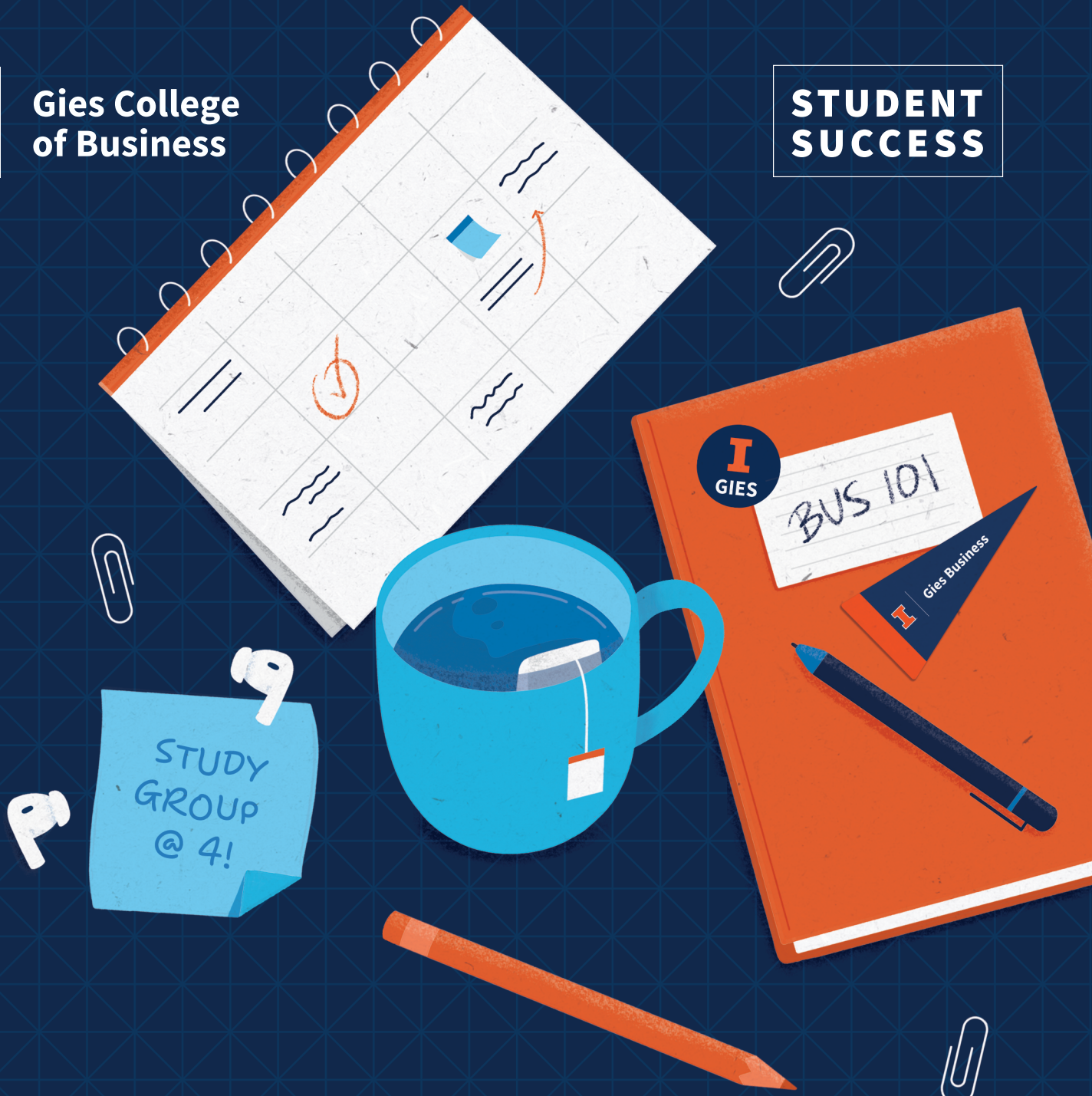




Gies College  
of Business

STUDENT  
SUCCESS



# Academic Self Help Guide

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**Undergraduate Success Lab**  
1041 Business Instructional Facility  
[successlab@business.illinois.edu](mailto:successlab@business.illinois.edu)



# WEEKLY TO-DO LIST

**STEP 1:** Write down everything you need to do this week.

<b>Important Things This Week</b>	
-----------------------------------	--

**STEP 2:** Pull from the inventory in Step 1 and prioritize tasks in boxes below applying the “ABC method.” Each task on your to-do can be categorized by priority level.

Week of: \_\_\_\_\_

	<b>“A” items   HIGH Priority</b> <i>These tasks need immediate attention. They are critical and/or have upcoming deadlines.</i>	<b>“B” items   MEDIUM Priority</b> <i>These tasks are important but not critical. They will need more time to complete but are not due right away.</i>	<b>“C” items   LOW Priority</b> <i>These tasks are not critical and can be left unfinished at this time.</i>
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			
<b>Saturday</b>			
<b>Sunday</b>			



# FIVE DAY STUDY PLAN

**STEP 1.** Plan early. Start by understanding the exam information needed to be prepared.

<b>Course Name</b>	
<b>Exam Date</b>	
<b>Exam Time</b>	
<b>Exam Location</b>	
<b>Material Covered on Exam</b>	

**STEP 2.** Divide course content into manageable study portions. Chunk course material needed for the exam into four equal portions to make it easier to study. The first portion should be the oldest material that the exam will cover, and the last portion should be the most recently covered material.

Example: If your exam covers chapters 1–8 of your textbook, you can divide them as follows: (A) Chapters 1–2, (B) Chapters 3–4, (C) Chapters 5–6, and (D) Chapters 7–8.

<b>Part A</b>	
<b>Part B</b>	
<b>Part C</b>	
<b>Part D</b>	

**STEP 3.** Pick a preparation and review strategy.

<b>Preparation Strategies: Identify, organize, &amp; consolidate material</b>	<b>Review Strategies: Self-test &amp; evaluate your learning</b>
<ul style="list-style-type: none"> <li>• Make flashcards</li> <li>• Take notes from your course material</li> <li>• Develop study sheets or study guides</li> <li>• Outline and/or summarize material</li> <li>• Organize &amp; summarize class notes</li> <li>• Predict exam questions and their answers</li> <li>• Drawing diagrams or creating concept maps</li> <li>• List practice problems and/or formulas</li> <li>• Compile questions at the end of each chapter</li> </ul>	<ul style="list-style-type: none"> <li>• Practice using the flashcards</li> <li>• Explain or teach concepts to others</li> <li>• Without your notes – recite key points</li> <li>• Utilize practice problems</li> <li>• Quiz yourself on the expected test questions</li> <li>• Work problems you missed on quizzes, HW, or at the end of the chapter</li> <li>• Outline answers to questions from memory</li> </ul>



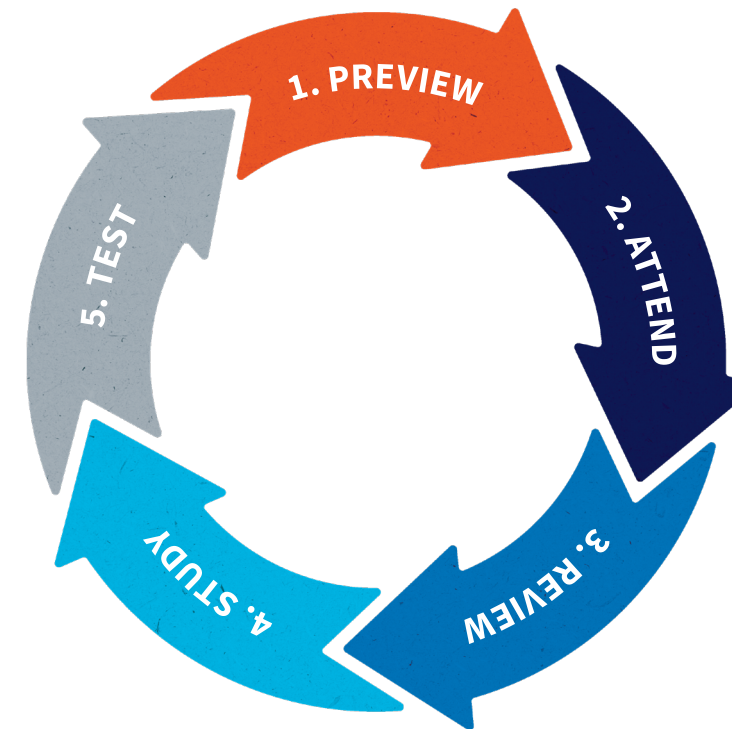
# FIVE DAY STUDY PLAN

Fill in the following table with the review and practice strategies you selected:

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Prepare Part A</b> <i>2 hours</i>	<b>Prepare Part B</b> <i>2 hours</i> <b>Review Part A</b> <i>30 minutes</i>	<b>Prepare Part C</b> <i>1.5 hours</i> <b>Review Part B</b> <i>30 minutes</i> <b>Review Part A</b> <i>15 minutes</i>	<b>Prepare Part D</b> <i>1 hour</i> <b>Review Part C</b> <i>30 minutes</i> <b>Review Part B</b> <i>15 minutes</i> <b>Review Part A</b> <i>15 minutes</i>	<b>Review Part D</b> <i>25 minutes</i> <b>Review Part C</b> <i>15 minutes</i> <b>Review Part B</b> <i>10 minutes</i> <b>Review Part A</b> <i>10 minutes</i> <b>Self-test on A, B, C, D</b> <i>1 hour</i>
<b>TOTAL</b> <i>2 hours</i>	<b>TOTAL</b> <i>2.5 hours</i>	<b>TOTAL</b> <i>2 hours, 15 minutes</i>	<b>TOTAL</b> <i>2 hours</i>	<b>TOTAL</b> <i>2 hours</i>
<b>Prepare Strategies:</b>	<b>Prepare Strategies:</b>	<b>Prepare Strategies:</b>	<b>Prepare Strategies:</b>	<b>Prepare Strategies:</b>
<b>Review Strategies:</b>	<b>Review Strategies:</b>	<b>Review Strategies:</b>	<b>Review Strategies:</b>	<b>Review Strategies:</b>



# EFFECTIVE STUDYING SKILLS



- STEP 1: PREVIEW**  
 Go over course material before class. Review questions, summaries, and objectives. Have your questions ready for class!
- STEP 2: ATTEND CLASS**  
 You will miss everything taught in class if you aren't there. Be prepared to take notes and ask questions!
- STEP 3: REVIEW MATERIAL**  
 Read your notes, answer questions, and fill in any gaps of information.
- STEP 4: STUDY THE MATERIAL**  
 Schedule dedicated study time so you can focus.
- STEP 5: TEST YOUR LEARNING**  
 Check your knowledge and answer questions about the material.

Intense Study Sessions	Set a goal	1-2 minutes	Determine what you want to accomplish.
	Study with focus	30-50 minutes	Engage with the material! Re-read, reflect, & summarize.
	Reward yourself	10-15 minutes	Take a break & relax!
	Review	3-5 minutes	Reflect on what you just studied.



# STUDY SKILLS: REVIEW STRATEGIES

Initial Learning	Review & Self-Test for Exam
<b>Go to class! Take notes on material covered.</b> Review note taking strategies on page 6.	Revisit your notes after class and recite concepts each week. Then practice! Summarize or teach the concepts to someone else (in a study group, or 1-on-1).
<b>Read course material &amp; take notes of main ideas.</b> Review effective reading strategies on pages 8–9.	Practice recapping key concepts aloud or in writing. Describe relationships between the main ideas, names, dates, vocabulary, and other concepts and ideas.
<b>Identify steps needed to solve problems in the course material.</b>	Work through practice problems without looking at the answers, notes, or process. Then review your answers to see if they are correct and where you need to brush up your skills.
<b>Pay attention to the pictures, graphs, &amp; graphics in your textbook or notes.</b>	Review and recreate information from memory, or practice explaining the concept they illustrate.
<b>Create test questions from course material, class notes, and discussions. Think about what you would include on an exam.</b>	Answer questions, verify answers, and relearn information if you answer incorrectly. Did you get it right? Would you get full credit?
<b>Create learning tools such as a concept map or comparison chart to map out ideas, information, and concepts.</b>	Practice talking through concepts and their connections to one another without looking.
<b>Fill out study guides or create your own study guide.</b>	Many instructors provide old test and study guides which can be helpful in quizzing yourself. You can do this out loud, in your head, or with a study partner.
<b>Make up a practice exam based on sample problems and ideas from across all course materials and chapters.</b>	Take the practice exam in test-like conditions. The space should be quiet with no distractions. Examine your results and refocus on material you missed.
<b>Make flashcards for key concepts, names, formulas, dates, etc.</b>	Practice your flashcards until you know the information in both directions ( <i>Given side A, you can recite side B, and vice versa</i> ).

## Focus Each Week on:

- Try finding relationships between the course material you've read and worked through previously and the lectures or discussions you've attended. Are there ideas that intersect or connect?
- Use your time wisely! While the majority of each week should be spent on reviewing new material, spend a little bit of time reexamining previous week's key topics/main ideas and questions that were emphasized in the lesson. By revisiting, this will help you retain the material for exams and later use.
- After you finish each portion, think about what was important, how it might be made into test question, and write it down for review.



# NOTE-TAKING STRATEGIES

## How to make your notes more effective

Effective note-taking is an essential skill. Good notes will help you succeed in your courses, student organizations, and career. There is a difference between writing down information on paper during your courses, however, effective note-taking permits you to process and integrate new knowledge and concepts, organize the course material, as well as record the information in your own words. To make your note-taking more beneficial, you should flex your note-taking skills before, during, and after class.

**BEFORE CLASS**

- **Review the text:** Analyze terms, concepts, and information that is likely to be covered in the lecture. This can help you structure the information in your notes.
- **Identify unfamiliar or difficult content:** If you find certain terms, concepts, or information confusing, you can focus on them during lecture and ask for clarification.

**DURING CLASS**

- **Format your notes:** Find a style of note-taking that works for you. It may vary depending on the course, so be flexible.
- **Record examples & the most important information:** If you try to write every word your instructor says, you won't hear what's being taught. Instead, focus on the main point and most important details or examples discussed in class.

**AFTER CLASS**

- **Review within 24 hours:** Maximize your retention of the information by reviewing your notes within 24 hours after class.
- **Fill in gaps:** Because you are only recording highlights from class, add in more details when you review.
- **Summarize the information:** Wrap up your notes with a short summary or synopsis of what you learned. This helps you focus on the main points and can serve as a quick refresher before the next class.

## Extra Tips

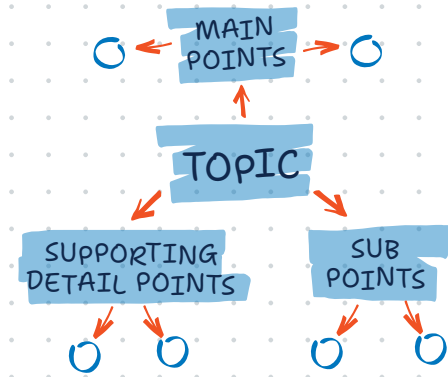
- **Be prepared.** Attend class & always have something to take notes with.
- **Explore different note taking methods.** See next page for examples.
- **Be extra.** Add graphics, charts, & different colors to draw attention to important information.



# NOTE-TAKING STRATEGIES

## Mind Mapping Method

The **Mind Mapping Method** is great for visual learners. It allows for summarizing when studying. And can break down extremely complicated concepts from the course.



## Outlining Method

The **Outlining Method** is structured by information being learned. It goes from a larger main point and breaks it down into smaller more detailed points.

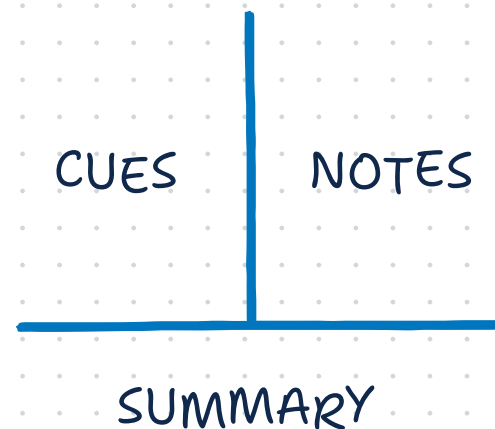
1. Main Points
  - a. Sub Point 1
  - b. Sub Point 2
    - i. Detailed Point
    - ii. Detailed Point
  - c. Sub Point 3
2. Another Main Point

## Cornell Method

**Cues** are for main points, questions that related to the main points, diagrams, and prompts to help you study. Write or review cues before, during, and after class.

**Notes** are for highlights during class. Make notes during class.

The **Summary** is for main points and a quick reference. Write the summary after class and review before your next class.



# EFFECTIVE READING STRATEGIES

## The SQ3R Method

The **Survey, Question, Read, Recite, and Review method**, or the SQ3R method, offers a more effective and active approach to reading textbook material. This method was created by Francis P. Robinson, an American education philosopher in his 1946 book *Effective Study*. Using this method will allow students to read, remember what they read, and have a better understanding of the material.

## Survey

- Review the chapter title, section headings, and graphics.
- Skim the introduction, outline, and objectives.
- Examine the summary, exercises, and concluding questions.

## Question

- Change titles and sections into questions to predict important content.
- What is the author trying to convey?
- Write underlying questions to evaluate topics covered.

## Read

- Read with your questions in mind, jot notes in the margins, identify new and important vocabulary.
- Write down any new questions determined from the text.
- Connect topics to each other and the course objectives.

## Recite

- Repeat aloud in your own words what you have read.
- Identify the author's point of view and reflect on why you agree or disagree.
- Try to answer questions about the text and write a summary.

## Review

- Review original questions. Consider if they make sense or should be revised.
- Reread sections that did not make sense.
- Organize important information for later review.



# EFFECTIVE READING STRATEGIES

## The P2R Method

The **Preview, Read, Review method**, or the P2R method, is constructed to help students divide their textbooks and readings into smaller chunks. The P2R method will also help students retain and comprehend information easier. Through this strategy, students will not be overwhelmed by what they need to process. Identifying key points and main ideas will also be easier.

Here's a straightforward summary of the P2R reading method to help get the most out of those textbooks:

### Preview

- Read the chapter title, section headings, and graphics.
- Skim the introduction, outline, and objectives.
- Familiarize yourself with ideas and concepts that will be discussed.

### Read

- Start with small sections or chapters.
- Read and look for the how, what, when where, and why.
- Take notes and highlight important information after you've completed each section.

### Review

- Summarize information you just read.
- Quiz yourself on key points and main ideas from each section.
- Create questions that would naturally be asked about the material.



# EXAM PLANNING WORKSHEET

You can plan to show up prepared for every exam with three simple steps:

**STEP 1:** Assess your strategy for studying. Review this list below and check the box for which strategies you will use to study for this exam.

Study Strategy	Yes/No
Complete assigned course readings	
Take notes from readings	
Review notes from readings	
Go to lecture, be present, & take notes	
Create concept maps for review	
Create & study flashcards	

Study Strategy	Yes/No
Review lecture notes frequently	
Create study guides with anticipated key areas	
Attend study sessions and create study groups	
Go to office hours (for instructors & TAs)	
Review previous homework, quizzes, practice problems	
Other	

**STEP 2:** Identify the WHO, WHERE, WHEN, WHAT, and HOW of your study plan:

**Who** am I going to study with? \_\_\_\_\_

**Where** am I going to study? \_\_\_\_\_

**When** are the best times to study during the day? \_\_\_\_\_

**What** length of time will I study for each time? \_\_\_\_\_

**How** can I balance studying with my other commitments? \_\_\_\_\_



# EXAM PLANNING WORKSHEET

**STEP 3:** Identify and gather the study materials, resources, and tools you need to prepare. Use the space below to map out your plan.



# EXAM PLANNING WORKSHEET

## Post Exam Reflection

What strategies in preparing for this exam were most effective?

What strategies in preparing for this exam were not effective?

How will you adjust when preparing for your next exam?

## Post Exam Reflection

For my next exam, to increase my success, I will...

# GOAL SETTING: SMART GOALS

A SMART goal allows for a realistic intentional guide on setting goals and can be broken down as:

## **S**pecific

- Review the chapter title, section headings, and graphics.
- Skim the introduction, outline, and objectives.
- Examine the summary, exercises, and concluding questions.

## **M**easurable

- Change titles and sections into questions to predict important content.
- What is the author trying to convey?
- Write underlying questions to evaluate topics covered.

## **A**chievable

- Read with your questions in mind, jot notes in the margins, identify new and important vocabulary.
- Write down any new questions determined from the text.
- Connect topics to each other and the course objectives.

## **R**elevant

- Repeat aloud in your own words what you have read.
- Identify the author's point of view and reflect on why you agree or disagree.
- Try to answer questions about the text and write a summary.

## **T**imely

- Review original questions. Consider if they make sense or should be revised.
- Reread sections that did not make sense.
- Organize important information for later review.

### Sample Goals:

Determine which are SMART goals. Indicate which of the SMART components are part of each goal:

Goal	S	M	A	R	T
Study harder.					
Earn a 4.0 GPA for this semester.					
Become a better student.					
Maximize study time each day before social activities.					
Improve the next test grade in ECON 102 by a letter grade.					
Find a summer internship.					
Join a Business Frat/RSO.					
Decrease credit card debt.					

# GOAL SETTING: SMART GOALS

## Create some SMART Goals for yourself!

**PART 1.** Write down 4 goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Great job setting your goals! Now pick just one that you can evaluate below.

**PART 2.** Break down the goal you picked into smaller pieces.

Steps to Take	Time Needed	Deadline

Name the WHO, WHERE, WHEN, WHAT, and HOW needed to achieve this goal:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# GOAL SETTING: SMART GOALS

What challenges might you face?

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How will you overcome these challenges?

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What will indicate that you've achieved the goal? What will it look like and what will it feel like?

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# WORKING IN A GROUP PROJECT

## Group Project Tips

### Getting Started

- *Meet:* Establish when your group will meet.
- *Communicate:* Decide on the platform your group will use (Teams, email, group chat, in class, etc.).
- *Update:* Set a schedule for providing updates to ensure everyone is informed.

### Communication

- Good communication is crucial when working in a group. You can communicate more effectively when you are aware of your (and others') preferred [social style](#).
- Over-communication is better than under-communication.
- Practice assertiveness.
- Having difficult conversations is uncomfortable but important. Learn strategies for successfully navigating conflict through the Illinois Leadership Center and in [this video](#).

### Creating Community in Your Group

- Consider different working styles. Learn about different working styles via this [Work Styles Inventory](#).
- Ensure everyone has space to contribute.
- Be mindful of pre-existing relationships and inclusivity.
- Keep an open mind to different ideas and new ways of thinking.

### When Things Aren't Going Well

Reach out for support! Contact information for our various units is listed on pages 21–22.

Teamwork Resources	
 Four Types of Social Styles 	 Work Styles Inventory 
 Navigating Conflict 	 Illinois Leadership Center Workshops 







# COLLEGE & CAMPUS RESOURCES

## Gies Business Resources

### Office of Career and Professional Development

The Office of Career & Professional Development partners with you every step of the way on your career development journey, including career and major exploration, resume and cover letter writing, personal branding, job/internship search strategy, interview preparation, and offer negotiation.

Stop by during our drop-in advising sessions in 1033 BIF:  
Monday – Friday | 1:00 pm – 4:00 pm



### Admissions & Scholarships

First-year and transfer students are automatically considered for scholarships based on their admission application. We strongly recommend that all eligible students complete the Free Application for Federal Student Aid (FAFSA).

Continuing students at Gies Business are also eligible for scholarships. To be evaluated, continuing students should complete the FAFSA, upload their most current resume to Handshake, and ensure that their resume is set to “public.”

For questions or guidance, please contact the Scholarships Office at: [scholarships@business.illinois.edu](mailto:scholarships@business.illinois.edu) or 217-244-3890.

### Gies Embedded Counseling

Jennifer House, LCSW is the embedded counselor from the Counseling Center in Gies College of Business. She works specifically with Gies students to provide confidential mental health services. She also collaborates with other units on campus to provide workshops and presentations tailored to meet the needs of Gies students.

*Scan the QR code to schedule a time to talk to Jennifer.*



### Office of Access and Community

Access and Community helps foster an inclusive learning and working environment where all are seen, heard, and valued. This office leads initiatives that promote cultural awareness and community belonging. You can engage with this office by attending their events, engaging with their student affinity group, or dropping by their office to chat. For more information, email [inclusion@business.illinois.edu](mailto:inclusion@business.illinois.edu).



## Campus Resources

### The Counseling Center

The University of Illinois Counseling Center strives to offer students the tools they need to be successful. It’s common for students to need assistance building skills to cope with the stress and challenges of college life and beyond. The Center offers several series of “mini-courses” designed to help build academic and stress management skills.



# COLLEGE & CAMPUS RESOURCES

## Campus Resources Continued

### More wellness resources

- **Skill-building workshops:** [counselingcenter.illinois.edu/outreach-and-prevention/outreachseries](https://counselingcenter.illinois.edu/outreach-and-prevention/outreachseries)
- **Interactive resources:** [counselingcenter.illinois.edu/outreach-and-prevention](https://counselingcenter.illinois.edu/outreach-and-prevention)
- **Interactive-resources self-help brochures:** [counselingcenter.illinois.edu/brochures](https://counselingcenter.illinois.edu/brochures)
- **Counseling Center website:** [counselingcenter.illinois.edu](https://counselingcenter.illinois.edu)
- **University of Illinois Wellness Resources:** [wellness.illinois.edu](https://wellness.illinois.edu)
- **Helping a peer in distress:** [counselingcenter.illinois.edu/togetherall](https://counselingcenter.illinois.edu/togetherall)

### The Michael L. Jeffries, Sr. Center for Access and Academic Success (Jeffries Center)

[The Jeffries Center](#)’s mission is to provide exceptional support services that enhance the academic achievement, personal development, and graduation rates of first generation, low-income, and historically underrepresented students at Illinois. When students need to discuss their personal, educational, and academic performance goals, they can meet with Student Success Advisors (SSA’s) for support. Academic Specialists visit the Success Lab (1041 BIF) weekly.

## Cultural houses on campus

- **Asian American Cultural Center (AACC):** [aacc.illinois.edu](https://aacc.illinois.edu)
- **Bruce D. Nesbitt African American Cultural Center (BNAACC):** [bnaacc.illinois.edu](https://bnaacc.illinois.edu)
- **Salaam Middle East & North Africa Cultural Center (Salaam MENA):** [salaam.illinois.edu](https://salaam.illinois.edu)
- **Illini Hillel:** [www.illinihillel.org](https://www.illinihillel.org)
- **La Casa Cultural Latina (La Casa):** [lacasa2023.web.illinois.edu](https://lacasa2023.web.illinois.edu)
- **Salaam Middle East & North Africa Cultural Center (Salaam MENA):** [salaam.illinois.edu](https://salaam.illinois.edu)
- **Native American House (NAH):** [nah.illinois.edu](https://nah.illinois.edu)

## Diversity & Social Justice Education (DSJE)

- **Gender & Sexuality Resource Center (GSRC):** [gsrc.illinois.edu](https://gsrc.illinois.edu)
- **Women’s Resources Center (WRC):** [wrc.illinois.edu](https://wrc.illinois.edu)



# NOTES

A large rectangular area with a light gray dot grid pattern, intended for writing notes.



# NOTES

A large rectangular area with a light gray dot grid pattern, intended for writing notes.



## NOTES

A large rectangular area with a light gray dot grid pattern, intended for taking notes.



## NOTES

A large rectangular area with a light gray dot grid pattern, intended for taking notes.



**Undergraduate Success Lab**  
[go.gies.illinois.edu/StudentSuccess](https://go.gies.illinois.edu/StudentSuccess)  
[successlab@business.illinois.edu](mailto:successlab@business.illinois.edu)