, and compassion, are able to enjoy closer and more harmonious relationships than men who feel they must remain detached and unemotional.

We are all born with the capacity to feel and express the whole range of human thoughts and emotions. Viewing personal qualities as human, rather than as good or bad, strong or weak, or male or female, gives us the freedom to define our identities and our personal aspirations. As we will discuss later in this text, career selection should not hinge on your gender or cultural notions of “what is acceptable.” It will be based on a number of personal factors, especially your interests and values.

✓ Self Check

1. Define self-image. (p. 24)
2. What is a social role? (p. 30)
3. List the three components of identity. (p. 30)

Chapter 1 Review and Activities

Key Terms

success (p. 4)	subconscious mind (p. 19)	individual identity (p. 30)
self-direction (p. 4)	cognition (p. 20)	relational identity (p. 32)
role model (p. 8)	emotion (p. 21)	collective identity (p. 32)
happiness (p. 10)	self (p. 24)	culture (p. 33)
psychology (p. 17)	self-image (p. 24)	gender role (p. 37)
behavior (p. 17)	social role (p. 30)	gender bias (p. 37)
nervous system (p. 19)	self-presentation (p. 30)	
conscious mind (p. 19)	identity (p. 30)	

Summary by Learning Objectives

- **Define success.** Success is lifetime fulfillment that comes from creating a sense of meaning in your work and personal life and from feeling satisfaction with yourself and your achievements.
- **List several personal qualities that help people to be happy.** Personal qualities that foster a happy outlook on life include: ability to love, vocation, courage, trust, optimism, future-mindedness, social skill, aesthetic sensibility, work ethic, honesty, emotional awareness, persistence, forgiveness, creative thinking, spirituality, self-esteem, and wisdom.
- **Define psychology and cite its four major goals.** Psychology is the scientific study of human behavior. Its four major goals are to describe, predict, explain, and (in some cases) change human behavior.
- **Explain the relationship between thoughts, feelings, and actions.** Thoughts, feelings, and actions are all interrelated: each affects the other. Our beliefs about ourselves, for example, affect the way we feel about ourselves and the way we act.
- **Define self, self-image, and identity.** Self is an individual's sense of being a unique, conscious being. Self-image is all the beliefs a person has about himself or herself. Identity is how a person chooses to define himself or herself to the world.
- **Describe the components of identity.** Identity has three components: individual identity, relational identity, and collective identity. Individual identity is the physical and psychological characteristics that distinguish an individual. Relational identity is how an individual identifies himself or herself in relation to important others. Collective identity is the sum of the social roles an individual plays and the social groups to which he or she belongs.

Review and Activities

Review Questions

1. According to the text, what makes a person successful?
2. Explain the relationship between thoughts, feelings, and actions.
3. Why do negative emotions make it hard to learn or work toward a goal?
4. What is collectivism, and how is it different from individualism?
5. If you say, “I am Catholic,” which part of your identity are you revealing?
6. Compare social roles with gender roles.

Critical Thinking

7. **Happiness** Many psychologists believe that each individual has a happiness “set point,” a general level of happiness to which he or she usually returns. This suggests that some people are simply happier than others. If this is the case, do you think trying to become happier is worth the effort? Why or why not?
8. **Identity** Imagine that you had grown up in a different culture, either here or abroad. Do you think your identity would be the same as it is now—would you still be “you”? What if you had been adopted into a different family? Explain.

Application

9. **Gender Roles** Gender roles are reinforced through the toys given to girls and boys. Visit a local toy store or a local bookstore and look at the toys or books that are designed for boys and girls ages 6 through 12. (If you are unable to visit a toy or bookstore, visit the Web site of a large toy or book retailer.) Compare and contrast the girls’ toys or books with the boys’ toys or books. What percentage of the toys or books reinforce traditional gender roles?
10. **Life Balance** Survey two people about the balance in their life. Explain that you would like to interview them about the eight areas of their life shown in the Wheel of Life: relationships, learning and school, work and career, community, health, hobbies and leisure, money, and spirituality. Administer **Activity 4** to each interviewee. Add up each interviewee’s score. Are your interviewees’ lives in balance? Do they want more balance in their lives? Which of the eight areas of the Wheel of Life are most important to them? Compare and contrast their responses with your own.

Review and Activities

Internet Activities

- 11. The Secret of Success** Go to www.mhhe.com/waitley5e for the link to a Web site that profiles people of great accomplishment. Select three biographies to read. How did these people achieve success? What inspired them to reach their goals? What similarities do these three successful people have to one another? Write a one- to two-page summary of their biographies and what you learned from their life stories.
- 12. Approaches to Psychology** Visit the Chapter 1 section of www.mhhe.com/waitley5e for an article about five major approaches to psychology (psychodynamic, behavioral, humanistic, cognitive, and biological). Read the article, then choose one of the five approaches to explore further. Describe the main ideas of that approach. Do these ideas give you insight on how to better prepare and plan for your future? Can they help explain why you act the way you do? Write a one-page report.

Real-Life Success Story



“Am I Doing the Right Thing?”

Look back at your response to the question in the Real-Life Success Story on page 2. Think about how you would answer the question now that you have completed the chapter.

Complete the Story Write a paragraph continuing Bill’s story, showing how he can use his own definition of success to help him decide on the right career path.