

THE SCHOLAR'S ASCENT

The Ultimate Scholar's Workbook

Build Your Identity. Master Your Systems. Strengthen Your Mindset.

THIS WORKBOOK BELONGS TO:

.....

Date Started:

.....

Created by Dr. Goodluck Ijezie-Desbois, PharmD

A Product of The Scholar's Ascent

"We rise not by accident, but with intention."

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REMEMBER

"Every expert was once a beginner. Every scholar was once a student who refused to quit."

SECTION ONE

Foundation

Identity & Mindset

Before you can build powerful study habits, you must first understand who you are as a learner. This section helps you discover your strengths, define your purpose, and build the identity of a true scholar.

Welcome & How to Use This Workbook

Dear Scholar,

Welcome to *The Ultimate Scholar's Workbook* — your personal companion on the journey to academic excellence. This workbook was designed to help you move beyond surface-level studying into the kind of deep, intentional learning that creates lasting results.

This is not a textbook. This is a toolkit. Every page is meant to be written in, reflected on, and revisited throughout your academic journey.

— Dr. Goodluck Ijezie-Desbois, PharmD
Founder, The Scholar's Ascent

How This Workbook Is Organized

Section	Focus	You Will...
1. Foundation	Identity & Mindset	Discover who you are as a learner and build your scholar identity
2. Systems	Study Strategies	Master the practical tools that top students use daily
3. Mindset	Resilience & Growth	Build mental toughness to bounce back and keep climbing

5 Rules for Scholar Success

- 1 **Be honest.** These pages are for YOUR eyes.
- 2 **Write in pen.** Commit to your answers.
- 3 **Revisit monthly.** Your answers will evolve.
- 4 **Complete one section at a time.** Depth beats speed.
- 5 **Celebrate your progress.** Mark your wins.

The Scholar Identity Assessment

Instructions: Rate yourself honestly on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

Statement	1	2	3	4	5
I see myself as capable of academic excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my intelligence can grow with effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take responsibility for my learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively seek out challenges rather than avoiding them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I view mistakes as learning opportunities, not failures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident asking questions in class or study groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have clear academic goals for this semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consistently put in effort even when a subject is difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I belong in academic spaces and conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to change my study habits if they aren't working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORING GUIDE

40–50: Strong Scholar Identity — you already see yourself as capable.

25–39: Growing Scholar — focus on areas where you scored lowest.

10–24: Emerging Scholar — room to grow, and that is beautiful.

My Total Score: _____ / 50

Reflection: What surprised you about your answers?

Learning Style Discovery Quiz

Instructions: Circle A, B, or C that BEST describes how you would naturally respond.

- 1.** When learning something new, I prefer to...
 - A) Watch a demonstration or look at diagrams
 - B) Listen to someone explain it to me
 - C) Try it myself and figure it out hands-on

- 2.** When I need to remember a phone number, I...
 - A) Visualize the numbers in my mind
 - B) Repeat the numbers out loud
 - C) Write it down or type it in my phone

- 3.** When studying for a test, I learn best by...
 - A) Reviewing highlighted notes, charts, or flashcards
 - B) Listening to recordings or discussing with a study group
 - C) Creating practice problems or teaching someone else

- 4.** When I get lost, I prefer to...
 - A) Look at a map or use GPS visually
 - B) Ask someone for spoken directions
 - C) Just start walking/driving and figure it out

- 5.** In class, I get the most out of...
 - A) Slideshows, videos, and visual aids
 - B) Lectures and class discussions
 - C) Labs, group activities, and hands-on projects

- 6.** When I read a book, I tend to...
 - A) Picture scenes and characters vividly in my mind
 - B) "Hear" the words as if someone is narrating
 - C) Get restless and need to take breaks to move around

- 7.** I remember people best by...
 - A) Their face and appearance
 - B) Their name and voice
 - C) What we did together

- 8.** When bored in class, I tend to...
 - A) Doodle or look around

My Scholar Profile

Full Name: _____ Date: _____ Grade/Year: _____

School/Program: _____

My Academic Strengths (List at least 3)

1. _____ 2. _____

3. _____ 4. _____

My Academic Challenges

1. _____ 2. _____

3. _____ 4. _____

My Top 3 Academic Goals This Semester

#	Goal	Target Date
1	_____	_____
2	_____	_____
3	_____	_____

Subjects I Am Currently Taking

Subject	Current Grade	Target Grade	Confidence (1-10)
.....
.....
.....
.....
.....

Growth Mindset Self-Assessment

Instructions: Place an X on the scale (1–5) between Fixed and Growth mindset for each pair.

Fixed Mindset	1	2	3	4	5	Growth Mindset
"I'm just not a math person."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"I can improve at math with practice."
"Smart people don't need to study."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"Even geniuses put in the work."
"If I fail, I'm not good enough."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"Failure shows me where to improve."
"Feedback means I did something wrong."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"Feedback is a tool for growth."
"I avoid challenges so I don't look dumb."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"Challenges stretch my abilities."
"Other people's success threatens me."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"Others' success inspires me."
"I give up when things get hard."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"I push through difficulty."
"My abilities are set in stone."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	"My abilities develop over time."

Total Score: _____ / 40

SCORING

32–40: Strong growth mindset. Keep reinforcing!

20–31: Mixed. Identify triggers.

8–19: Your biggest growth opportunity.

My biggest fixed-mindset trigger is:

Fixed vs. Growth Mindset Reframing

Instructions: Write a growth-mindset reframe for each fixed-mindset thought.

#	Fixed Mindset Thought	Growth Mindset Reframe
Ex.	"I failed the test. I'm stupid."	"I didn't pass this time, but now I know what to study differently."
1	"Everyone else gets it. I must be the only one struggling."
2	"I've never been good at writing. Why even try?"
3	"If I have to study this hard, maybe I'm not cut out for this."
4	"My teacher doesn't like me. That's why I'm failing."
5	"I'll never understand chemistry."
6	"I got a bad grade, so all my studying was pointless."
7	"She got an A without studying. Some people are just smart."
8	"I don't belong in this class with all these smart people."

My “Why” Statement Worksheet

Your “Why” is the deeper purpose behind your education. When motivation fades, your “Why” keeps you going.

Why am I pursuing my education?

Who am I doing this for? (besides myself)

What will my life look like when I achieve my goals?

What will happen if I give up?

My “Why” Statement

Combine your answers into one powerful statement

“I am pursuing my education because...”

Vision Board Planning Page

Use this page to sketch, draw, or paste images that represent your goals and dreams.

Academic Goals

Career Dreams

Personal Growth

People Who Inspire Me

My Favorite Quote or Affirmation:

SECTION TWO

Systems

Study Strategies

Now that you know who you are as a learner, it's time to build the systems that will carry you to success. This section gives you the practical tools and templates that top students use every day.

Weekly Time Audit

Track how you actually spend your time for one full week. Then compare with how you want to spend it.

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6-8 AM							
8-10 AM							
10-12 PM							
12-2 PM							
2-4 PM							
4-6 PM							
6-8 PM							
8-10 PM							

Total hours studying: _____ Total hours on phone: _____ Total hours sleeping: _____

What surprised me about my time usage:

Time Blocking Template

Block out your ideal week. Assign specific tasks to specific time slots.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					
6:00					
7:00					
8:00					
9:00					

Pomodoro Session Tracker

Track your focused 25-minute sessions. Goal: increase your weekly total each week.

Week 1

Day	Subject/Task	Pomodoros (each = 25 min)	Total
Mon	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Tue	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Wed	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Thu	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Fri	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Sat	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Sun	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	

Week 1 Total:
.....

Week 2

Day	Subject/Task	Pomodoros	Total
Mon	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Tue	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Wed	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Thu	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Fri	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Sat/Sun	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	

Week 2 Total:

.....

Week 3

Day	Subject/Task	Pomodoros	Total
Mon	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Tue	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Wed	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Thu	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Fri	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	
Sat/Sun	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	

Week 3 Total:
.....

Week 4

Day	Subject/Task	Pomodoros	Total
Mon	○ ○ ○ ○ ○ ○ ○ ○	
Tue	○ ○ ○ ○ ○ ○ ○ ○	
Wed	○ ○ ○ ○ ○ ○ ○ ○	
Thu	○ ○ ○ ○ ○ ○ ○ ○	
Fri	○ ○ ○ ○ ○ ○ ○ ○	
Sat/Sun	○ ○ ○ ○ ○ ○ ○ ○	

Week 4 Total:

4-Week Trend: W1: W2: W3: W4: Am I improving? Yes No

Priority Matrix (Eisenhower Matrix)

Sort your tasks into 4 quadrants to decide what to tackle first.

<p>DO FIRST</p> <p>Urgent + Important</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 60px;"><p>.....</p><p>.....</p><p>.....</p><p>.....</p></div>	<p>SCHEDULE</p> <p>Important but Not Urgent</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 60px;"><p>.....</p><p>.....</p><p>.....</p><p>.....</p></div>
<p>DELEGATE</p> <p>Urgent but Not Important</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 60px;"><p>.....</p><p>.....</p><p>.....</p><p>.....</p></div>	<p>ELIMINATE</p> <p>Neither Urgent nor Important</p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 60px;"><p>.....</p><p>.....</p><p>.....</p><p>.....</p></div>

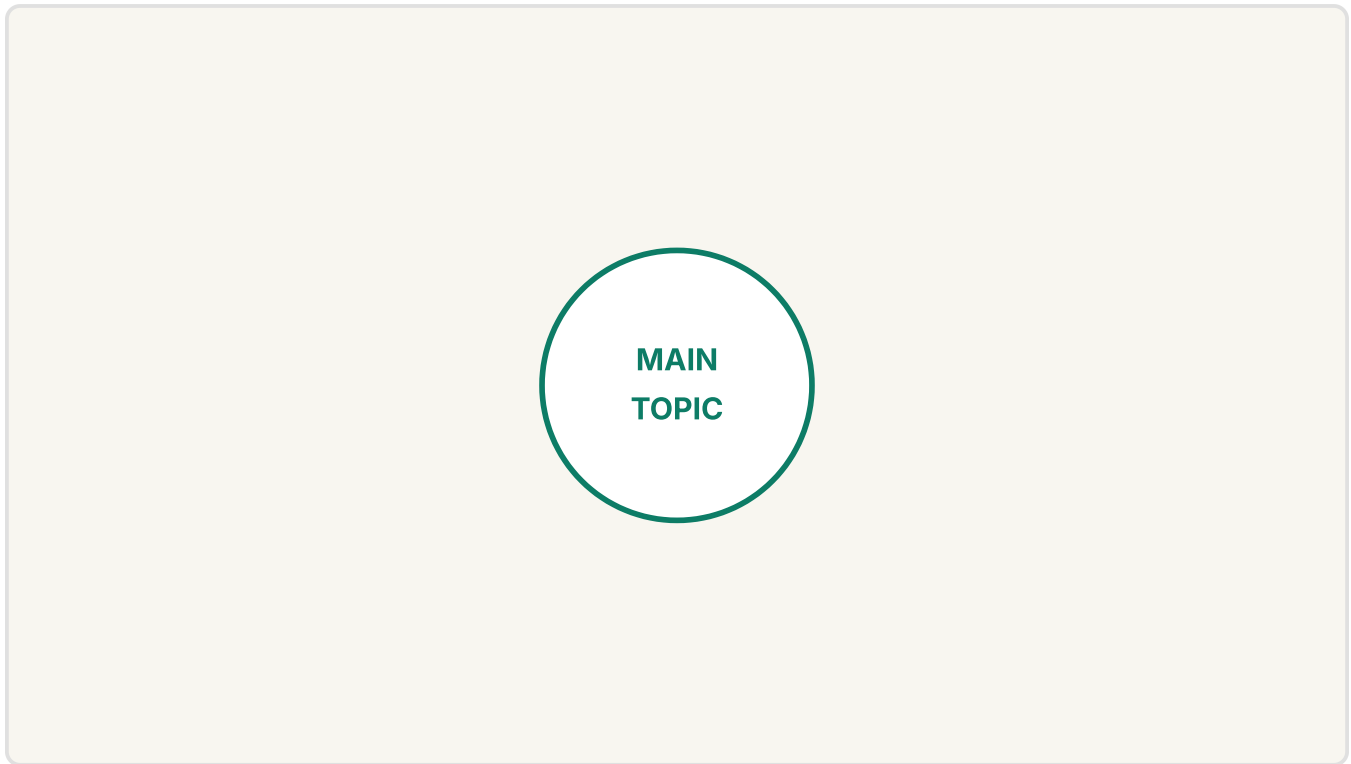
Cornell Note-Taking Templates

Use the Cornell method: record notes during lecture, add cue questions after, then summarize.

Mind Mapping Templates

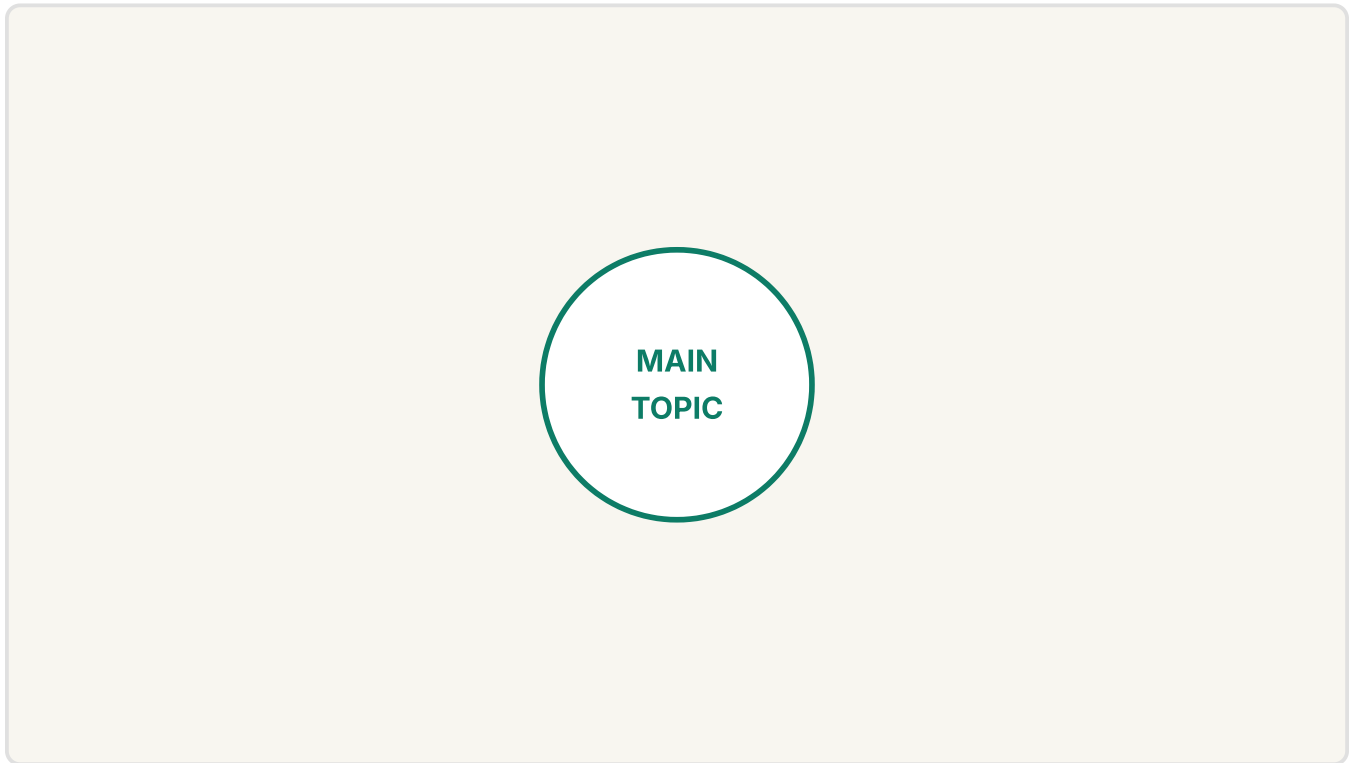
Write your main topic in the center. Branch out with subtopics and details.

Mind Map 1 of 3

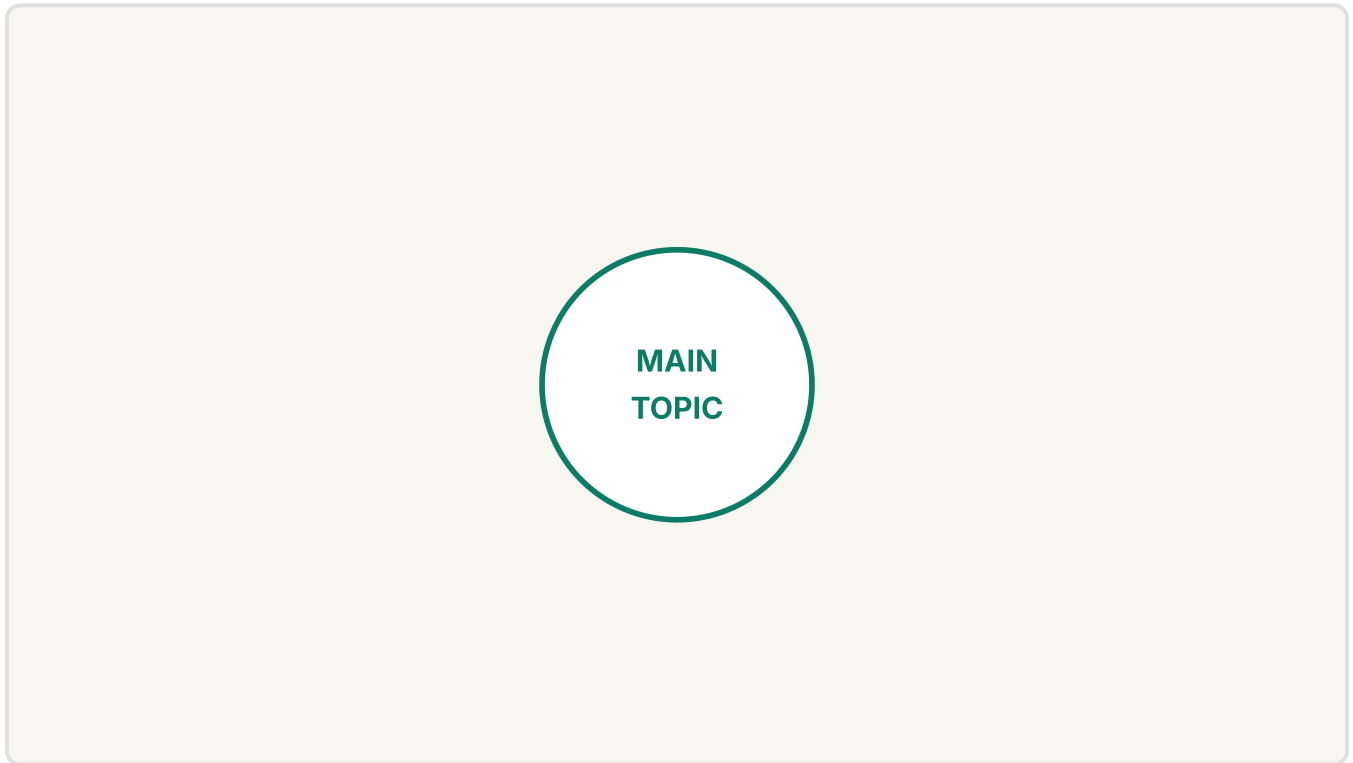


Draw branches outward from the center circle. Add sub-branches for details.

Mind Map 2 of 3



Mind Map 3 of 3



Active Recall Practice Sheets

Sheet 1

Subject: _____ Topic: _____ Date: _____

1 **Close your notes.** Write everything you can remember below.

2 **Open your notes.** What did you miss?

3 **Study the gaps.** Repeat in 24 hours.

Sheet 2

Subject: _____ Topic: _____ Date: _____

Write everything you can remember:

What I missed:

Spaced Repetition Schedule Builder

Topic/Chapter	Date Learned	Review 1 (Day 1)	Review 2 (Day 3)	Review 3 (Day 7)	Review 4 (Day 14)	Review 5 (Day 30)
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Test Preparation Checklist

Exam:

Date:

Time:

1 Week Before

- Gather all notes, slides, and textbook chapters
- Create a study schedule for the week
- Identify the top 5 most important topics
- Make flashcards for key terms and concepts
- Complete any practice problems available

3 Days Before

- Do an active recall session on each major topic
- Review flashcards using spaced repetition
- Teach the hardest concepts to someone else
- Complete a timed practice test (if available)

The Night Before

- Do a final light review (no cramming!)
- Prepare materials (pencils, calculator, ID)
- Set two alarms
- Get 7–8 hours of sleep

Test Day

- Eat a good breakfast
- Arrive early
- Read all questions before starting
- Manage your time wisely

Error Analysis Worksheet

Exam: _____ Score: _____ Date: _____

#	Question Topic	Error Type	Why I Got It Wrong	My Fix
1
2
3
4
5
6
7
8

ERROR TYPES

Concept (didn't understand) | **Application** (understood but couldn't apply) | **Careless** (silly mistake) | **Test Strategy** (time/misread)

Pattern I Notice:

Study Environment Audit

Factor	Score (1-5)
My study space is free from distractions	__ / 5
I have good lighting	__ / 5
My phone is silenced/away during study time	__ / 5
I have all materials within reach before starting	__ / 5
The temperature is comfortable	__ / 5
I have water/snacks nearby	__ / 5
My desk/table is organized and clean	__ / 5
I use background music or silence intentionally	__ / 5

Total: _____ / 40

One change I can make to improve my study environment:

SECTION THREE

Mindset

Resilience & Growth

Academic success is not just about strategies. It is about building the mental toughness to weather setbacks, learn from failure, and keep climbing. This section builds your resilience muscle.

Failure Forensics Worksheet

When something goes wrong, investigate it like a detective — not a judge.

What happened?

What factors contributed to this outcome?

What was in my control? What was not?

In My Control	Not In My Control
<div style="border: 1px dashed gray; height: 40px;"></div>	<div style="border: 1px dashed gray; height: 40px;"></div>

What will I do differently next time?

What did I learn from this experience?

Bounce-Back Blueprint

Create your personal recovery plan for when things get tough.

My top 3 "bounce-back" strategies:

1. _____
.....

2. _____
.....

3. _____
.....

People I can reach out to when I'm struggling:

1. Name: _____ Phone: _____
.....

2. Name: _____ Phone: _____
.....

3. Name: _____ Phone: _____
.....

An affirmation I will repeat when I feel like giving up:

.....

An activity that helps me reset:

.....

Weekly Reflection Journal

Week 1 – Week of: ____/____/____

What went WELL this week?

What was my biggest CHALLENGE?

What did I LEARN about myself?

Category	1	2	3	4	5
Effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

One thing I'll do differently next week:

Week 2 – Week of: ____/____/____

What went WELL?

Biggest CHALLENGE?

What did I LEARN?

Category	1	2	3	4	5
Effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Week 3 – Week of: ____/____/____

What went WELL?

Biggest CHALLENGE?

What did I LEARN?

Category	1	2	3	4	5
Effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Mgmt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Week 4 – Week of: ____/____/____

What went WELL?

Biggest CHALLENGE? / What I LEARNED?

4-Week Reflection: Looking back, what pattern do I notice?

Self-Advocacy Script Builder

Scenario 1: Asking a Teacher for Help

TEMPLATE

"Hi [Teacher's Name], I've been working on [topic] and I'm struggling with [specific area]. I've already tried [what you've done]. Could we set up a time to go over this?"

My Script:

Scenario 2: Requesting a Deadline Extension

TEMPLATE

"Hi [Teacher's Name], I want to be upfront — I'm having difficulty completing [assignment] by [date] because [reason]. I've completed [progress]. Would it be possible to get an extension until [date]?"

My Script:

Scenario 3: Discussing a Grade

TEMPLATE

"Hi [Teacher's Name], I reviewed my work and had a question about [section]. Could you help me understand where I lost points? I want to learn from this."

My Script:

“Board of Directors” Planning Sheet

Identify the people who support, guide, and challenge you.

Role	Name	How They Help Me
Academic Mentor
Teacher Who Pushes Me
Life Mentor
Accountability Partner
Emotional Support
Subject Expert
Role Model

Board Members I Still Need:

Monthly Goal Setting & Review

Month: _____ Year: _____

Goal Setting (Beginning of Month)

#	Goal	Why This Matters	Target	Deadline
1
2
3
4
5

Additional

.....
.....
.....
.....

Monthly Review (End of Month)

#	Status	What Happened	Lesson Learned
1	<input type="radio"/> Achieved <input type="radio"/> In Progress <input type="radio"/> Not Started	_____	_____
2	<input type="radio"/> Achieved <input type="radio"/> In Progress <input type="radio"/> Not Started	_____	_____
3	<input type="radio"/> Achieved <input type="radio"/> In Progress <input type="radio"/> Not Started	_____	_____
4	<input type="radio"/> Achieved <input type="radio"/> In Progress <input type="radio"/> Not Started	_____	_____
5	<input type="radio"/> Achieved <input type="radio"/> In Progress <input type="radio"/> Not Started	_____	_____

Most proud of this month:

Overall Month Rating: / 10

End-of-Semester Reflection

Semester: _____ Year: _____

Academic Results

Subject	Starting Grade	Final Grade	Change (+/-)	Satisfied?
.....				
.....				
.....				
.....				

Overall GPA: _____

Semester Wins (List at least 5)

1.
2.
3.
4.
5.

Growth Assessment

Statement	Start	End
I see myself as capable of academic excellence	__ /5	__ /5
I believe my intelligence can grow with effort	__ /5	__ /5
I take responsibility for my learning outcomes	__ /5	__ /5
I actively seek out challenges	__ /5	__ /5
I view mistakes as learning opportunities	__ /5	__ /5

Study strategy that helped most:

Biggest lesson about myself:

Top 3 goals for NEXT semester:

1. _____
2. _____
3. _____

My Scholar's Pledge

A COMMITMENT TO EXCELLENCE

I, _____, make the following pledge to myself:

I pledge to show up — not just physically, but mentally and emotionally — for my education.

I pledge to embrace challenges as opportunities, not threats.

I pledge to ask for help when I need it, because seeking support is a sign of strength.

I pledge to learn from every failure, every setback, and every mistake — knowing that each one brings me closer to mastery.

I pledge to manage my time with intention, to study with purpose, and to rest without guilt.

I pledge to surround myself with people who lift me higher and to be that person for others.

I pledge to remember my "Why" when motivation fades, and to let discipline carry me when inspiration cannot.

I pledge to celebrate my progress — not just my perfection.

I am a scholar. I am resilient. I am capable.

I am worthy of every opportunity I am working toward.

This is my ascent.

Signature

Date

THE SCHOLAR'S ASCENT

Build Your Identity. Master Your Systems.
Strengthen Your Mindset.

This workbook is part of The Scholar's Ascent educational platform

thescholarsascent.org

Created by Dr. Goodluck Ijezie-Desbois, PharmD

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