HOW TO GET ON THE DEAN'S LIST
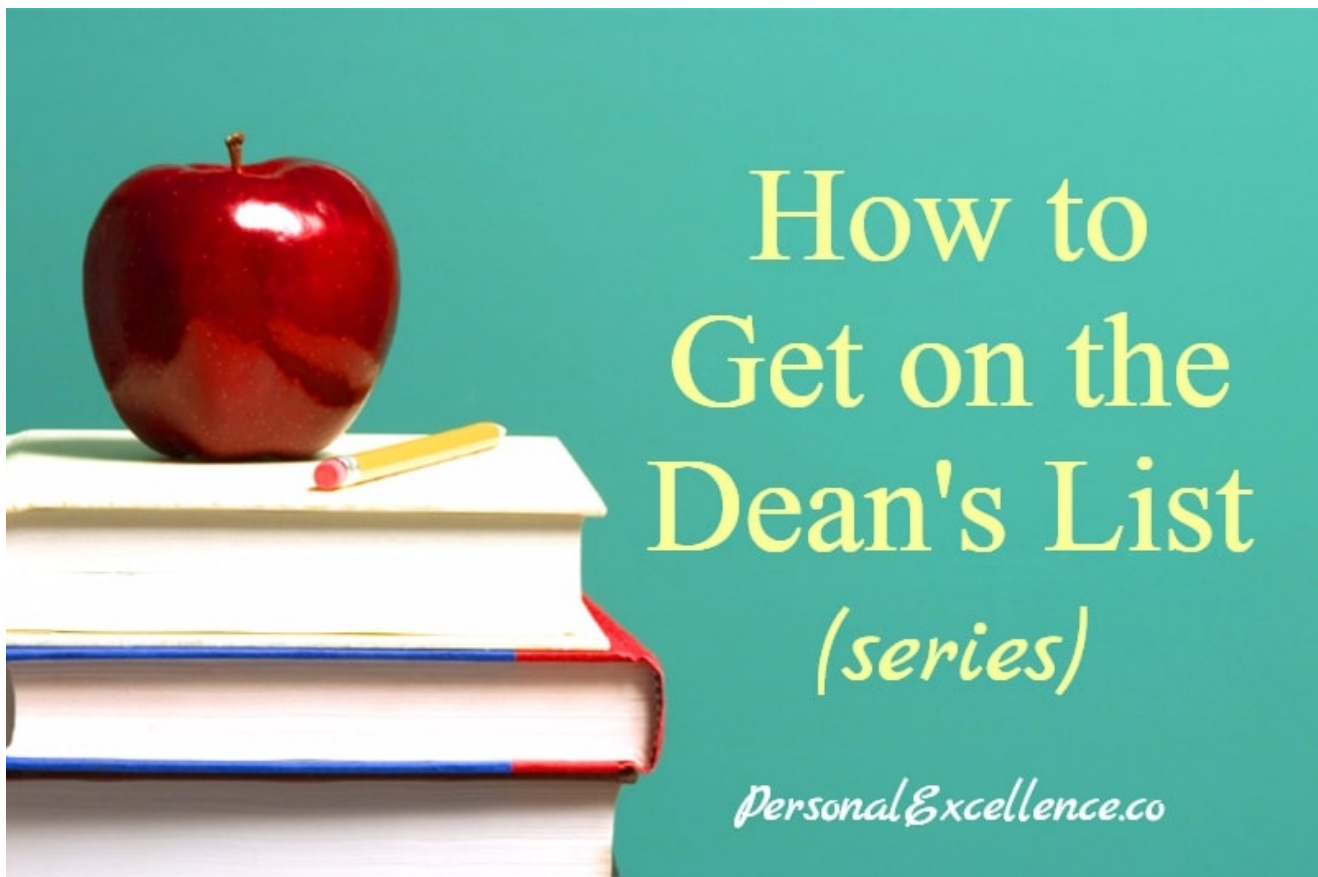
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How to Get on the Dean's List: 6 Benefits of Being on the Dean's List

This is **part 1** of a **3-part series** on how to get on the Dean's List.

Recently I noticed that there are many students who read this blog.

So I figured that I should write a post on how to get on the dean's list. This post will be beneficial for any student, not just university students, as it's about achieving academic excellence.

Even if you're reading this as a second- or third-year student, you can still use the tips for your remaining semesters and graduate with a high grade point average. :)

What is a Dean's List?

Dean's List should be a familiar term to university students and graduates.

A **Dean's List** is an academic award, or notation, used to recognize the level of high scholarship demonstrated by students in a college or university. It is often synonymous with honor roll and honor list, but should not be confused with honours degrees.

Generally, students enrolled in college or university would need to satisfy a series of specific requirements before receiving the Dean's List. These requirements may differ across institutions, but in most cases will require students to enroll in a full-time capacity, to achieve a specific grade point average within the academic term, and to maintain a specific cumulative grade point average throughout enrollment.[1]

Dean's List is an honorary roll assigned to the top students. As the Dean's List is generally awarded to the top few percentile of

students, the GPA cut-off to get onto the Dean's List varies across faculties and academic semesters. If I were to give a ballpark estimate, your GPA has to be at least 3.6/4.0 or 4.5/5.0 (average of A- and A for all subjects) to be considered for the Dean's List. If it is a highly competitive semester where everyone scored very well, the cut-off will be higher.

(For those of you in the United States, your college grade point (GPA) is based on a total of 4.0. In Singapore, the universities use Cumulative Average Point (CAP) which is based on a total of 5.0. For the rest of this series, I'll refer to the CAP system which is upon 5.0.)

When I was studying in the National University of Singapore, I was on the Dean's List for all 3 academic years of my studies. The NUS Business School is a competitive faculty (it's a leading business school in Singapore and the Asia Pacific region), with students from top junior colleges and scholars from the neighboring countries, so it was an accomplishment to be on the list. I graduated in 2006 as the top student in my specialization of Marketing. In my graduation year, I was given awards for being the most outstanding student.

1 June 2006

Celestine Chua ▓▓ ▓▓
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Dear Celestine

CHETTIAR'S TEMPLE MEDAL, 2005/2006
BAN HIN LEONG GOLD MEDAL, 2005/2006

I am pleased to inform you that you have been awarded the abovenamed medals for being the most outstanding student in Level 3 Modules for the degree of Bachelor of Business Administration.

The medals will be presented to you at the forthcoming commencement ceremony. If you are unable to attend the ceremony, you may collect the medals from the Dean's Office after 11 August 2006.

I would like to take this opportunity to congratulate you on your achievements.

Yours faithfully

Mah Yeng San
for DEAN
NUS Business School

Being awarded with the Chettiar's Temple Medal and Ban Hin Leong Gold Medal for being the most outstanding student

1 June 2006

Celestine Chua ▓▓ ▓▓
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Dear Celestine

DAIMLERCHRYSLER PRIZE, 2005/2006

I am pleased to inform you that you have been awarded the abovenamed prize for being 1 of the 2 top graduates in the "Marketing" specialization for the degree of Bachelor of Business Administration.

The prize is valued at $500 and it will be in the form of book voucher. You may collect the voucher from the Dean's Office after 11 August 2006.

I would like to take this opportunity to congratulate you on your achievements.

Yours faithfully

Mah Yeng San
for DEAN
NUS Business School

Being awarded with the Daimler Chrysler Prize as one of the 2 top graduates in Marketing

Looking back, university years were my favorite years in my entire two decades of education. I felt very stifled growing up as a kid in primary school, and the transition from each phase of the education system, all the way to university gave me increasing liberty as a student and a person. Thinking back, the Asian and Chinese culture greatly diminishes the worth of a child by virtue of their age, and I felt like a square in a round peg hole growing up. I felt like I was repeatedly being beaten to fit a mold in the Singapore education system, and I never knew what was going wrong until I was much older.

In my opinion, seniority and disciplinarian approaches — typical of the Chinese culture — do not bring out the best in students or people. Even though there is merit behind these approaches, it is only a short-term effect as these approaches are fear-based. In the long-term, they tend to stifle and suffocate. I share more here: Stop Shaming, Start Praising: What I Learned From Growing Up in a Shaming Culture

Why get on the Dean's List?

There are benefits from being on the Dean's List. Some are important benefits, while some are fringe benefits. As a disclaimer, these are benefits that I experienced as a business student during my time in university (2003-2006). They may not apply to other universities or faculties or time periods, though I don't think they would differ much.

6 Benefits to Get on the Dean's List

- **A sense of personal achievement**. The most important reason in my opinion. Getting on the Dean's List is a great personal achievement. The Dean's List is not awarded based on absolute GPA score — it's awarded based on comparative performance with everyone else in the faculty. This means if all your peers are top scorers, you have to score even better qualify for the Dean's List. Being on the Dean's List means that you are among the top 1-5% of the faculty in terms of academic results.
- **Increasing your employability factor**. Ultimately we study to get a good job — our best possible job. While results are not the sole determinant to get a good job (there are other factors like your leadership activities, your personality fit with the company, etc.), your GPA is highly important, especially for top jobs with Fortune

- 100 companies. Many top employers use GPA as a preliminary criteria to shortlist candidates during campus recruitment, though there are exceptions if you have a strong portfolio and strong leadership involvement in core curricular activities.
- **Invitation to special events**. Since you are among the top in your cohort, you'll be invited to special events. The most common being networking events with companies executives, usually top companies — the ones you may want to join. During my university years, I was often invited to inner-circle networking events and talks. Of the ones I went to, I only found some of practical use – but it's always good to attend and meet new people. There are also international case competitions, where participation is generally on an invitation basis. And students get invited if they are on the Dean's List.
- **Exclusive access to top employers**. Top companies often hold recruitment events on campus. There are the recruitment seminars for the student cohort, and then there are exclusive networking sessions for selected students. The HR in top companies commonly request the Dean's Office to invite students that have a minimum GPA of X.XX. Examples are Procter & Gamble (my ex-company), McKinsey, investment banks, and consulting firms.
- **Being on the Dean Office's radar.** When you are on the Dean's List, people in the dean's office and university career office tend to know you. After all, there are hundreds of students in the faculty, and only a small handful are on the Dean's List. This is useful for random situations, say when you want to get the inside scope on what's going on, information on upcoming events, or just to have someone to talk to about university matters.

- **Prestige and recognition**. If all the special invitations and inclusion for exclusive events aren't enough, being on the Dean's List is pretty much synonymous with intellectually smarts and academic success. As the board would put up the names of people on the Dean's List on the university website and on school notice board, students who read it generally know who you are, at least by name. During my time, people generally speak of those on the Dean's List with a certain awe and respect.

While it was exciting being on the Dean's List back in university, don't associate it as part of your identity. At the end of the day, this is an external achievement like everything else in life — your car, clothes, material possessions, property — and they will shed away one day when you die. The most important thing is to recognize this as a form of personal achievement, and that being on the Dean's List is a means to help you with other goals in life, such as employability and career success. Don't attach yourself to external achievements, but your intrinsic values and mission in life.

Continue on to the next part, where I share tips to get on the Dean's List.

This article is first published at:

https://personalexcellence.co/blog/deans-list/

How to Get on the Dean's List: Tips #1-6

*This is **part 2** of my **3-part series** on how to get on the Dean's List.*

So how do you get on the Dean's List? Here I'll share my tips on how I got on the Dean's List. Since the tips are quite long (almost 5,000 words), I have split them into two parts. This part will feature the first 6 tips. :D

1. Aim to be the best

Rather than think about "how to get on the Dean's List," think in terms of **getting the top results**. That's because the Dean's List is but an effect of achieving the top results, and the cut-off for this list fluctuates every semester based on the performance of the overall cohort. This means the cut-off is only determined **after the exams**, when results are tabulated. In an average semester, 4.5 or 4.6 out of a 5.0 score (4.5 is A-, while 5.0 is A or A+) gets you onto the list.

However, in a semester when all the students do extremely well, the cut-off may be as high as 4.7 or above. So if you start the semester aiming for 4.5 score (average A-), you might not get into the list if everyone does very well.

It's much easier to aim for the top and end up within the top 1-5%,

rather than to aim to be the top 5% which is a very subjective goal. How do you calculate 5% of the cohort anyway? How would you know who's getting what grades? How are you supposed to set your target if the context is hazy to begin with? And does it even matter? The most important thing is to aim for your best target.

If aiming to be the top is a little hard to stomach for you, then just focus on being the top student for each module you take. That isn't so hard, is it? From my experience, if you get your coursework in place, understand the materials thoroughly, and do your best, being the top performer is an inevitable outcome.

2. Plan your modules in advance

What I love about being in university is you are now in charge of what you want to study, right down to the modules for each semester. This also means that you are responsible for your timetable and for planning your workload across your 3-4 years of study. Some students like to have a heavier workload in the first 2 years of their study, leaving more room for other activities in their last year. Some students even out their course work throughout their semesters. I belong to the latter group. Ultimately it's up to you and what you prefer. There's no right or wrong way. You just have to make sure you are able to commit to the workload you have planned.

It's not just about selecting what's available when planning your modules. Take note of:

- **Who's teaching what**. Some modules are taught by different lecturers each semester, who have different styles of teaching. Subsequently, the materials and exam standards are different.

- Some lecturers have open book exams, some have closed book exams, while some don't have any exams. These information are usually available on the university site. You can also consult seniors or peers who have taken the modules.
- **Course workload**. Each module has its own workload. Some require heavy commitment (I took a Japanese module which probably had a heavier workload than any of my Business modules), while some can be breezed through. You can get some indication from the course description.
- **Who's taking the module.** Some modules are prerequisites for a higher level module. This means that in a particular semester, there will be a lot more seniors taking it to clear their prerequisites.
- **Lesson timing.** You need this to plan out your time table.
- **Exam dates.** Different subjects have different exam dates. The dates can be any date during a 2-3 week exam period.

This means:

- If the module has multiple lecturers, **take the modules in the semester with the better lecturer and when the style of teaching is more suited to you**. Personally I hate rote learning (learning through memorization and without understanding of the topic), so I would pick modules during semesters with open book exams, where students are tested more for their understanding of the subject. If there's no exams, that's even better :D. I find that it's easier to manage your grades through projects/assignments, which are products of consistent work than exams, which is essentially your performance during 2-3 hours. I'm also a big fan of webcast lectures, since I can skip lectures and study when I feel like it.

- **Get an even playing field**. If you are a junior and many seniors are taking this class that semester (to satisfy a prerequisite for their higher level module), take other modules if you can. Firstly, your seniors will have an advantage over you in terms of their baseline knowledge. Secondly, students tend to work harder in their second and third years of study, because the reality of graduation is sinking in and the importance of getting a high GPA (for their resume, employment) hits them. Some of my third year modules were intensive, and if a junior tried to take that module during their second year, they would have been squashed by the seniors. Taking modules with peers evens out the playing field.
- **Plan your timetable well.** Strategically planning out your time table gives you time for other activities, whether for non-school activities, for studying, or for leisure. I always arranged my classes such than I only needed to be in school for 3 days. If I had webcast modules where I would skip the lectures, sometimes I would just have 2-day school weeks. That saved me a lot of commuting time since it took me almost an hour to get to school, and another hour to get back. I could use this time for other stuff, such as project work, sleep, or leisure.
- **Space exam dates apart** (where possible). I always made sure to space my exam dates apart. Sometimes, just having an extra day for revision can be crucial. The further you can space them apart, the better (you can use the time in between to relax). I would have 3-4 exams spread out in a 1.5 week period (some of my modules had no exams).
- **Have modules that balance out.** Unless your schedule permits, don't pick all 5 modules with heavy workloads. If a module you are taking is extremely intensive, pick lighter modules to go with it.

- **Pick modules with content synergy.** This is more of a bonus tip. If you see modules with similar themes, take them so that you can cross apply what you learn. Since I was a marketing major, I took this technopreneur module from a different faculty, which was about marketing, technology, and entrepreneurship. It was a great opportunity to apply what I learned in my major. Subsequently I scored well in the module.

3. Know what you are evaluated on

Each module is graded on different components. Some possible components are

- **Exams and tests** – By far the most common component
- **Project work** – Group projects. A staple in university, especially in Business school.
- **Assignments** – Individual assignments
- **Lab work** – For Science modules
- **Presentation** – Presentation skills and how well you handle Q&A
- **Participation** – Your contribution to class discussions, sometimes online forums for the class
- **Attendance** – Rare. I only had this for a Japanese module. It seems that the Japanese are particular about punctuality, attendance, and timely submission of work.

The components are given a weightage. A sample allocation can be 40% for exams, 30% for project work, 20% for assignments, and 10% for participation. All this information should be available on your university site or given out by your course coordinator. If not, someone is slacking on their job. Please ask for it from your university office.

Knowing what you are evaluated on tells you what you should focus your effort on. Some of my coursemates spent a lot of time studying, when exams only contributed to 30% of the grade (the rest being project work, tutorials, and participation). On the other hand, they never spent as much time on the other components. They don't participate in class, don't do much for their projects, and finish their assignments at the last minute. Perhaps it's because the evaluation method in secondary school and junior colleges was always 100% exams.

However, things are different in university. Coursework and participation matter.

Speak up in class, build a relationship with your teachers, and apply your knowledge. If there is a participation score, then speak up more. If projects have a high score, then pay more attention to projects. Reading textbooks is overrated. I have classes where I barely touched my textbook and I scored an A or A+. Read to have enough knowledge to understand and apply, but don't get stuck with theory. Most of the times I read the text once to understand, and that's about it. (Unless it's a closed-book exam where memorization is needed.)

If your module assigns 10% for assignment, 30% for group project work, and 70% for exams, then allocate your effort in that manner. Don't spend 80% of your time doing your assignment, 20% on your group project, and 0% studying for your exams. You don't get extra marks for spending more time on a small component. The 80/20 rule applies in studies too.

4. Don't hold back

Remember back in elementary school where it's normal to get full marks for your tests? Well it's no different in university. If you want to, it's possible to score full marks, whether for your project work or your exams. Why not? After all, if your work warrants it, there's no reason why the professors wouldn't give you the best mark.

I didn't start university aiming to be the top student in my modules, but halfway through the semester I realized that I was the top student in some of my modules, and it wasn't as hard as one would think. I was just doing my own thing and getting my act together. No hard-core mugging, no magic tricks, or anything like that. In fact I was busy with my core-curricular activities, running my web design business, and giving private tuition, and had time to play games and go out with friends.

I suspect a lot of beliefs about how difficult it is to score well in university are self-created. I knew the other students who did well too, and they are real people like you and me. Just focus on putting your best foot forward, and everything else will fall into place.

So don't hold back. With every component you are evaluated on, aim to get the best marks. It is possible, but first you have to set that as a goal first. If you subconsciously place a mental limitation on what you can achieve, you'll only reach that height because you are holding yourself back. But if you recognize that you can indeed get full marks, you will set yourself to achieve that.

5. Learn the content once it is taught

If you are taught a new concept on the day, then understand it before the class ends. Finish reading the materials before packing up. If you don't know what the teacher is talking about, then ask your

friends. Better yet, consult your teacher. There is no better way to learn than from the source. Make sure you know what he/she is talking about before you leave. Don't leave it hanging on your mind.

This is important because otherwise, you create extra work for yourself. Some of us may say we will study later when we get home, but how many of us actually do that? I know I wouldn't. I would just hit the sack or play games. At home, there are a lot more distractions, compared to in the school where the environment is conducive for studying. You have to overcome a lot more just to study at home. What's more, even if you do overcome the distractions and study, what's to say you will understand the materials fully? The professor isn't there, your friends aren't around, and it's a drag to wait for another time to consult them. All this work can be prevented if you learn the content right when it's taught, with the resources at your disposal.

The burden of not understanding the content will weigh on your mind. It may not seem significant, but imagine this weight compounding over the semester. As the burden becomes bigger, you build up a large resistance toward studying this module. Whereas the initial thought on your mind is "I don't understand this concept in the module", it will eventually turn to "I don't know this module well," to "I'm not good in this module," to "There's no point in studying since I'm not good in this." While you keep saying that you will catch up on the work when you go home, you never do because the weight of the work overwhelms you. All this while, it's just the mental fear that's built up in your head. And you waste so much energy trying to overcome this mental fear, *just to study* — when you could have simply studied and understood the concept right when it was taught in class, when the environment was the most conducive

for learning. There's a thin line that separates the strong performers and those who lag behind, and this is the difference. Learning the things as they are taught, rather than deferring to an infinite future.

During lectures and tutorials, whenever there was something I didn't understand, I would clarify them on the spot. I would get all the issues ironed immediately so that I didn't have to deal with them later. Consequently, I rarely needed to study in my free time. I find that many seemingly complicated questions could always be easily addressed on the spot. In fact, the complications are more in the mind than anything else. Some of my coursemates often lamented about the chapters they needed to catch up on. They would say the same thing week after week, saying that they would read up on it, but never doing so since the thought of catching up on the materials overwhelmed them. They would procrastinate on studying, and then they would anguish over their procrastination. All this, when it could have been avoided at the onset.

Don't create unnecessary problems for yourself. Get your stuff right the first time, and you spare yourself a whole lot of pain later on.

6. Prepare for your tutorials

Lectures are meant for theoretical understanding, while tutorials are meant for in-depth discussion and application. If you go to your tutorials unprepared, you are going to lag behind. Not only that, but you can't fully benefit from the class discussion. Make sure you study and do your tutorials before going to the tutorial sessions. It will go a very long way.

Back in university, I was almost always prepared for my tutorials. Because of that, I was able to gain maximum learning during the

short 1-hour sessions. Subsequently, I never had to revise much after class. I had a module where I participated actively during class, but didn't read the textbook. I only read the text for the first time on the night before the exams, and even then I skimped through the text. I eventually scored an A+ for the module. (The exams were 40% of the final grade.)

How much you prepare for your tutorials and how much of the content you understand during tutorial classes are an good indication of how you will perform for the exams. The exam questions are usually similar to what's discussed during the tutorial classes too. If you prepare well for your tutorials, that's already more than half the battle won. The remainder is doing well for your project work and occasionally revising to keep the content fresh in your mind.

Continue on to the next part, where I share tips #7-13 to get on the Dean's List.

This article is first published at: https://personalexcellence.co/blog/deans-list-part-2/

How to Get on the Dean's List: Tips #7-13

*This is the **last part** of my **3-part series** on how to get on the Dean's List.*

7. Master your time

Some students may feel bogged down by work, lamenting about the heavy workload and lack of time. Honestly speaking, it's not about the workload nor the lack of time. It's about how you manage yourself.

Even though I participated in more things in university than I did in junior college or secondary school, I felt freer during university. I had engagements like client work for my web design business, my core curricular activities, case competition involvement, and giving private tuition to 3 separate students. Studies-wise, Business modules are project intensive. There is usually a group project and 2 individual assignment per module. Group projects often take up a lot of coordination and discussion. Some modules even have 2 group projects.

Yet, I had no problem getting things done and still had time for myself. Online games were a daily staple. I was playing games like Gunbound, Ragnarok Online, Maple Story, and Warcraft 3 almost

every day with my friends. I also often went out with my girlfriends.

So is it really about the time? The way I see it is that all students have the same amount of time. All students of a module have the same workload, have the same teachers, and are evaluated on the same criteria. All students have their personal commitments and responsibilities. It's about how you manage your schedule. The plus side of being a university student is that you have full flexibility and full rein over how you map out your timetable (see tip #2 on planning your modules in advance).

Some tips on how I optimized my time in university:

- **Don't attend classes if they don't add value.** There were several modules where I didn't attend any lectures at all (save for the first lecture). If I didn't see any value in the lecture, I wouldn't attend. For example, if the lecturer spent a lot of time talking about irrelevant content or if the material taught could be extracted from the textbook, I would stop attending. Sometimes if the lecture looked like it was going nowhere, I would get out of the lecture hall and go to the computer lab to do my stuff. The time I freed up from not attending lectures was spent doing other more valuable activities to me (such as resting, doing project work, and doing assignments).
- **Use time pockets**. My bus ride to school was about 45 minutes. Multiply it by 2 and it's about 1.5 hours. I usually used the time to read my books, study my notes or even do my assignments. Similarly when waiting for the next class to start, I would use the time to work on projects or catch up on past materials. Hence, I never had to spend much time studying during my free time.
- **Understand the content the first time it is taught**. This minimizes rework later on. See tip #5.

- **Maximize webcast lectures.** If modules have webcast lectures, I would skip the actual lectures. Webcast lectures are just as good, if not better, than the real thing. You can skip past a segment if it is irrelevant or replay sections where needed. You can also catch up on multiple lectures at one go, which is more effective.
- **Do your tutorials during the lecture itself**. Tutorial classes on a topic usually commence 1-2 weeks after the lecture is taught. By doing the tutorial assignment immediately during the lecture (of the same topic), you (1) get the most out of the lectures as you are testing your understanding of the concepts, (2) save yourself time from having to recall what you learned before, and (3) don't have to take out time to do the tutorial assignments later on.
- **Use study techniques to speed up learning.** See tip #8 below.

More articles on time management: Become the Master of Your Time, Put First Things First, and 50 Ways To Boost Your Productivity

8. Use study techniques to speed up learning

The normal way to study is to read the textbook from cover to cover and do

questions to test your understanding. Then over time, reread to strengthen your understanding. When the exams are here, you repeat this as you revise. This method takes up a lot of time and is hardly effective.

There are study techniques to learn faster, with the same or better output. Here are some of them:

- **Speed reading**. It's inevitable to do a lot of reading in an academic course. Hence, learning to read faster will make the learning process a lot faster. Resource to speed up your reading: Speed Reading

- **Mind maps**. Mind maps were my trusted ally during my varsity years — they helped me grasp the big picture and see interlinking concepts easily. I would draw a mind map for the important or information intensive chapters. My mind map also served as a chapter index — I would list the textbook page numbers beside each concept.

- **Pick the 80/20**. 80% of the value in your textbook can be found in 20% of the content (usually the formulas, summary notes, definitions). Pick out the 20% highlight and spend your time understanding them. Read the other 80% if you need to understand something, but don't read for the sake of reading. You don't learn much that way.

- **Writing notes.** I only read my textbooks once. After that, I would refer to my mind maps, since I had laid out the information in a much more understandable and intuitive manner. I would refer to the textbooks only when I wanted specific details after reading my mind map.

- **Active learning through participation**. See tip #9.

- **Association**. Linking similar ideas in your mind, so that it strengthens your understanding of the new concept. I often looked for common themes across my different modules and mentally linked them together. This had a synergistic effect in my learning.

- **Start with questions first**. Read with an objective. If you start off doing questions first (whether in tutorial or in the textbook), it gives you an idea of what you should be learning. This is learning with a purpose.
- **Photo reading** is a reading technique that helps you increase reading speed and value extraction. I haven't tried it before, but I have a friend who tried it and said that it works. Based on what I've read about photo reading, it sounds similar to certain things I do intuitively (over the years) to maximize my reading, so I'm not surprised to hear about its effectiveness. Learn more about photo reading here.

More resources for your reading:

- Memory Improvement Techniques @ MindTools
- Memory Techniques @ Academic Tips

9. Speak up. Ask questions.

In NUS Business School, participation is often a component in the module's grades, contributing to 5-15% of the final grade. It was the professors' way of getting the students to speak up. In my culture and generation, Asian students tend to clam up in group settings. I reckon this isn't a problem in Western cultures.

However, the reason you should speak up in class is beyond getting participation points. Speaking up is a great way to clarify your thoughts on the subject. It also lets you know whether you know your stuff or you have your concepts wrong. It gets you thinking and increases your learning from the class. In general, we learn much more and much faster when we actively participate vs. if we passively read/listen. Active learning is more powerful than passive

learning.

Speaking up also makes classes more fun and exciting. I can't imagine sitting in a class and listening the whole time. That would be really boring.

So speak more. Share your thoughts. Expand your mind. Ask questions. But don't talk so much that you dominate the class. I had a classmate who had a tendency to turn the class into a dialogue session between him and the tutor. That isn't being polite to the other students. Contribute to the class in a meaningful manner that helps all other students to learn too.

10. Leverage on your professors

Your professors are there to help you. After all, they have been teaching the subject for years and they are the ones evaluating your performance, so they are the best people to help you in your studies. If you don't understand a concept or you need help, approach them. Whenever I had questions, I would email my professors to clarify the questions. If I had more things to discuss, I would set up consultation sessions with them. It saved me a lot of time than just trying to figure things out and not being sure whether the answer was right. It was a great way to know them on a personal level too.

11. Get good project mates

This applies if you have group project work in your modules. I'm not sure about other faculties, but project work is a staple in business courses. It's important to get good teammates, because this affects the group dynamics and subsequently the output. Ever watched *The Apprentice* before? The kind of teammates you have directly affects

your team's results. The best team is one where the total output is more than the sum of what the individual members can achieve.

A common woe among students is project work hell due to bad teammates. What determines a good teammate? Generally (1) Attitude and (2) Knowledge, where (1) is more important than (2). During my early years, I had project mates who were less than committed. They saw project work as a liability, and only did the bare minimal required. Some produced shoddy work and it made the project development process painful. Most of the time, the stronger members in the team would step in to fill in the gaps so as not to affect the final grade. While this solves the problem, it's hardly a long-term solution.

The best way is to grab good teammates you have worked with, then arrange to take the same modules and be in the same project group for the next semester. If you are a strong teammate, they would want to work with you as well. If you are a freshman, this would be hard, but it shouldn't matter much as everyone is starting on the same ground. Always be on the lookout for the best people to form your dream project team.

After my first year, I had a network of friends who were strong project mates. We would make it a point to take the same modules and be in the same project groups. Subsequently, we always scored A or A+ in all our projects. It was always a great experience working together, and this was part of what made university fun too. :D

12. Consult people who took the class before

It doesn't hurt to get advice from people who have taken the class before. Since you choose when you want to take a module,

sometimes your peers may have taken the module before you do. This is a great chance to consult them on what to expect, what the class is like, and how you can prepare and do well in the module. If possible, get their materials and notes too. Of course in return, help them out in the other modules they are taking. As with the golden rule, treat others as you would like to be treated.

13. Consistency pays off

As with everything in life, don't leave things to the last minute. Getting the best grades is like running a marathon. Plan out your resources carefully and pace yourself. Just like no one finishes a marathon in 10 minutes, you shouldn't expect to ace your exams with one day of studying IF you have **never** studied the materials, done a single tutorial, or attended any classes.

Do your tutorials on a timely basis (see tip #6 on preparing for your tutorials), participate actively in class (tip #9), and consult your professors regularly when you have questions (Tip #10). Follow the other tips in this series. Because I was consistent in my work, when the exams came I never had to spend much time revising. Whereas my peers would be very fearful during the exam period and spend the pre-exam weeks mugging away, I continued with my usual activities of gaming, leisure, and giving private tuition (as a side income). Before my exams, I just needed to quickly review my materials, and I was ready to go.

A lot of students fear the exams. To be honest, I don't think it's the exams they are fearing. What they really fear is what the exams represent — the moment of truth that reveals their performance in the semester. If you understood the content when they are taught, you are prepared for your tutorial classes, and you revise your stuff,

there isn't anything to fear at all. The ones who fear the exams are those who subconsciously know they have not been consistent. Be consistent with your work, and you will reap the fruits of your labor come exams and when you get your results.

Final Note

To all students out there, I hope you find these tips useful. Even if you are working now, you may return to school for further studies (there is never an end to learning after all). This Dean's List series will come in handy then. :D Feel free to share this with your friends in school so that they can benefit from it too.

Get the manifesto version of this series: [Manifesto] How to Get on the Dean's List

*This is **the last part** of my **3-part series** on how to get on the Dean's List.*

- **Part 1**: What is the Dean's List and 6 Benefits of Being on the Dean's List
- **Part 2**: How to Be on the Dean's List: Tips #1-6
- **Part 3**: How to Be on the Dean's List: Tips #7-13
- **Bonus**: [Manifesto] How to Be a Dean's Lister

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ABOUT

Hi, I'm Celestine Chua, the founder of PersonalExcellence.co, one of the top personal development blogs in the world with readers from over 200 countries/territories.

The central goal of my work is to help you achieve your highest potential and live your best life. If you like this ebook, you will love my free material at PersonalExcellence.co. Some articles you will find there are:

- 101 Ways to Live Your Best Life
- 101 Ways To Be a Better Person
- 8 Tips to Deal With Critical People
- How to Discover Your Life Purpose (series)
- How to Improve Relationship with Your Parents (series)
- How to Find Your Soulmate (series)
- How to Let Go of Anger (series)
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