C.H.E.S.S. - Class High Engagement Success Strategies by Eric Van Den Busch

(The first nine steps are performed in the first class.)

1. Have each student complete a “First Class Introduction” sheet, which breaks the ice in that first class and quickly builds relationships and trust. First I start the introductions, and then the students come to the front of class and introduce themselves. Keep a copy of this form in your course folder and keep gearing the class towards the students’ career paths.

2. Detailed Syllabus (printed) which we go through in class.

3. Promote your university to the students. Discuss how your school ranks in the colleges across the country, the number of students graduating, what regional employers have said, etc. If you’re excited about teaching here, your students will catch that excitement!

4. Show your students the relevance of the course. This is absolutely necessary!

5. Have each student complete a “Commitment to Excellence Contract” that each student signs. (Copy the “Commitment to Excellence Contract” and the “First Class Introduction” sheet at break time and give each student their copies.)

6. Discussion of goal setting: see “Goals” and “Goal setting info.”

7. Help them with a very important personal need for everyone: the wise use of time. Discuss time leadership strategies. See “Time Leadership.”

8. Briefly discuss mental imagery. Study after study over many decades proves it really works. Many professional sports teams use mental imagery. The result is the students take the courses much more seriously. Now this is very important: for where the students want to be in their careers in the future, I tell them to see themselves being there right now. King Solomon said this thousands of years ago, “As a man thinks in his heart, so he is.” Proverbs 23:7

9. Teach your students how to study. Go through “Effective studying.” Refine it for each class. Tell them it’s a set-up: you’re setting them up to succeed!

10. Tell your learners you’ll be checking their notes during the 2nd class.

11. Give them fast, frequent, AND POSITIVE feedback on their work throughout the course. And when correcting their work, be sensitive. Try to give them what I call a “sandwich,” which is something positive that they’ve done, then correction in the middle, and then something positive again on their work.

12. At about the 3rd or 4th class, publicly praise each student. (Starting from the 1st class, take notes on each student’s strengths.)
13. Have a “snack-out” where everyone brings in a snack. I like to do this for the midterm if possible, because eating together builds relationships, and lowers their test anxiety and has been shown to increase test scores.

14. Periodically ask the students throughout the semester what help they would like to receive from you.

15. Periodically ask the learners how they are doing on their time usage, goals and study skills. Ask who would like to share their success stories.

16. Print on card stock the document “MY EXPECTATIONS WILL IMPACT MY STUDENTS’ SUCCESS...” Use one as a book-marker and frame the other one and hang it where you'll be able to see it every day.

17. Print on card stock the document “I AM ONE OF THE MOST INFLUENTIAL PEOPLE IN MY STUDENTS’ LIVES!!!” Use one as a book-marker and frame the other one and hang it where you’ll be able to see it every day.

Remember, you may be one of the most influential people in your students’ lives! It’s your choice!

A big part of what kind of class you have is your choice!

I'd love to hear how C.H.E.S.S. has helped you and your students. Feel free to e-mail me at eric318@centurytel.net

Have fun!
Commitment to Excellence Contract

Commitment to Excellence Contract for ________________________________

(Course name)

Please initial all that you commit to accomplish:

___ I commit to taking great notes in this course,
___ I commit to learning the required material,
___ I commit to participating relevant ideas in class, and
___ I commit to communicate in a professional and respectful manner.

My goal for my grade in this class is ________

_______________________________________
Name (printed)

_______________________________________    ________________
Signed                                                                       Date

As your Instructor, I commit to earnestly help you in your commitment for this course.

Eric Van Den Busch, M. S.
Instructor of Business
Effective studying (Refine this for each course.)
Most people are at their best during the first part of their day. So studying in the morning is probably best for most people. Looking at your week, determine what time blocks you can set and have little to no interruptions for best studying. Turn off all screens, which means TVs, phones, computers, tablets and video games.

1. Go to the back of the chapter. Read and say aloud the conclusion, key terms, and review questions. (By reading and saying the material, we are setting up mental “triggers” to help us remember the important topics when we actually read the material. We are also touching on 2 different learning styles, and therefore retention of the material is increased.)
2. Write out and say the key terms and review questions. Double-space everything. Give yourself enough room on the paper so you can answer the review questions and key terms easily.
3. Now go to the front of the chapter and read and study the material. Reading and studying means that there is no race to win, so slow down! And if you are an auditory learner, feel free to read aloud. You’ll remember it more!
4. As you study, fill in the key term definitions. For auditory learners, also say them aloud.
5. As you study, take notes on important topics, remembering to double-space them. That way you can easily add to your notes when the Instructor teaches without having a confusing mess.
6. When you’re done studying the chapter, answer the review questions.
7. Lastly, review, review, review! In other words, when you're done studying Chapter 2, go back and review Chapter 1. Continue this for all the chapters. Memorizing is the ONLY way we can retain 100% of what we've studied! (You can prove this in a funny way by having the class finish the rest of this song: “Happy birthday to you. You live in a zoo. You act like a monkey, ___ ___ ___ ___ ___ ___.”) That is the power of memorizing!

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First Class Introduction

1. Name: ________________________________

2. Work experience in this subject: _______ years

3. Expectations of this course: ________________________________

4. Why are you taking this course? ________________________________

5. Where do you plan on working in your future? ________________________________

6. Where do you currently work? ________________________________

7. Major/minor: ________________________________

8. Hobbies or interest you’d like to share: ________________________________

9. Two of your favorite bands: ________________________________

10. Name of the person who will encourage you in your studies: ________________________________

11. Most rewarding thing you’ve done in the last year: ________________________________
Goal setting

Time is the one resource you can never recapture once it’s gone. And we’re all given the same amount—24 hours every day.

Proper goal setting can help you reduce stress. Where does the word “stress” come from? (Stretching and Pressure.)

With clear goals, we can invest our time on what is IMPORTANT, not what seems URGENT.

What are S.M.A.R.T. goals?
S-Specific
M-Measurable
A-Achievable
R-Realistic
T-Time-frame

Here’s how to have S.M.A.R.T. goals:
S-Specific. Make sure your goal is specific.
M-Measurable. Goals should be able to be measured.
A-Achievable. Your goals should be achievable.
R-Realistic. Is your goal realistic?
T-Time-frame. Put a time-frame on your goals.

After you’ve set your goals, print them out and put them where you frequently see them!
Have someone you’re accountable to help you with your goals.
Every day do something that helps you accomplish your goals!
Goals—from Dan Miller and others, as noted

You can’t do everything well. If you try to do that, you’ll end up mediocre, with no excellence anywhere.

“If you don’t set goals for yourself, you are doomed to achieve the goals of somebody else.” Brian Tracy

People who are approaching death have this #1 regret: they wish they would have lived a life true to themselves, and not what someone else expected of them.

Setting goals puts you more in control of your own destiny.

About 95% of our behavior comes from habit.

You may be 1 or 2 key behaviors away from transforming your life!

Identifying goals allows you to set your sails to the direction you want to go.

In sailing, it doesn’t matter which direction the wind is blowing, you can go where you want. And it’s the same with life.

Indecision is the greatest thief of opportunity.

Without clear goals, anything becomes a possibility.

Time is the one resource you can never recapture once it’s gone. And we’re all given the same amount—24 hours every day.

With clear goals, we can invest our time on what is IMPORTANT, not what seems URGENT.

Ideas NEED an action plan. You can have an idea, but without a plan, it’s worthless.

“The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.” - Vince Lombardi

“Do the right things consistently and you win.” - Eric Van Den Busch

“Do the things you’re passionate about!” - Eric Van Den Busch

“Life is mostly a lot of little things. And how you do the little things is how you do life.”
Eric Van Den Busch

Check out the website 48days.net. It’s the #1 career podcast on iTunes.
I AM ONE OF THE MOST INFLUENTIAL PEOPLE IN MY STUDENTS’ LIVES!!!
MY EXPECTATIONS WILL IMPACT MY STUDENTS’ SUCCESS...
Time Leadership by Eric Van Den Busch

1. During your prayer or quiet time, write down things you should do this week.
2. Prioritize them, according to your goals. Put numbers to each task.
3. Plan the amount of time for each task.
4. Now time-block them: schedule them in your weekly planner.
5. Do the hardest thing first.
6. Put in gaps. Only during quiet times will come creative ideas.
7. Allow time for others. Do things matter more or do people matter more?
8. Work your plan! Be careful not to add to your plan!
9. At the end of your day, review how your plan went. If you have something on your mind, put it on paper.