

# **Memory** *and* **Learning** *for Success*

**Jane Smith**

**How to learn and recall the  
information you need for success**

Accompanying booklet

Memory and Learning for Success

ISBN 9780954886028

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## About the author

Jane Smith is a founder partner of the training company Word Smiths. She is passionate about helping people to improve their confidence and learn new skills. As a trainer, her particular expertise is in helping people to learn read faster, use Mind Maps for memory and develop a more professional and consistent communication style. She is a talented and creative instructional designer with long experience of writing e-learning and classroom training materials for diverse audiences. In less busy moments she writes business books, articles and book reviews. Jane lives in South Wales with two fat cats and a great view of the Black Mountains.

You can find out more about Word Smiths at [www.word-smiths.co.uk](http://www.word-smiths.co.uk).

**Details of other audio books written and presented by Jane Smith are on the back page of this booklet.**



## Foreword

Welcome to this learning pack. By listening to the CD carefully and practising the skills I describe, you'll find that your ability to learn and remember will improve by leaps and bounds. Learning to make better use of your mind is an amazing journey: just stay positive and have fun.

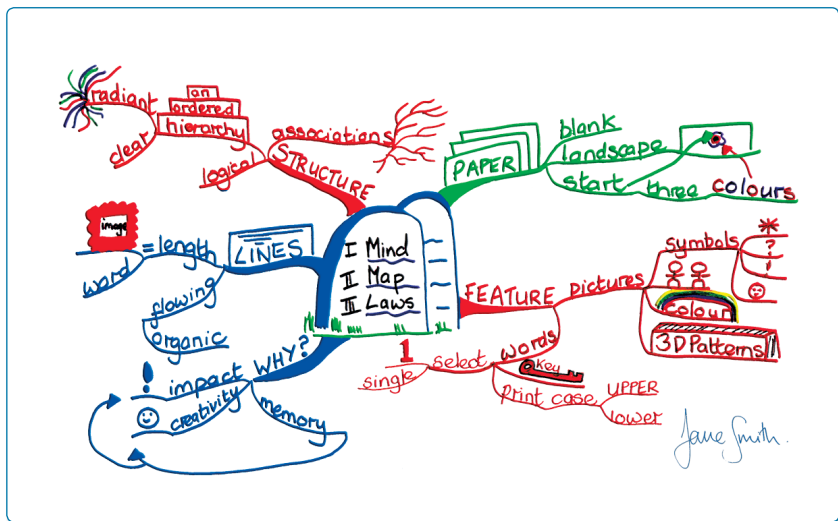
If you enjoy Memory and Learning for Success, or have any comments or questions, I'd love to hear from you – please email me at [jane@word-smiths.co.uk](mailto:jane@word-smiths.co.uk).

***A word of caution: it's OK to listen to the CD while you are in the car. But don't practise the memory exercises while you are driving – or in any other situation that requires your full concentration.***

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## A Mind Map



Mind Maps were first developed by Tony Buzan. They emerged as a result of his research into psychology, the memory, mnemonics and creative thinking. He soon came to realise that lengthy written notes can actually act as a barrier to learning. What was needed was a technique that mirrors the way that the brain stores and retrieves information.

As a teacher, he began to develop his knowledge about learning and the techniques of Mind Mapping by encouraging his pupils to work with key words and pictures rather than lines of writing. Buzan realised that many pupils who had been identified as 'backward' or 'hopeless' were actually very bright. When they were given the tools with which to learn and express themselves, they soon progressed by leaps and bounds.

# Track 1: Introduction

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This learning package aims to help you to improve your ability to learn and remember. If you use the skills and knowledge described here, you'll be able to constantly perform at peak levels and to regularly succeed in areas that may once have seemed impossible. It'll be particularly useful if you're currently involved in a course of study – but anyone can gain tremendous benefits from learning how to learn and remember better, no matter what their age or circumstances.

## How to use this package

The package consists of an audio CD and this accompanying booklet.

- On the audio CD, we describe some of the theory of memory and learning. We also provide practical tests and exercises that will help you to improve your memory.
- The booklet contains summaries of key points and activities which link to the learning points in the audio book.

You don't have to listen to the audio book all in one go. In fact, you'll probably find that the best approach is to listen to it track by track, with a break in between each one.

## A memory audit

- What sort of memory have you got?
- Are you better at remembering names or faces?
- How well do you remember appointments or routes?

Take a good look at the answers you note down in the table opposite. Many people have a good memory in some areas of their lives, but a relatively poor one in others.

- What kinds of things do you remember best?
- In which areas do you have the most lapses?
- What are your priorities for improving your memory?

## Reflection

*Before moving on to Track 2, think about what you've learned from listening to this one.*

- *First think about the ways in which you will benefit from improving your memory. What's most important to you?*
- *What are your priorities and goals for improving your memory? If you work on your priorities first, you will find all sorts of unexpected changes in other areas of your life.*

How often do you:	Often	Quite often	Hardly ever	Never
■ Forget appointments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget to do something important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget birthdays or anniversaries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Lose things at home or at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget to take with you the things that you need?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget to buy something when you go shopping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Have to go back and check that you have done something?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget something you were told recently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget peoples' names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget peoples' faces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget important numbers? (PIN, car registration, phone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Try to tell a joke or a story but forget the important details?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Get lost on a journey you have done before?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget the name of a film or book you have seen or read recently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Forget one or more items of a list you have memorised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Find it difficult to recall the plot of a film you saw recently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Find that you can't remember details of an article or book you have read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Make mistakes in recalling figures, codes or formulae?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Track 2: Your fantastic memory

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Your memory is not like a receptacle that eventually becomes so full that there is no room left for any more memories. Rather, it is a tree that thrives as memories accumulate and nourish it. Each new idea acts like a twig on which more memories can be hung – so the more you know, the more you are able to know.

Many people throughout history and in the present day have developed fantastic memories. If you want to, you can too.

### Why do we forget?

There are four main reasons why we forget:

- Repression
- Mindset
- Absent-mindedness
- Interference.

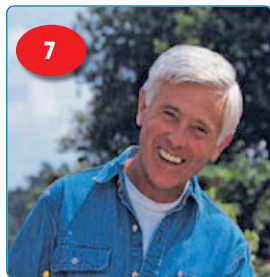
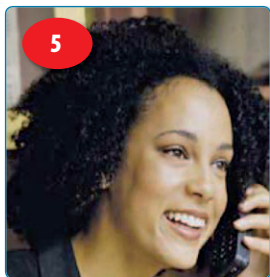
### Why do we remember?

In brief, we remember when:

- Things are exaggerated, positive or fun
- We are interested and motivated
- We are really paying attention
- Information stands out because it is unusual
- We can picture what we want to learn
- The information makes us feel something.

### Test yourself

1. Listen to the list of words, and then write as many of them down as you can.  
Don't worry about the order.
2. Listen to the names of the last 12 Presidents of the USA.  
Then try to write them down in the correct order.
3. Look at the photos of the ten people opposite and try to remember their names as I speak.  
Then write down their names.



## Reflection

- *Do you believe that you have the same capacity to remember as many others throughout history?*
- *Do you understand the reasons why you often forget things – and some of the things you have to do to remember better?*
- *Are you aware of how good – or how poor – your memory is at the moment?*

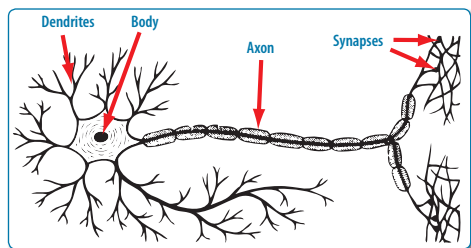




## Track 3. How does your memory work?

The brain is a 'sleeping giant': its power and versatility surpass that of any man-made computer. But scientists think that most of us use less than one percent of its full capacity, so we have a huge amount of potential there, just waiting to be tapped. On this track, I'm going to tell you some important facts about the brain. If you know how it's supposed to work, you can make it work better.

### A neuron



Every second of your life, electrical impulses are travelling from one neuron to the next and a chemical is transferred across the 'synaptic gap' between the two.

This process creates memory pathways which connect hundreds, thousands or hundreds of thousands of neurons.

To make strong memories, you have to link the things you want to remember along these memory tracks.

### Make your own mnemonics

#### Longest rivers

1. Nile
2. Amazon
3. Yangtze
4. Mississippi
5. Ob

#### Largest oceans

1. Pacific
2. Atlantic
3. Indian
4. Arctic
5. South China Sea

#### Largest deserts

1. Sahara
2. Australian
3. Arabian
4. Gobi
5. Kalahari

### Two brains – two kinds of skills



This extraordinary partnership gives us the power to increase our mental capacity almost infinitely.

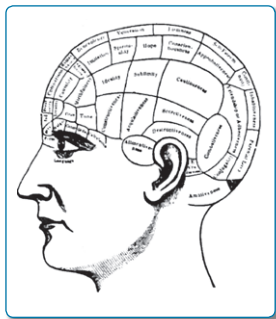
If we are able to keep the two sides in balance and develop each of them equally, it is possible to unleash undreamed of creative and intellectual abilities.



## Your SMASHING SCOPE of memory

SMASHING SCOPE is another mnemonic that will help you to remember all the qualities that will help you use every aspect of your mind – your logical left brain, your imaginative right brain and your powers of association.

- S** is for **sensuality**: use all your senses when committing things to memory.
- M** is for **movement**: moving things attract our attention more than still ones.
- A** is for **association**: links and connections are vitally important, as we've seen.
- S** is for **sexual interest**: a sexual or romantic angle always helps us to remember.
- H** is for **humour**: the funnier or more absurd you can make your memory, the more memorable it will be.
- I** is for **imagination**: the more you apply your vivid imagination to your memory, the better your memory will be.
- N** is for **number**: numbers are strong graphic signs – they can also help you to remember things in the right order.
- G** is for **goals**: our minds are very practical – we remember the things that we need and want to remember.
- S** is for **symbols**: these can be shorthand for longer ideas and are therefore more graphic and memorable.
- C** is for **colours**: these illuminate, expand and highlight any memory.
- O** is for **order**: sequence or numerical/alphabetical order give a structure to ideas and make them easier to recall.
- P** is for **positiveness**: pleasant memories are easier to recall than ugly or painful ones.
- E** is for **exaggeration**: anything is more memorable if you think of it as much larger than life.

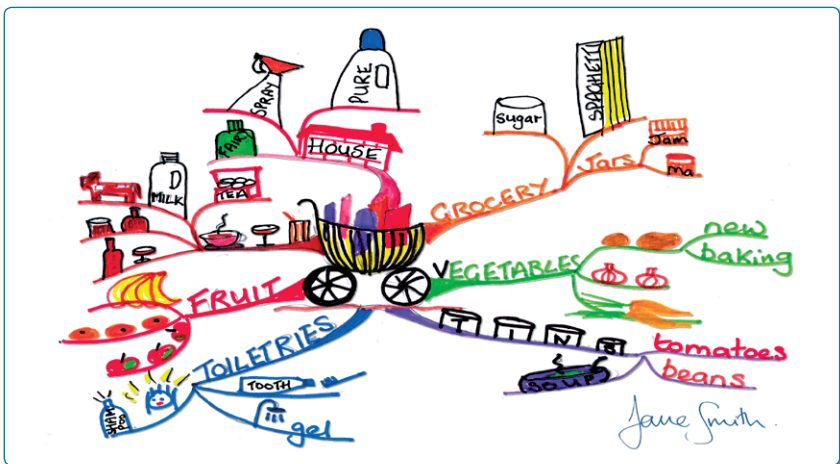


## Examples of mnemonics

- Longest rivers in the world  
Nebuchadnezzar Astride Yellow Model Orang-Utang  
(Nile, Amazon, Yangtze, Mississippi, Ob).
- Largest oceans in the world  
Pink Angelfish Inhabit Azure Sailingboat  
(Pacific, Atlantic, Indian, Arctic, South China Sea).
- Largest deserts in the world  
Salamander Ambushes Armadillo on Galloping Kangaroo  
(Sahara, Australian, Arabian, Gobi, Kalahari).

## Reflection

- *Do you understand that the brain is made up of billions of neurons – and that every second of your life, each tiny one is receiving and transmitting hundreds of pieces of data?*
- *Do you appreciate that to make strong memories you have to make associations or memory tracks across these brain cells?*
- *Are you aware that in order to use the whole brain most effectively you have to use both your verbal and analytical skills and your the non-verbal imaginative skills?*
- *Can you remember what SMASHING SCOPE stands for – and how these qualities can work together to help you remember almost anything?*



Example of a Mind Map – shopping list

## Track 4: Mind Mapping for memory and learning

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Mind Maps enable you to make full use of all the associative and imaginative powers that were described in the last track.

On a Mind Map, ideas are shown as coloured images and key words, branching out from a central theme.

With a bit of practice, you'll be able to use Mind Maps to recall information contained in books, newspapers, journals, academic papers, minutes and reports. You'll be able to note down and remember all sorts of information: parts of speech in a foreign language, facts about different countries, scientific formulae, events and people in history, plots and characters in novels, shopping lists, people's names, your diary for next week – the list is endless!

### The 10 basic Mind Mapping rules

#### 1. Place a piece of plain paper in a landscape position.

You can fit more information on the page when the paper is in this horizontal position.

#### 2. Start with a coloured picture in the centre.

The central picture represents the idea that you are going to explore so it's worth spending a few minutes getting it right before moving on. You will find that ideas for the Mind Map come to you as you draw this image. Use at least three colours and – be creative. Remember SMASHING SCOPE, so make your drawing as exaggerated and colourful as possible.

It's important to allow the image to have its own unique, memorable shape, so don't put a frame around it.

#### 3. Draw the main themes of the Mind Map on thick lines radiating out from the central picture.

For the shopping list our main themes or groups are things like 'dairy', 'vegetables', 'household' and so on.

Make the lines thicker towards the centre, becoming gradually thinner, just like the branches of a tree.

Make sure your main branches touch the central image because they are both growing out of it and flowing into it. Check that you haven't drawn these thick lines going straight up or straight down from the central image. You should be able to create and read the Mind Map without moving the paper.

#### 4. Use lines to link second and third levels of pictures or words to the main branches.

On the shopping list 'Drinks' is broken down into 'milk', 'whisky', 'wine' and vegetables into 'potatoes', 'onions' and 'carrots'. At the third level on this map, potatoes includes 'new' and 'baking'.

Many Mind Maps include fourth and fifth levels for some items.

### 5. Use images throughout your Mind Map.

You can use patterns, shapes, symbols as well as stick figures and tiny pictures. This isn't as hard as some people think – it just takes a bit of getting used to. You can do a lot with simple shapes like circles, stick figures and boxes.

### 6. Print key words.

For reading-back purposes a printed word is clearer and easier to remember than ordinary handwriting. If you use words rather than pictures, try to make them into a picture. For example the word 'soup' is written along the side of the soup bowl.

### 7. Put the printed words on lines.

Write or draw your words or pictures on the lines and connect each line to other lines. This guarantees that the Mind Map holds together and that it has a recognisable shape and structure.

### 8. Put only one word on each line.

For example, don't write the phrase 'tins of soup', write instead simply 'tins'. Then all sorts of things can grow out of that single word – 'soup', 'tomatoes', 'beans' and so on.

### 9. Make your lines curved and organic.

Curved lines are more attractive to draw than straight ones and they add to the pleasure of reviewing it.

### 10. Use colours throughout the Mind Map.

As we have seen, colours enhance memory, delight the eye and stimulate the right brain processes.

## Unfinished Mind Map – introducing yourself



## Your questions answered

Here are some of the many questions that people ask when they are starting to do Mind Maps for the first time. Are yours here?

### 1. *How do I use colour on the Mind Map?*

There are no rules about colour. You can use colour to make things stand out, to group things together or simply to make your Mind Map look more attractive.

### 2. *What if I can't draw?*

You don't have to be an artist to create effective Mind Maps – many people manage very well with simple shapes and patterns.

Don't worry too much about drawing, just do the best you can.

### 3. *What do I do if I make a mistake?*

There's no such thing as a mistake! What may seem like a mistake at first may in fact be some fantastic insight that has never occurred to you before.

If you want to change or edit your Mind Map you can always use correcting fluid or start again, using your original effort as a first draft.

### 4. *How do I know when my Mind Map is finished?*

A Mind Map is never finished! You simply decide that it has fulfilled its purpose or that you simply can't afford to spend any more time on it.

### 5. *How do I choose the right key words to write on the Mind Map?*

One of the most useful aspects of the Mind Map is deciding on the most appropriate key word. Just focus on the issue or problem and the right one will occur to you.

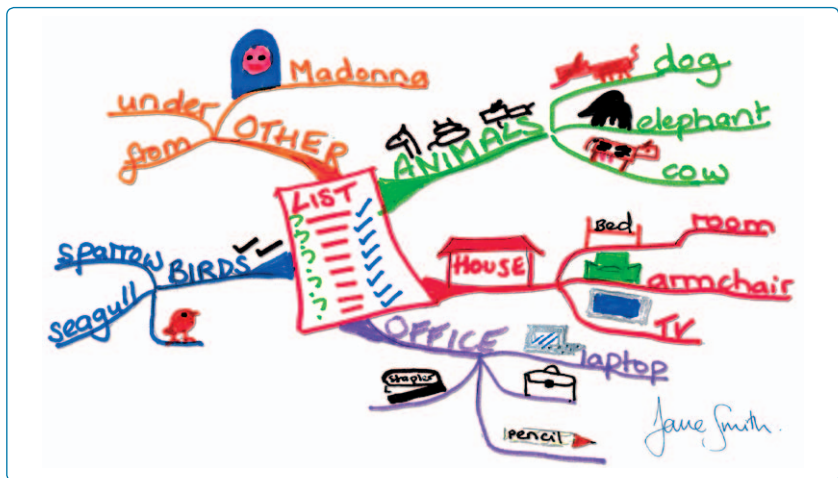
## Taking notes from written material

- Use the title and author of the book for your central image.
- Use the chapter headings or themes for your main branches.
- Break down the main ideas in the form of words and pictures – until you have captured all the key pieces of information and clustered them around your themes or topics.
- Don't forget to use the Mind Map rules and the SMASHING SCOPE principles.
- Look at your Mind Map again after ten minutes, one day later, one week later and one month later.

## Taking notes during meetings, presentations or speeches

- Get your central image from the topic of the meeting, speech or presentation.
- Prepare your main branches from the meeting agenda or any materials provided by the speaker.
- Don't worry too much if your Mind Mapped notes end up looking messy and disorganised.
- If it is very important to have a clear record, you can always do a neat copy later by way of review.

## Memory exercise



## Reflection

- *Do you understand how Mind Maps reinforce the memory by clustering ideas imaginatively into separate themes?*
- *Are you aware of the ten main rules of Mind Mapping – and why it is important to observe these as closely as possible?*
- *Do you appreciate the different uses of Mind Maps – how they are valuable for remembering what you are going to do in the future as well as what you have read, learned or done in the past?*
- *Are you now more conscious of the benefits of Mind Mapping over other more traditional forms of note-taking?*
- *Have you decided how you are going to use Mind Maps to help you to learn and remember better? Get started soon – and you will soon reap rich rewards.*

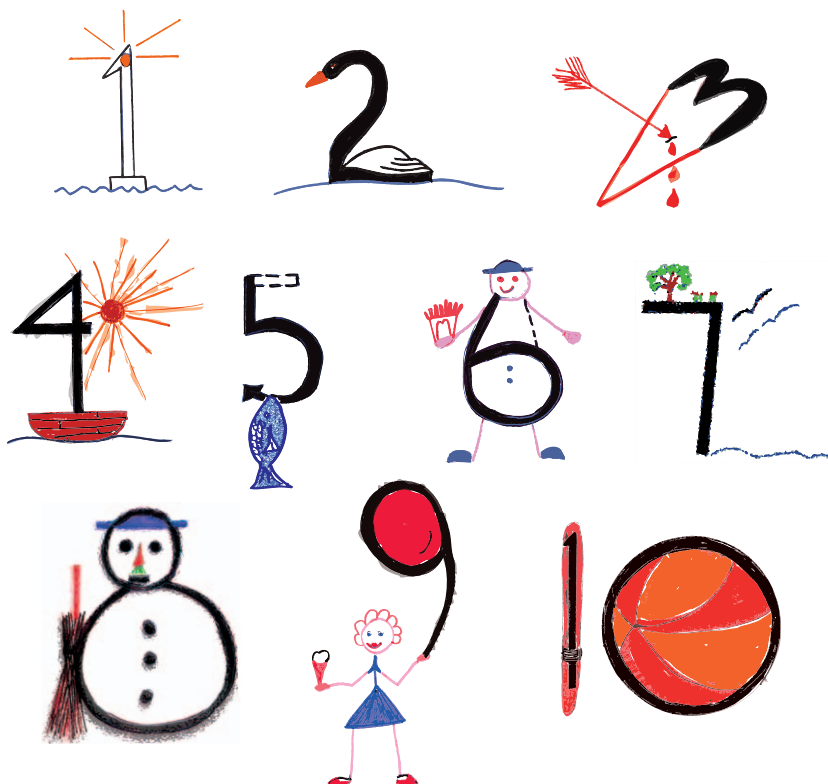
## Track 5: More tools and techniques for remembering

On this track we look at some more techniques which can help you to remember all sorts of different things. They are based on the SMASHING SCOPE ideas that we have already explored.

Some of these techniques were invented thousands of years ago. In the ancient world, a trained memory was an immense asset, particularly in public life. Early Greek and Roman orators delivered long speeches with great accuracy because they learned the speeches using the systems that I'll describe on this track.

### The number shape system

In this system, the pegs are a set of pictures that resemble the shape of the numbers one to ten.





## The number rhyme system

The number rhyme system is identical to the number shape system except that you use rhyming image words instead of shapes.

1 = bun	6 = sticks
2 = shoe	7 = heaven
3 = tree	8 = plate
4 = door	9 = vine
5 = hive	10 = hen

## What are these numbers?

1. A large **hen** is carrying two large sacks of **sticks**. 1066 (*Battle of Hastings*).
2. A Chelsea **bun**, which is being rolled along by children with **sticks**, rolls though a **door** and comes to rest under a large **vine**. 1649 (*Execution of Charles 1*).
3. There is **bun** on a **plate** next to another **bun** in the shape of a **beehive**. 1815 (*Battle of Waterloo*).

## Anniversary gifts for the first ten years of marriage

- |            |            |
|------------|------------|
| 1. Cotton  | 6. Sugar   |
| 2. Paper   | 7. Wool    |
| 3. Leather | 8. Bronze  |
| 4. Flowers | 9. Pottery |
| 5. Wood    | 10. Willow |

## First ten James Bond films

- |                          |                                    |
|--------------------------|------------------------------------|
| 1. Dr No                 | 6. On Her Majesty's Secret Service |
| 2. From Russia with Love | 7. Diamonds Are Forever            |
| 3. Goldfinger            | 8. Live and Let Die                |
| 4. Thunderball           | 9. The Man with the Golden Gun     |
| 5. You Only Live Twice   | 10. The Spy Who Loved Me           |

## The English Royal Houses

Norman	Tudor
Plantagenet	Stewart
Lancaster	Hanover
York	Windsor

## Presidents of the USA

1. Franklin D. Roosevelt
2. Harry S. Truman
3. Dwight D. Eisenhower
4. John F. Kennedy
5. Lyndon B. Johnson
6. Richard Nixon
7. Gerald Ford
8. Jimmy Carter
9. Ronald Reagan
10. George Bush
11. Bill Clinton
12. George W. Bush

## Remembering jokes



Form a link of key thoughts which will remind you of the following jokes.

Then learn the key words and practise saying the jokes in the correct sequence.

You could imagine a crazy story that links tank, to asphalt, to sandwich ... and so on.

Joke	Key Thought
Two fish are in a tank, one turns to the other and says, "I'll man the guns, you drive!"	<i>Tank</i>
A man walks into a bar with a slab of asphalt under his arm and says, "A beer please, and one for the road!"	<i>Asphalt</i>
A sandwich walks into a bar. The barman says, "We don't serve food in here!"	<i>Sandwich</i>
A jump-lead walks into a bar. The barman says, "I'll serve you, but don't start anything!"	
What's brown and sticky? A stick!	
Why are tractors magic? They drive down the road and then turn into a field!	

Joke	Key Thought
<p>A man came round in hospital after a serious accident and shouted, "Doctor, doctor, I can't feel my legs?"</p> <p>The doctor replied "I know, I've cut your arms off!"</p>	
<p>What do you get when you cross an insomniac, agnostic and dyslexic?</p> <p>Someone who lies awake at night wondering if there's a dog!</p>	
<p>Police arrested two youths for drinking battery acid and eating fireworks. They charged one, and let the other off!</p>	
<p>"Doc, I can't stop singing the green green grass of home."</p> <p>"That sounds like Tom Jones syndrome."</p> <p>"Is it common?"</p> <p>"It's not unusual."</p>	

## Reflection

- *Do you understand that many memory systems involve using 'pegs' or 'hooks'? The idea is to peg the items you want to remember onto certain images that never change.*
- *Have you learned at least one of the three peg systems – number/shape/ number/rhyme and memory palace?*
- *Are you now aware of the link system, which doesn't involve you in having to learn a number of hooks?*
- *Are you now conscious of how to learn and remember people's names using SMASHING SCOPE? It's important to pay attention, repeat the name and form a visual connection between the name and the face.*

## Track 6: The psychology of learning

On this track I explain how you can best use your time when you are learning something and how to make sure that what you have learned goes into your long-term memory.

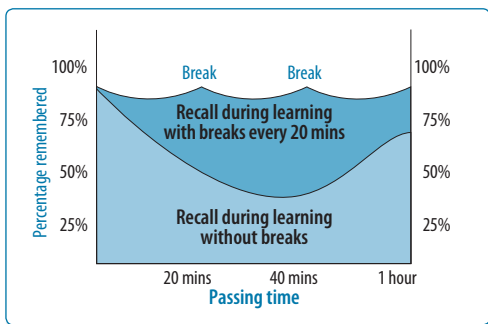
If you are a procrastinator, you need to be aware that last minute cramming does not work. Or at least it does not work very well.

Studies have shown that it's much better to space out your learning than to do it all in one lump. It's not about spending more time learning – just using your precious time to maximum effect. Like most things in life, it's largely a question of getting organised and being disciplined.

### Primacy and recency

As a general rule, we tend to remember better what we read or learn at the beginning and end of any study period than what we read or learn in the middle of that session. The longer we try to learn without a break, the more our attention will sag.

The increased probability of recalling the first two or three items is called the primacy effect, and the increased probability of remembering the last few items is called the recency effect. The two effects are shown together on the diagram below.

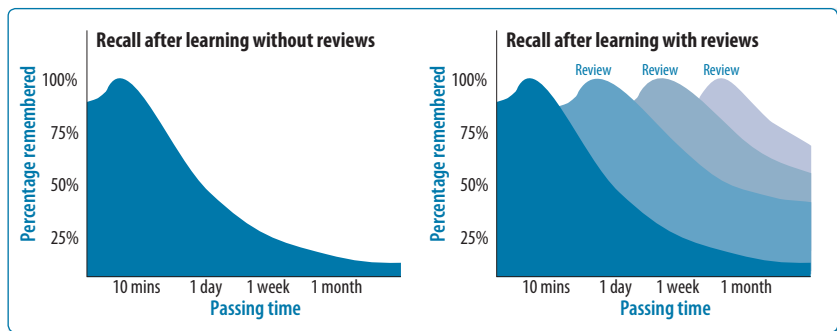


### Why it's important to take breaks

- To create more 'firsts' and 'lasts'
- To give yourself a rest
- To give your brain a chance to analyse and process information
- To ensure that further learning will be based on a firm foundation of what you already know.

## The importance of review

Review is vital for memory because otherwise you will spend a lot of time collecting information and then allow it to fade away. If you don't review, you will forget most of what you have learned in the space of about a month. Reviewing creates strong memory tracks.



To lodge things in your long term memory:

- Do a quick review ten minutes after you have finished learning something new
- Spend a few minutes reviewing that same information 24 hours later
- Do a third review one week later
- Do a fourth review one month later.

The business of reviewing doesn't have to take up too much time. It is very easy to review any memories that you have made using Mind Maps, or any of the peg systems or link systems I have been describing.

## Reflection

- *Do you understand the importance of taking breaks while you are learning to make the most of the primacy and recency effects?*
- *Are you now aware of the need to review after you have been learning – to make strong memory tracks that will remain in your long term memory?*

## Track 7: Making the most of your mind

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Your mind is a miracle. It can analyse and process several pieces of information in less than a second, it can detect others' moods, recover from serious injury and monitor the wellbeing of every part of your body. Everything you are and everything you achieve starts off as a picture or an idea inside your brain.

Here are some tips that will help you to get the best out of your powerful and complicated mind.

### Learn and remember efficiently

- **Acquiring information:** pay attention, be alert, be interested and build on the hooks of what you already know.
- **Retaining information:** make connections or patterns and use your imagination. Make strong memory tracks by creating unusual, colourful pictures and associations that make you laugh or stimulate your emotions. Revisit these pictures as often as possible to ensure that they lodge in your long term memory.
- **Retrieving information:** relax and allow your brain to find the picture or association that will trigger the memory.

### Mental exercise

There are many forms of mental exercise that will complement your growing memory skills and help to develop your mental capacity. Some examples are:

- |              |                                |
|--------------|--------------------------------|
| ■ Chess      | ■ Sudoku                       |
| ■ Bridge     | ■ Playing a musical instrument |
| ■ Backgammon | ■ Drawing or painting          |
| ■ Crosswords | ■ Meditation.                  |

### Physical health

Having a healthy body and a well balanced diet are also invaluable for the effective functioning of the brain.

- Oxygen is the most important element to the health of the brain.
- It's therefore vital to ensure that any exercise that you take is aerobic.
- Make your bouts of activity long and slow rather than short and painful.
- As well as all that activity, it's important to take plenty of rest.

## Your diet

- A healthy diet makes it easier for the oxygen to get to your brain.
- Cut down on junk food.
- Eat foods that contain Vitamins E, B and C.

## Give yourself a challenge

Giving yourself a challenge is a good way of jolting yourself out of the armchair and expanding your brain power. The brain enjoys a challenge because it's so under-used most of the time.

You don't need a lot of money to set yourself a challenge and achieve it. All you need is the courage to decide what you would like to do and then to do it.

## Study the people you admire

If other people are succeeding at something that you would like to achieve, why struggle to discover the secrets of success all by yourself? It's fascinating and it's fun to learn from other people's lives, and you can even learn a lot from their mistakes.

Potential role models are all around you. Your own may be famous people, living or dead, or they may be people you work with, friends, or even members of your own family. Don't worry about who to select. If you are ready and willing to learn from other people's experiences, the right role models will present themselves to you.

## Reflection

- *Do you appreciate the importance of undertaking any activity that stretches you in unaccustomed mental directions?*
- *Are you now aware of the need to take aerobic exercise to expand your body's capacity to take oxygen to the brain?*
- *Do you understand the need to feed your brain with Vitamins E, B and C?*
- *Will you consider trying to develop your brainpower by giving yourself a challenge and finding role models?*
- *And finally, have you decided how you are going to practise the approaches and the techniques that I've been describing in this audio book?*

*Opposite: Mind Map of the 19<sup>th</sup> Century novel 'Madame Bovary' (G. Flaubert)*





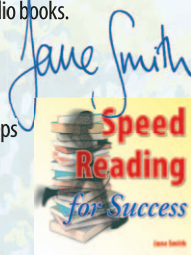
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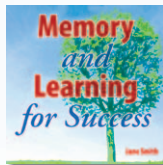
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