



How to become President . . . *. . . or something like that*



Chapter 1

INTRODUCTION

I wonder what it would be like to be the President of the United States . . .

Giving my Inaugural Address in 20 below zero weather and catching a Harrison cold. Staying awake late that celebrated night sipping Polk Whiskey. I wonder.

And wouldn't it be comfy to plop down on Lincoln's bed? To whiff the back-room smells that Grant complained about for years? To operate the Hoover vacuum in my private quarters? It would be nice.

And yet, I wonder if protestors will heckle at my State of the Union Address? Would the city of New York be happy when I come for a visit? And could there be another Lee Harvey Oswald lurking in the streets of Dallas? I'm wondering.

Russia threatening their missiles up my nose. China painting the White House into the Red House. America becoming a vacation resort for Cubans. I'm wondering!

I wonder what it would be like to be governor of California . . .

Reads like something Ronald Reagan wrote. But it isn't. This comes from Dave Mansfield, the fictitious character who is going to show you how to become the President of the United States . . . *or something like that*. This book discusses the 3-ingredient methodology for achieving success. You may define success as being wealthy, famous, or achieving a world record. But in this book, we will define success as achieving something that elevates you to a higher plane. Successful people are more motivated, more disciplined and generally more satisfied with their lives than people who live from day to day without any sense of direction or self-development.

Take Dave Mansfield, for example. Success for Dave is becoming the President of the United States. Such high political ambitions, you may say. But this is Dave. He was born with a Republican smirk on his face. He grew up only a short distance from D.C. and, whenever possible, would take trips to stare at the White House that would someday be his. He rehearsed often the scene when he would light the steps of the Capital to his inauguration to be sworn in as the youngest, most dynamic President in American history.

Dave's political mold began with his parents. He was raised in a conservative home that, along with his Southern Baptist Church, preached the anti-drug, anti-long hair and anti-movement that filled the streets of Washington to protest America's involvement in Vietnam. "Evil was increasing everywhere," he was warned. Young men such as Dave must prepare themselves to someday step forward and save America from its decay. "Honesty . . . decency . . . integrity," they would preached. Three words that became Dave's inspiration during much of his young life.

Like a child prodigy in music, politics became the driving force that aspired Dave to read, study, debate, and dream himself inside the White House. Nothing occupied his mind more. But Dave faced one minor problem. Dreaming himself into the White

House with an "imaginary cabinet" was one thing. But getting elected to the office was an entirely different issue. He didn't have a Kennedy name. Nor will he inherit a Rockefeller fortune. Though his father was honorable, Dave couldn't piggyback on his occupation as a government accountant. His road seemed a little bleak. But, with a little creative thinking, coupled with honesty . . . decency . . . integrity, and of course a little luck, the destiny that Dave dreamed about for these many years was beckoning him to conquer.

Dave planned his Presidential strategy while mowing his parent's lawn during the summer after graduating from high school. Believing as he did in his destiny to something grand, he never contemplated that unknown forces that would block his path. He would simply achieve his Presidential strategy by copying a plan used many successful Presidents:

Plan 1) Graduate from high school (completed with honor).

Plan 2) Attend an undergraduate institution (in a few months).

Plan 3) Go to Law School (Harvard or University of Chicago).

Plan 4) Become a big-time lawyer (I mean big-time).

Plan 5) Become popular in my community (as popular as Ronald Reagan).

Plan 6) Run for State Office (Virginia or California, can't decide).

Plan 7) Run for U.S. Congress in my district (people will like me).

Plan 8) Run for U.S. Senate (people would love me).

Plan 9) Become a Congressional leader (easy as pie).

Plan 10) Run for President (just like JFK).

Plan 11) Celebrate my 36th birthday in the Oval Office (maybe my 40th if things don't work out as planned).

Dave's presidential strategy took nearly an acre of lawn mowing to materialize. He

never questioned the attributes required for someone to be elected to the White House. Neither did he consider his weaknesses. Whatever it would take to become President, his key strategy was honesty, decency, and integrity. Dave would be 18 soon. The political world was waiting.

How quickly dreams can fade! Dave's only worthwhile accomplishment during these last 10 years was his moving from small-town Virginia to New York City. However, his 10 years of political experience amounted to no more than 25,000 licks of envelopes for another person's campaign. Dave wishes he had another acre of lawn to mow.

Dave never envisioned that weak political skills would obstruct his political goals. He lacked leadership, physical stature, deal-making skills and many of the questionable things often found in American politics — like arrogance and back-stabbing. Never in his childhood fantasies did he comprehend how licking stamps and answering phones will become the keys to political success rather than honesty, decency, and integrity.

Does this mean that his goal — Dave Mansfield for President — is a failure? Does it mean that he should scrap his presidential ambitions and seek something more reasonable? Perhaps, if he wants it that way. But Dave is only in his late 20s. Given the age of many Presidents in lifetime, he still has a number of years to chase after his dream. But first, he must scrap his lawn-mowing strategy. Dave must return to the drawing board and map out a new strategy that will overcome his obstacles and build key political strengths. But how . . . ?



Chapter 2

HOW TO BECOME . . . SAY . . .

THE PRESIDENT OF THE UNITED STATES

The beginning is the most important part of work. PLATO

Goals. We all have them. Some of us pursue grand goals. Others are satisfied with goals that are modest. Whatever their scope may be, goals are aspirations that help us achieve a measurement of value and satisfaction.

Goals materialize in our dreams. They become our aspirations of becoming someone we are not, obtaining something we don't have, or reaching a level where we never been before. Whether we aspire to become a super athlete, scholar, musician, doctor — or even the President of the United States — goals are the blueprints of our dreams and desires.

The evolution of a goal begins with a 'wish' for something. We then visualize a plan detailing the tasks needed to achieve our goal. We next discipline ourselves to execute the tasks outlined in our plan. And finally, after consistent effort, we attain our goal — or we replace it with another goal. The process often begins again with a renewed goal and higher aspiration. In generic terms, the life-cycle of a goal can be described as follows: we dream . . . we plan . . . we conquer . . . we reap the reward.

Unfortunately, goals are not instinctive in man. Nasty, unpredictable '*impediments*'

often impede our paths to success. These little monsters include poor planning, hopelessness, physical and mental weakness, lack of confidence, substance abuse, shyness, illiteracy, and many other recognizable and unrecognizable weaknesses that characterize our individuality. It's easy to dream a goal. But it is impossible to achieve that goal if we fail to temper our character impediments.

Most everyone is afflicted with the impediment syndrome. This is nothing unnatural — we are all born with weaknesses. When we seek to change our character, or modify the many characteristics that define our individual makeup, we often lack the discipline and strength to overcome the behavior that dictates who we are.

Our environment plays an influential role in defining our character. We develop nearly four-fifths of our personality and behavioral characteristics during our first few years. Our interaction with our environment shapes and defines who we are and what we can expect to become in the future. When we attempt to break out of this mold later in life — say, for example, with a goal to overcome shyness — we are reshaping a mold that has been hardened with each successive birthday.

The Plan to Overcome Your Weaknesses

To reach a goal, you need a plan. You'll have to break down your overall goal into pieces that you can accomplish one at a time. Before I illustrate how, let's define some terminology that will be used throughout this book.



The Objective

The main goal, or value, that you are trying to accomplish. In this illustration, the objective is to become the world-record holder in the long jump.



**Goal(s):**

Hierarchical levels of achievements (or steps) that will accomplish the objective.



Goals support the objective and may change if a goal no longer achieves the objective.

Benchmark(s):

Benchmarks are sub-goals, or levels of achievements, that will achieve a respective goal. Benchmarks support the goal and may change if a benchmark fails to achieve a goal.

Task(s):

An assigned plan of action that will achieve the benchmark.

The hierarchical order begins with the objective — followed by the goals that will achieve the objective — followed by the benchmarks (sub-goals) that will achieve a goal — and then followed by the tasks that achieve the individual benchmark.

Say you want to become the world-record holder in the long jump. The long jump is a physical feat that requires extreme physical sacrifices. To maintain a daily workout along with your responsibilities at school or work, you decide that your physical workout must begin at 5:00 AM each morning.

Other Important Terms**Discipline**

The physical and mental strength to achieve a task. Our character has five distinctive disciplinary attributes: physical, physical temperance, education, social, and spiritual disciplines. All five attributes work jointly to produce a desired action or outcome.

Hope

The "energetic force" that prompts us to action.

Motivation

The "energetic force" that encourages us to continue our action.

Without arguing details, let's develop a plan of action.

The Objective: World-record holder in the long-jump.

Goal1: Develop and maintain physical endurance, strength, and energy.

Benchmark1: A strenuous exercise / weight lifting program each morning for physical strength.

Task1: Arise each morning at 4:30 AM. Prepare to arrive at the field house by 5:00 AM to begin workout.

Task2: Eat a high-protein breakfast before each workout.

Task3: Exercise / Weight Lifting Program.

Task4: Retire by 9:30 PM each evening.

Goal2: Physical Training in the Long-Jump.

Benchmark1: A minimum of 20+n long jumps each morning.

Task1: 5 sets of 4+n long jumps. Rest between sets.

Task2: Measure progress.

You probably could identify other goals, benchmarks, and tasks that would better achieve the objective. But for illustration, let's use this simple example.

Now that you have developed the plan, you will need to execute the plan until the tasks . . . benchmarks . . . goals . . . and objective are achieved. But you may encounter some problems that will need to be resolved before you can successfully execute your plan. One problem may be arising at 4:30 AM each morning so that you can promptly begin your daily workout. You may have a habit of sleeping past sunrise, which will make it extremely difficult to awake at an early hour each morning. Another problem is retiring at 9:30 PM each evening. What happens if you enjoy late night TV or evening outings with your friends? Your going to bed early while your friends are having 'fun'

will become a formidable task to conquer.

These traits (sleeping past dawn and staying up late with friends) makeup part of your unique character. Trying to break this character mold and developing a new person who can retire and awake at the proper hour can become a difficult conquest for some people. Failing to **discipline** yourself so that you retire by 9:30 PM each evening, for example, becomes an impediment to accomplishing your goals. Reshaping your character and overcoming habits developed through life are important changes to make if you seek to achieve your objective and goals.

We will discuss later in the book the five attributes that make up discipline; these include physical, physical temperance, education, social, and spiritual. Discipline requires that we control, train, and enhance each of these attributes to develop the self-confidence and strength to tackle specified tasks. Your achievement of tasks may require physical discipline, or social discipline, or a combination of several character disciplines. Developing and strengthening each of these five disciplines are important ingredients that segregate those who will succeed at their goals from those who will fail.

Any achievement requires that we overcome our weaknesses and develop the required discipline to achieve our goals. There are two other forces that can help us achieve our goals: hope and motivation. Hope is the "energetic force" that prompts us to action. Motivation is an "energetic force" that encourages us to continue our action. Hope and motivation are complimentary ingredients for success. If we lose hope in ourselves and our goals, or if we lack the motivation to continue our work toward a goal, we are bound for failure. Let's turn our attention to the forces of hope and motivation and discuss how we can sustain hope and motivation.

Sustaining Hope: Evaluating Our Failures

Hope is an "energetic force" that prompts us to action. If we lose hope in our efforts or our goals, we will fail to act upon the tasks that are needed for success. We need to understand how to measure and recognize failure to sustain hope. Not everyone is going to achieve their goals. Does this mean that we are all failures? If our chances of succeeding are slim, then why expend the time and energy to achieve a goal?

Failure often dictates whether a goal will be attempted. The likely chance of failure, or the fear of failure, can weaken our internal strength to expense the time, energy and effort to achieve a goal. Hope is the force that prompts us to action, even when the odds of failure are great. The more we hope for, the more likely we will attempt a goal despite the overwhelming odds of obtaining success.

We can sustain hope by understanding how we evaluate our failures. The world thrives on being the best. It is not being #2 that counts; it is the person who is #1 that basks in the honor of praise, wealth and glory. Those who fail to achieve #1 are analyzed, ignored and sometimes poked fun at in business, school, politics, academe and other facets of life. Nobody strives to become #2. Our egotistic world forces us to seek the highest levels of status, wealth and fame.

The fallacy behind this thinking is that every #1 achiever accomplishes his feats by first failing. Take an Olympic runner for example. When that person first took to the track field at a young age, was he or she the #1 runner in the world? Absolutely not! He may have been #10,000 at the time. But after each practice run, after each early morning exercise, after each training session — or, in better terms, after each "failure" to set the world record with each run — the runner consistently adds to hope the power to try again and again. Eventually, the runner slowly inches himself closer to being #1 in the

world after a thousand or more failures. That is the beauty of failing. It pushes us to try harder until what we accomplish the goals we are seeking. Learning from our failures gives us the hope to keep on trying.

You must look upon your "failures" as a learning assessment. Failure allows us to evaluate how we performed and to undertake changes that will help us achieve in the next round. Failure is our evaluation to try again . . . but this time, to try again by using better tactics to achieve the necessary tasks to a goal.

Allow us to switch the word failure for the term *analytical evaluation*. Much like running a business, we will make *analytical evaluations* to review our weaknesses in order to increase our strengths. Business managers for example are constantly performing *analytical evaluations* to increase profits, cut expenses, and expand markets. Business managers wouldn't call it failure and quit when business slows down. They instead evaluate ways to halt the decline in profits and increase the company's position. You likewise will make *analytical evaluations* to assess your weaknesses and increase your chances for success.

So we will change the word "failure" for "analytical evaluation." Each time you fail to achieve a goal or task, you will evaluate your reasons for failure and make changes so that you can achieve your goals on the next try. These evaluations sustain our hope. Failing to achieve on the first, second, or nth time does not class ourselves as " . . . can't doers." Instead, we judge ourselves as someone who slipped or missed an opportunity. We are goal-achievers who are willing to step up to the plate and try again.

People Who Fail

There are people who *truly* fail, however. Failure is when we fail to achieve our

goals because of the following reasons:

1) Failure comes when we quit pursuing our goals because of lack of discipline or fear.

Every successful achievement is supported by physical and mental disciplines that produce a specific action. We can refer to discipline by using the simple phrase, ". . . *do it*." If your goal is to become physically fit, ". . . *do it*," by exercising 30 minutes each day. If your goal is to learn Japanese, ". . . *do it*," by speaking Japanese. Whatever the goal, the magic words for success is ". . . *do it*."

But how do you develop the ". . . *do it*" mentality? On paper, ". . . *do it*" sounds pretty easy. But in reality we often lack the training and strength to conquer certain tasks. Too often people plan a goal or character change the night before and -- presto-- they expect to change their personality by the next morning. What they fail to consider is the required discipline to make the change. This explains why millions fail to keep their year-end resolutions year after year.

Developing the discipline to achieve certain tasks requires consistent training. Building your discipline begins slowly by overcoming a physical or mental weakness. Once you have conquered that weakness, you can use the acquired strength and experience to overcome another weakness. We will discuss the building blocks of discipline in later chapters. For now, quitting because you lack discipline is a measurement of failure and loss of hope.

Another reason why many people fail to achieve their goals is because of fear. We quit because we fear the unknown . . . we fear making the sacrifices . . . we fear what people might think of us.

Fear is an emotion of alarm and agitation that arises when we leave our comfort zone. It often comes when we attempt to make changes in our lives. Most behavior is learned behavior. Things we do, like tying our shoes and the way we interact socially, are habits we've developed throughout our lives. These habits become the blueprints of our unique character. It's only natural to fear when we change our habits and character.

Remember your first day in elementary school? There you stood with your father or mother, fighting the apprehensiveness of leaving home. The fear rolling in your stomach was discomfoting. Nonetheless, it was something that you had to overcome. You probably had similar fears when you tried out for the ball team, made your first solo trip out of town, went away to college, conducted your first job interview, vowed yourself in marriage, started a family business or approached a complete stranger to solicit their financial support for your upcoming election. Most all goals — big and small — begin with some fear that you have to face and overcome.

2) Failure comes when we blame society (or our environment) for our lack of success.

Sometimes individuals who fail to achieve their goals or objectives will blame others for their failures. They blame the environment they live under, the color of their skin, their lack of political representation in government circles, etc. You are probably familiar with these statements: "If I were rich, I could . . . if it weren't for government regulations . . . if I were physically beautiful . . . if my family name was better known . . . if I were not so fat I could . . . if I were a minority, I could . . ." Blaming others for your lack of success is simply failure.

There's no doubt that many of us face impossible odds. African-Americans have a more difficult path to climb in business than Anglo-Americans. But does being African-American make it impossible? Equality certainly doesn't exist in our society. Countless

inequities make it easier for some people to achieve success over others. Some people are born rich, intelligent, in the right families, athletic, beautiful, personable, multi-talented, etc. — all inherent advantages that make success easier to achieve. But being raised in less fortunate circumstances is not a valid reason why you shouldn't succeed. Surely we can identify people who had it easy. But these same people are dwarfed by thousands of others who achieve similar feats against impossible odds. Blaming society for our lack of success is tantamount to someone who quits because of fear. Successful people believe in themselves. They will work hard to overcome the inequities that hinder their progress.

In summary, we define hope as an energetic force that prompts us to action. We sustain hope by learning from our failures. We make an analytical evaluation to understand why we failed, and then we work to overcome our reason for failing. Real failure, on the other hand, is when we fail to achieve our goals because of fear, lack of discipline, or when we blame others for the lack of our success.

Sustaining Motivation: Recognizing Your Successes

The same arguments used to measure failure can be repeated to measure success. Not everyone will achieve their goals. We live in a world with many second- and third-place finishers. But the partial achievement of a goal, or the strength and experience obtained from trying to accomplish a goal, are both measurements of success. Recognizing our successes supports and sustains our motivation.

We live in a competitive world where zillions are competing against you for the limited resources of wealth, power, and prestige. Not everyone is going to be the President of United States. Neither is everyone destined to become an Olympic gold

medalist . . . Nobel laureate . . . concert pianist, etc.. Success is not defined by being the "greatest this" or the "mostest that." Success can be achieved at many different levels.

For example:

- *Success is when you try.*
- *Success is when you try again after you fail.*
- *Success is when you overcome your weaknesses.*
- *Success is when you achieve parts of a goal.*
- *Success is when you are satisfied with your accomplishments.*
- *Success is when you develop and learn from your efforts.*
- *Success is when you make accomplishments.*

It is important that we recognize success as it happens. Success sustains the motivating forces that continue our progress. Success is energy. Success is gratification. Success is wisdom. Success is increased self-confidence and self-esteem. We can measure success by using the following guidelines:

1) *Success is when you make a serious attempt at a goal.*

Imagine that you set a goal to break the world record in the mile run. You begin early in life to train for this goal. You devote everything to this goal. Nothing is more important to you than this single accomplishment.

Finally, after strenuous years of preparation, you qualify to run the mile race in an international track meet. You take your position at the starting line. You glance down the track recalling in seconds the many hours of training that prepared you for this run. You are minutes away from accomplishing a feat that a few years ago seem nearly impossible to achieve.

Suddenly, you assume your ready position. The crack of the gun sounds the start of the race. One minute goes by. You are looking good. The two-minute mark approaches. You hold the lead by a fraction. Quickly you pass the three-minute mark. The seconds are ticking. You make a final push to the finish line. You cross. The race is over. You did it! Your lifelong pursuit is finally over. But wait, you crossed the finish line in second place and missed breaking the world record by 2.64 seconds.

What a disappointment! Tears fill your eyes. Crowds rush past you to greet the winner, who, instead of you, becomes the conquering hero for the moment. The rewards will be tremendous for the winner. Company sponsors will seek out his(her) name. Newspapers and television programs will honor the winner's name in articles and appearances. His name will become infamous in track & field events. There, a few feet from you, reigns the conquering hero; you, on the other hand, have nothing. What seemed a few minutes ago as a dream of glory has quickly dissipated into a disappointing defeat. You feel like a failure.

Are you a failure? Absolutely not! Even though you failed to cross the finish line in first place, you did accomplish a great feat that years ago seemed impossible to do. Success can be measured at many different levels. One such level is your successful attempts to achieve the goal. You made the effort to accomplish your goal after countless hours of training and preparation.

Another level of success is that you qualified for the race. You were one of a few runners selected from around the world to compete in this special international event. That is a great accomplishment and in itself a measurement of success.

Another level of success can be recognized by how close you came to winning the race and capturing a new world record. You are the second fastest mile runner in the

world and that honor alone, though not publicly recognized, belongs to you.

The moral of this illustration is that you did it, even though you failed to achieve the world record. You disciplined yourself to train for the rigorous tasks that appeared impossible to achieve some years back. Your successful attempt at the mile run and the self-confidence developed from years of training are all measurements of success.

2) Even if we fail to achieve a goal, success comes when we learn and develop from our failures.

Very seldom will you succeed on the first try. You may hit home runs one day and then fall flat on your face the next. Accomplishing goals often becomes a trial and error process. Success is when you learn from your errors and push forward to achieve your goals with a better plan and tactic.

Failing to achieve the first time presents us the opportunity to assess our weaknesses. Take our runner from the previous illustration. The runner failed to set a new world record. But failing in the runner's mind, though disappointing, allows the runner to reevaluate his(her) weaknesses and set a plan that will successfully break the world record in another race. What will the runner need to prepare for the next race? An extra push, a better workout, a more intensified training session or maybe a pepped-up mental attitude? Failure awards us the analysis — to shave additional seconds — in our run for success.

But what if you decide to change your goals in the middle of the game? Would you consider that failure? Not necessarily. Goals change all the time. People often change goals that fit their circumstances. Goals may change because another goal takes over. Successful people learn from their failures and implement changes that will help them achieve success, perhaps in a different way than what they first visualized.

3) *We are successful when we overcome our character weaknesses.*

Your neighbors, your parents, your best friends, and even your most admired person on earth have physical, mental, and social weaknesses. Overcoming these weaknesses is another measurement of success.

Say, for example, that you set a goal to swim 15 laps each morning at the YMCA. You will need to awake one hour earlier each morning to complete this goal. A character weakness might be your temptation to sleep in. Overcoming that temptation and disciplining yourself to awake at the proper hour is a measurement of success.

Character weaknesses can hinder the achievement of any goal. Overcoming these impediments is an important first step to achieving a goal. Developing and strengthening your character are measurements of success that we will discuss in later chapters.

4) *Success is when we achieve certain tasks to a goal.*

When you achieve certain tasks that bring you closer to your goal, you have a measurement of success that can sustain motivation. For example, Dave Mansfield wants to become the President of the United States. What goals should he consider essential to accomplish this objective? How about notoriety? If notoriety becomes one of his stated goals, what tasks will he need to accomplish to achieve the goal notoriety? Let's say that publishing political articles in a respected newspaper is one of many tasks that will achieve the goal notoriety.

Dave then proceeds to get his articles published — by taking a class in journalism, researching public policy issues, writing articles for submission and then submitting his work to editorial desks around the country. He completes these tasks and gets some of

his articles printed in national Op-Ed sections. But the articles fail to achieve the goal of notoriety. Dave can still recognize success because he achieved one of his stated tasks — publication. Accomplishing tasks to a goal are individual measurements of success.

5) Success is when you achieve individual goals. Ultimate success is when you achieve your objective.

Finally, without further argument and discussion, we recognize success when we achieve our individual goals and objectives.

Nothing we discussed in this chapter is earth-shattering. Success comes from hope, motivation, and lots of hard work (and perhaps a little luck in some cases). But where analysts on behavioral studies will differ is the approach you should use to achieve success. Some analysts might argue that some forms of the “unknown phenomenon” are the secrets of success. They will have you turn to astrology, the mapping of the stars, crystals and other phenomena. I emphasize caution. Like the traveling medicine peddlers in the 19th century, advocates of the strange phenomena seek to entangle you in the unknown mysteries for profit.

There is no secret, psychological antidote for success. It's true that luck can propel many people to success. But luck can also be planned and worked for by placing yourself in the right place at the right time. Most accomplishments in life, including those we consider lucky accomplishments, develop from the following layout:

First: You need an objective. What are you seeking to accomplish?

Second: You need to tap the energetic forces of hope and motivation. Hope prompts you to act — it is the force that gets your engine going. Motivation prompts you to continue your action — it is the force that keeps your engine going.

Third: You will need to analyze and design a plan of benchmarks and goals that will achieve your objective.

Fourth: You need to develop the physical and mental disciplines to execute the plan.

Fifth: You execute the plan.

We can summarize these concepts by using three ingredients — planning . . . discipline . . . execution.

When Dave Mansfield stepped on the road to the White House, he began a million-mile journey with little strategic thinking. First, he began his journey without a plan. He figured that the passing of time alone would educate him on where he should go and what he should pursue. Second, Dave lacked the discipline to carry out the tasks required to make the journey. He had too many character flaws that frustrated his attempts. And third, Dave didn't know how to execute his plan. He haphazardly executed many different plans without much reward and success. Consistent failures took away his hope. Lack of success stole his motivation. Dave Mansfield was bound to fail.

The road to success leads with three directional signs: planning, discipline, and execution (PDE). PDE will help you achieve the goals and objectives you seek for yourself and your family.

End of chapter exercise . . .



Take a few minutes where you can be alone to complete Appendix Form-A illustrated below. Use this form to define your life objective. You begin by listing up to four personal talents that set you apart from everyone else. These may include musical, creative, analytical or physical talents. List these talents in the spaces provided.

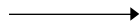


Move to Step 2 and define your life objective. The objective may be a career-oriented objective, a status-oriented objective, or a physical achievement objective. It's your decision. Try to identify a life objective that uses your talents. Don't analyze how you will achieve the objective at this time, this will come later.

You are now ready to begin your journey. Let me demonstrate how in the next chapter.

Step-2:

Defines the single objective that will fulfill your life ambition and use your individual talents.



LIFE OBJECTIVE



Step-1:

List your individual talents that set you apart.



Talent:
Talent:
Talent:
Talent:
Talent:



Chapter 3

THE JUSTWYN MODEL

FOR PLANNING, DISCIPLINE, AND EXECUTION

"Nobody has ever expected me to be President."

Abraham Lincoln

Hope and motivation. Two very important forces that will help you achieve success. Hope is the willpower that starts your engine. Motivation is the willpower that keeps your engine going. Before you can put the PDE model in motion, you will need hope to get the model going. Motivation then becomes the energy to keep the model running.

Look at Abraham Lincoln for example, who used hope and motivation to become one of our greatest U.S. Presidents. He began his road to success with "*hope*" for greater things other than a simple prairie life. Hope became the driving force that prompted Lincoln to read, to engage in intellectual pursuits, to enter into political debates with some of the greatest statesmen of the time, etc. His efforts brought noticeable changes that *motivated* Lincoln to continue his work. These two forces — hope and motivation — work together to create success.

A by-product of hope and motivation is self-confidence. You become more self-confident when you recognize positive accomplishments. Lincoln's actions increased his intelligence, which increased his statesmanship and articulation of facts. Lincoln became more self-confident in his abilities that led to great intellectual debates that won public

confidence and his eventual election to the White House.

Hope, motivation, and self-confidence are key psychological forces for success. If you lack hope in yourself, your dreams, or your abilities to achieve, you will lack the power to plan and to begin the work that will achieve your goals. On the opposite end, if you lack motivation and self-confidence, you will lose the power to continue working for your goal.

This brings us to an important question: How do we develop hope, motivation, and self-confidence? The answer becomes the basis of our discussion in this chapter. You develop hope by first defining your goals and objectives. You will answer the question, "What am I trying to achieve?" Once you do that, your next step is planning the tasks that will achieve your goal. The more strategic thinking that goes into your plan, the more hope that you will gain.

You can increase motivation and self-confidence by overcoming weaknesses that hinder self-fulfillment and achievement. Strengthening your character by building a better "you" increases self-discipline, thus bringing about achievement of your goals and positive changes in your character. These accomplishments increase your motivation and self-confidence.

Planning and self-discipline become the building blocks for hope, motivation, and self-confidence. You can increase hope by writing a detailed plan that achieves your goals. You will become more motivated and self-confident by building and strengthening your character. These concepts outline the steps for achieving success:

Step (1): Begin by writing a strategic plan that defines the objective, goals, benchmarks, and tasks. *This becomes the planning ingredient.*

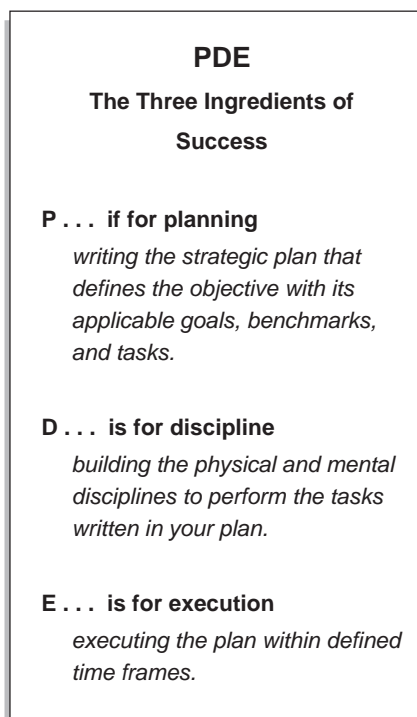
Step (2): Work to build a better you by overcoming your physical and mental weaknesses. In other words, build and strengthen your discipline — *the discipline ingredient.*

Step (3): Execute the tasks from the plan within specified time phases — *the execution ingredient.*

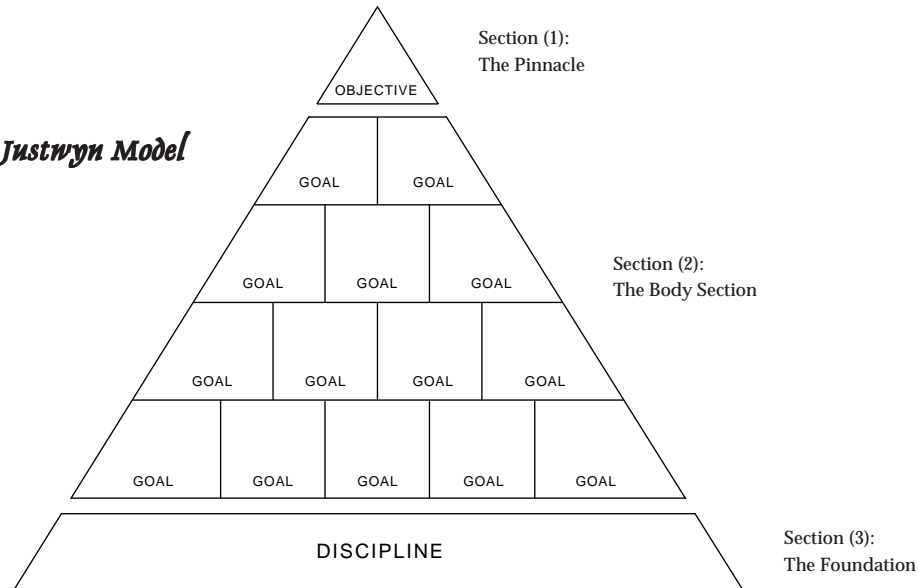
I will now introduce a model that will help plan your goals and strengthen your character. I call it the Justwyn Model. A short acronym for "Just Win" at the goals that you seek to accomplish.

THE JUSTWYN MODEL

The conceptual framework of the Justwyn Model is simple; it uses the geometrical properties of a one-sided pyramid. Three sections divide the model as illustrated on the next page. The pinnacle section of the pyramid defines the objective you are seeking to achieve. You will recall that the objective is the main goal, or life achievement, that you want for yourself — you defined your life objective in the last chapter. The body section lists the respective goals arranged in hierarchical layers that will achieve the objective. The goals support the objective and can change if a goal no longer achieves the objective. And the bottom section, the foundation of the model, comprises the physical and mental discipline that supports the model.



The Justwryn Model



We begin constructing our model at the pinnacle of the pyramid by defining the objective we seek to accomplish. The objective is the ultimate goal; e.g., becoming an Olympic gold-medalist, a CEO of a Fortune 500 company, an Oscar-winning actress, a great philanthropist, the President of the United States, etc.

For illustration, let's say that you want to become CEO of a Fortune 500 company. Write the objective at the top of the pyramid. Then identify the goals (not the tasks — these will come later) that will achieve the objective. For instance —

The Objective: *To Become CEO of a Fortune 500 Company.*

Goals that could possibly achieve this objective include:

- *Undergraduate Degree*
- *Work Experience*
- *MBA*
- *Management Skills*
- *Career Promotions*
- *Community Leadership*

- *Career Placement in Industry of Choice*
- *Analytical Skills*
- *Writing Skills*
- *Communication Skills*
- *Corporate Leadership*
- *Corporate Politics*
- *Political Leadership*
- *Industry Leadership*

You probably could identify other goals that will better achieve the objective. But for this illustration, let's use these goals for now with the understanding that goals can change as you move closer to the objective.

Once you identify and agree to the goals that will achieve the objective, you take the goals and rank them in order of achievement. Identify which goals that you should achieve first, second, third, and so forth. You will prioritize them in hierarchical layers using the body section of the model as illustrated on the next page.

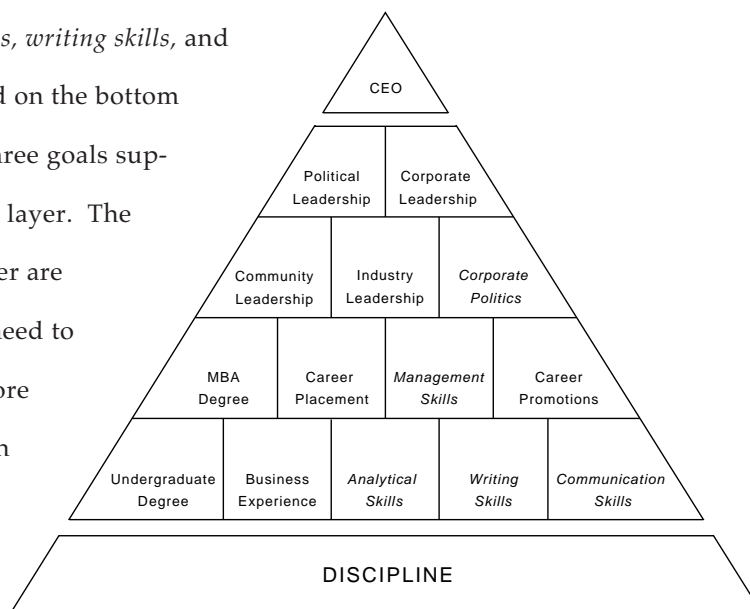


The rules of the model are as follows: The first layer of goals supports the goals on the second layer. The second layer of goals supports the goals on the third layer. The third layer supports the fourth, etc. It might help to compare the model to an actual pyramid built with stones laid upon each other in layers. Each stone represents a goal. The first layer of stones supports the second layer; the second layer supports the third layer, and so forth until you reach the pinnacle section of the pyramid.

The goals on the first couple of layers are *generalized* goals; they support many of the other goals further up the model. The goals placed in layers closer to the objective are *specialized* goals; they are more directly related to accomplishing the objective. For example, you will need an undergraduate degree and work experience before applying for a top-ranked MBA program. The goals *undergraduate degree* and *work experience* are important first-layers goals that support the goal *MBA* on the second layer. The second-layer goals *MBA Degree* and *career placement* need to be completed before you can successfully achieve the goals *community leadership* and *industry leadership* on the third-layer.



The goals, *analytical skills*, *writing skills*, and *speaking skills* are also placed on the bottom layer of the model. These three goals support the goals on the second layer. The five goals on the bottom layer are *generalized* goals. You will need to achieve these goals first before achieving *specialized* goals on successive layers.

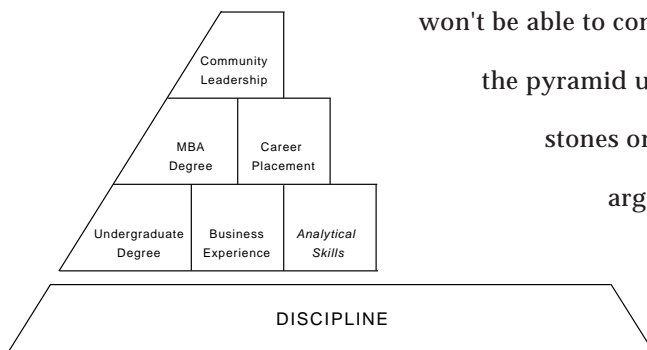


Some goals in the model will be given the status '*completed*' (non-italic in the illustration) while other goals will be identified as '*continued-in-progress*' (italic). The status '*completed*' refers to goals that have an end—meaning that once you accomplish the goal, there is nothing more that can be done for the goal. For example, the goal "*undergraduate degree*" is a '*completed*' goal. Once you complete your B.S. or B.A. degree, the goal has an end.

The '*continue-in-progress*' goals, on the other hand, are goals that you keep working on, though perhaps with less attentiveness as you move up the hierarchy of the model. These goals do not have an end. Nor will you need to complete them before you move to the next layer of goals. For example, the '*continue-in-progress*' goals include *writing skills*, *communication skills*, *analytical skills*, *community leadership*, etc. You will always develop or increase, for example, your *writing skills* as you move closer to your objective. You should therefore place *writing skills*, *communication skills* and *analytical skills* at the bottom of the model. These goals should be developed early to support the other goals in the hierarchy. Writing, communication, and analytical skills enhance your efforts to climb the ladder to corporate management.

It isn't necessary that you complete all your goals on one layer before continuing with goals in a successive layer. But note that you wouldn't be able to move far up the hierarchy without first completing the goals on the lower layers. For example, you might complete the goals *undergraduate degree*, *business experience*, *analytical skills*, etc., as illustrated. But unless you return and complete the other first- and second-layer goals in your model — *writing*, *communication*, and *management skills* and *career promotions* — you will find it difficult, perhaps impossible, to achieve many of the goals on the third and fourth layers.

Think of your goal model as a building process for a pyramid. You might lay down three stones on the foundation for the first layer in the pyramid, and then construct a second layer with two stones, and a third layer with one stone. Unfortunately, you



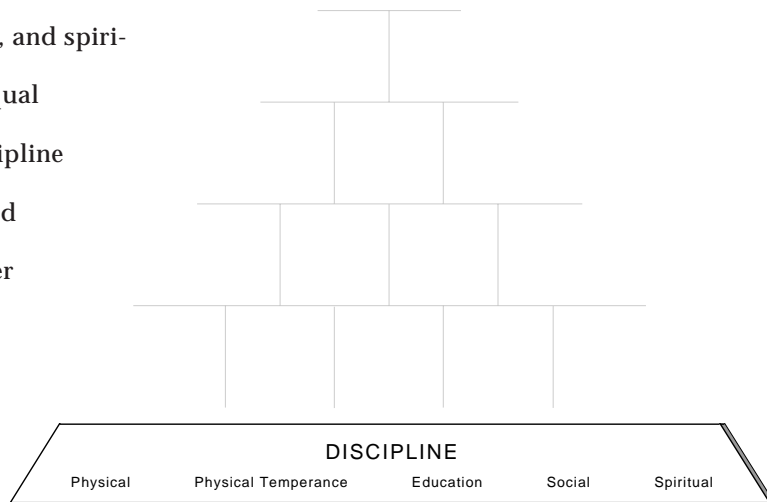
won't be able to construct any more layers further up the pyramid until you return and lay the required stones on the bottom layers. The same argument is true for goal planning. It will be to your advantage to complete goals in successive layers.

The number of goals identified and placed in a model varies with the complexity of the objective. Your planning model may contain any number up to a maximum of fourteen goals depending on the kind of plan that you write. If you identify less than fourteen goals that will achieve your objective, allocate two or more positions in the model as will be illustrated later. If you identify more than fourteen goals, combine one or more goals together so that you maximize the goals at fourteen. We will discuss these and other planning concepts in the next chapter.

• • •

The final section of the model is the foundation, probably the most important section. Pyramids will crumble without a solid foundation. The foundation in the Justwyn Model is the discipline that executes the action that will achieve the goals. Discipline can be referred by the simple statement ". . . *do it.*"

Discipline is comprised of five equally important attributes: the physical, physical temperance, education, social, and spiritual. Each attribute carries equal weight. We increase our discipline by controlling the physical and mental weaknesses that hinder our progress to a goal and self-fulfillment.



The foundation is ever supporting and remains intact throughout your entire progress to an objective. If we fail to maintain discipline, the entire structure (plan) may come tumbling down. We may change or replace our goals . . . similar to a pyramid when we replace a defective stone with another stone. The foundation of the model, however, never changes.

The five attributes that make up discipline represent our unique character. Each of us is comprised of physical, educational, social, and spiritual characteristics. An character impediment refers to a weakness, or a low perception of oneself, that we inherit or develop in life. These impediments can hinder our progress to a goal and personal happiness. For example, if you lack the desire to read, you can imagine the difficulty in completing the goal of higher education. Poor reading skills then become an educational

impediment that you must overcome if you expect to achieve the various educational goals in your model. Likewise, if you lack self-esteem, you will find it difficult to achieve tasks that take you outside of your inner self. The social impediment, low self-esteem, will need to be changed into a social strength of high self-esteem.

Character impediments can pop into our lives at any time. Sometimes we discover a character impediment later in life when we pursue goals that are new to us . . . such as adjusting socially to college life. Overcoming these weaknesses builds the discipline that accomplishes our goals.

Think of character building as physical, educational, social, and spiritual exercise. You will exercise each character attribute to become physically, educationally, socially, and spiritually stronger. Strengthening each character attribute increases your discipline and self-motivation, thus helping you achieve success and self-fulfillment.

Remember that the total size and weight of a model is only good as its foundation. If we represent each goal in our model as a stone with a certain size and weight, then large goals (stones) will bear a greater downward pressure on the foundation. To support the downward force, we require an equal and opposing force bearing up. That opposing force is discipline. The stronger our discipline, the greater the goals and objective that we can support and achieve — such as Dave Mansfield's goal to become the President.

This concludes our discussion of the Justwyn Model. We will use the model in later chapters to apply the principals of planning, discipline, and execution. The important concepts to remember include:

- The model uses the geometrical properties of a one-sided pyramid segmented into three sections: the pinnacle, body-section, and foundation.

- The pinnacle section of the model lists the defined objective.
- The body-section identifies the individual goals that will achieve the objective.
These goals are then prioritized and placed in the model.
- The foundation is the discipline comprised of five character attributes.

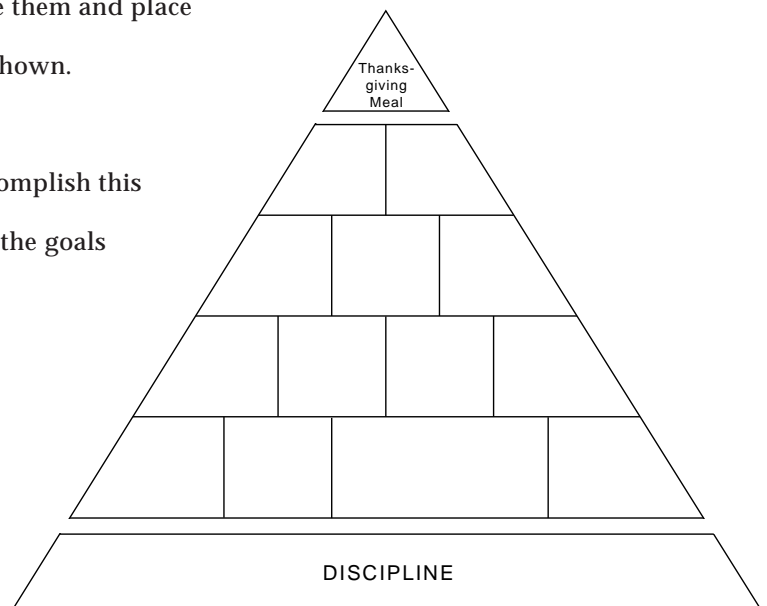
Let's now use the Justwyn Model to discuss the first ingredient to success: Planning respective goals and tasks.

End of chapter exercise . . .

Here is a simple exercise that summarizes the concepts of the Justwyn Model. Let's say that you plan to prepare a complete Thanksgiving meal for your family and a group of friends. Identify the goals that will achieve this objective.

After you identify the goals, prioritize them and place them hierarchically using the model shown.

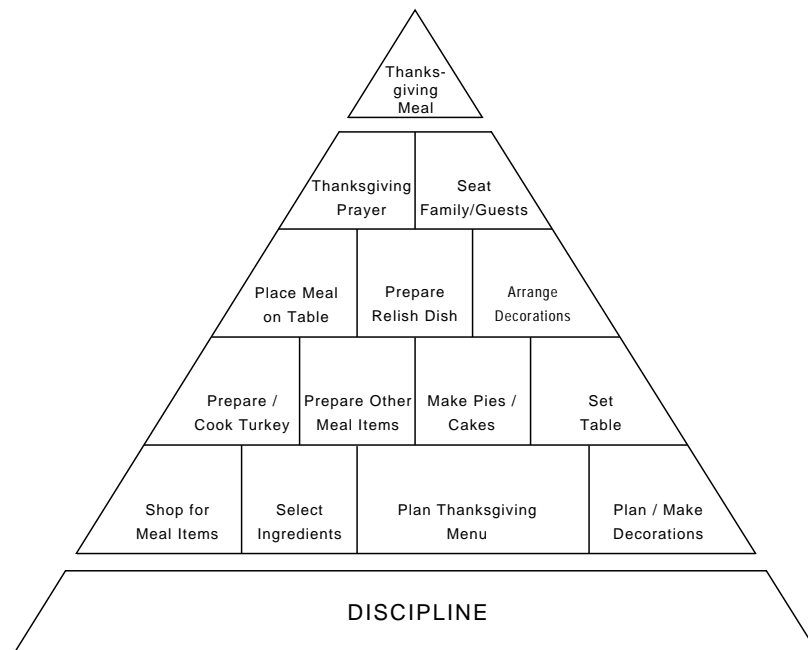
Think of the goals that would accomplish this objective. An example might include the goals you see listed on the next page —



- *Prepare Relish Dish*
- *Prepare / Cook Turkey*
- *Seat Family / Guests*
- *Set Table*
- *Plan Thanksgiving Menu*
- *Thanksgiving Prayer*
- *Prepare Other Meal Items*
- *Shop for Meal Items*
- *Plan / Make Decorations*
- *Place Meal on Table*
- *Select Ingredients*
- *Arrange Decorations*
- *Make Pies / Cakes*

Now prioritize the goals above and place them in hierarchical order using the Justwyn Model at the right. Remember that goals must be accomplished in succession, meaning that goals placed on the first layer of the model generally support the goals on the second and successive layers.

There is no correct answer to this exercise. You have the liberty to design a model that works for you. One possibility might look like the example below. Use this example to design a similar planning model for your goals in the next chapter.

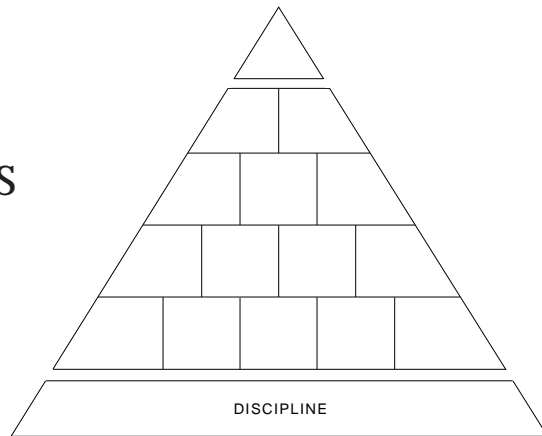




Chapter 4

PLANNING FOR SUCCESS

THE FIRST INGREDIENT



"It is impossible for a man to be cheated by anyone but himself"

Ralph Waldo Emerson

You've heard the old adage, "you can be whatever you want to be." Nice, right? But a more accurate quotation would sound something like this, "you can be whomever you *work* to become."

The goals we seek in life demand work. Those who understand this — and are willing to work hard — are generally the people who succeed. There is nothing secret about success. No magic formula, mysticism, or Irish luck. Success comes from planning, discipline, and execution.

This chapter focuses on the first ingredient of success: planning our respective goals and tasks. Planning is the direction we set to achieve our objectives. Architects plan before they hire someone to build a house. They design blueprints that illustrate step-by-step tasks that the contractor must undertake to build the dream house for the buyer. Contractors could build a house without a blueprint. But what would the final product look like? Possibly a structure unlike what the buyer envisions and desires.

This example also applies for goals. The planning phase becomes our *architectural blueprints* that detail in a step-by-step fashion the tasks to achieve a desired effect or outcome. We begin by segmenting the planning ingredient into three phases:

Planning Phase (1): Forethought of our objective or life achievement.

Planning Phase (2): The plan of action - goals, benchmarks, and tasks - that we must undertake to achieve the objective.

Planning Phase (3): Recognition of benefits.

Let's briefly review each component.

Planning Phase (1): Forethought

What is your objective or life achievement? What do you want to do with your life? Do you have a financial goal that you want to achieve? What kind of a career are you going to have? We all have personal achievement goals; whether marrying someone rich, starring in a blockbuster movie, or perhaps climbing the corporate ladder of a Fortune 500 company. Goals make up our dreams, wishes, needs, and desires.

Remember Dave Mansfield, our ambitious young man introduced in the first chapter? He began his planning process by identifying the single thing that he wishes to accomplish — being elected the President of the United States. That 'thing' becomes his life objective and is placed in the pinnacle section of the Justwyn Model illustrated earlier. The objective becomes the vision representing what you want to become or to achieve.

Planning Phase (2): The Plan of Action

Dreams will remain dreams unless you act. If you dream to become a professional baseball pitcher, your plan of action requires that you eat, drink, and sleep professional baseball and pitching. You will awake early in the morning to pitch. You will rush home early from school to pitch. You will skip the neighborhood games to pitch. You will expense many hours day and night pitching, pitching, pitching to get you from point—here (the dream) to point—there (the mound at Yankee Stadium).

Designing a correct plan of action requires that you first identify the goals that will accomplish the objective. Then you prioritize the goals so that lower goals help achieve successive goals. Referring back to our young baseball pitcher, most people would advise this young man to practice, practice, and practice. Practice is an important goal — and is rightfully the most important goal that will achieve the young man's objective. But there are other young men throughout the world who will also practice and will be competing for the limited positions available in the big league. There are many other important goals required to make the big league. Can you identify them? Once identified, how should these goals be prioritized? Which goals will best support goals on a different achievement level? Identifying and prioritizing these goals are important concepts in the planning process.

Planning Phase (3): Recognition

The third and final component of the planning phase is recognizing the benefits. Why do you want to achieve this goal? What are you achieving? For example, a goal to run one mile each day should give you a more active body. A goal to read the Wall Street Journal each morning should develop a better business-educated mind. A goal to write each day should increase your articulation of ideas. Are these the benefits that you

expect and want? If yes, you need to recognize them. These anticipated benefits become the driving forces that prompts you to work. If no, then your plan of action is not achieving the desired outcome and you may need to revise your plan.

With these concepts in mind, let's now turn to the Justwyn Model to illustrate how to use these three components — forethought, plan of action, and recognition — to plan your path to success. The planning process breaks down as follows:

Planning Phase(1): Forethought

- Defining the Objective.
- Completing a strength, weakness, opportunity, and threat analysis (SWOT).

Planning Phase(2): Plan of Action

- Defining and prioritizing the goals, benchmarks, and tasks that will achieve the objective.

Planning Phase(3): Recognition

- Recognizing the benefits from achieving each goal and benchmark.

PHASES OF THE PLANNING PROCESS

Using the Justwyn Model for Planning Goals, Benchmarks, and Tasks

Planning Phase(1): Forethought

The steps to complete this planning phase include the following:

- a: Define the objective, or your life achievement (completed in Chapter 2).

b: Analyze your strengths, weaknesses, opportunities, and threats (SWOT analysis).

The first step of this phase is answering the question, "*What are you striving to achieve?*" "*What are your dreams?*" You may have several objectives. That's okay. But if you collected your dreams and merge them into one single objective, what would that objective be?

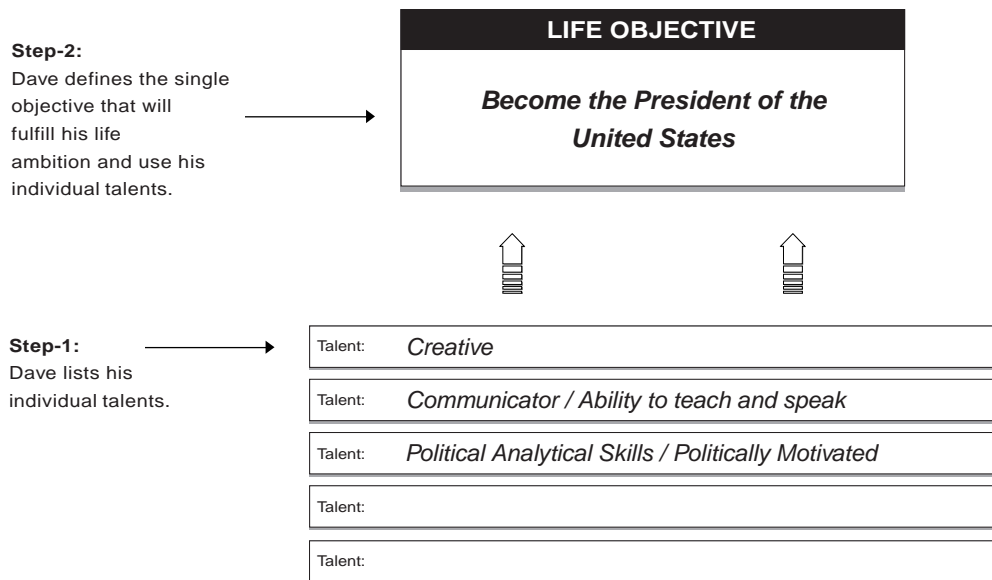
For example, say you plan to drive from New York City to Los Angeles. Los Angeles may be the end (life) objective; but along the way, you plan to visit sights in Cleveland, Chicago, St. Louis, Denver, Salt Lake City, and Las Vegas. We take similar trips through life. We may want to go from Point-A to Point-Z. But along the way, we also may reach various points that make us smarter, richer, more famous, better looking, etc., before we actually achieve our life objective.

You begin defining your life objective by using the Justwyn Model: Defining the Objective as diagrammed on the next page. You can locate this form in the Appendix as Form-A. Your first step is to list your individual talents that set you apart (you completed this exercise in Chapter 2). Let's work with Dave Mansfield to complete this form. Dave's talents include his political analytical skills, communication skills, and creative skills. He lists these talents on Appendix Form-A as diagrammed on the next page.

Dave moves to Step 2 and defines his life objective. More than anything else, he wants to become the President of the United States. He enjoys political thought and discussion; he enjoys political management; and he enjoys the status that the office will bring. Dave believes he has the talents and skills to achieve this life objective.

Justwyn Model:

Defining the Life Objective



After you define your life objective, move to the second part of the planning phase and complete a personal SWOT analysis (analyzing your S:Strengths-W:Weaknesses-O:Opportunities-T:Threats). You can use Appendix Form-B to complete this exercise. A SWOT analysis helps you to analyze your skills, knowledge, leverage with other people, competition, environment, personal idiosyncrasies, and so forth so that you can set the goals and character traits that will offset any imposing obstacles or threats.

Dave Mansfield wants to become the President. But after some disappointing starts, he has decided to re-map his strategy. The SWOT analysis will help him put together a plan by identifying the goals that capitalize on his strengths and opportunities; and equally important, develop the goals and character traits that will overcome his weaknesses and threats.

Dave begins his SWOT analysis by analyzing his strengths and weaknesses. He first list his skills, experience, and knowledge. Many of these strengths include his individual talents. Dave is intelligent, analytical, creative, and a good communicator. All are necessary ingredients of a prominent politician. But on the opposing side, Dave lacks wealth, name recognition, leadership skills, deal making skills, and key important social skills. These traits and attributes impeded his progress. His lack of leadership and deal-making skills allowed more talented people to take advantage of him. Nobody cared for his articulation, honesty, and intelligence. He was stepped upon by more forceful people who, like him, are seeking the same White House address.

After analyzing his strengths and weaknesses, Dave reviews the opportunities that can become his advantage. He knows the "inside the Washington Beltway" as well as anyone. Leveraging his father's contacts could help build credentials among people that know his character best. Also, Dave's family is well liked in his small,

SWOT Analysis			
Strengths		Weaknesses	
<ul style="list-style-type: none"> • <i>Honest . . . Decent . . . Integrity</i> • <i>Good Reader</i> • <i>Very articulate in Speech</i> • <i>Very Creative</i> • <i>Good Communicator</i> • <i>Analytical</i> • <i>Intelligent</i> 		<ul style="list-style-type: none"> • <i>No Wealth</i> • <i>No Name Recognition</i> • <i>Lack of Leadership Skills</i> • <i>Lack of Deal Making Skills</i> • <i>Lack of Negotiating Skills</i> • <i>Lack of Discipline</i> • <i>Lack of People Skills</i> • <i>Reserved</i> • <i>Non-Aggressive</i> 	
Opportunities		Threats	
<ul style="list-style-type: none"> • <i>Knows Washington Politics</i> • <i>Connections in Congress</i> • <i>Well-Known Family Name in Community</i> • <i>Grandfather's Strength</i> 		<ul style="list-style-type: none"> • <i>More Talented Candidates</i> • <i>Bigger Names in Politics</i> • <i>Political Dishonesty</i> • <i>Power of Money</i> 	

Virginia community. Perhaps his political career should begin in a smaller setting. His grandfather was once a town official. Grandpa could certainly offer political points, and some votes, in Dave's quest for grass-roots political experience.

It is important that Dave identifies the people who can help him in his quest. These individuals may be his best opportunities. For you personally, it may be the lending officer down the street who finances your new business, it may be the coach that helps in your training, or it may be the philanthropist that jump starts your campaign. Behind every success story are people who lent a hand, prompted an idea, and financially supported the achiever. Look to people to help achieve your goals and list them in your personal SWOT analysis. Much like Dave has done by listing his family's connections.

Dave certainly has some great opportunities to exploit, but there are more imposing threats that can negate any advantage he now has. Dave faces threats from some big-name politicians, lawyers, academicians, etc., who are seeking the same prize. A Rockefeller or Kennedy name, for example, could swipe Dave completely from the political stage. There is also the dirty politics of money and corruption. These threats become strategic issues that Dave must find a way to negate an opponent's advantage.

Dave's SWOT analysis is now complete — *for now*. He will continue an on-going SWOT analyses as he works through his goals to keep him on a corrective course of action. Dave will now use the SWOT analysis to shape his goal plan.

You will complete a similar SWOT analysis by completing the following steps:

- 1) Define your objective. What single accomplishment are you trying to achieve?

- 2) Identify personal strengths that will help you achieve the objective.
- 3) Identify weaknesses that could hinder your achievement.
- 4) List the opportunities that may help you achieve the objective.
- 5) Identify the current and foreseeable threats that could block your achievement.

Your completion of a SWOT analysis will help you plan the goals and tasks that will overcome your weaknesses and threats, and likewise pinpoint goals and tasks that utilize your strengths and opportunities. The SWOT analysis is a planning tool for constructing your personal Justwyn Model in the next section.

Planning Phase(2): Developing the Plan of Action



The second phase of the planning cycle identifies and prioritizes the goals, benchmarks, and tasks required to achieve the objective. You will use three different Justwyn Models to complete this phase. These models are identified below:



Level (I) — the Justwyn Model *for goal planning*.

Level (II) — the Justwyn Model *for benchmark planning*.

Level (III) — the Justwyn Model *for task planning*.

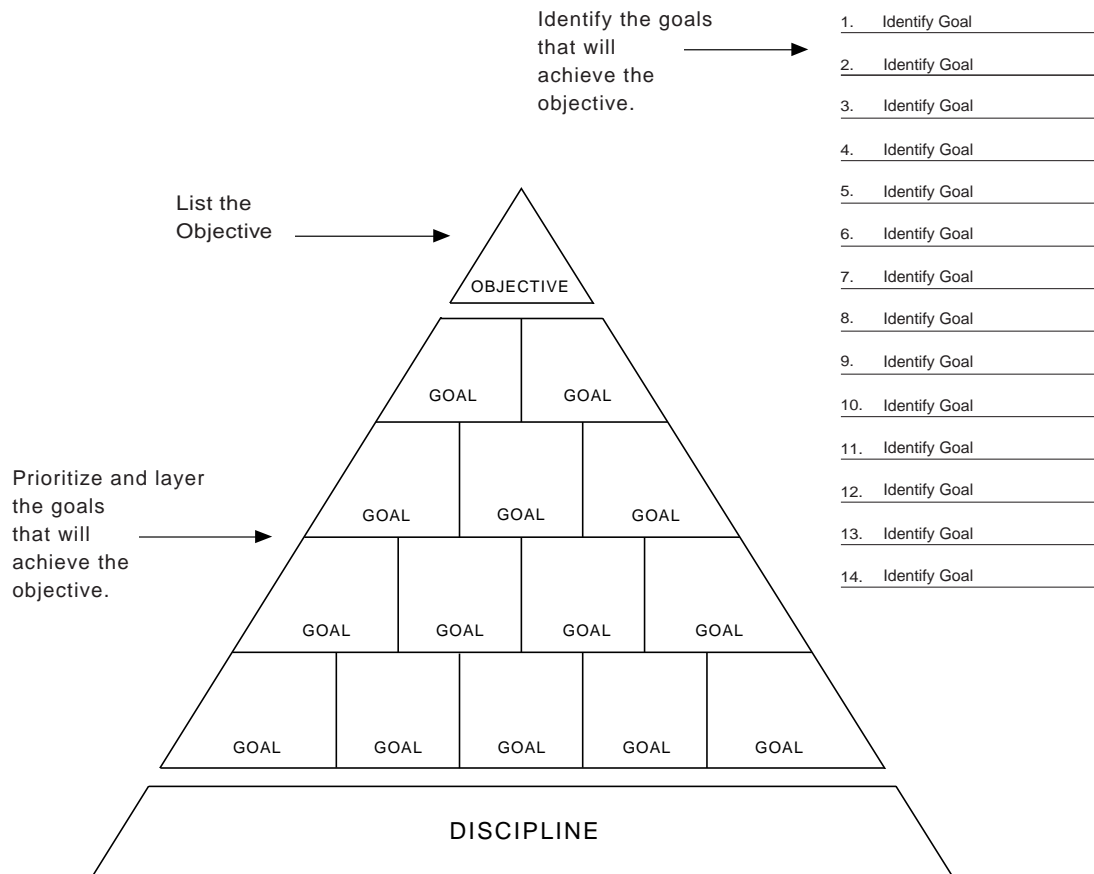
We can summarize these Justwyn Models graphically as follows:

Level I: Goal Planning

Define and write the objective in the pinnacle section of the Justwyn Model. Then identify, prioritize, and arrange in hierarchical layers the goals that will achieve the objective.



Justwyn Model:
Goal Planning



Level II: Benchmark Planning

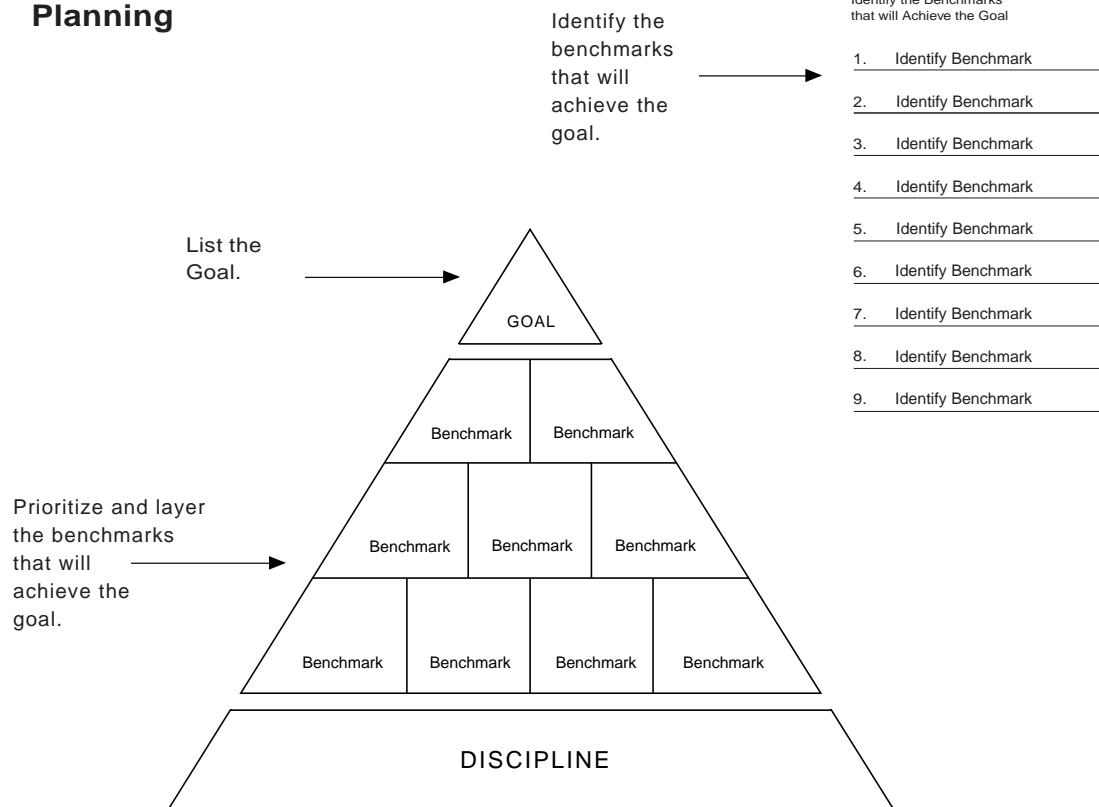
Take each respective goal from Level (I) and identify, prioritize, and arrange in hierarchical layers the benchmarks (or sub-goals) that will achieve the goal.



Justwyn Model:

Benchmark (Sub-Goal)

Planning



Level III: Task Planning

List the major task(s) that will achieve each respective benchmark. You will complete this planning step in Chapter 12 when you assign goals and benchmarks for execution. In this chapter, I will demonstrate how this is done.


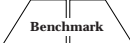



Justwyn Model:
Major Task Planning



Identify the major tasks
that will achieve the
benchmarks or
sub-goals.

Recognize the
benefits.

TASK ASSIGNMENT SHEET	
	Goal-1 _____
	Benchmark-1 _____
Major Tasks	<ul style="list-style-type: none">• Identify Major Task _____• Identify Major Task _____• Identify Major Task _____• Identify Major Task _____• Identify Major Task _____
Recognize	Recognize the Accomplishment _____
	Benchmark-2 _____
Major Tasks	<ul style="list-style-type: none">• Identify Major Task _____• Identify Major Task _____• Identify Major Task _____• Identify Major Task _____• Identify Major Task _____
Recognize	Recognize the Accomplishment _____

We begin with Level (I) by writing the objective in the pinnacle section of the model. Let's help Dave Mansfield with his goal planning to illustrate these concepts — you will use this similar process in designing your own plan. His objective is to become the "President of the United States." We will use the Justwyn Model *for goal planning* (Appendix Form-C) to complete this step. You can make a photocopy of the form; or scan/design the form into your computer for personal printing.

After writing the objective in the model's pinnacle, we turn to the SWOT analysis completed earlier to identify the goals that will achieve the objective. You may stumble a little on identifying all of the goals required to achieve your objective. Remember, however, that the goals, benchmarks, and tasks identified in your plan will change as you progress through your plan. So to begin this process, try to strategically think of the goals that will best achieve your objective with the understanding that some of these goals may change later.

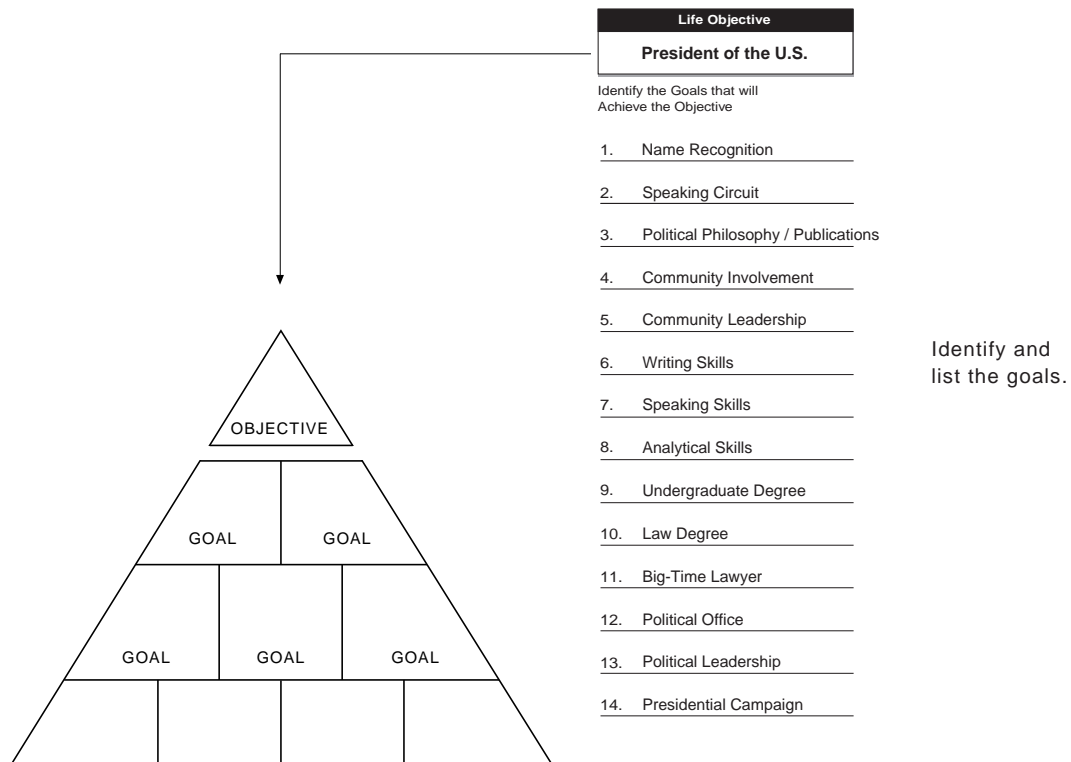
For Dave Mansfield, for example, we find from his SWOT analysis that Dave lacks name recognition. He has no wealth, no family name, and no great accomplishment to-date that will propel him above many other better-known candidates. So the goal, "*Name Recognition*," becomes an important goal that Dave will need to achieve.

We find after reviewing Dave's strengths that he has communication skills like public speaking and writing. These two skills allow him to present ideas in front of audiences that could qualify him as bona fide presidential prospect. What Dave needs is the opportunity to speak before groups and more importantly, the platforms to present his arguments. So the goals, "*Speaking Circuit*" and "*Political Philosophy/Publications*," become two additional goals that will go into his plan.

The opportunities living in a small Virginia community offer an important platform to launch Dave's political career. He should therefore place "*Community Involvement*" and "*Community Leadership*" as two other important goals.

All of these goals identified — *name recognition, speaking circuit, political philosophy/publications, community involvement, and community leadership* — require support from less recognizable goals, such as the development and enhancement of his *writing skills, speaking skills, analytical skills* and his achievement of a *undergraduate and law degrees*.

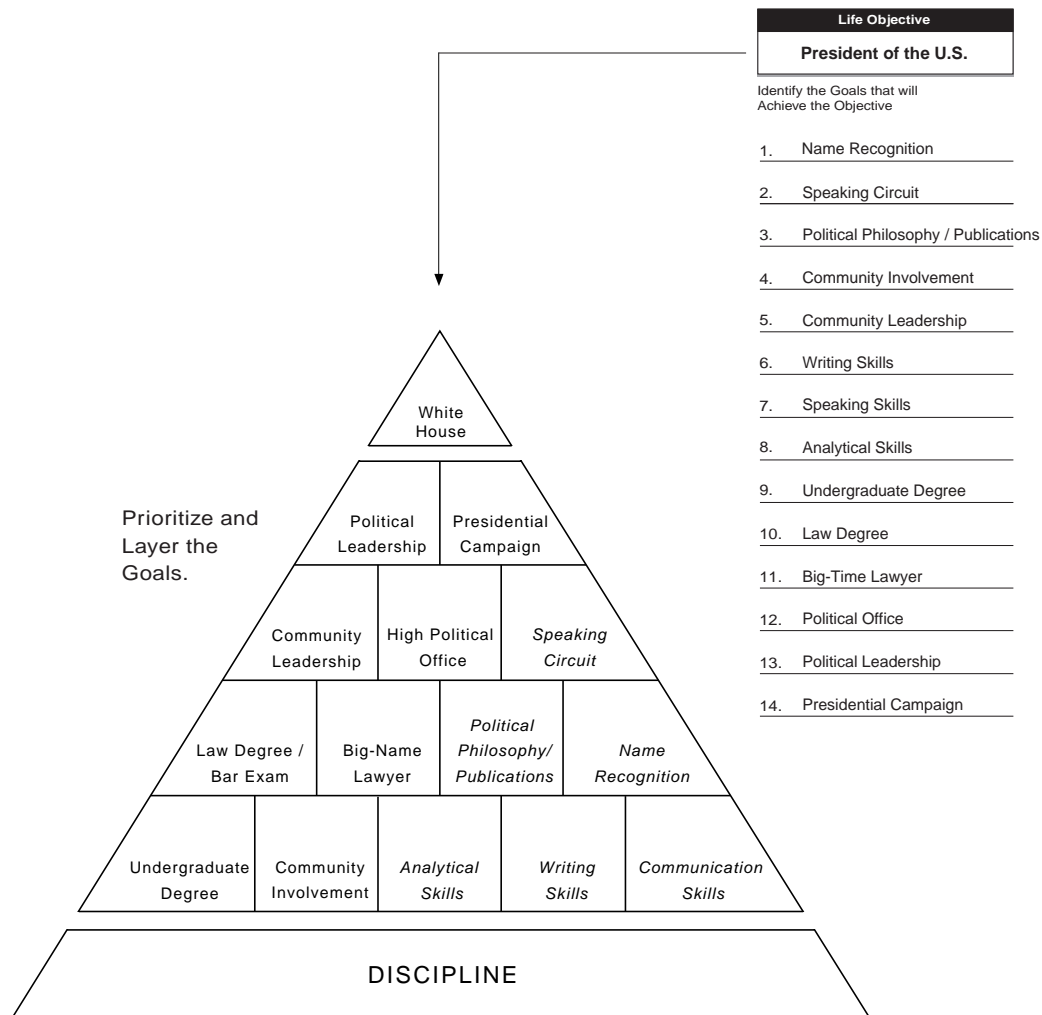
These and other goals such as *big-time lawyer*, *political office*, *political leadership*, and *presidential campaign* complete Dave's identification of goals. He lists them using the Justwyn Model for goal planning illustrated below:



Remember that the goals listed are not set in stone. They can change later in life when other opportunities materialize. What Dave now has is a framework to begin his travel to success.

The number of goals that will achieve your objective may vary depending on the complexity of the objective. Note that having too few goals may not encompass everything that will achieve your objective. And having too many goals may lose sight of what you are seeking to accomplish. Try to limit your identification to a maximum of 14 goals.

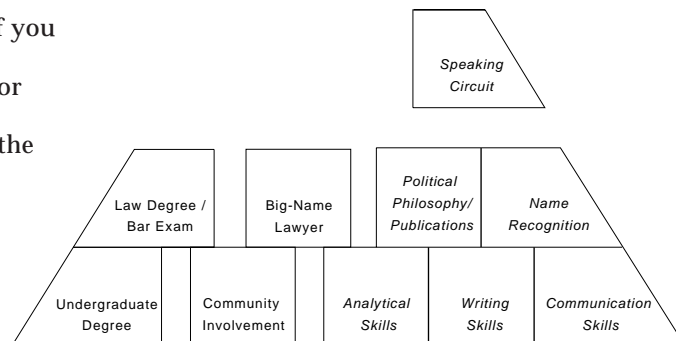
Your next step after defining the goals is to prioritize them in hierarchical layers using the Justwyn Model *for goal planning*. Prioritizing your goals is a ranking process that forces you to achieve goals in hierarchical order. For example, Dave will need to develop and achieve the goal *Writing Skills* before he can successfully achieve his goal *Political Philosophy/Publications*. Likewise, he will need to complete the goal *Undergraduate Degree* before he can pursue the goal *Law Degree / Bar Exam*. These two goals, including three others — *Community Involvement*, *Analytical Skills*, and *Communication Skills* — are generalized goals. Dave places them on the bottom layer of the model to support the more specialized goals higher up the hierarchy.



The process basically requires that the first layer of goals will need to be achieved, or partially achieved, before you can *effectively* achieve the goals on the second layer. And likewise the second layer of goals will need to be achieved, or partially achieved, before you can *effectively* achieve the goals on the third layer, etc. The key word here is *effectively*. Once you feel you have *effectively* achieved goals on one layer, you work to achieve the goals on the next layer. This achievement process is much like building a pyramid — you start by building the first layer, second layer, third layer, etc., until you reach the pinnacle of the pyramid.

How you arrange the goals on each layer of the model depends on whether a goal directly supports a goal on a successive layer. The goal *Undergraduate Degree* directly supports the goal *Law Degree / Bar Exam*. Therefore, we place *Undergraduate Degree* as a supporting goal directly beneath the goal *Law Degree / Bar Exam*. Likewise, the goals *Analytical Skills* and *Writing Skills* directly support the goal *Political Philosophy/Publications*; and the goals *Writing Skills* and *Communication Skills* directly support the goal *Name Recognition*. As you work up the model, the goals *Political Philosophy/Publications* and *Name Recognition* directly support the goal *Speaking Circuit*, and so forth. This arrangement sets the order on how you should achieve success.

The number of goals required to achieve the objective may vary; meaning that you may have more or less than 14 goals. If you have less than 14 goals, leave one or more stones blank near the top of the pyramid, or merge the stones together as illustrated later in this chapter. If you identify more than 14 goals, com-



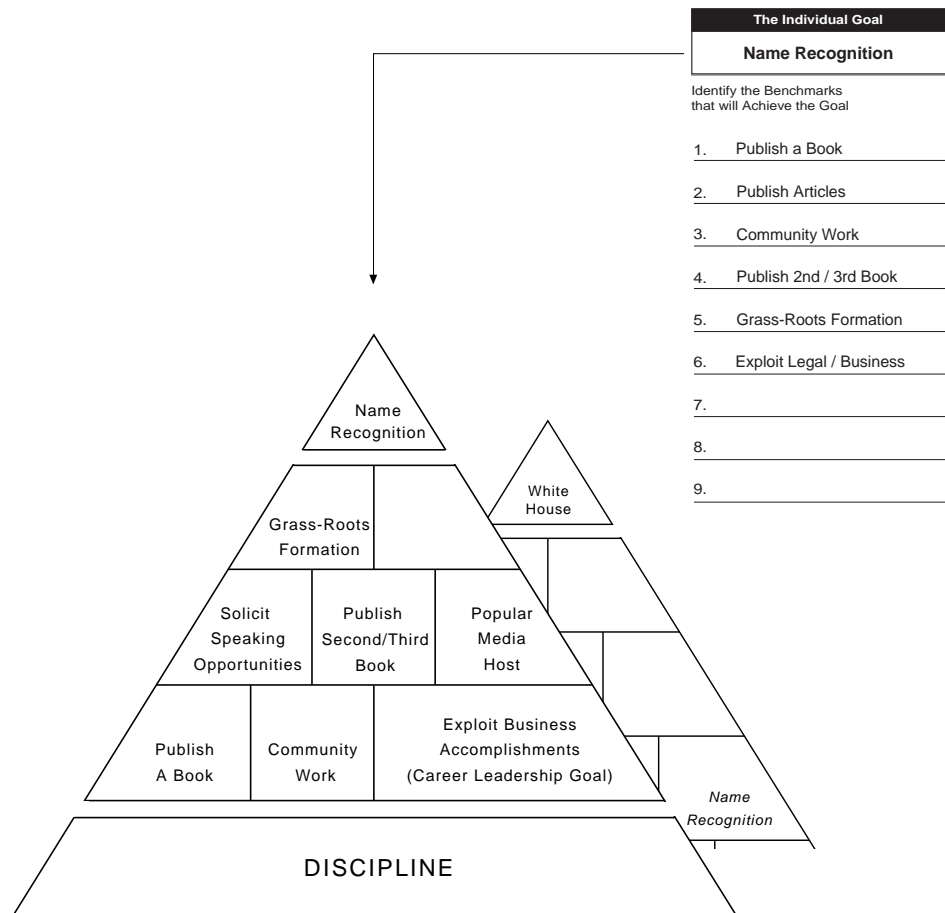
bine a goal with another goal. Try to arrange the stones (goals) to form a perfect pyramid.

Note that some of the goals in the model are *continue-in-progress* goals (italic depiction). *Continue-in-progress* goals are goals that are continuously being developed. They have no definite end. The goal *writing skills* is a prime example. The goal will always be worked on, perhaps with less intensity, as you work up the model. College education, on the other hand, is a goal that finishes when you receive your degree — there is nothing new to be achieved. The goals that you identify as *continue-in-progress* goals is your call.

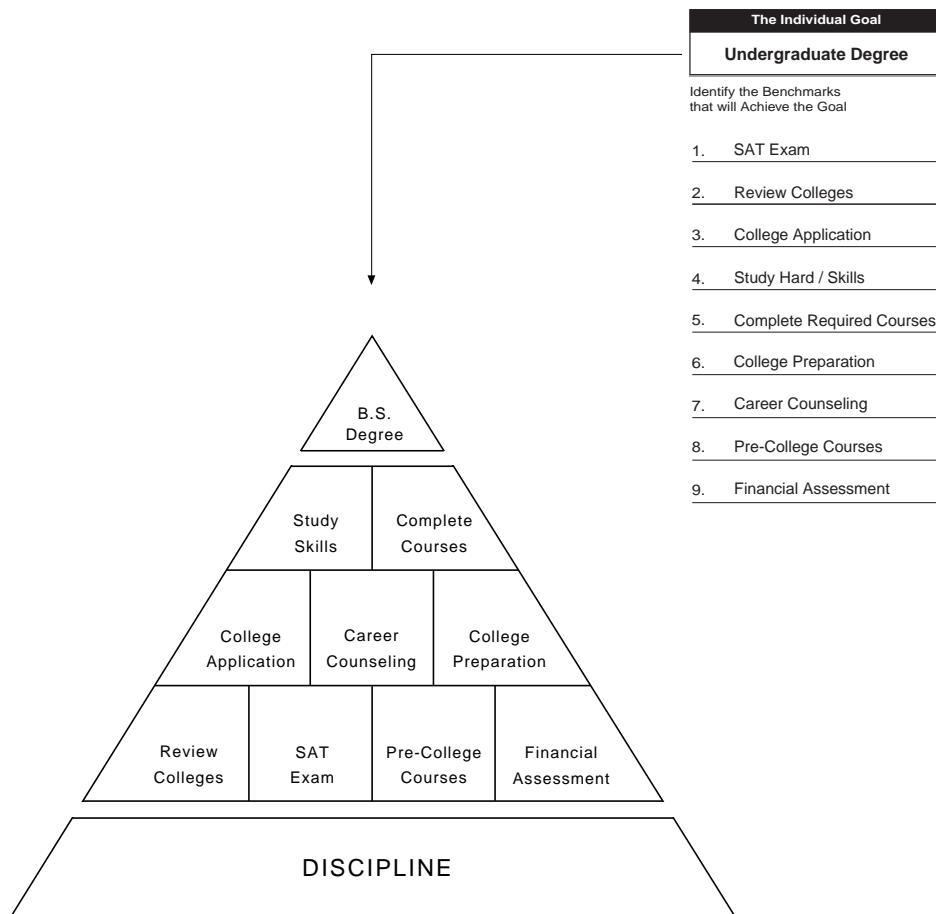
We are now ready to move to Level (II) of the planning model. Level (II) takes each goal identified in goal planning process, and using the Justwyn Model *for benchmark planning* (Appendix Form-D), it places the goal in the pinnacle section of the second model as shown. The Justwyn Model for benchmark planning works exactly like the Justwyn Model for goal planning. You will identify, prioritize, and arrange in hierarchical layers the benchmarks (or sub-goals) that will achieve the respective goal.

For example, one of Dave Mansfield's goals identified in the last exercise is building name recognition. How does one build a popular name that millions across the country will recognize? For starters, Dave could write and publish a book. Though not an easy feat by any means, yet publishing a book is a valuable benchmark that can help him achieve other important benchmarks such as speaking circuits, publishing, and starting grass-root campaigns. Dave certainly won't become a household name with this plan. But given his limitations (meaning that he is not pursuing a movie-screen career), the benchmarks identified and prioritized in the model above will begin to build the name recognition he needs.

You could probably identify other benchmarks that will best achieve the goal *name recognition*. By all means, use these benchmarks in your plan. That is the strategic objective of the planning methodology: forcing you to strategically think, identify, and prioritize the benchmarks that will achieve a particular goal. You are designing a methodology that will guide you to success.

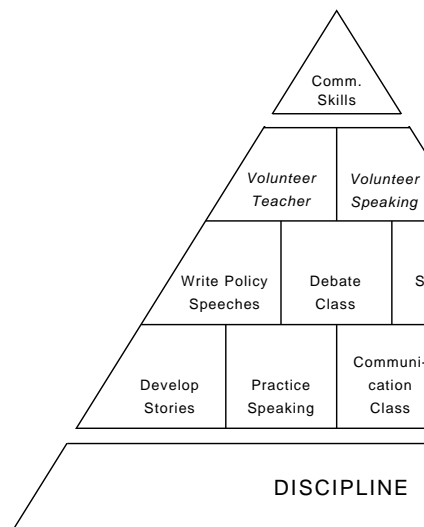


Try to limit your selection of benchmarks to nine. You will prioritize and layer the benchmarks the same way you prioritize and layer the goals previously discussed. Let's take Dave's goal plan and complete a Justwyn Model for *goal planning* for the five goals on the first layer of his plan.



Note: you may want to limit your benchmark planning to those goals that you will be currently working on. There is no need to plan for benchmarks that will be worked on later — especially for those goals further up the model. We will discuss in more detail timing and execution of your goal plan in Chapter 12.

After you identify and prioritize the benchmarks for a goal(s), you next move to Model Level (III) and identify the major tasks that will achieve the respective benchmark. The tasks become the plan of action, or the nitty-gritty "*to do's*" that achieve individual benchmarks. The number of tasks needed to complete the benchmark may vary by the complexity of the benchmark. This planning process will be explained



TASK ASSIGNMENT SHEET	
	Communication Skills
	Practice Speaking
Major Tasks	<ul style="list-style-type: none"> Pretend making a speech while commuting to school / work. Spend 5 minutes before bed in front of mirror going over a prepared speech.
Recognize	
	Communication Class
Major Tasks	<ul style="list-style-type: none"> Review and Register for a Communication Class at School. Register for Public Speaking Courses and/or Public Speaking Opportunities.
Recognize	

further in Chapter 12 when we discuss the execution ingredient for success. You will use the Justwyn Model *for task planning* (Appendix Form-J) to complete this exercise.

You may be asking how to accomplish all of these goal-benchmarks-tasks in a limited 24-hour day? The answer can be found using the execution ingredient that will be discussed in Chapters 12-13. The execution ingredient plans the number of goals, benchmarks, and tasks that need to be achieved within a specified time span. Your mission at this stage of the planning process is to develop a plan that you can begin working with. A trip of a thousand miles begins with one step. Your trip to success likewise begins with the first task, benchmark, and goal. Remember that the tasks achieve the benchmark — benchmarks achieve the goal — goals achieve the objective — and the objective achieves success. You now have a planning methodology that gives you an advantage over others who fail to plan properly.

Planning Phase(3): Recognition



Planning Phase (3) is the last phase in the planning process. The steps required to complete this phase include the following:




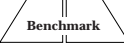
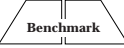
- a: Review the goals, benchmarks, and major tasks.*
- b: Recognize the benefits that you want to achieve.*

Recognizing the expected benefits motivates us. The Olympian visualizes himself winning the gold medal. The would-be actress sees herself receiving an Oscar. Our friend Dave imagines his hectic schedule inside the White House. These benefits become a force that prompts us to work . . . work . . . work.

The grand picture of getting the "Oscar," for example, are macro-benefits. Macro-

benefits paint the picture of success. They are the reason why you seek the objective. However, there are micro-benefits that are equally important. When you list your goals, benchmarks, and tasks that will achieve the ultimate benefit, e.g.; winning the Oscar, you need to identify the little benefits that inch you to your dream, e.g.; like getting your first acting job.

Micro-benefits are those accomplishments that come when we achieve individual tasks, benchmarks, and goals. Micro-benefits can motivate us when we recognize positive changes. They also gives us accountability. Accountability means analyzing whether you are achieving the desired benefit. You will make changes to your plan when these benefits fail to materialize.

TASK ASSIGNMENT SHEET	
	<u>Communication Skills</u>
	<u>Practice Speaking</u>
Major Tasks	<ul style="list-style-type: none"> • Pretend making a speech while <div style="border-bottom: 1px solid black; width: 100%;"></div> commuting to school / work. • Spend 5 minutes before bed in <div style="border-bottom: 1px solid black; width: 100%;"></div> front of mirror going over a <div style="border-bottom: 1px solid black; width: 100%;"></div> prepared speech.
Recognize	<u>Articulation / Ease of Delivery</u>
	<u>Communication Class</u>
Major Tasks	<ul style="list-style-type: none"> • Review and Register for a <div style="border-bottom: 1px solid black; width: 100%;"></div> Communication Class at School. • Register for Public Speaking <div style="border-bottom: 1px solid black; width: 100%;"></div> Courses and/or Public Speaking <div style="border-bottom: 1px solid black; width: 100%;"></div> Opportunities.
Recognize	<u>Ease in Public Speaking</u>

Take the goal, *Communication Skills*, and its benchmark, *Practice Speaking*, from our earlier examples. What benefit should you recognize when you complete the tasks for this benchmark and goal? You should note the development of articulation, the delivery of issues, and the increased ability to captivate an audience. By noting these and other developments, you are measuring whether the tasks completed achieve the desired effect.

You can use the Justwyn Model for task planning (Appendix Form-J) to complete this step as illustrated.

Let's review these planning concepts one more time using a different example. Dave Mansfield decides to change his life objective. He displays great athletic ability and is one of the top high school basketball players in the State. His new life objective is to become an NBA superstar. How would you design a goal plan to help Dave achieve this feat?

Review of Planning Phase(1): Forethought

Forethought: What is Dave's objective? What achievement is he trying to make? What are his strengths and weaknesses? Does he have opportunities to exploit (such as personal connections)? Are there any threats that will hinder his success? Answer to these questions will help Dave strategically plan his goals, benchmarks, and tasks.

Planning Phase(2): The Plan of Action

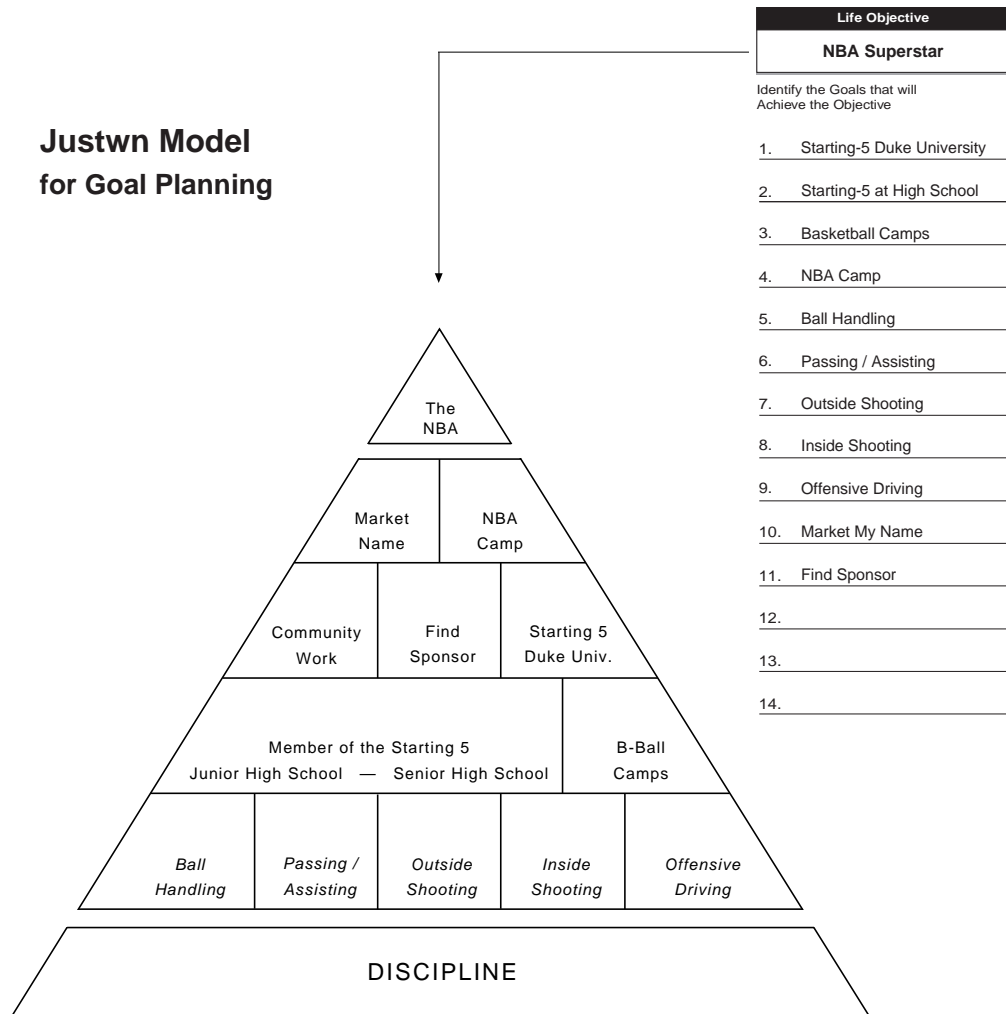
You will use the Justwyn Model to plan the goals and benchmarks that will achieve Dave's objective. The model has three planning levels —

Level (I): The Justwyn Model *for goal planning*.

Level (II): The Justwyn Model *for benchmark planning*.

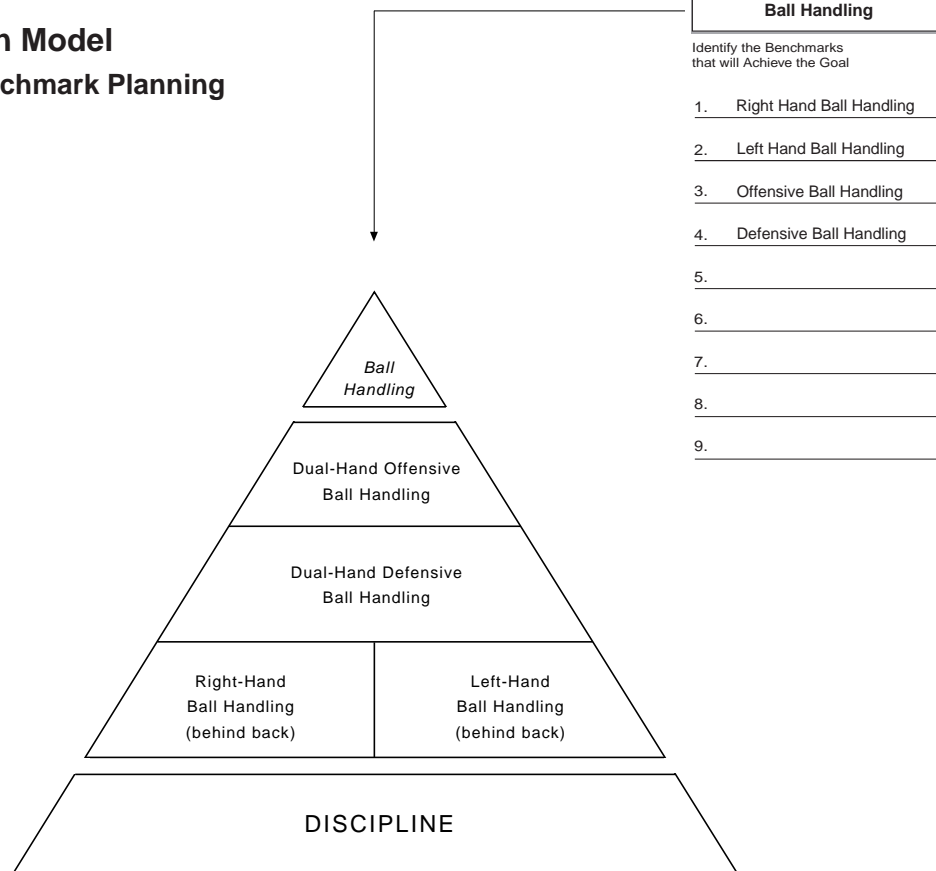
Level (III): The Justwyn Model *for task planning*.

The Justwyn Model *for goal planning* begins at the pinnacle section of the model (Appendix Form-C). Here we write the objective that Dave is seeking to achieve. We then identify the goals that will achieve the objective and prioritize them in the model. Layer the goals in the model so that each goal supports the layer of goals above it.


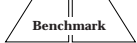



After you identify and prioritize the goals in the model, move to Planning Level(II), the Justwyn Model *for benchmark planning* (Appendix Form-D). Place each goal in the pinnacle section of the model. Define and prioritize the benchmarks that will achieve that goal.

Justwn Model for Benchmark Planning



Planning Level(III) uses the Justwyn Model *for task planning* (Appendix Form-J). You will complete this part of the planning process in Chapter 12. For illustration, you will take each benchmark and define the tasks that will achieve the benchmark.

TASK ASSIGNMENT SHEET	
	<u>Ball Handling</u>
	<u>Right-Hand Ball Handling</u>
Major Tasks	<ul style="list-style-type: none"> • Spend 30 minutes dribbling with _____ right hand. _____ • In 30 minutes, move ball around _____ using right hand. _____ _____
Recognize	<u>Ease of Handling with Right Hand</u>
	<u>Left-Hand Ball Handling</u>
Major Tasks	<ul style="list-style-type: none"> • Spend 30 minutes dribbling with _____ left hand. _____ • In 30 minutes, move ball around _____ using left hand. _____ _____
Recognize	<u>Ease of Handling with Left Hand</u>

Justwn Model for Benchmark Planning

Review of Planning Phase(3): Recognition

The final planning phase recognizes the benefits. What are you expecting to achieve? Write that achievement or benefit on the Justwyn Model *for task planning* as illustrated above. This gives Dave a measurement scale to evaluate whether the tasks achieve the desired effect.

This completes our discussion on planning. We now turn to the second ingredient for success: Discipline.



End of chapter exercise . . .



In this exercise, you will develop your personal goal plan. The planning process can be completed in three phases.

Planning Phase (1): Forethought

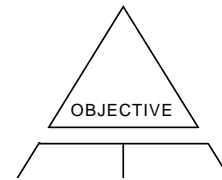
Step1: Define your personal objective. Refer to your Justwyn Model *Defining the Objective* that you completed back in Chapter 2.

Step2: Complete a personal SWOT analysis (Appendix Form-B). Here you will identify your personal strengths and weaknesses that can help or hinder your achievement of your objective. You will also list any opportunities or threats that give you an advantage or equally impede your accomplishments. Your completion of a SWOT analysis will help you identify the goals in Planning Phase II.

SWOT Analysis	
Strengths	Weaknesses
Opportunities	Threats

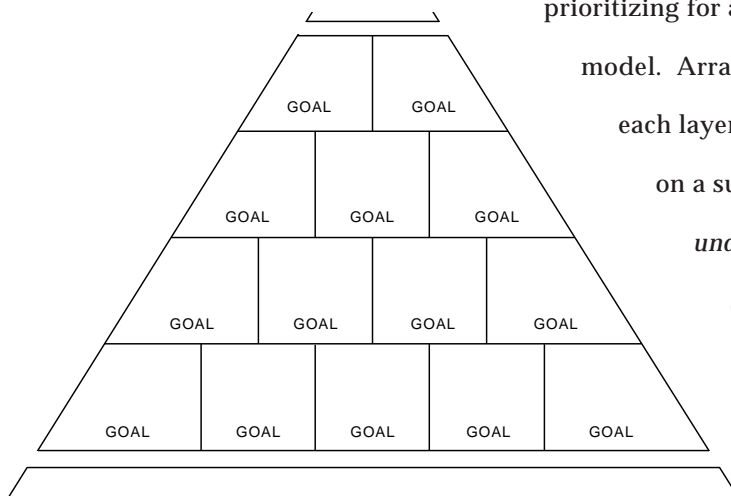
Planning Phase (2): Developing the Plan of Action

Step1: Write your objective in the pinnacle section of a Justwyn Model *for goal planning* as illustrated. You may use Appendix Form-C to complete this exercise.



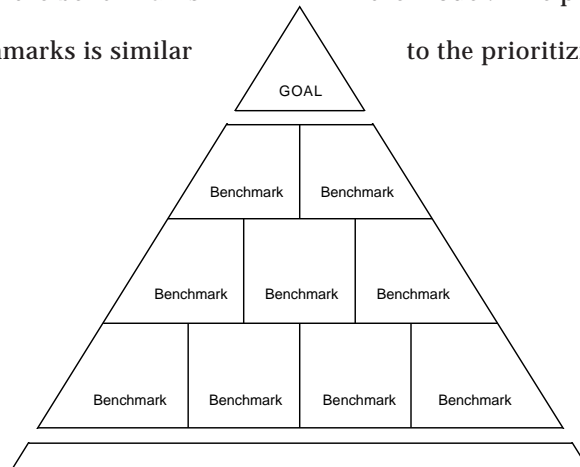
Step2: With the help of your SWOT analysis, identify the goals that will achieve your objective. You can use Appendix Form-C to complete this exercise. Think of the goals as steps in a ladder. You must climb each step of the ladder to reach the top of your climb — in this example, the objective.

After you identify the goals, you will need to prioritize and arrange them respectively using the Justwyn Model *for goal planning*. Place the goals that need to be achieved first on the bottom layer of the model. Place the goals that need to be achieved second on the next layer of the model. Complete this


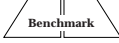



prioritizing for all successive layers in the model. Arrange the goals respectively on each layer if a goal supports another goal on a successive layer; e.g., the goal *undergraduate degree* for example, supports the goal *graduate work* and should be placed underneath it.

Step3: Take the first few goals on the bottom layer of your model and identify the benchmarks (or sub-goals) that will achieve each respective goal. You can use Appendix Form-D to complete this exercise. Once you identify the benchmarks for each goal, prioritize and layer the benchmarks in the model. The prioritizing and arranging of benchmarks is similar to the prioritizing of goals.



You may wait until Chapter 12 to complete this step — the identification of tasks. Chapter 12 discusses the execution ingredient of success, which assigns tasks within a defined time period. You will then take each benchmark identified in Step 3 and list the major tasks that will achieve the benchmark. You will use the Justwyn Model *for task planning* to complete this exercise (Appendix Form-J). The tasks are the nitty-gritty "to do's" that achieve a benchmark.

TASK ASSIGNMENT SHEET	
	_____
	_____
Major Tasks	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____
Recognize	_____
	_____
Major Tasks	<ul style="list-style-type: none"> • _____ • _____

Planning Phase (3): Recognition

Step1: Review the goal/benchmark/tasks listed on your Task Assignment Sheet. Recognize the benefit that you want to achieve. Note any advancements that should be made.

Your completion of this exercise will give you a planning model to work with. Review the model thoroughly for changes or additions. You will use this model to design the execution steps that achieve the tasks—benchmarks—goals—objective and success. First we will review three chapters of the discipline ingredient before moving to the execution phase. So hold onto your plan.



Chapter 5

DISCIPLINE TO SUCCESS

THE SECOND INGREDIENT



"There is no substitute for hard work . . . Genius is one per cent inspiration and ninety-nine per cent perspiration.

Thomas Alva Edison

Now that you have defined your objective in life, identified and prioritized the goals that will achieve the objective, and planned the benchmarks that will accomplish each goal, you are ready to travel the road to success. Right? Perhaps if your path is less traveled by others who seek the same objective. But if you are like most people, your road to success will be littered with potholes of physical and mental anguish. Success requires discipline if you are to overcome the "potholes" that can hinder each traveled mile.

Discipline is the second ingredient for success. It's the physical and mental action that performs the tasks outlined in your plan. We increase discipline by overcoming the impediments that hinder our progress and building up the attributes that makeup our character.

Take Dave Mansfield, for example. His road to the Presidency was littered with potholes that obstructed his every step. One large 'pothole' was his lack of leadership skills and self-confidence. Dave failed to command initiatives and programs when around other aspiring politicians with strong personalities. He cowered before others

who displayed greater skills. He became part of a group that attracted mean-spirited people who would rip apart others whose goals conflict with theirs. Dave lacked the inner skills and discipline to combat criticism. Character flaws such as these became impediments to his successful completion of his goals and ambitions.

Impediments are character weaknesses — both physical and mental. We all have weaknesses; we may be physically weak, socially shy, or lack the aptitude for certain tasks. Many impediments develop early in our lives and define our character and personality. You will need to overcome these impediments to successfully achieve the goals that you want.

Impediments can be found in any one of our five distinct character attributes. We have two physical attributes (physical and physical temperance), two mental attributes (education and social), and one spiritual attribute. We increase discipline by developing and strengthening each attribute. As we become more physically, mentally, and spiritually stronger, we likewise become more self-confident. We begin to witness positive changes in our character that gives us the inner willpower to succeed.

You may be required to make a character change when attempting certain goals. Many of us fail to take this in consideration when we plan to conquer a personal feat. We set a goal or a year-end resolution, perform some preliminary planning, and then jump into the tasks that will supposedly achieve success. But reality is harsh. We become discouraged, angered, frustrated, and despondent when success becomes less certain. Our expectations fail and we often quit.

We fail to achieve our goals because we are undertaking tasks that require a change of character or personality. We may resist changes to our character because we feel uncomfortable when we try to force ourselves to do something that is opposite of who we

Personal Character Assessment

Select the answer that best describes your character

Physical Character Assessment:

	Very Much So			Not Very Much So
Are you physically in-shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you in control of your weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you eat a proper diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you physically healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Character Assessment:

	Very Much So			Not Very Much So
Is your knowledge well-rounded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you read regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you comprehend subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Character Assessment:

	Very Much So			Not Very Much So
Are you a friendly, likeable person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your personality balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spiritual Character Assessment:

	Very Much So			Not Very Much So
Are you honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you charitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you humble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you patient, not quick to anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you complete your personal character assessment,
list below some changes you would like to see in your character

Physical Changes _____

Educational Changes _____

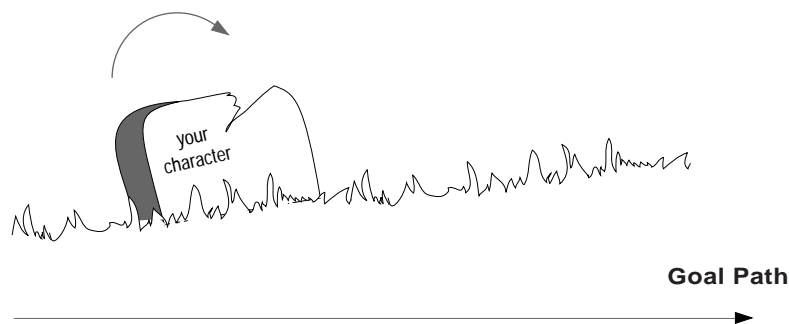
Social Changes _____

Spiritual Changes _____

are. Let's say that you want to become a television personality star. Imagine how difficult it would be to accomplish this goal if you were socially shy or socially weak. Shyness thus becomes a social impediment and character weakness. Unless you change that part of your character and strengthen it — which will take considerable effort — you will most likely fail to achieve your lifetime goal.

You need to ask these questions: Who am I physically . . . educationally . . . socially . . . and spiritually? Do I like being the person I am? Are there any character attributes that I would like to change and strengthen? Do I have a character weakness that will keep me from completing my goals? A personal assessment of your character and personality will help you understand what part of your character that needs to be changed, enhanced and strengthened (see page insert). The more you shape your character to resemble the person you want to become, the more successful you will be in the achievement of your goals.

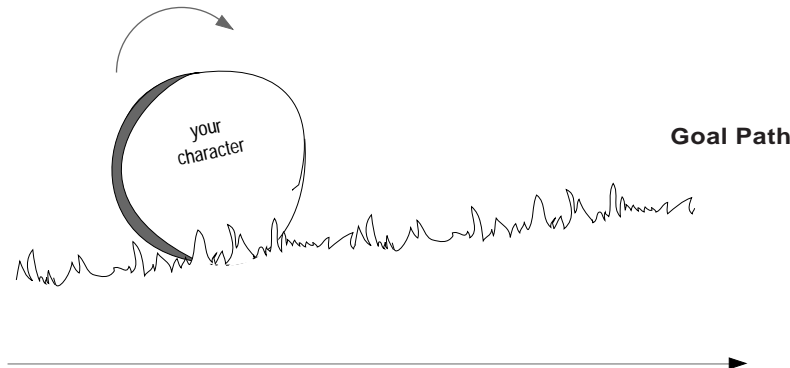
Changing your character and achieving your goals is like moving from point (A), who and where you are now, to point (B), who and where you would like to become. Imagine your character being shaped like a large, square stone made-up of physical,



educational, social, and spiritual attributes. To achieve the goals that you want in your life, you will need to move the stone (your character) along a goal path — meaning that

you need to force your character to perform certain tasks.

You can visualize the difficulty in moving a large, square-shaped stone. You would need to exert a lot energy and discipline. Now imagine the ease to move along the same path if the stone were round. In fact, if the stone were perfectly round, the required



energy to move along the path would be fairly efficient. The illustration shows that if we had rounded characters, we would find it easier and more efficient to perform physical, educational, social, and spiritual tasks that achieve our goals.

Some of us may already have rounded characters. Most of us, unfortunately, are not so lucky and possess characters that are awkwardly shaped. For example, some people are physically strong and can achieve physical feats easily. But at the same time, they may lack educational and spiritual skills. Some people are educationally inclined, but may lack physical stamina and strength. Some people are virtuous and patient, but may be socially inept when facing social issues. Character weaknesses such as social ineptness, physical weakness, lack of education, etc., are impediments that can obstruct our ability to achieve a goal. We are square-shaped stones trying to move along an inclined goal path.

When we overcome our impediments, or in better terms, when we develop and strengthen each character attribute, we chip away the square corners of our character and personality. Developing and strengthening the character attributes is like rounding our character: each attribute receiving equal attention and development. The more rounded we shape our character, the more efficient and discipline we become to move along the goal path — much like moving a rounded stone along an inclined path.

A person with a well-rounded character; i) is physically strong and able; ii) overcomes undesirable physical traits and habits; iii) increases knowledge and aptitude in all subjects; iv) is sociable and friendly; and v) seeks spiritual, or goodly traits. These five attributes — physical, physical temperance, education, social, and spiritual — make up the five areas of our distinct character. Developing and strengthening each attribute with equal attention and energy rounds our character and develops the discipline required to achieve assigned tasks.

Again referencing the analogy of a stone that you are trying to move, it requires more energy to move an awkwardly-shaped stone along your goal path. If your character is awkwardly shaped, you will expense *more* effort to accomplish your goals. By rounding your character, you will expense *less* effort to accomplish your goals. The least required amount of effort translates into a greater chance for success.

End of chapter exercise . . .

Complete a Personal Character Assessment sheet (you will find a copy in the Appendix, Form-E). Be honest in your assessment. After you complete your self evaluation, list some changes you would like to see physically, educationally, socially, and spiritually. File your Personal Character Assessment sheet. You will use it later when building the character disciplines in the next chapters.

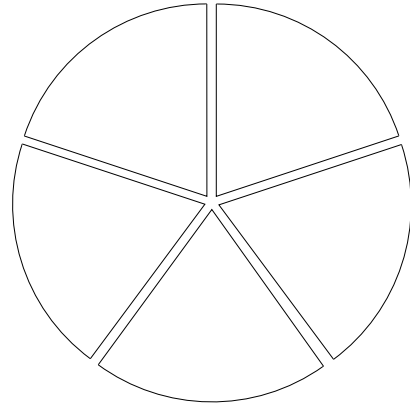


Chapter 6

DISCIPLINE TO SUCCESS:



COMPONENTS OF WELL-ROUNDEDNESS



So they committed themselves to the will of God and resolved to proceed.

William Bradford of Plymouth Plantation, 1620.

Our character has five distinct attributes or disciplines: physical, physical temperance, education, social and spiritual. These attributes make up our individual personality. This chapter introduces each attribute and uses a question-and-answer format to explain how best to round your character and develop the required discipline to achieve your goals.

Before we begin, understand that you are not going to change your character overnight. We are creatures of habit — molded into the person we are over many years of our earthly existence. If you were socially shy as a child, you probably display these same tendencies around people today. The 'who' and the 'what we are' were developed and shaped early in our lives. It will take months, perhaps years, to reshape and change your character.

Shaping a new character is like making a difficult climb up a mountain. Some of us are successful climbers — meaning that we have special talents and tools to make the

climb. But most of us, unfortunately, will find the mountain terrain difficult. We perhaps lack the climbing tools such as wealth, fame, sense of humor, etc. But note that with each step up our mountain, with perhaps an occasional slip or two, we will increase our strength and experience. With each step, we mold and shape our character into the person we need to become to achieve success. Molding and shaping your character requires that you climb . . . climb . . . climb.

• • •

Q: What is a goal?

A goal is an aspiration or desire.

Q: How best can we accomplish our goals?

You must first ask, "What are my goals? What single thing am I trying to achieve? Will my goals make me more successful and happy? Do I have the strength and will power to achieve my goals?" Answers to these questions and possibly others will help you plan and achieve your goals using a structured format.

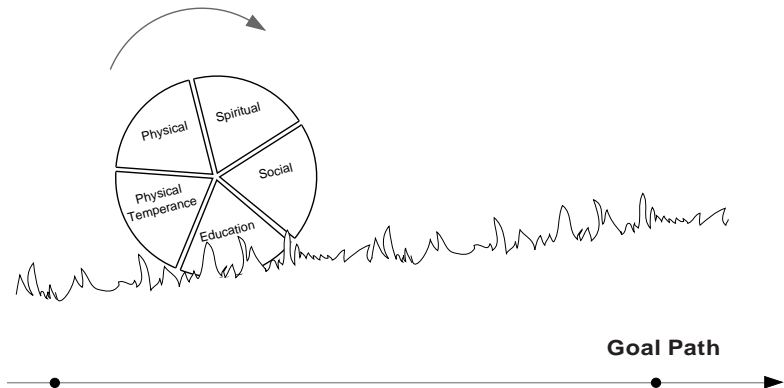
The format uses three ingredients. The first ingredient is planning. Planning defines the single objective that you want to achieve and identifies the goals, benchmarks and tasks that will achieve the objective. The second ingredient is discipline. Discipline is the mental and physical "action" that helps you perform the tasks identified in your goal plan. The third and final ingredient is execution. You will execute the plan using time management techniques and evaluation.

You may encounter a personal weakness that can hinder your progress. You will

need to overcome this weakness and strengthen your self-discipline. We best accomplish this by shaping a well-rounded character — meaning we strengthen and develop each part of our character that makeups our individual personality.

Q: What are the components of a well-rounded person?

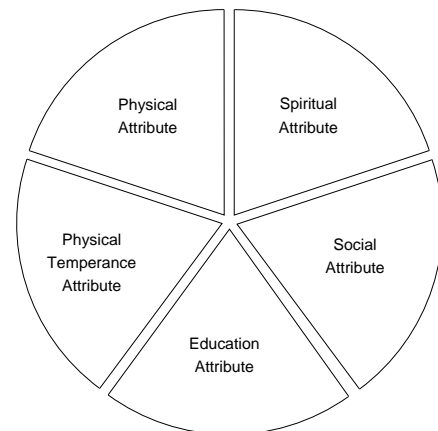
A well-rounded character is someone who develops and strengthens each component of their character or personality. These include:



- Physical Strength and Endurance
- Physical Temperance and Control
- Educational Development and Aptitude
- Social Development and Acceptance
- Spiritual and Moral Development

Q: Do I need to be a well-rounded person before working on my goals?

Not necessarily. You can achieve the tasks to a goal while simultaneously shaping your character. You will find, however, that your achievement of goals can be more effectively accomplished by overcoming your weaknesses and strengthening each character attribute. The more disciplined you become, the easier it will be to achieve your goals.

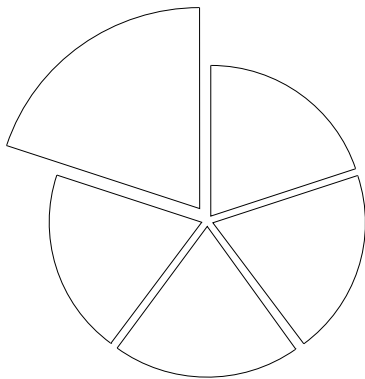


Q: How do I shape a well-rounded character?

You begin with one attribute at a time. First, identify a character weakness or a character attribute that you want to strengthen. Second, work to overcome your weakness and strengthen that part of your character. Third, make the attribute change a part of your character. When you feel strong enough that you will not revert back to your old self, you are ready to develop a second character attribute.

Q: Why can't I develop several character attributes at the same time?

You may decide to develop and strengthen all five character attributes simultaneously. However, it is best to develop and strengthen one character attribute at a time



when beginning a character development program. Trying to tackle several character attributes simultaneously can become a heavy load to maintain, and can lead to discouragement and failure. You can better manage your character development program by building each character attribute in sequence — much like stacking one building block upon another.

Q: Which attribute should I develop first?

The first character attribute to develop is your call. You might want to develop the attribute that is your weakest. Remember that your objective is to shape a well-rounded character. This requires that you develop and strengthen all five attributes. To accomplish this, you will need to maximize the forces of energy and motivation. Allow me to introduce a methodology that manages the forces of energy and motivation so that you can shape a well-rounded individual.



THE INVERSE PYRAMID MODEL

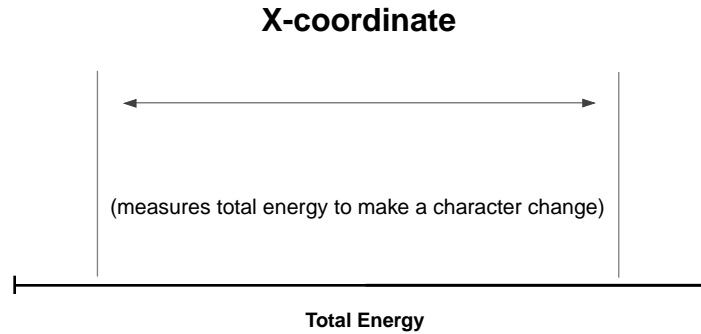
The Inverse Pyramid Model measures two forces: i) total energy and, ii) the impact on motivation and self-confidence.

Total energy is defined as the amount of energy that will be required to make a character change. Energy is a force that supports an action. Much like gasoline that operates as a force to run an engine, energy supports the action that you perform to achieve certain tasks like changing your character.

Motivation is defined as a psychological force that *prompts us* to continue the action we are undertaking. For example, if you choose to lose weight to shape your physical attribute, you will become motivated as you watch your weight come off. Being motivated prompts you to continue your weight loss program. When making character changes such as losing weight, it is important that you become *quickly* motivated so that you will be encouraged to continue your development program.

Each character attribute carries equal weight — meaning that each attribute is equally important and must be equally developed to shape a well-rounded character. But the levels of energy and motivation will vary for each attribute. One attribute may require less energy to develop than another. And a second attribute will have a greater impact on motivation than another. These are important concepts to remember.

We turn to the Inverse Pyramid Model to demonstrate these concepts. The model uses the X,Y coordinate axis to measure energy and motivation among the five character attributes. Let's begin measuring energy using the X-coordinate illustrated on the following page.

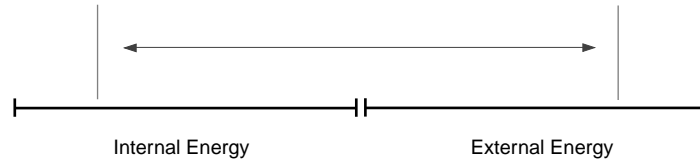


There are two types of energy forces: internal energy and external energy. Internal energy are the forces (or actions) that you control or manage — such as the self-when, self-where, and self-how. External energy, on the opposite end of the scale, are the forces (or actions) that are controlled or managed by outside influences — such as other people or external factors. I'll use several examples to explain these concepts further.

Let's say that you have a character development goal to become more friendly. The internal energy (or action) to achieve this goal requires you to say hello, to invite people into your life and to become a supporting person. These actions are social tactics that *you* control and manage. The external energy to achieve this goal requires your obtaining a positive response from people who you are being friendly with. These actions are social tactics where you have little control. You may influence these people by your actions but you don't control them. They may respond negatively to your tactics, thus averting your attempt to be more friendly. Your control and influence over *external* forces are much harder to control and manage than *internal* forces.

We can approximate the amount of total energy required to make a character change on the horizontal X-coordinate using two segments: internal and external energy (measured in units). Any character change will require both internal and external energy. The combination of these two energy forces equals total energy required to make a character change.

$$\begin{array}{l}
 \text{Internal Energy} \\
 + \text{ External Energy} \\
 \hline
 = \text{ Total Energy} \\
 \text{required to make a character change}
 \end{array}$$



Let's take the physical character attribute and plot it in the model above. The model will measure the amount of total energy required to develop and strengthen the physical attribute. We begin with the following example.

Susan is a young graduate student who landed a nice research position with a Fortune 100 company. The job will be demanding on her time and she will need to utilize her time more efficiently. Susan tires easily by late afternoon and often feels sluggish. She decides to strengthen her physical attribute to become more active and alert.

Her physical development begins with an early morning jog. What energy forces will she need to achieve this physical development goal?

Internal Energy Forces:

Factors you control — the how, when, and where.

1) Susan will need a good pair of running shoes. The amount of energy expended to obtain a pair of running shoes is very little. Susan can simply buy a pair of shoes at a local department store.

2) Susan will need to find a place to run. If Susan doesn't live near a field and running track, she can simply jog along a side road that is safe. The energy expended to secure a mile of running ground is very little.

3) Susan needs to schedule the time to run. She needs to allocate time to awake, dress, stretch and jog the necessary distance before going to work. There is little or no energy required to achieve this step.

4) Finally, Susan will need to ". . . *do it*." She will need to —

- Draw her legs out of bed when the alarm sounds.
- Stretch a little to get the circulation flowing.
- Dress in a jogging outfit that's suitable for the weather.
- Tie her shoe laces.
- Stretch for 5-10 minutes before her jog.
- Open the front door of her house.
- Begin her run.

External Energy Forces:

Factors controlled by other people or outside influences.

1) Susan might need to schedule her jog around other people. She won't have any problem if she lives alone. But if she is married or lives with other people, she will need to schedule her morning jog so that it doesn't conflict with her house mates. This should require little to no energy.

2) The weather is an external factor to consider. If Susan lives in inclement weather conditions, she will likely expend more external energy to achieve her physical goal. She might join an indoor jogging club, enroll for an aerobics class, or

jog standing in-place during bad weather.

Let's now approximate the amount of internal and external energy required to develop Susan's physical attribute goal and plot the amount in the model below:

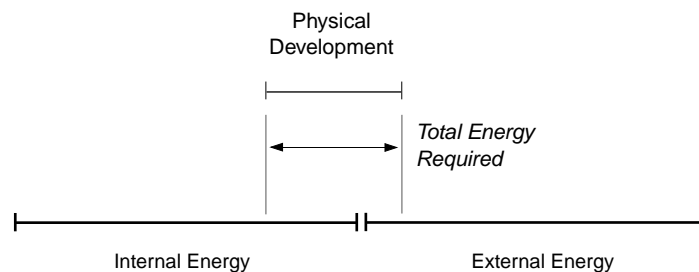
Internal Energy —

Jogging Shoes:	No Energy Required
Jogging Ground:	No to Little Energy Required
Jogging Schedule:	No to Little Energy Required
Jogging Preparation:	No to Little Energy Required
Jogging:	Moderate to High Amount of Energy Required

External Energy —

Scheduling w/ People:	No to Little Energy Required
Weather:	Little to Moderate Energy Required

Total Required Energy: Low to Moderate Amount of Total Energy.
(internal and external)



We can see from the scale (this is an approximation only) that Susan will expend more internal energy than external energy. Most of the forces necessary to complete this

goal are internal — it's dependent on Susan's willpower. By totaling the two energies, Susan will expend a low to moderate amount of total energy to achieve her physical development goal.

Now let's compare this example with a different character development goal. This time, Susan wants to improve her social skills and develop more of a leading role around associates. She will therefore develop her social character by being more friendly around people and gaining their trust. Let's approximate the amount of energy she will need to accomplish this goal.

Internal Energy Forces:

Factors you control — the how, when, and where.

- 1) Susan will need to say hello to everyone she meets. She will need to introduce herself to strangers and take a personal interest in them.
- 2) Susan will need to smile more. She must learn to laugh at her mistakes and maintain, as possible, a sense of humor.
- 3) Susan will need to schedule social events and invite her friends and co-workers into her life.

External Energy Forces:

Factors controlled by other people or outside influences.

- 1) Susan must work to make people feel comfortable. She must read their actions and change her tactics quickly if necessary when they feel uncomfortable by her approaches.

2) Susan must work to build the social trust that invites others into her life.

3) Susan convince people to respect her.

Let's now approximate the internal and external energy required to develop Susan's social attribute goal and plot the amount on the model below:

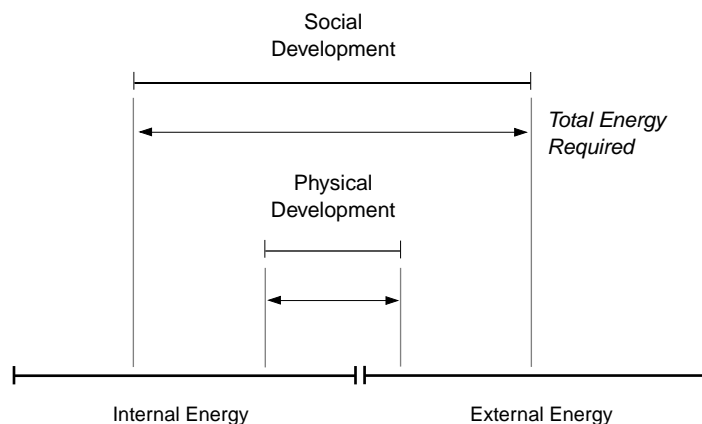
Internal Energy —

Saying Hello:	Little to Moderate Energy Required
Smile:	Little to Moderate Energy Required
Learn to Laugh:	Moderate to High Amount of Energy Required
Organizing Social Events:	Moderate Amount of Energy Required

External Energy —

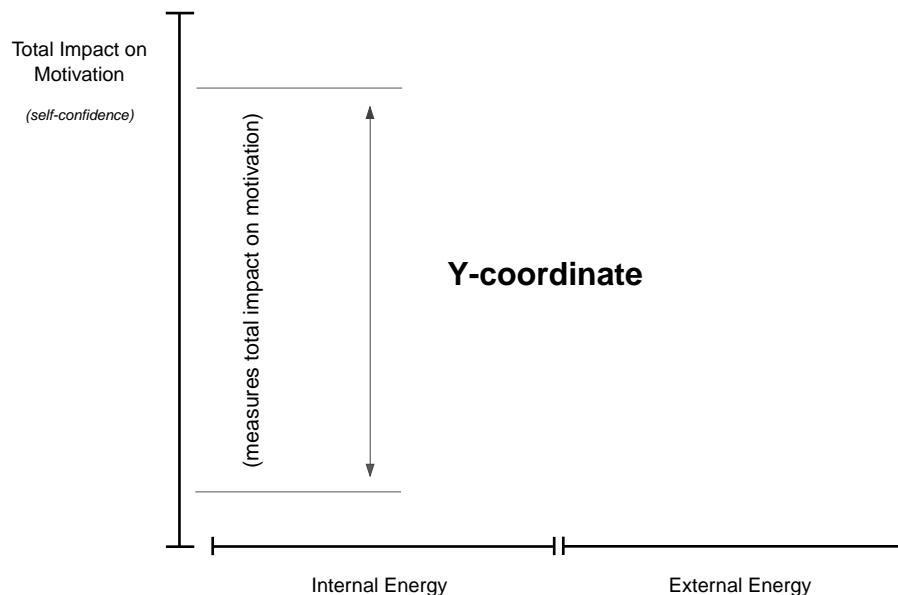
Making People Feel Comfortable:	High Amount of Energy Required
Building Trust:	High Amount of Energy Required
Increasing Respect Among Peers:	High Amount of Energy Required

Total Required Energy: High Amount of Total Energy.
(internal and external)



You can see using the model that the total energy to change your social character is greater than changing your physical character. It doesn't matter how other people respond when you change your physical character. You can jog, exercise, lose weight or do whatever to change your physical goals without impacting anyone. On the other hand, to change your social character, you will impact and involve many people and expend more external energy to change. That is why changing your social character will — in most cases — require more total energy than changing your physical character.

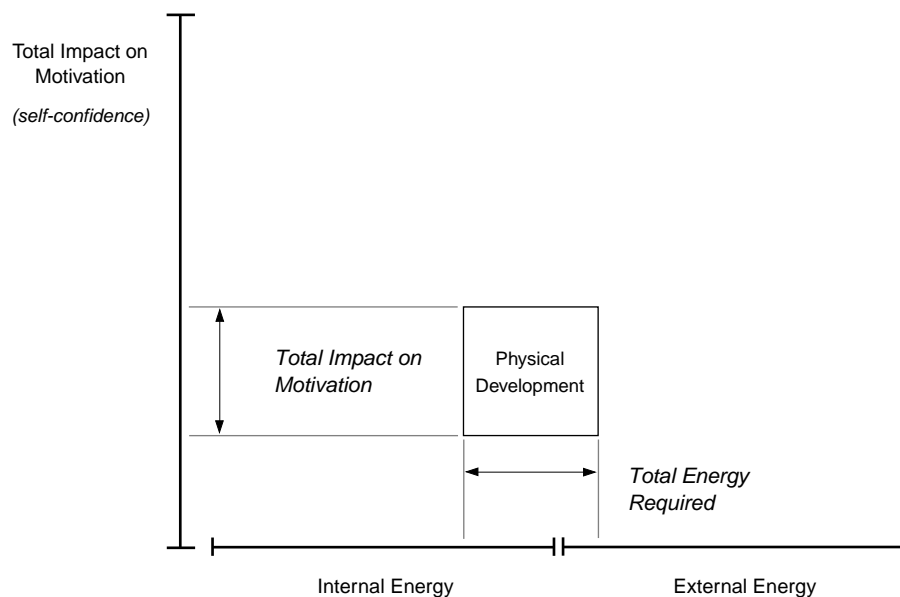
The vertical Y-axis measures the amount of motivation gained from making a character change. We become motivated with our accomplishments. Motivation is a force that prompts us to continue our action. The more motivated we become, the more likely we will succeed at our efforts.



The physical attribute has a greater impact on building motivation than any of the other four attributes. The reason why relates to two important measurements. The first

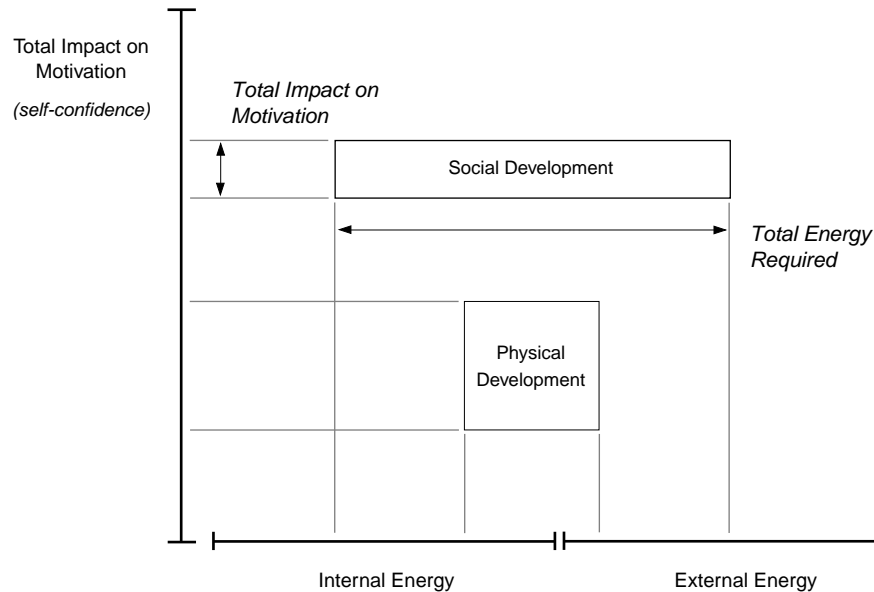
measurement is tangibility vs. intangibility. The second measurement is the total amount of time to *notice* an attribute change.

Tangibility refers to *tangible* changes to your character that you can see, touch and measure. Intangibility refers to *intangible* changes to your character that are not readily visible or measurable. Changing any character attribute will result in both tangible and intangible changes, but in different proportions. For example, when you make physical changes to your character, you are making more tangible changes than intangible ones. You can see, touch and measure the changes to your body as you exercise and improve your diet. You can see the muscles developing. You can measure your daily weight loss. And you can endure the length of a morning jog a little easier after each run. Physical changes are mostly *tangible* changes, which have a greater impact on motivation than *intangible* changes.



Strengthening your social attribute, such as changing your personality to be more friendly, for example, are mostly *intangible* changes to your character. Becoming a

friendlier person is not easily measurable. It is very difficult to see or touch a social change. You may count the number of new friends you have, but you can't easily measure how effective your social tactics are. Social changes to your character are mostly *intangible* changes, which have a lesser impact on motivation than *tangible* changes.



Motivation is also measured by the total time it takes to *notice* an attribute change. The key word is *notice*, which means detecting a character change after a certain amount of time. Take the physical attribute for example. How much time does it take to *notice* a physical change? Compare this to the time it would take to *notice* a social change.

You will probably *notice* a physical change within days. You will *notice* your body becoming stronger, less winded and less bulky around the waist. A social change, on the other hand, will require more time before you *notice* yourself as a more friendly person. Making a physical change has a greater impact on motivation because it requires less time to *notice* a physical change.

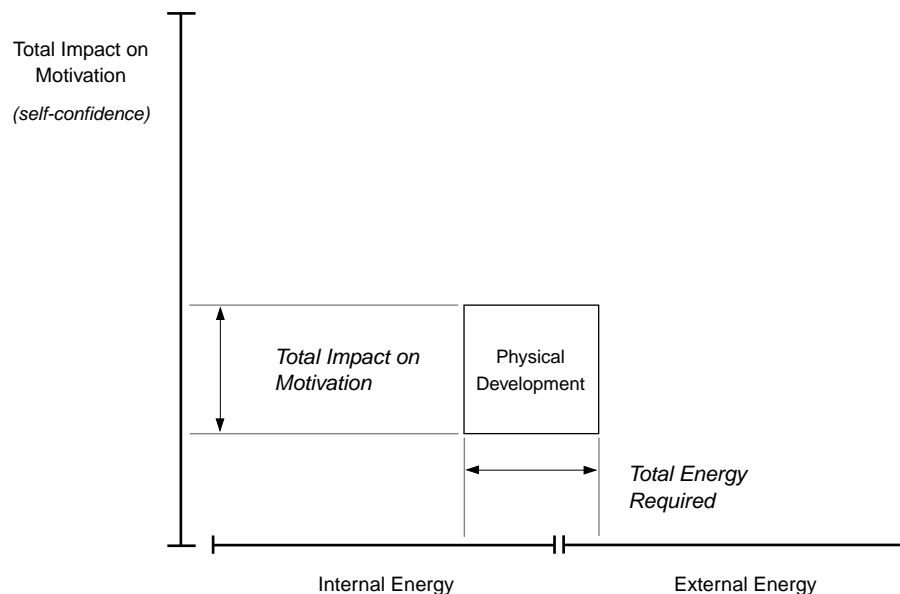
We can therefore make this statement: changing your character attributes will impact motivation at different levels because —

- *the measurability of a change is more tangible in some attributes.*
- *the total amount of time required to notice a change is less in some attributes.*

The physical attribute has more tangible changes than any of the other four character attributes. Also, the total time to *notice* a physical changes is less than the time to *notice* a change in the other four attributes. Therefore developing and strengthening the physical attribute impacts your motivation at greater levels than any of the other four attributes.

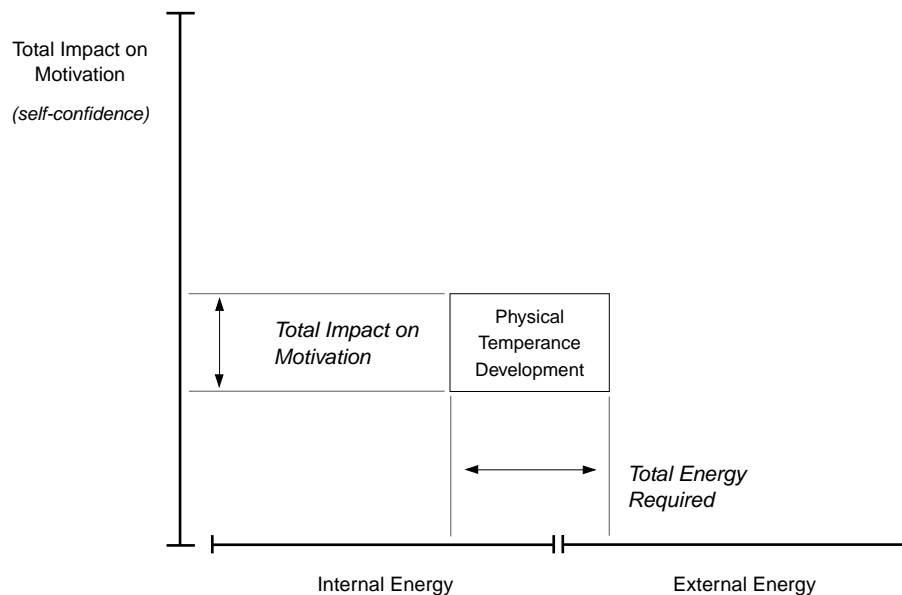
Q: So what does the Inverse Pyramid Model suggest?

You can see using the Inverse Pyramid Model which character attribute to develop first. We can measure from the model below that strengthening the physical attribute



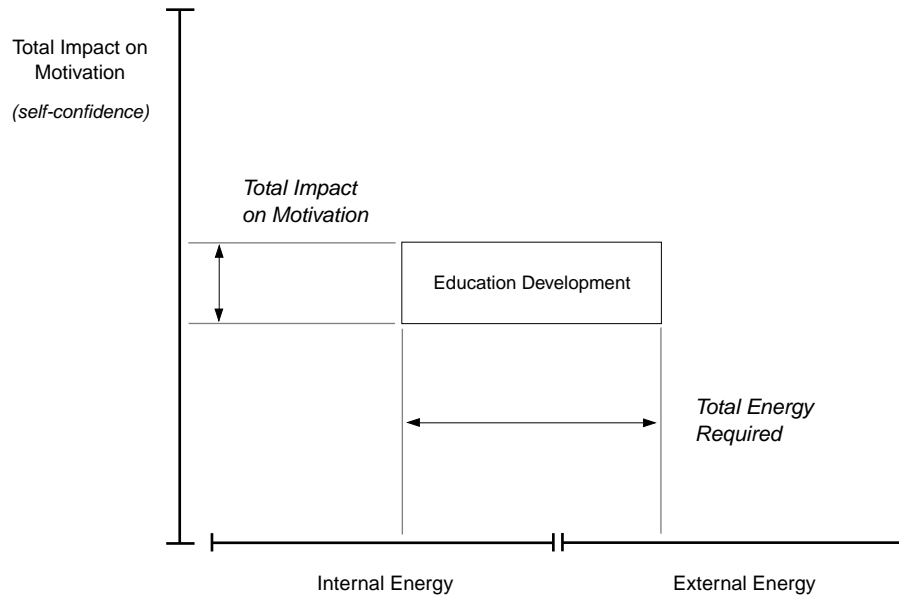
requires on average $x^{(1)}$ -units of total energy, giving out $y^{(1)}$ -units of motivation. This shows that the physical attribute generally requires less total energy to develop. It also shows that changing your physical attribute will impact your motivation at the greatest level. Thus making a physical character change uses *less* total energy but delivers a *greater* reward for your efforts.

The next character attribute that requires a little more total energy to develop is your physical temperance attribute. The physical temperance attribute is your control of physical appetites and passions. The physical temperance attribute requires on average $x^{(2)}$ -units of total energy resulting in $y^{(2)}$ -units of motivation.

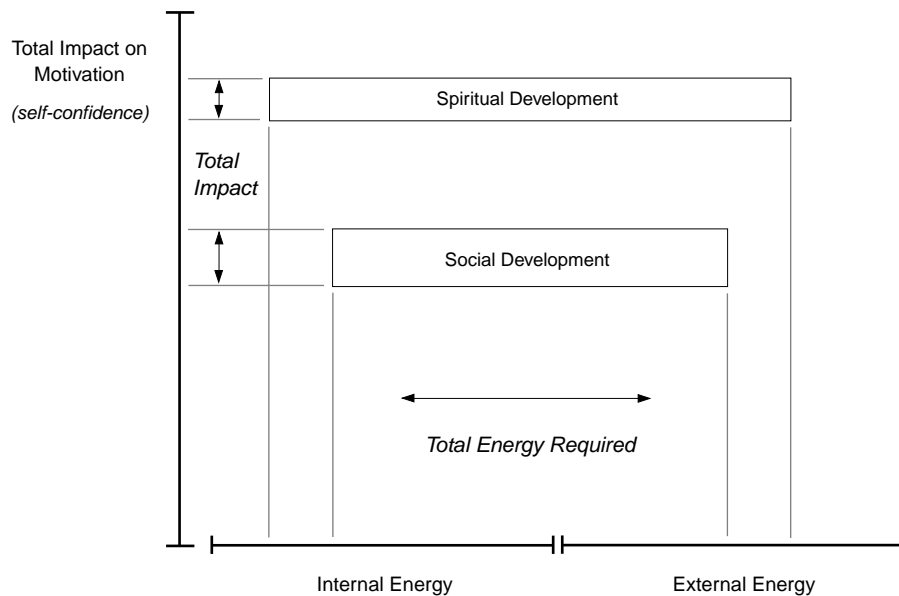


The education attribute is the next character in the hierarchy chain. Education is the enhancement of knowledge and aptitude. The educational attribute will require on average more total energy than the physical attributes. Education's total impact on motivation is less than the physical attributes. Educational development is not as easily

measurable and the total time to *notice* an educational change takes longer. The education attribute requires $x^{(3)}$ -units of total energy returning $y^{(3)}$ -units of motivation.

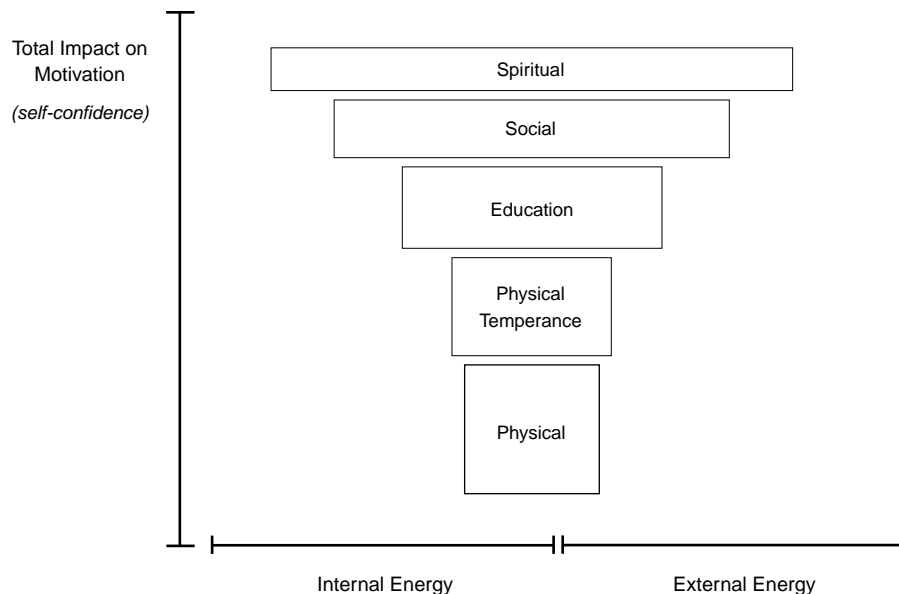


The next character attributes in the model are the social and spiritual attributes. These two attributes require the most $x^{(4)&(5)}$ -units of total energy but returning less $y^{(4)&(5)}$ -



units of motivation. These two attributes are not easily measurable and they both require the most time to *notice* an attribute change.

We can now place all five character attributes in the model to compare total energy and total impact on motivation (the structure forms an inverse pyramid). The model answers the question which character attribute to develop first. You begin with the physical attribute because it requires less $x^{(n)}$ -units of total energy but returns the most $y^{(n)}$ -units of motivation and self-confidence. You can then use your increase motivation and self-confidence to shape the other character attributes.

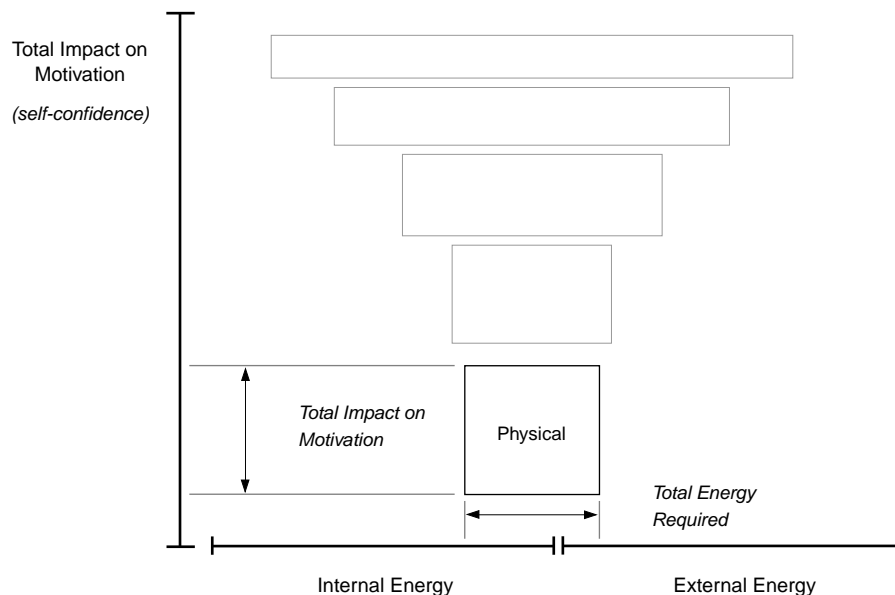


Q: Won't energy and motivation levels differ among people?

The numbers and energy levels presented in the model are examples. Time and energy will vary among people and can change frequently under different circumstances. What the model illustrates, however, is the total time and energy to develop and

strengthen the physical attribute is generally less than the other four attributes. Once you complete your physical exercise for the day, for example, it's over. There is no more action required until the next day. The education, social and spiritual attributes, on the other hand, may require continuous action from you all day depending on the kind of development that you are making.

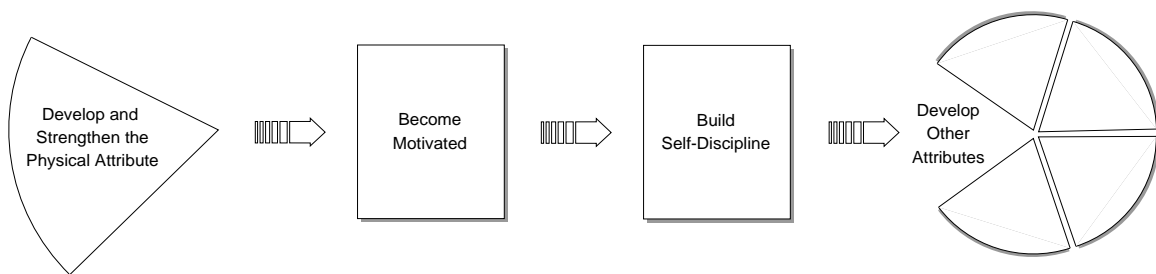
Character changes that require more total energy are harder to achieve than character changes that require less total energy. That is why you should develop first those character attributes that require less total energy. This will differ among people. Some of us are more socially inclined and may find that developing our social attribute requires less total energy than developing our physical attribute. But if you are unsure of your strengths, I suggest you develop and shape your physical character first before developing the other character attributes.



The required energy to make a physical change, both internal and external, is less than the other four attributes. Energy is the force that *plans* the jogging schedule, the

force that *wakes* you each morning, and the force that *moves* your legs down the jogging track. And at the completion of each run, you become motivated by your action. Motivation becomes the force that prompts you out of bed each morning. It's the force that encourages you each day to complete your physical development goal.

Motivation increases as you notice a positive physical change. Motivation propels you to greater speeds. You begin to build self-confidence. Increased self-confidence translates into increased physical discipline. Motivation, self-confidence, and increased physical discipline work together to give you the strength to shape your other character attributes and to achieve your goals for success.



Q: How would you summarize the concepts in this chapter?

Discipline is the foundation of all goal planning. Without discipline, your goals will never get accomplished. You can increase self-discipline by overcoming your character weaknesses and strengthening the five attributes that make up your character.

The five character attributes include our physical, physical temperance, education, social and spiritual attributes. Some of us may be strong in one or two of these attributes but weak in others. This makes us awkwardly shaped. Awkwardly shaped characters have a more difficult time achieving their goals. Rounding your character will help you

accomplish your goals more efficiently by increasing your self-discipline. You can round your character by developing and strengthening each attribute — much like shaping a saucer on a potter's wheel.

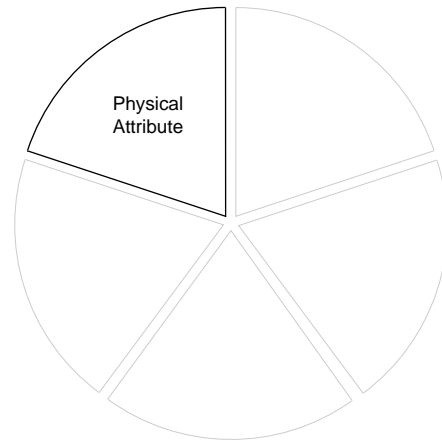
You begin rounding your character by strengthening *one* character attribute at a time. The key to this development is to select a character attribute that requires the least amount of energy to achieve, but impacts in greater proportion your motivation. The physical attribute requires *less* total energy and impacts motivation at *greater* levels than any of the other four attributes. The physical attribute becomes the first character attribute to develop and is the subject of our discussion in the next chapter.



Chapter 7

DISCIPLINE TO SUCCESS:

THE PHYSICAL ATTRIBUTE



*Early to bed and early to rise, makes a man
healthy, wealthy, and wise.*

Benjamin Franklin

The body is a fascinating machine. Those of us who are gifted with healthy bodies can appreciate the complex mechanism of organs, tissues, and cells that function in precise intricacies. Over a trillion cells replicate each year. Tiny infant hands and feet grow almost unnoticed into strong tools that build and perform many wonders of the world.

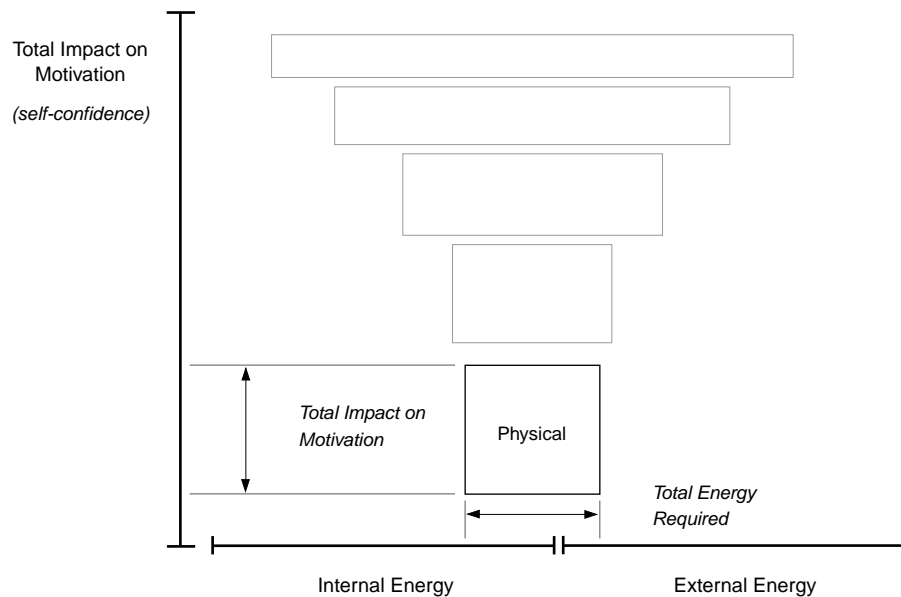
I could provide tons of material describing the functions of the human body. But my purpose in this chapter is to help you set a strategy to strengthen your physical body and appearance. This chapter focuses on overcoming physical weaknesses brought on by life-styles and environment. The suggestions in this chapter are supported by other literary works that discuss physical development and fitness. I invite you to use these books if you feel that they offer helpful advice on developing your personal physical fitness program.

The body is in its perfect form as a child. But as we grow older, we often do things to our bodies that slow us down and weaken our drive to accomplish physical feats. We

become tired and sluggish from failing to exercise regularly. Our physical health and appearance falters by consuming an improper diet. These physical weaknesses can impede our physical capabilities and hinder our progress to a goal.

Some people might make the argument that they can accomplish their personal goals without an active physical program. Perhaps, but the same argument can be made that says you can accomplish your goals more easily and efficiently with an active physical development program. Physical development means that you will awake each morning without hesitation. It means that you will be active all day. It means that you will feel good about yourself and your physical abilities. It means that you will feel confident and self-assured. Physical development and strength gives you the physical power to accomplish your goals and objectives.

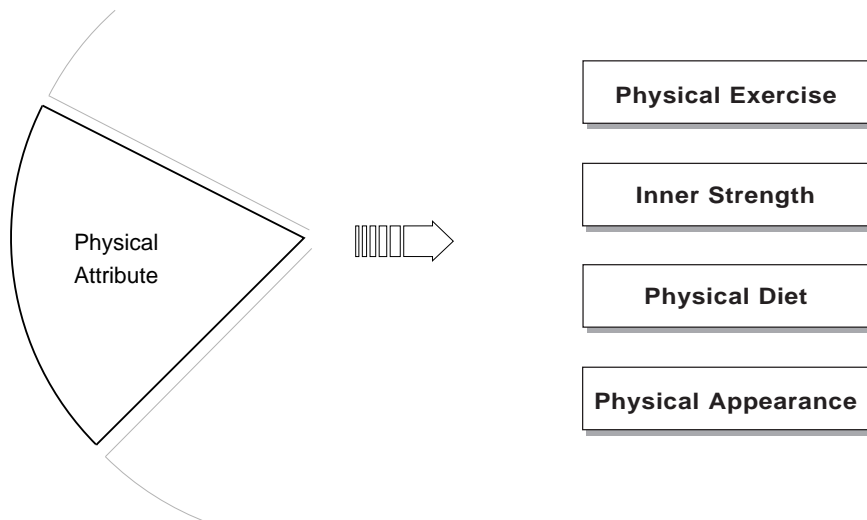
The physical attribute is the first character attribute in the inverse pyramid scale. We interpret from this scale that the total energy required to strengthen the physical attribute is less than the total energy required for the other attributes. The physical



attribute also impacts your motivation at greater levels than the other four attributes. We become easily motivated by our physical actions because the changes we make are easily measured and noticed.

Developing and Strengthening the Physical Attribute


We can segment the physical attribute into four areas. You will select a development program from one of these areas. We will briefly discuss each area separately. Again, you might want to research library sources that offer extensive programs to improve each of the physical areas discussed in this chapter. There are a number of physical fitness books that can help you develop a fitness program in each of the following areas:



Physical Exercise: Physical exercise is an important piece of any physical development program. Exercising thirty minutes each day can dramatically change your energy levels and increase your capacity to achieve. Physical exercise includes walking, jogging, cycling, playing sport, exercising, aerobics, swimming, skating . . . aerobic, anaerobic, isometric, isotonic, isokinetic, calisthenics . . . practically anything that requires

movement of arms, legs and head. The objective of your exercise program is to strengthen your heart and improve oxygen delivery to your muscles. Please refer to physical fitness books on different exercise programs that best achieve your physical development program.

Finding the time to exercise regularly will become your biggest obstacle. This requires the internal energy discussed earlier that forces you to awake 60 minutes earlier each morning, if necessary. As with any goal development, you will need to plan and schedule the time to exercise. Note that if you haven't seriously exercised in a long time, I recommend that you develop a physical program under professional supervision or refer to literary sources on physical exercise.



Inner physical strength: Many of us lack inner physical strength. We often feel tired and worn out or perhaps lack the initiative to accomplish daily tasks and goals. We may feel personally weak or physically depressed.

There are several reasons why we lack inner physical strength and energy. These reasons include not getting enough sleep, failing to exercise regularly and consuming an improper diet. You can easily correct these problems by improving your physical attribute as explained in this chapter. However, lack of physical strength and energy may be the result of emotional problems. You may lack self-esteem, self-confidence and self-worth.

The whole concept of character development is to increase self-confidence, discipline and self-worth. But if you lack the inner strength to develop your character, nothing I say in this book will help you overcome feelings of worthlessness. I suggest you overcome these feelings by first accomplishing something simple that requires some physical action and discipline. For example, set a physical development goal that is easily achiev-

able, like awaking at a scheduled hour each morning and stretching for 15 minutes. Try to accomplish nothing else but this simple task each morning for two consecutive weeks. These simple, repetitive accomplishments will increase your self-assurance and confidence.

Evaluate your inner strength at the end of the two weeks. Do you feel a little better inside after completing this program? Are you a little more confident than you were two weeks ago? Next, design a more active physical program for the next two weeks such as aerobic exercise or walking 1-2 miles each day. Discipline yourself to perform this physical program at a scheduled hour each day.

The point of this discussion is that you can build inner strength by performing simple, disciplined exercises. It may take some time before you notice a difference. But with each passing week, you should feel a little more confident, have a little more energy, and feel a little more self-assured in your capacity to perform. Increase your intensity after each week. Try to perform a physical feat that increases physical strength and endurance.



The Physical Diet: Never in recorded history has a civilization offered more varieties of foods and conveniences than in our present time. Take a walk down a major supermarket's breakfast aisle, for example. You will find a variety of packaged cereal products ranging from plain grain flakes to raspberry-flavored crunchies shaped like dinosaurs. The convenience and varieties have eased our lives considerably. Unfortunately, these same foods can be high in fat, cholesterol, sugars and by-products that weaken your physical development.

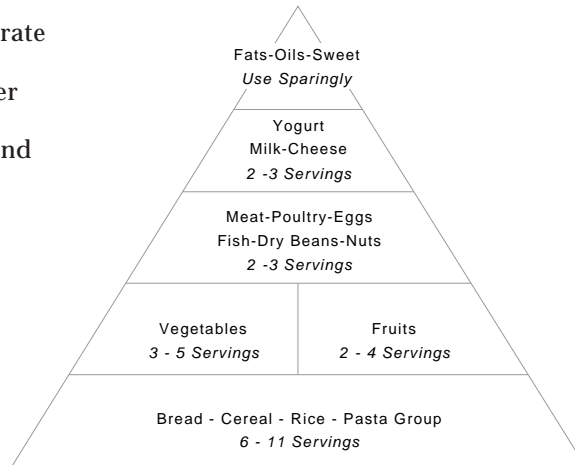
An important part of your physical development includes a healthy diet. As recommended by the The U.S. Government's Food Guide Pyramid, your diet should include

large servings of grain and pasta, moderate servings of fruits and vegetables, smaller servings of meats and dairy products, and little or no servings of fats and sweets.

You might want to review your eating habits for irregularities and excessive eating. Do you snack often throughout the day?

Do you eat large portions during a meal? Are your meals taken at varying times from day to day? Poor eating habits can weaken your physical character and place you at risk of being overweight and less confident.

If you are guilty of poor eating habits and diet, you might want to strengthen your physical attribute by changing and improving your diet. There are a number of dietary books that can assist you. Also your family physician can help you design a nutritious and healthy program.



Physical Appearance: Take five minutes and stand in front of a full-length mirror. What don't you like about your physical appearance? Do you need to lose or gain some weight? Do you need to build up some sagging muscles? Perhaps your hair could be combed differently. Or maybe you could straighten your crooked teeth.

Take an inventory of the things you would like to change. Write them down as part of your physical development goals. Some changes may require outside help, like orthodontic services to straighten or whiten your smile. Improving your physical appearance can increase self-confidence and help you feel good about yourself.



Tasks to Develop and Strengthen the Physical Attribute

You begin shaping a well-rounded character by first developing and strengthening your physical attribute. The physical attribute requires less total energy to develop and impacts your motivation at greater levels than any of the four attributes.

Step 1.

Evaluate your current physical attribute. Determine what improvements or enhancements that you should make in each of the following areas. List the desired change or enhancement on a piece of paper:

- Physical Exercise
- Physical Inner Strength
- Physical Diet
- Physical Appearance

Step 2.

Select a change that you want to make. Select only one change at this time. Trying to tackle more than one physical change can lead to discouragement and failure.

Don't select a change that is so easy to achieve that you fail to make an impact on your physical development. What good is lifting two pounds each day. On the other hand, don't select a physical development change that is impossible or too difficult to obtain. Select a program that is

challenging but not too difficult. Your goal is to make a positive impact on your physical attribute.

Try to understand that physical changes are part of a hierarchy. If you choose to shed some pounds, you might first concentrate on improving your diet before exercising regularly. If your physical change is to become more active, concentrate first on a routine exercise program before becoming involved in a physical sport. Develop your physical program in respective steps so that you don't injure yourself or become discouraged.

Step 3. □

Plan the tasks required to achieve your physical development goal. Detail exactly what you need to do to achieve your plan, including time schedules and preparation. For example, you may need to schedule yourself to retire to bed 30-60 minutes earlier than normal so that you can awake early in the morning to exercise.

Also, try to be specific in the physical change you want to make. Define exactly the tasks needed to make a change. Don't write, "... I want to lose 30 pounds." It doesn't mean anything. Identify *in detail* everything needed to successfully lose 30 pounds. This may require a daily schedule of exercise and diet. You may want to refer to other literary works that can help you define these tasks.

Step 4

Develop a two-week schedule. Select a time that will best achieve your physical goal. For example, you might want to schedule your development early in the morning so that it doesn't conflict with your other obligations. You can use Appendix Form-E to complete this step as diagrammed. You can copy and cut the form to size so that it can fit easily in your pocket or handbag. Take Appendix Form-E and write the physical development program in the space provided at the top of form.

List the physical development goal that you will work on for the next two weeks.

Check the box when you complete your physical goal for each day.

Weeks: <u>June 22 - July 6</u>	
ATTRIBUTE DEVELOPMENT SCHEDULE	
Physical <u>Jog 30 minutes at 6:00 AM</u> P. Temperance _____ Education _____ Social _____ Spiritual _____	
<div>Week 1</div> <input type="checkbox"/> Sunday <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday	<div>Week 2</div> <input type="checkbox"/> Sunday <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday
<input type="checkbox"/> Evaluate progress after two weeks.	

Remember that old habits are hard to change. You can expect a hard climb. You need to force yourself out of bed if needed. Plant several alarm clocks around the room to prevent yourself falling back to sleep. You must resist the temptation to skip a day. You are changing life-long habits, and that requires perseverance. Make a commitment to complete the physical goal assigned for each day no matter what tempts you.

Step 5 ☐

Develop the physical change as planned by performing the tasks or steps that you have designated. Evaluate your performance at the end of each day. Check the box if you completed the goal for the day. Appendix Form-E is a progress report that measures your daily progress and action. Continue executing this step for the next fourteen days.

Step 6 ☐

Mark this page and begin reading Chapters 12 and 13: The Third Ingredient to Success. You will return to this chapter after two weeks to complete Step 7.

Chapters 12 and 13 discuss the execution phase of your goals and tasks. These two chapters will set in motion your goal plan and outline the weekly and daily planning tasks.

You will also set up planning phases for goal achievement. Read and implement the concepts from these two chapters while developing your physical development goal for the next two weeks.

— Mark Page and Return to this Section after 14 Days —



The seventh step returns to make an evaluation of your physical progress for the last 14 days. Answer the following questions:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve for 11 or more days your physical development goal (from Appendix Form-E)?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you notice a physical change?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue developing this goal for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "no" to any one of the three questions, you need to return to Step (1) in this chapter and complete the steps indicated. The reason for your return to Step (1) is to develop the physical attribute before moving onto the other character attributes. The

total energy required to make a physical change is *less* than the other four attributes. If you failed to achieve your physical development goal for at least 11 of more days, chances are that you will fail to make any positive change in any of the other four attributes. At the end of the next 14 days, make another evaluation of your progress by completing Step (7).

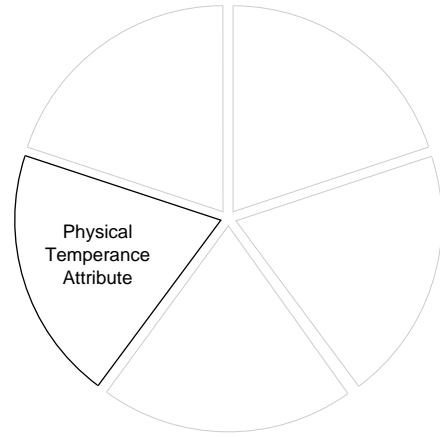
If you answered "yes" to all three questions, reward yourself with a token gift (buy yourself a milk shake). You will now continue developing and strengthening the same physical development goal — perhaps with more intensity — for an additional 14 days. You can now move to the next chapter to strengthen the physical temperance attribute.



Chapter 8

DISCIPLINE TO SUCCESS:

THE PHYSICAL TEMPERANCE ATTRIBUTE



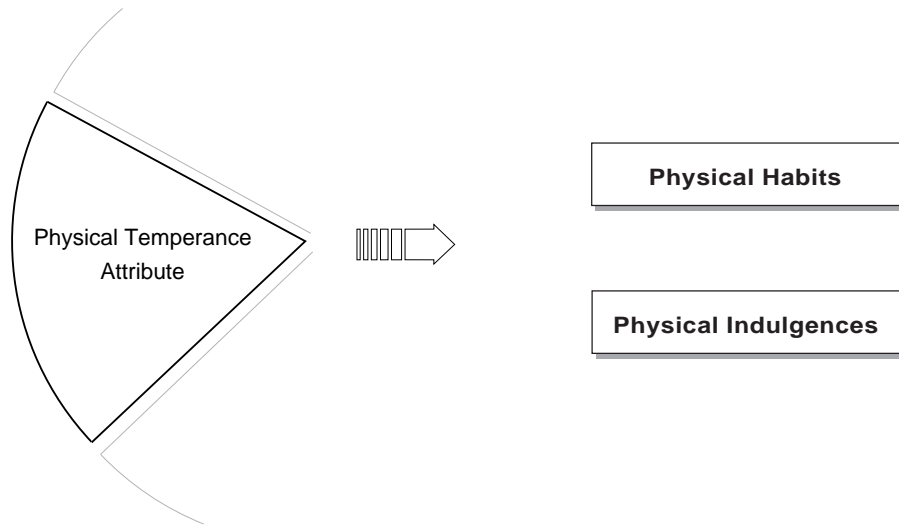
We are not weak if we make a proper use of those means which the God of Nature has placed in our power . . . The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Patrick Henry

Before you begin this chapter, make sure you read Chapters 12 and 13. These chapters discuss the execution phase of goal planning and the scheduling of character attribute changes. You should also be strengthening your physical attribute for at least two full weeks as discussed in chapter 7. If you haven't completed these steps, it would be to your advantage to do so before moving forward with this chapter.

Physical Temperance: *Moderation or self-restraint in action, thought, or feeling. Habitual moderation in the indulgence of the physical appetites or passions; not excessive in degree.*

The physical temperance attribute is the second of five character attributes for character well-roundedness. It is also the second attribute in the inverse pyramid scale. Physical temperance is the control of physical appetites and passions. Unlike the physical attribute discussed in the last chapter, which seeks physical attainment, the physical temperance attribute seeks physical control. We can segment the physical temperance

attribute into two areas:



There is a distinction between physical habits and physical indulgences. Habits are physical actions that we do subconsciously. Some habits are good, such as brushing your teeth, while other habits are undesirable, such as chewing food with your mouth open. The physical temperance attribute identifies these undesirable habits and sets a goal to rid ourselves of these habits.

What are undesirable habits? That depends on where you are from. I am not an authority on personal manners. But you can find a number of experts on the subject who can identify areas where you can refine your character. Some starters may include the following:

Undesirable Physical Habits:

- Being interruptive
- Being rude
- Being abrasive
- Using foul language
- Biting your Nails, Spitting, etc.



Physical indulgences, on the other hand, are the personal wants of physical appetites and passions. The physical temperance attribute moderates physical appetites, and desires that often control our lives. Some of these indulgences include dangerous addictions to alcohol, tobacco, drugs and other substances. Again I am not trying to be an expert. You need to research your inner self to determine where addictive behavior affects your performance. Some examples may include the following:

Examples of Physical Indulgences that Require Moderation

(or complete elimination):

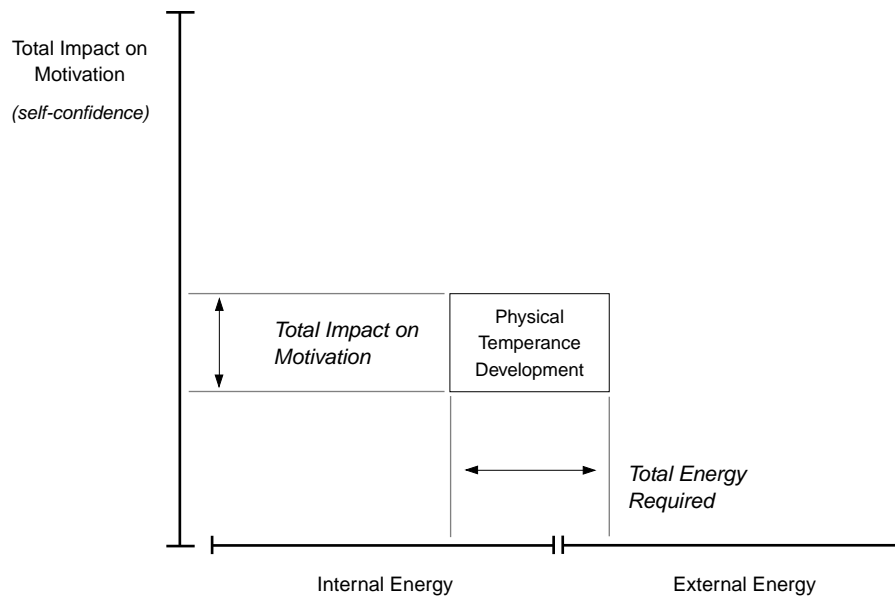
- Smoking
- Caffeinated Drinks
- Late Nights
- Excessive Work
- Excessive Drinking
- Use of Drugs
- Excessive Eating
- Excessive (you define)

The two listings are brief but paint a picture of why bad habits and physical indulgences weaken our ability to succeed. Physical temperance is the control over these passions that translates into increased physical discipline and self-esteem.

Physical temperance goals require more energy than the physical development goals discussed in the last chapter. The inverse pyramid scale shows that *internal* energy increases because physical temperance demands continuous attention for the whole day — like resisting the temptation to bait your nails.

Note from the scale that *external* energy increases for the physical temperance attribute. Your control of undesirable habits and appetites may require outside services such as alcohol prevention centers. Some indulgences like substance abuse may require great levels of total energy to control — perhaps more total energy than any of the five

attributes. It can be extremely difficult to control an addiction. But physical addictions are isolated cases that require special attention. Most physical temperance goals use less total energy than the education, social and spiritual attributes. The physical temperance attribute thus becomes the second attribute in the hierarchy scale that rounds the character and builds self-discipline.



I apologize for drilling these energy concepts over and over. Understand that —

You will be more successful in shaping a well-rounded character by first developing the character attribute that requires less total energy.

As you successfully strengthen the first attribute, you begin to build self-confidence and discipline.

The more successful you are in developing and strengthening a character attribute, the faster the increase of self-confidence and discipline.

Increased discipline gives you the strength to shape the other character attributes.

These arguments support my recommendation that you should first develop and strengthen the physical attributes — physical development and physical temperance — before developing the mental attributes — education, social and spiritual. Too many people fail to achieve their goals because it requires them to change a character that has been shaped and molded by their environment, family and friends. They find it impossible to break out of this mold, especially when family, friends and others fail to respect the character change that they are making. We live with stereotypes . . . we are fat . . . we are sloppy . . . we are shy . . . we are boring . . . we are lazy . . . we are etc., etc., etc. Breaking these stereotypes is nearly impossible unless you build inner strength.

Changing your character begins slowly, with one attribute development at a time. We begin with the physical development attribute in the last chapter and continue with the physical temperance attribute in this chapter. Developing and strengthening these two attributes over the next few weeks will give you the physical strength and self-confidence to develop and strengthen the other three attributes and to break out of your stereotype.

Developing and Strengthening the Physical Temperance Attribute



Step 1.

Take a sheet of paper and form two columns with the following headings: Undesirable Physical Habits and Physical Indulgences. List under each heading any habits and indulgences that you would like to control and/or eliminate.

Step 2.

Select a habit or physical indulgence that you would like to control. Select just one habit or indulgence to work on at this time. Select a habit or indulgence that is isn't too difficult; e.g., like reducing television viewing time to 30 minutes each day. This will help build the inner strength that can be used later to control more difficult habits and indulgences.

Step 3.

Research outside materials to review methods that you can use to achieve your physical temperance goal. Medical books, for example, may suggest some ways to overcome a habit or indulgence. You may want to consider medical or counseling advice from outside institutions, if necessary.

Step 4.


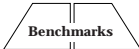

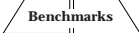



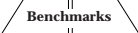
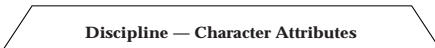
Use the concepts discussed in Chapter 12.

List your physical temperance goal on Weekly Goal Planning Sheet as illustrated here using Appendix Form-L. If you prefer, you can use the Character Attribute Development sheet from Appendix Form-E.

Note that you will continue to strengthen your physical development goal from the last chapter. You may want to increase the intensity of the physical goal — like jogging an additional 15 minutes per day — but do not change the goal. You will develop and strengthen the physical and physical temperance goals simultaneously for the next two weeks.

List the physical temperance goal along with the physical development goal on the Weekly Planning Sheet.

These two attribute goals will be developed for this week.

Week: July 6 - July 13	
WEEKLY GOAL PLANNING SHEET	
<div style="text-align: center;">  Goal </div> <hr/> <div style="text-align: center;">  Benchmarks </div> <p>1: _____</p> <p>Major Tasks _____</p> <p>2: _____</p> <p>Major Tasks _____</p> <div style="text-align: center;">  Goal </div> <div style="text-align: center;">  Benchmarks </div> <p>See Week: _____</p> <p>See Week: _____</p>	<div style="text-align: center;">  Goal </div> <hr/> <div style="text-align: center;">  Benchmarks </div> <p>1: _____</p> <p>Major Tasks _____</p> <p>2: _____</p> <p>Major Tasks _____</p> <div style="text-align: center;">  Goal </div> <div style="text-align: center;">  Benchmarks </div> <p>See Week: _____</p> <p>See Week: _____</p>
Physical <u>Up at 6:00 — Stretch and Jog for 30 Minutes</u> P. Temperance <u>Reduce TV Viewing to 30 Minutes / Day</u> Education _____ Social _____ Spiritual _____ <div style="text-align: center;">  Discipline — Character Attributes </div>	

Step 5

Develop and strengthen both your physical and physical temperance goals for the next two weeks. Record your daily progress using your day planner as discussed in Chapter 12. Or you may use Appendix Form-E to record your progress.

Some habits and passions may be difficult to control for a full day, particularly if it is a subconscious habit or addiction. Old habits will be hard to break and may take some time to control and change. If you made a *serious attempt* to control your physical habits or passions, check the box indicating completion.

<h2 style="margin: 0;">9</h2> <p style="margin: 0;">July 9</p> <h2 style="margin: 0;">Wednesday</h2>	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____
<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"/> Review the Day's Progress	CHARACTER ATTRIBUTES / TASKS <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual

Check the box indicating the you completed the assigned character development goal(s) for the day.

Mark this page and return in two weeks to complete the next step. Review Chapters 12 and 13, if needed.

— Mark Page and Return to this Section after 14 Days —



Evaluate your progress for the last 14 days. You will now make two evaluations. First, evaluate your physical development progress. Second, evaluate your physical temperance progress. The following questions will help you with this evaluation.

1) Physical Development Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your physical development goal for the last two weeks (11 or more days)?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel that you are strengthening your physical abilities?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue strengthening your physical development goal for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answer "no" to any one of the above questions, evaluate why you are not accomplishing the physical development goal. You might not be allocating enough time

or you may lack the initiative to achieve your goal. You need to return to Chapter 7 and develop the physical attribute before moving forward with the other attributes.

If you answered "yes" to all three questions, continue strengthening your physical development goal for a combined total of ten consecutive weeks. You might want to modify the goal to increase strength, endurance and ability.

The reason for developing each attribute for ten consecutive weeks is because this is the approximate amount of time you need to make this attribute development part of your character — in other words, a routine part of your life. You should become more self-disciplined after ten consecutive weeks.

For example, if you jog each morning as scheduled for ten weeks, you will increase discipline over time and decrease total energy to overcome the resistance not to jog. If you recall, internal energy is the force that *moves* you out of bed 30 minutes earlier in the morning and out into the cold air. You might remember how difficult it was to jog early in the morning on the first day. It was probably even more difficult on the second, third and fourth days. But with each passing day, after each run, the total amount of internal energy decreases. You will find yourself automatically jogging in the morning with less difficulty and inner persuasion. You are increasing self-discipline, which automates your action with less attentive energy.

Everyone obtains self-discipline at different stages. Some people can quickly build self-discipline while others may require a longer time. Be your own judge. If you are able to move forward and develop the other character attributes faster than what I am recommending, please do so. But remember, character development is not a race. Don't become like the proverbial hare, who ran quickly only to tire and lose the race to the tortoise. Develop a scheduled plan that works similar to my suggestions.

2) Physical Temperance Goal Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your physical temperance goal for 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you have more control over the habit or indulgence that you are trying to eliminate or moderate?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue developing your physical temperance goal for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "no" to any of the three questions, return to Step (1) in this chapter and complete the steps indicated. You will want to develop the physical temperance attribute before moving forward with the other character attributes.

If you answered "yes" to all three questions, and if you feel comfortable that you are making progress in your physical temperance development, you are ready to tackle the educational attribute in the next chapter.

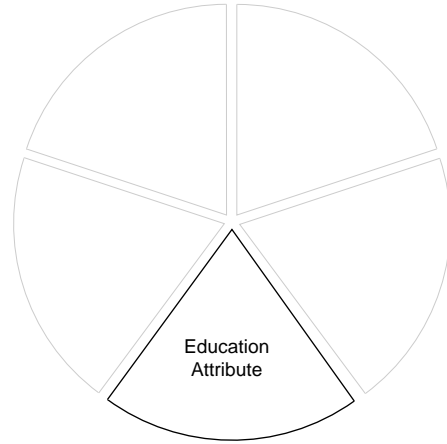
Before closing, let me leave you with some advice. Exercise temperance when developing your character and individual goals. Don't become obsessive with your goals. Sometimes you can do more damage than good, particularly if we seek goals that sacrifice the needs of others and our moral standards. Be temperate in your action. Develop your character attribute and goals with moderation and wisdom.



Chapter 9

DISCIPLINE TO SUCCESS:

THE EDUCATION ATTRIBUTE



*Educated men are as much superior to uneducated men
as the living are to the dead. Aristotle.*

The last two chapters discussed the physical side of character development and well-roundedness. We will now turn inward and focus our attention on the third level of the inverse pyramid scale, the education attribute.

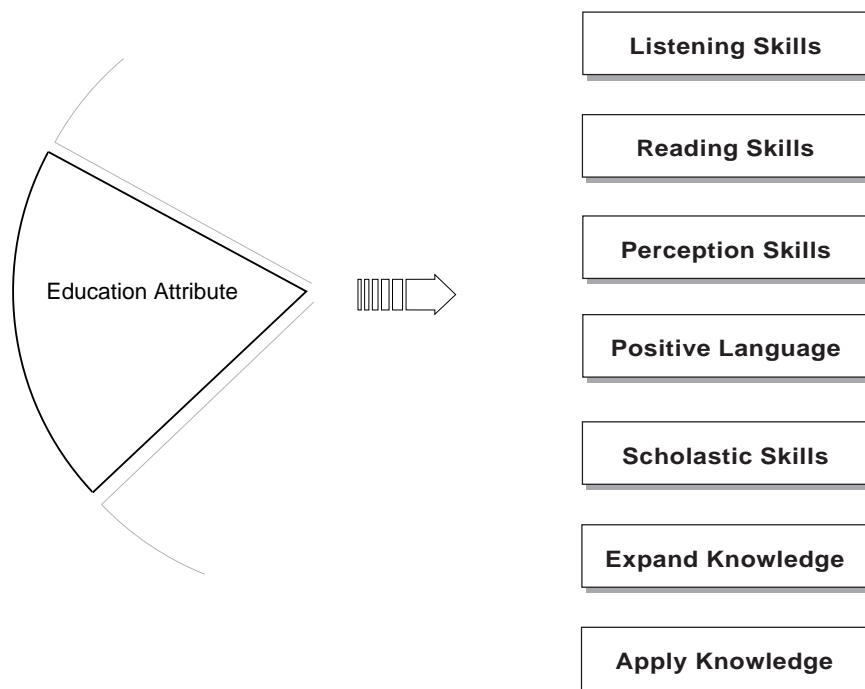
Why is education an important attribute for character well-roundedness? The answer is elementary: education builds mental confidence and discipline to accomplish goals that require analytical thinking and knowledge. Education is mental exercise to the mind, just as physical exercise is for the body.

People who are physically in-shape have confidence that they can challenge any physical feat. Likewise, a person who is educated has confidence to express, defend and conquer analytical tasks. Physical and educational development work hand-in-glove. A person who is both physically in-shape and educationally inclined will achieve goals more quickly and with less energy than persons who only develop their strengths in only one of the two attributes.

Hollywood glamorizes the football star or beauty queen who is nice-looking and perfect in physical form. The analytical thinkers, on the other hand, are Hollywood's nerds, with thick glasses and quirky personalities. Wouldn't it be nice if Hollywood merged the jock and professor together? A film about a nice-looking football player or cheerleader who is also an ace in scientific research.

Perhaps Hollywood speaks some truth in its portrayals. If you were to judge most people, you will find them to be either physically inclined or educationally inclined. Seldom will you find people who have exceptional strengths in both attributes. But becoming an athlete and the school's valedictorian are not required standards of character well-roundedness. Only a few gifted people have the potential to achieve both feats. Each of us, however, should maintain an *equal* balance between physical and educational pursuits.

Don't confuse education with collegiate degrees and achievements. Scholastic degrees are individual goals that are part of your goal plan. Developing your education



attribute means strengthening your reading, listening and learning skills. Let's review some pointers that you can use to develop.

Being a Good Listener



"Hello . . . Hello . . . Hello . . . did you hear me?"

Becoming a better listener can increase your education. Why? Because listening opens our minds to opinions and advice from others. You can learn more about yourself by listening to others and their experiences. Becoming better listeners can also improve friendships, marriages, families and careers.

Good listeners increase their education and knowledge base by *listening* to people who have practical experience and wisdom. Listening expands our knowledge in unfamiliar subjects and events that can make our lives less complicated. Parents are excellent role models with practical experience. They can teach us about careers, education, child-rearing and caring for families. Teachers, friends, intellects and peers are all excellent advisers who can expand our knowledge if we take the time to *listen*. Even our children can offer advice on music, trends and new technological advances.

You can develop good listening skills by making it a habit to listen. Put aside your own dominating tendencies and allow others to express their feelings and opinions. Be patient. Spend some time to ask questions. Invite experts to share their knowledge. And probe the emotional feelings of the person who is speaking. They may be crying for help and you can be in the position to lend your advice by just listening. It might be helpful to think yourself as a counselor. Good counselors listen *first* to people's ideas or problems before drawing any conclusion.



Being a Good Reader

Let's take a test:

- 1) *Name the economic powers that make up the Group of Seven. Show their respective geographic locations on a world map.*
- 2) *Summarize the environmental impact of acid rain. List solutions that you would recommend to resolve the problem without adversely impacting the economy.*
- 3) *Explain the gravitational properties of a black hole.*
- 4) *Recite the major political events that lead to World War I.*
- 5) *Name the tennis tournaments that makeup the Grand Slam.*
- 6) *Identify the three longest rivers in the world. Name the countries that these rivers flow through.*

You might be asking how these six questions measure your reading abilities. They don't. Even I couldn't answer all of the questions without some research. I use the questions to illustrate a concept. If you had to answer each question, say to win the grand prize, could you make an attempt based on your current reading abilities?

Each question relates to a particular subject matter. The first question relates to economic issues; the second question relates to the environment; the third, to science; and so forth to the last question, which relates to geography. Does your reading cover

each of these subject materials and more? Do you expose your mind to varied subject materials? How would evaluate your exposure to the following subject materials:

- History
- Government
- Social and Public Policy
- Music, Drama, Dance
- Art
- Entertainment and Sports
- Mathematics
- Physics
- Astronomy
- Computer Science
- Chemical Science
- Biological Science
- Human Science
- Business
- Investments
- Economic Policy
- Languages
- Literature
- Geographical Science
- Environmental Science


You can't expect to become an expert in all of these subjects. But an educated, well-informed person learns much about these subjects by broadening his or her reading spectrum. An educated person loves to read about many different subjects by visiting libraries, subscribing to different periodicals and conducting personal research.

There are a number of ways to develop good reading habits. You should spend more time reading materials that interest you. You should try to read materials that will expand your knowledge base. Suggested readings include big-city newspapers such as The New York Times, The Washington Post and The Wall Street Journal. These papers can be easily delivered to your home and can expose you to current affairs and varied subjects of interest. Other reading materials includes periodicals in public policy, foreign affairs, economics, history, people, art, geography, etc. You might also consider subscribing to on-line services with your PC. These internet services offer a variety of educational sources at substantially less cost than many periodical subscription fees.

But what if you don't like history, for example? Why waste your time reading history books if the subject material bores you? Let me make a suggestion. If you dislike history or any other particular subject material, try selecting a literary work that interests you — such as a novel — that is written in period of history. For example, if you like romances, pick a novel that is written about an early period. Or if you like mysteries, read a mystery novel set in Nazi Germany. Note passages in your book that tie to some historical fact. You might have an encyclopedia handy to research historical information that you find in your book. Reading "between the lines" and researching facts about a subject will increase your interest in history, geography, science, etc.

Reading is like everything else: practice makes perfect. Good reading habits require that you read . . . read . . . read. Schedule time to read in the morning, before bed, during lunch, etc. Try to read varying subjects that will expand your knowledge base. The more varied subjects that you read, the greater your exposure to the world around you.

Education is Perception



Take a moment and place this book aside. What do you hear? Perhaps the sound of a bird, the gust of a wind, the laughter of a child, the bustling of a traffic intersection, etc. What thoughts come to your mind when you listen to these sounds? Look around you. How would you describe what you see to a blind person, if requested?

When you have a chance, take a fifteen-minute walk around your neighborhood. Walk slowly and observe with your eyes and listen with your ears the sights and sounds of your neighborhood. Note the plants and flowers. How do they differ from one another? Describe in your mind the beauty and the ugly that is all around you. Study the unique features that architects used to design the buildings and homes in your

neighborhood.

When you commute to school or to work, notice the sky, the traffic levels, the overhead bridges you pass under, the trees and animals in the distance. Try to identify something different each time you commute. In the winter, study the skeletal structures of barren trees . . . the oak, the maple, the ash. If you were to photograph a Pulitzer Prize-winning photo, what scene would you focus inside your camera lens?

You can learn more in these simple activities each day than most people learn in a lifetime. There is so much education around us if we just take the time to look, listen and ponder. Education is increased perception of your surroundings and environment.

You are familiar with the verse that reminds us to take the time to smell the roses. In other words, take the time to perceive the world around you. Too often we rush to work, rush to school, rush to practice, rush back home, and then rush . . . rush . . . rush by opportunities to learn and appreciate our surroundings. We miss the animals and plants that beautify our world; we miss the different styles often worn by people; and we miss the funny shapes formed by the clouds. We are missing opportunities to expand our knowledge base.

Increasing your perceptive skills require that you first become a good listener. Then you need to spend a few moments each day to observe. Make it a daily habit to observe your surroundings when you commute to work or school. Spend a weekend in the woods and observe the changes in the seasons. Take jaunts or trips to discover nature's tiny intricacies.

Another suggestion to increase your perceptive skills is to research a particular subject and then make a trip to observe the subject that you studied. For example,

research some materials on botany science. Then walk through a conservatory to study the plants and trees. Perhaps you might be interested in local history. Schedule a weekend to tour your community to identify historic buildings and artifacts. Perception is listening and observation. By opening your eyes and ears to your surroundings, you can strengthen your educational attribute and your appreciation of your environment.

Education is Positive Language



Listen to your language. Do you use positive or negative language when you speak with others? Your language communicates how you feel, how you react to challenges and how you believe in yourself. Changing and strengthening your education attribute means developing a positive language with a proactive attitude.

Negative phrases such as:

- I can't
- I don't want to
- I can't do that
- That's not my responsibility

should change into positive, proactive language such as:

- I'll try it
- I choose a different approach
- Let's look at different alternatives
- Let me help you where I can

A positive, proactive approach to language, action, thinking and response will open your mind to experiences that increase education. Proactive people accept different challenges that force them to learn, to experience, and to enjoy. Though they may be bound by constraints such as personal knowledge and authority, they will always look for alternatives, believing that there are ways to accomplish an objective. Inventors, explorers and other successful people throughout history used proactive thinking. Similar proactive thinking must become part of your vocabulary.

Education Includes Scholastic Abilities



Practically everything that you pursue in life will require some scholastic abilities. Almost all jobs today require high school diplomas, and many managerial positions require collegiate degrees and, in increasing numbers, Masters and Ph.D. degrees.

Scholastic achievements such as diplomas and degrees are individual goals. The skills to achieve these degrees are part of your education attribute. You can strengthen your scholastic skills by increasing your reading and listening skills and improving your study habits. You need to develop study habits that force you to study and learn subject materials.

Developing good study habits is exactly like building a strong physical body. You need to schedule time each day to study. Look for a secluded corner in the library or your home to study. Try to schedule the same time each day to study and don't allow distractions to tempt you away from your studies. If your mind wanders, bring it back to the subject matter at hand. Scheduling time each day to study and then rewarding yourself when you complete the schedule is an effective method to strengthen your scholastic abilities.

Education is the Expansion of Your Knowledge Base



Most people are experts in one or two areas. A doctor, for example, will have advanced knowledge in medicine while a marketing executive has expert understanding of product launching. The expansion of our knowledge base includes learning subjects and materials that are not part of our current knowledge base.

Expanding your knowledge base includes increasing your vocabulary, improving your grammar, developing writing and analytical skills, enhancing your knowledge in the sciences and technology, participating in library sponsored seminars and learning new languages and cultures. New technology such as the internet and CD-ROMs offer varied subjects that expand your knowledge beyond what you currently know.

Finally, Education is the Application of Knowledge and Experience

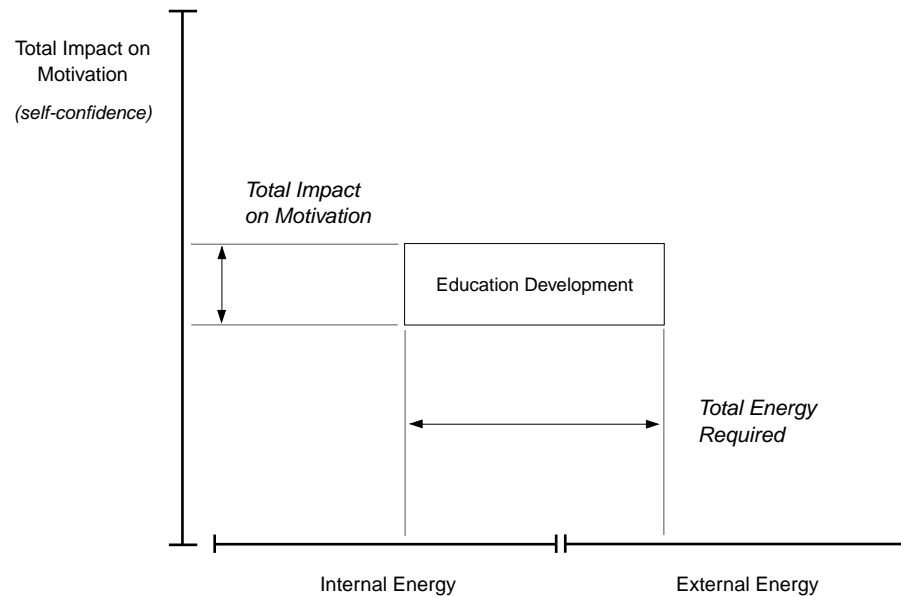


Education avails us nothing if we fail to apply our new knowledge. Well-rounded people apply what they learned, and then learn from the experience by applying their new knowledge. They gain wisdom as they reason between two or more variables.

For example, say you want to study and expand your knowledge in investment analysis. You can read and study every possible book on investment logic. But unless you apply that knowledge by investing in the market with real money, you will fail to *experience* the selection of investment securities that give you the best return.

That sums up my discussion on what you can do to develop and strengthen your education attribute. I'm sure you can suggest other educational ideas. Use them if they are appropriate.

The education attribute is the third attribute in the inverse pyramid scale. The education attribute requires more energy to develop — both internal and external — and impacts motivation at lesser levels than either of the two physical attributes.



Education is not reading 30 additional minutes each day, for example. Education is applying what you read and expanding your knowledge base. You will discuss your new knowledge with other people, articulate some corrective action and increase your interaction with other people. You may read for enjoyment, but you will also read to expand your knowledge in business, science, economics and cultures.

Education has less motivating impact than the physical attributes. Measuring an educational change is more difficult because educational changes are mostly intangible — and it takes longer to *notice* an educational change than a physical change.

Shaping the Educational Development Attribute



The steps to develop and strengthen the education attribute are similar to the steps discussed in physical attribute chapters. If you are educationally inclined, select areas that need strengthening such as expanding your knowledge base in new subject materials (e.g., increase your vocabulary or learn stock investments) or applying your knowledge to real-life situations (e.g., using new vocabulary in speech or making stock investments). If you are not educationally inclined, you might first consider increasing your reading, listening or scholastic skills. As with the physical attributes, there is a hierarchy in education development. Select a level that is challenging but not impossible to achieve.

Step 1.

Select a development goal that will strengthen your education. Select a goal that is challenging. Select only one development goal at this time.

Step 2.

Define the tasks, scheduling times, etc., that will achieve your education development goal. This step may include outreaching to institutions that can help you achieve your goal, such as a reading comprehension class, if necessary.

Make sure you distinguish education development goals from personal achievement goals. Scholastic degrees and diplomas are personal achievement goals. The development of the education attribute means strengthening your reading, listening, perception and scholastic skills.







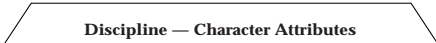
Use the concepts discussed in chapter 12. List your education development goal on the Weekly Goal Planning Sheet along with your physical and physical temperance goals as illustrated here using Appendix Form-L. If you prefer, you can use the Character Attribute Development sheet in Appendix Form-E.

Note that you will be strengthening the physical and physical temperance goals from the last two chapters. You may want to increase the intensity of these two goals as appropriate. Develop all three attribute goals simultaneously for the next two weeks.

List the education goal along with the physical goals on the Weekly Planning Sheet.

These three attribute goals will be developed for this week.

Step 3.

Week: July 20 - July 27	
WEEKLY GOAL PLANNING SHEET	
<div style="text-align: center; margin-bottom: 10px;">  Goal </div> <hr/> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div> 1: _____ Major Tasks _____ _____ </div> <div> 2: _____ Major Tasks _____ _____ </div> <div style="text-align: center; margin-top: 20px;">  Goal Benchmarks </div> <div> See Week: _____ See Week: _____ </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal </div> <hr/> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div> 1: _____ Major Tasks _____ _____ </div> <div> 2: _____ Major Tasks _____ _____ </div> <div style="text-align: center; margin-top: 20px;">  Goal Benchmarks </div> <div> See Week: _____ See Week: _____ </div>
<div> Physical <u>Up at 6:00 — Stretch and Jog for 30 Minutes</u> </div> <div> P. Temperance <u>Reduce TV Viewing to 30 Minutes / Day</u> </div> <div> Education <u>Study Greek Philosophy CD-ROM 1 Hr Daily</u> </div> <div> Social _____ </div> <div> Spiritual _____ </div> <div style="text-align: center; margin-top: 10px;">  Discipline — Character Attributes </div>	

Step 4

Develop and strengthen all three attribute goals simultaneously for the next two weeks. Record your progress using your day planner as discussed in Chapter 12.

<div style="display: flex; justify-content: space-between;"> <div style="text-align: left;"> <h2 style="margin: 0;">24</h2> <p style="margin: 0;">July 24</p> </div> <div style="text-align: right;"> <h2 style="margin: 0;">Thursday</h2> </div> </div>	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> _____</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Review the Day's Progress</div> </div> <div style="width: 50%;"> <p>CHARACTER ATTRIBUTES / TASKS</p> <div style="margin-bottom: 5px;"><input checked="" type="checkbox"/> Physical</div> <div style="margin-bottom: 5px;"><input checked="" type="checkbox"/> P. Temperance</div> <div style="margin-bottom: 5px;"><input checked="" type="checkbox"/> Education</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Social</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Spiritual</div> </div> </div>	

Check the box indicating the you completed the assigned character development goal(s) for the day.

Step 5.

Mark this page and return in two weeks to complete Step 6. You should be actively pursuing your goal planning and execution phases as discussed in Chapters 12 & 13.

— Mark Page and Return to this Section after 14 Days —

Step 6.

Evaluate your progress for all three character developments during the last 14 days.

1) Physical and Physical Temperance Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your physical development goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Did you achieve your physical temperance goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue strengthening the physical and physical temperance goals for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answer "no" to any of the above questions, evaluate why you are not accomplishing these physical attribute goals. You may need to return to the last two chapters

where appropriate and develop these attribute goals before moving forward. You are not building discipline if you fail to achieve these development goals each day.

If you answered "yes" to all three questions, continue building your physical attribute goals — perhaps with more intensity — for another 14 days.

Chapter 13 explains in more detail the character development cycle. Briefly, we set a attribute goal(1.1) and develop that goal each day for ten consecutive weeks. On the 11th week, the attribute goal(1.1) becomes part of our character — meaning that attribute goal(1.1) is more automatic and part of your daily routine. We now set a new attribute goal(1.2) and develop that goal for 10 consecutive weeks. The cycle repeats itself every 10 weeks.

2) Education Development Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your education development goal for 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel you are strengthening your education attribute?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue achieving your educational goal for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "no" to any of the three questions, return to Step (1) in this chapter and repeat the steps indicated. You should develop the education attribute before moving to the social attribute.

You might find that developing and strengthening all three character attributes simultaneously is too difficult. If adding the educational attribute is too demanding, wait a few more weeks. Work diligently on your physical and physical temperance goals until you feel capable to take on another character attribute.

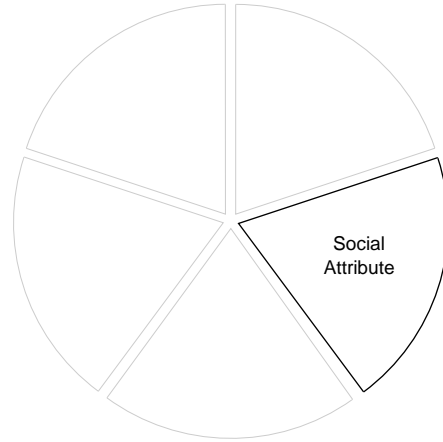
If you answered "yes" to all three questions, and if you feel comfortable that you are enhancing your education, you can move forward and develop the social attribute in the next chapter.



Chapter 10

DISCIPLINE TO SUCCESS:

THE SOCIAL ATTRIBUTE

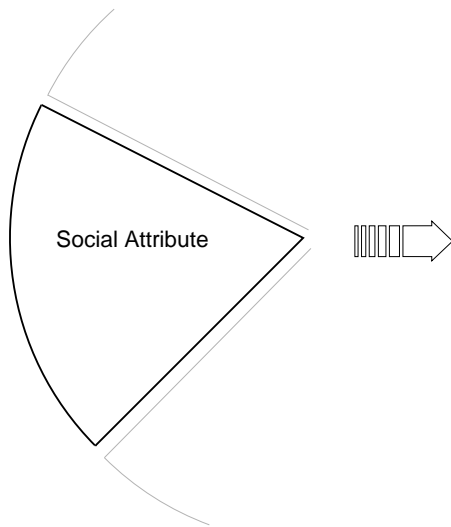


The only thing we have to fear is fear itself.

Franklin Delano Roosevelt

You are inching quickly up the inverse pyramid scale, now developing the fourth of five attributes for a well-rounded character. The last two attributes — social and spiritual — are mostly internal changes to your character that require more energy and commitment than the other three attributes. Make sure that you are developing the first three attributes before proceeding with these final two. The strength obtained by successfully changing your physical, physical temperance and education attributes will help you develop and strengthen the social and spiritual attributes.

What is social development? That depends on how you define the term social. Without delving into different behavioral viewpoints, I will use the following terms to define sociality.



First Definition:

Socially developed people find themselves accepted and liked by their peers and family. They possess a good or benevolent nature. They are considerate and helpful to others, giving of their service and friendship to all regardless of race, religion or economic status.

- they make friends easily.
- they force others upon themselves.
- they have leadership and follower qualities.
- they like who they are.

Second Definition:

Social Development is maintaining a balance between introversion and extroversion tendencies and activities.

DEVELOPING THE FIRST DEFINITION OF THE SOCIAL ATTRIBUTE



Sociable people are accepted and liked by peers and family. They possess a good or benevolent nature. They are considerate and helpful to others, giving of their service and friendship to all regardless of race, religion or economic status. I break down social development into four parts:

- 1) A socially developed person has inner qualities that are attractive to other people.
- 2) Socially developed people force others upon themselves rather than forcing themselves upon others.

3) A socially developed person possess both leadership and follower qualities.

4) Socially developed people like and enjoy themselves.

Let's discuss each of these parts separately.

1) Socially developed people have inner qualities that are attractive to other people.

Consider for a moment the social qualities that are attractive. We generally enjoy the company of people who are friendly and fun. We like to be around people who have a sense of humor. We like people who are fair, honest and considerate to our needs and concerns. And we are attracted to those people who make us feel good and important. Now ask yourself whether you are friendly, considerate, helpful, and fun to be with.

Many of us probably don't measure high on the social scale. We all have varying social skills, possessing both social strengths and weaknesses. Some people can be very friendly for example; but these same people may stick their noses in other people's business. Some people display a great sense of humor, but also can be vindictive and mean.

Recommending the desired social characteristics could take a thousand pages of behavioral debate and discussion. I encourage research of materials that discuss social personalities and development. There are plenty to be found. But for our purposes in this chapter, I will use the following characteristics as a guide to strengthen your own social attribute:

Some characteristics of a socially developed person include —

1) Friendly and Kind:

- to people.
- to nature.
- to animals.

2) Develops Companionships:

- with people.
- with groups.
- with spouse and family.

3) Liked by Others:

- can develop friendships easily.
- maintains trust.
- builds confidence.

4) Fun to be With:

- smiles and has a pleasing personality.
- can laugh with others and about themselves.
- enjoys different kinds of activities.
- has a good sense of humor.

5) Charitable:

- good listener (part of the educational attribute).
- helpful and willing to donate (part of spiritual attribute).
- polite and considerate.

Any one of these qualities can be used as a goal to strengthen your own social attribute. Some the qualities mentioned are inherited, fortunately, like having a sense of

humor and pretty smiles. But you don't need to be a funny person to be socially developed. A socially developed person is someone who is friendly, who develops companionships, who enjoys the company of others and who carries a positive outlook on life.

2) *Socially developed people force others upon themselves rather than forcing themselves upon others.*

Let's review the social personalities of two fictitious characters: James and Bobby.

James is a Harvard MBA graduate with 10 years professional experience. He manages two departments. He's articulate, forceful and fights his own way through corporate politics. His goal is to become the Chief Financial Officer for XYZ Corporation. James is not timid about his ambitions. He intends to achieve this goal no matter what the cost.

James can be a nice person around his superiors. But James hesitates to listen to ideas and suggestions from people below him. Subordinates who disagree with James can find themselves out of favor. James will recognize accomplishments made by his people, but he often portrays their accomplishments as a direct reflection on his superior management skills.

James has a cordial relationship with managers on his same management level. He invites many of his associates for lunch and after work activities. James is forceful in his meetings, however. He talks frequently about himself and the accomplishments or challenges he faces. He pushes himself on others and dominates most conversations.

James is egotistic. He forces himself, his ideas, his family, his stories, his accomplishments, his feats, etc., upon others. He thinks highly of himself and believes his ideas and

management style make him the best candidate for Chief Financial Officer.

Bobby is a Harvard MBA Graduate with 10 years professional experience. Bobby manages two other departments that report to the same management team as James. Bobby is articulate, friendly, charitable and creative. He too aspires to become Chief Financial Officer for XYZ Corporation.

Bobby and James are competitive managers reporting to the same executive. Unlike James, however, Bobby is more interested in the affairs of others. He has ambitious goals and will fight for his team. Bobby often confronts James and debates his style of management and ideas. Bobby's management style is different. Bobby invites all of his team in the decision making process. Every person on the team has an equal say. Ideas and suggestions are treated respectfully and debated in a friendly manner.

Bobby takes an interest in all of his people in the department. He spends the time to learn the names of his staff and their families. He often walks the floor and greets everyone politely. He probes his department employees to find out where they live, where they come from, and what problems or changes they would like to see in the department. He often invites staff members to lunch in the company's cafeteria. Team members who make outstanding contributions are rightfully recognized. Bobby personally meets with them and thanks them for their contribution.

Bobby is egotistic too, but in a funny kind of way. When he speaks of himself, it usually centers around some stumbling situation he has encountered. He thinks highly of himself, but staff members hardly notice. Bobby seriously believes his ideas are best for the company and fights aggressively to win senior management approval. Bobby forces others, their ideas, their families, their stories, their accomplishments, etc., upon himself by listening, probing and taking an sincere interest in the affairs of others.

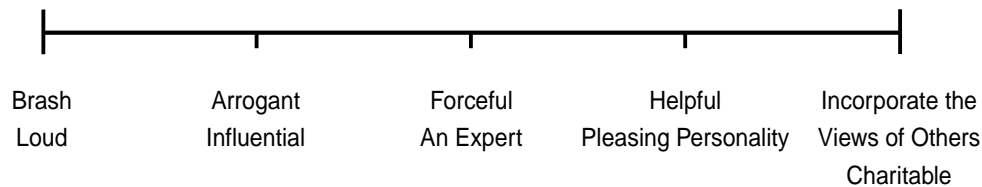
And now the million-dollar question: Which of these two department managers would you like to work for? The answer can be subjective depending on your personal ambitions. But it would be fair to say that Bobby makes a better manager than James. Bobby is fair and honest. He works to build the self-esteem in others. He takes an interest in his people and their personal lives.

You can strengthen your social attribute by forcing people on yourself rather than forcing yourself on others. Take an interest in others by probing into subjects that interest other people. Develop and grow your friends and associates.

3) *Socially developed people have both leadership and follower qualities.*

Imagine yourself assigned to a group of five equally educated people. The group has been assigned to formulate a legislative strategy on a current issue now pending before the federal government. No single person in the group is considered an expert in public policy and no one has been assigned the group leader. You are to meet as a group behind closed door for two hours to formulate your strategy.

The next question is subjective, but how would you describe your initial reaction within this group? Would you be the first one to set the agenda? Or would you sit silently aside waiting for another person to step forward as group leader? If you were to describe the characteristics of a group leader, what words would you use?



Note that the characteristics listed range from one extreme to the other. The left side of the scale describes people who force themselves upon others. The right side describes people who force others upon themselves. Leadership can be found anywhere on this scale. People developing their social attributes should try to develop leadership skills that lean more heavily toward the right side of the scale.

Good leadership skills emerge by compromise. A group leader who is socially developed is not necessarily the person who speaks first; instead, the leader incorporates the views of everyone. They may direct the conversation and, if necessary, help select and support someone to be the spokesperson for the group. They may even emerge as the designated group leader, but that is not their intent. They are more interested working collectively rather than lead single-handedly.

On the flip side of the discussion, a socially developed person is also a supportive follower. Some people automatically emerge as leaders because of their background and expertise. A socially developed person accepts that person's expertise and supports the leader's decision. They will help motivate other group members to work with the leader and involve others in the decision making process. The socially developed person has no intention in taking command of the group. He or she will work as a team member supporting the decisions made by the group and the group leader.

You could build similar leadership and follower qualities as part of your social development goals. Incorporating a Win/Win social characteristic means building relationships and agreements that are mutually beneficial.

4) *Socially developed people likes who they are.*

You must *first* enjoy the company of yourself before you can enjoy the company of

others. How you view yourself physically, educationally and spiritually will impact your social thinking and development.

Take a minute and stand in front of the mirror. What do you see physically? Do you like what you see? Physical appearance can impact your social outlook. If we feel physically unattractive, overweight, weak, etc., these same feelings of deficiency carry over into our social thinking. Social development requires that you overcome your *physical* weaknesses that make you feel *socially* inadequate and inferior.

Look in the mirror for a second time. What do you see in the mirror educationally? Do you like what you see? Education also can impact your social thinking. You might be isolating yourself from intellectual groups and experiences if you feel educationally inadequate. A socially developed person interacts with lawyers, art critics, theater goers, intellectuals, etc., without feeling socially inept. Strengthening your *education* attribute can help develop your *social* outlook.

Look in the mirror for one last time. What do you see in the mirror spiritually? Do you like what you see? We will discuss the spiritual attribute in the next chapter. But for now, do you consider yourself honest, charitable and virtuous? If you lie, cheat and take advantage of people to advance yourself, you will feel and look spiritually ugly. Strengthening your moral character can impact your social growth.

You must like who you are physically, educationally, and spiritually to strengthen your social attribute. It is important that you develop and strengthen all of the character attributes so that you can feel good about yourself and your accomplishments.



The second definition of sociality is a person who maintains a balance between introversion and extroversion tendencies and activities. Introversion in this discussion characterizes people whose social satisfaction comes from within themselves. Extroversion characterizes people whose social satisfaction comes from outside of themselves.

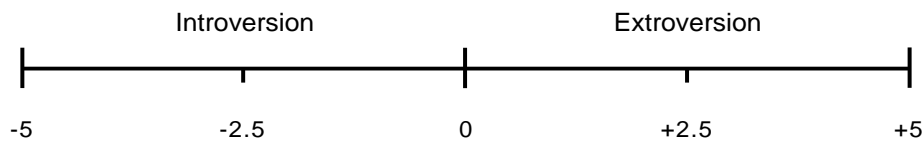
The terminology for introversion and extroversion has changed recently in behavioral discussion. In the old days of psychology, we used to use the word introvert to describe someone who is shy, reserved and quiet. Introverts lacked the basic social skills to interact with other people. On the other side of the behavioral scale, we used the word extrovert to characterize someone who is bold, open and confident. Extroverts could interact comfortably with other people and carry a sense of pride. These characterizations are being refuted in modern-day behavioral science. Introvert can be associated with a person who is bold and self-confident. Likewise, extrovert can be used to describe someone who is shy and timid.

In today's psychology, the term introversion characterizes people whose social satisfaction or needs come from within themselves — in other words, from social activities that involve very few people. Introverts are more likely to enjoy a good book or piece of music. They incline to be solitude, and they generally participate in activities and sports that are single-oriented such as cycling, jogging or walking in the woods. Introverts enjoy being with themselves, but not always. They can and do interact with many people. But on average, depending on the situation, they spend more time with themselves, or with someone close to them, rather than interacting with large groups.

Extroverts are the exact opposite. Extroversion characterizes people whose social

satisfaction or needs come from outside of themselves — or in other words, from social activities that involve many people. Extroverts are more likely to enjoy carnivals, ball games and parties involving large groups. Extroverts are happy when in the company of others. They can on occasion engage in solitary activities. But on average, they will spend more time interacting with many people.

If we were to scale the two -troversions, we could develop an arbitrary measurement scale that resembles the scale below. (These measurements are for illustrative purposes only and do not measure any scientific analysis). Introversion can range from the extreme introversion — scale mark “-5” — to minimal introversion — scale mark “0”. *Extreme* introverts are individuals who prefer not to be around people. They isolate themselves from all social activities.

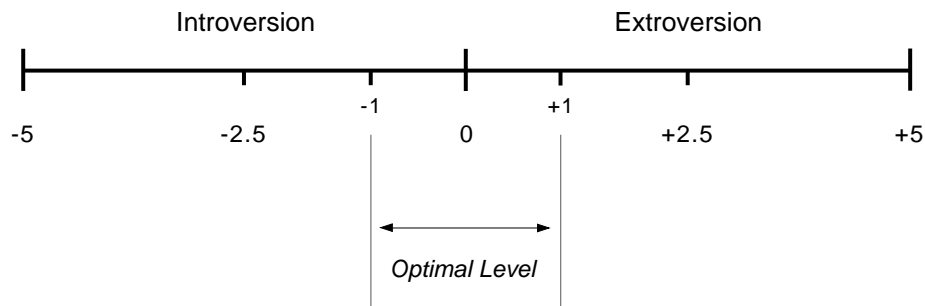


On the opposite end of the scale, extroversion can range from extreme extroversion — scale mark “+5” — to minimal extroversion — scale mark “0”. *Extreme* extroverts are individuals who prefer to be around people constantly. They may turn on their television sets just to hear the sounds of people, for example, even though they are not watching any particular program.

You won't find many people who are extreme introverts or extreme extroverts. Most of us fall somewhere on the scale between -2.5 to 2.5. Introverts who are within this range will enjoy a party or loud activity once in awhile, but generally, they flow to activities that interact with fewer people. Extroverts who are around "+2.5" on the scale

will sometimes enjoy a quiet evening at home with a book or video, but generally, they flow to activities that place them in the company with many people.

Neither tendency on the scale is socially weak or socially strong. We are simply different people finding niches in social activities that make us happy. But a personal goal to strengthen your social attribute may be your maintaining a social balance between introversion and extroversion tendencies. Strengthening your social attribute means shifting your social tendencies closer to the scale mark “0”.



If you are a person whose social tendencies fall within the -3 to -2 range, you might consider social changes that increase your interaction with people. Your social goals may include increased participation with people such as your arranging weekly social outings (dancing, theater, ball game, etc.). You could plan parties or events with a group each month. Your objective is to increase your social interaction with people.

If you are a person whose social tendencies fall within the +2 to +3 range, you might consider social changes that increase your participation in activities that are simple and quiet. Your social goals may include interacting with fewer people, perhaps once each week. Instead of participating in one exhaustive party after another, spend some quiet time with a friend or spouse by going for a walk, listening to a piece of music, or watching a video in your home. Schedule an activity such as cycling each weekend morning

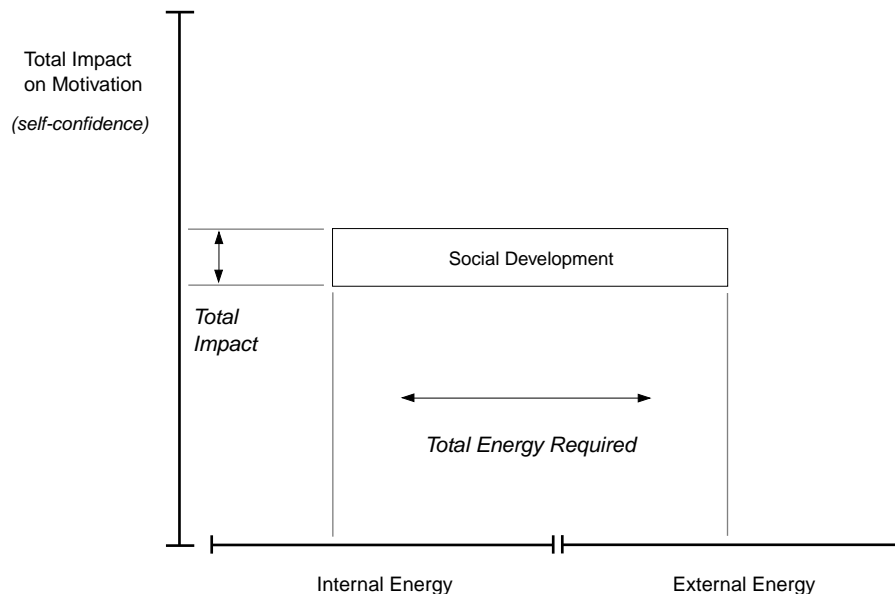
where you can be with yourself. Your objective is to increase social activities that are inward.

I am not suggesting that extroverts walk away from outward activities. Nor am I suggesting that introverts cease activities that are inner related. What I am recommending is that you find a balance between introvert and extrovert activities. If you are a person who can't stay at home and who is constantly running out the door to be with people for example, try to balance your extrovert tendencies with activities that are more *inner* related. On the other hand, if you are a person who never gets out of the house, try to balance your introvert tendencies with activities that are *outward* related. Maintaining a balance between the two tendencies will build and strengthen your social attribute.

Putting the Social Attribute to Work



The social attribute is the fourth attribute in the character development hierarchy. The energy required to make a social change is greater than any of the other attributes



discussed so far. You probably can understand why. A great amount of energy — both internal and external — will be required to make a social change. External energy increases because most social changes include interaction with other people who you do not control.

The social impact on motivation and self-confidence will be lesser than the first three attributes. Social changes are mostly intangible and more difficult to measure. Also, the total time to *notice* a social change will take much longer than the other attributes.

Step 1.

Select a social goal that will strengthen your social attribute. You can use any of the suggestions discussed in this chapter or use suggestions researched from other books. Identify only one social development goal at this time.

Step 2.

Define the tasks that will help you achieve your social development goal. Schedule time to attend social events that will achieve your goal. Suggestions may include the following:

- To overcome shyness: suggestions include joining a charitable organization. Your interaction with people will increase social confidence.








- To build more leadership skills: suggestions include organizing a private club that discusses current issues or community interests.
- To become more friendly with strangers: make a goal to say hello to people on the street and in private occasions.

Step 3.

Complete the concepts discussed in Chapter 12. List the social development goal on the Weekly Goal Planning Sheet as illustrated here using Appendix Form-L. If you prefer, you can use the Character Attribute Development sheet Appendix Form-E.

List the social goal along with the education and physical goals on the Weekly Planning Sheet.

These four attribute goals will be developed for this week.

Week: Aug. 3 - Aug. 10	
WEEKLY GOAL PLANNING SHEET	
<div style="text-align: center;">  Goal </div> <hr/> <div style="text-align: center;">  Benchmarks </div> <p>1: _____</p> <p>Major Tasks _____</p> <p>2: _____</p> <p>Major Tasks _____</p> <div style="text-align: center;">  Goal Benchmarks </div> <p>See Week: _____</p> <p>See Week: _____</p>	<div style="text-align: center;">  Goal </div> <hr/> <div style="text-align: center;">  Benchmarks </div> <p>1: _____</p> <p>Major Tasks _____</p> <p>2: _____</p> <p>Major Tasks _____</p> <div style="text-align: center;">  Goal Benchmarks </div> <p>See Week: _____</p> <p>See Week: _____</p>
Physical <u>Up at 6:00 — Stretch and Jog for 30 Minutes</u> P. Temperance <u>Reduce TV Viewing to 30 Minutes / Day</u> Education <u>Study Greek Philosophy CD-ROM 1 Hr Daily</u> Social <u>Say Hello to Two New Strangers Each Day</u> Spiritual _____ <div style="text-align: center;">  Discipline — Character Attributes </div>	

Step 4. ☐

Work and develop all four attribute goals simultaneously for the next two weeks. Use your day planner to record your progress. Check the box indicating completion of the goal for each day.

Step 5

Mark this page and return in two weeks to complete Step 6 below.

— Mark Page and Return to this Section after 14 Days —

Step 6

Evaluate your progress in all four character attribute developments.

1) Physical, Temperance and Education Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your physical development goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Did you achieve your physical temperance goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Did you achieve your education goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue achieving your physical, physical temperance, and educational goals for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answer "no" to any of the above questions, you may need to return to the appropriate chapters and develop these attributes before moving forward. You are not building the self-discipline required to achieve your goals and character well-roundedness.

If you answered "yes" to all four questions, continue working on these three attribute goals for another 14 days. You might want to modify the goals to increase strength.

2) Social Development Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your social development goal for 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel you are strengthening your social attribute?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue achieving your social attribute goal for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "no" to any of the three questions, return to Step (1) in this chapter and complete the steps indicated. There is no need moving forward to the spiritual attribute without first developing your social attribute.

If you answered "yes" to all three questions, and if you feel confident that you are strengthening your social attribute, you are ready to add the last attribute to your character development schedule. The spiritual attribute requires the most total energy to

develop. The increased strength, self-confidence and motivation developed so far will help you develop the final attribute that will round your character.



Chapter II

DISCIPLINE TO SUCCESS:

THE SPIRITUAL ATTRIBUTE



Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.

Martin Luther King, Jr.

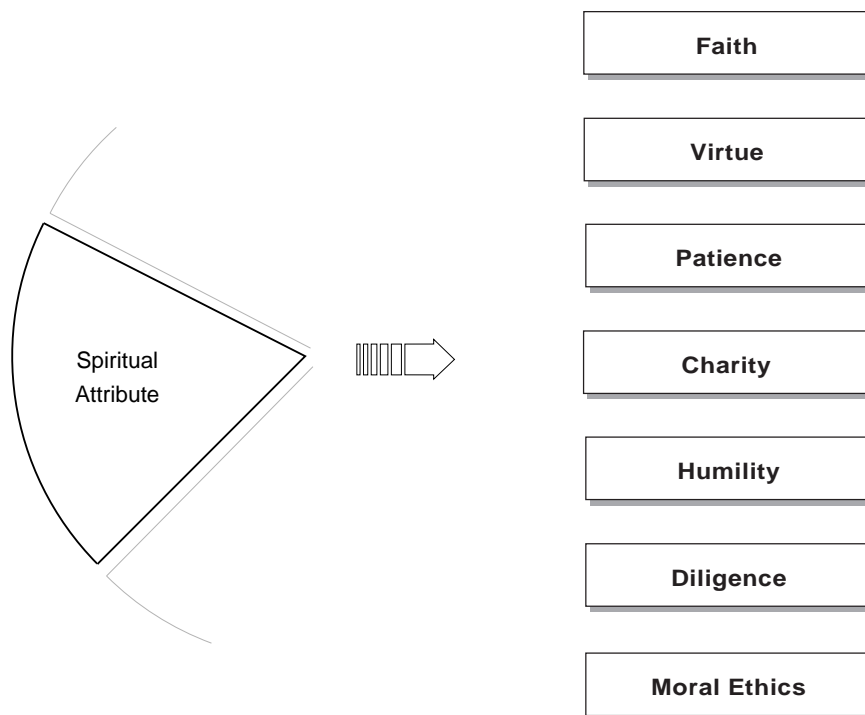
You must be feeling fantastic by now. You are strengthening four of the five attributes of your character and increasing self-discipline. We now reach the highest level of character well-roundedness. The spiritual attribute completes the circle that will support and accomplish your goals.

What is the spiritual attribute? The best answer to this question comes by reading the four Gospels in the New Testament section of the Holy Bible. It makes no difference whether you believe in the Divinity of Jesus Christ or not. One argument is certain: The man Jesus Christ was a great teacher of moral ethics and spiritual qualities. This viewpoint is held by most Christians, Jews, Moslems, religious zealots and agnostics.

The spiritual attribute seeks a higher plane of human development. You can be an atheist and still possess spiritual qualities that are goodly. A spiritually developed person chooses not worldly appetites, but seeks those qualities that elevate mental well-

being.

You can find many theological and philosophical theories on spiritual development. We learn and apply these theories through our religious and philosophical studies. But no matter what your belief or philosophy, you can strengthen your spiritual attribute by developing the following spiritual qualities:



Faith



Faith defines a person who has confidence and trust in God or a supreme value. Having confidence and trust means adhering to the values and commandments that you believe are supreme.

Faith is confidence and trust in yourself and others. It is the obligation of loyalty

and allegiance to higher values and principles. A faithful person never waivers from his or her beliefs or goals, no matter what influences that try to drive a wedge between your beliefs and convictions.

Faith begins with a hope for something. For example, you are reading and applying the principles from this book because you have hope of achieving well-roundedness and accomplishing your goals. Hope is a driving force that prompts you to act.

Hope builds faith. Your faith becomes stronger when you see, touch and feel the effects of your actions. The same example applies when developing the five attributes of your character. Your faith in the five-attribute concept increases when you see changes in your physical, physical temperance, education, social and spiritual attributes. You believe in your actions and capabilities.

Faith comes from experience and testimonials. You wouldn't blindly purchase a car without first testing it, researching consumer reports and perhaps talking with friends. And you certainly wouldn't lie under the knife of a surgeon if the doctor's reputation was not supported by references and testimonials. Personal experience and testimonials can increase your faith in everyday decisions.

In summary, faith begins with hope. Hope prompts us to act upon certain principles and values. Action gives us knowledge. Faith means that we hope . . . we act . . . we learn.

Virtue

Virtue defines a person who has manly strength and courage. Manly strength is different from physical strength. Manly strength is internal mental strength — the inner

strength to control your appetites and passions. Manly strength means that you will sacrifice your interests, and even your own lives if necessary, to defend your principles and the lives of others.

In the classic film, "The Wizard of Oz," Dorothy and her friends seek the Wizard for special favors. Dorothy wants to return home; the Scarecrow wants a brain; the Tin Man wants a heart; and the Lion wants virtue.

A virtuous person has courage, much like the courage the Lion needed to become the King of Jungle, as was his right. A virtuous person has the same courage — not the courage to rule over a kingdom, but the courage to face adversity and disappointment.

Virtue defines a person who adheres to moral laws such as honesty, integrity and truthfulness. People with virtue would never cheat another person. They honor their oaths and commitments and remain honest in all of their convictions. People who are virtuous are held in high esteem because of their trustworthy and ethical acts.

Virtue defines someone who possesses a moral excellence. Moral excellence means that we elevate ourselves above the worldly filth that can demoralize our character. A virtuous person does not engage in X-rated materials, violence and language that corrupt the sanctity of sexual, religious and personal values. A virtuous person seeks a higher ground of moral living. Instead of wasting time with sexual fantasies and deplorable language and violence, a virtuous person engages in activities that uplift the moral character.

We can obtain virtue by —

- having manly strength and courage to honor our principles and values.
- conforming to a standard of right.

- becoming a person of commendable quality.
- exercising a particular moral excellence.

Patience



A person who is patient has the ability to bear exertion, hardship and suffering without complaint and bitter feelings. A patient person is calm, steadfast and exhibits a positive attitude.

We should move our discussion on patience to the beginning of this book. You will need patience when shaping a well-rounded character. Patience is a spiritual quality that can strengthen each character attribute. For example, patience can strengthen your physical attribute. People who are patient are less likely to overreact and become angry and hostile. They have lower stress levels and feel better about themselves and others.

Patience can strengthen the physical temperance attribute. You need to maintain a positive attitude when conquering your physical indulgences and habits. Controlling your passions can take months, sometimes years. A positive attitude keeps you going when changes to your character become less encouraging.

You will need to exercise patience when shaping your education attribute. Becoming a better listener, reader, etc. takes time and perseverance. Being patient balances the frustration that is often associated with learning.

Patience is a character quality when developing your social relations. For example, have you ever associated with someone who is impatient? Impatient people are demanding and often complain at trivial circumstances. They usually have nothing positive to say and can become angry at the slightest provocation. You will find it very

difficult to develop your social attribute without first becoming more patient. Patience requires that you cease complaining, temper your demand for things not readily available and control your anger.

Brotherly Love / Charity



Whether you belong to the Christian faith or not, you probably can relate to Jesus Christ's teaching of the 'Good Samaritan.' I will paraphrase this story because of its perfect example of brotherly love and charity.

The road between Jerusalem and Jericho at the time of Christ was infested with thieves. Travelers during this time would travel in groups and caravans for protection. It was common to bypass the main road and travel a more distant journey to avoid the dangers.

A Jew, who was traveling along this road, has fallen among thieves. A Samaritan, traveling along the same road, stopped to help. Jews and Samaritans were bitter enemies in their day. The Jews looked down upon the Samaritans as an inferior race and the two races existed as separate peoples in the same land — much like the segregated cultures earlier in our nation's history.

Our story begins from the Gospel of Luke, Chapter 10, the King James version of the Bible. A lawyer, standing among the people whom Jesus was teaching, asked: "Master, what shall I do to inherit eternal life?" Jesus returned a question: "What is written in the law? How readest thou?" The lawyer replied: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself." The answer was approved by Jesus. The Master said: "This do, and thou shalt live." "And who is my neighbor?" retorted the lawyer.

"Who is my neighbor?" What a simple question. Christ's answer serves as one of the life's greatest teachings: The Parable of the Good Samaritan.

"A certain man went down from Jerusalem to Jericho, and fell among thieves, which stripped him of his raiment, and wounded him, and departed, leaving him half dead. And by chance there came down a certain priest that way: and when he saw him, he passed by on the other side. And likewise a Levite, when he was at the place, came and looked on him, and passed by on the other side. But a certain Samaritan, as he journeyed, came where he was: and when he saw him, he had compassion on him, and went to him, and bound up his wounds, pouring in oil and wine, and set him on his own beast, and brought him to an inn, and took care of him. And on the morrow when he departed, he took out two pence, and gave them to the host, and said unto him, Take care of him; and whatsoever thou spendest more, when I come again, I will repay thee."

Then of the lawyer Jesus asked: "Which now of these three, thinkest thou, was the neighbor unto him that fell among the thieves? And he said, He that shewed mercy on him, Then said Jesus unto him, Go, and do thou likewise." ⁽¹⁾

⁽¹⁾ (The Gospel of St. Luke: Chapter 10, versus 30-37; KJV)

Can you imagine living in a world socially ruled by good Samaritans? There would be no murder, envy, greed, class struggles, deprivations, jealousies, hatred and lying. Of course, we can't expect a world ruled by good Samaritans. But we can change your individual world by developing Samaritan traits that will help advance our goals and aspirations. Imagine the kind of friendship, support and trust you would have in your work place, school, community and family if you became a "Good Samaritan".

Being the "Good Samaritan" requires more than just donating your time and money. Although your time is greatly appreciated, and your donation certainly helps any worthwhile cause, any person with time and money can donate the same. Charity is something more. Charity is the extension of your heart and love when you give your time, talents and resources to those in need of friendship, guidance and physical help.

Charity benefits those who receive and not necessarily those who give. A "Good Samaritan" comes secretly in the night offering their service and resources without acknowledgment. Charitable people give, serve and donate for one purpose only: to help those in need. They expect nothing in return — no publicity, no tax write-off, no praise for their service and certainly no notoriety of any kind. They come secretly to give and then leave secretly as they came.

I use 'coming secretly in the night' analogy to illustrate that charity is a change of heart. You give because of your love for others, not because you expect payment or recognition for your services. Of course, some charitable acts are rightfully noticed. Sometimes recognition for your good deeds cannot be prevented. But the "Good Samaritan" gives because of their love for others rather than to give because of an expected gain.

So how do we develop charitable traits?

1) Maintain a Benevolent Good Will and Love of Mankind

A person who would steal, cheat, belittle, inflict physical or mental harm or insult another person collectively or individually is not a person with benevolent good will. Benevolent good will characterizes someone who is friendly, respectful, positive and willing to lend a hand. A “goodly person” seeks the best in everyone and builds another person’s character rather than destroying it.

Benevolent people respect nature and the environment. They would never inflict senseless harm on animals. They protect the environment and promote its cleanliness.

Benevolent people would not steal or defraud a company. Cheating on your taxes or stealing supplies from your work or school are not characteristics of benevolent people.

2) Be Considerate and Helpful

Charity means being considerate and helpful by giving your service to all regardless of race, color, ethnic background and religion. Remember that it was the despised Samaritan who offered assistance to the Jew.

Often we become so involved in our daily routines that we pass unexpectedly by people who cry for help. I recall a story related by a man who said that while waiting in line to process his ticket for a flight to Chicago, a woman with a small infant in her arms approached the back of the line with several bags. She was alone with no one to assist her. The infant was crying. People in the line appeared irritated by the increasing cries as they crept impatiently to the front counter.

As the cries intensified, a businessman removed himself from the front of the line

and went back to assist the mother. He offered to stand in her place while she tended to the infant. The businessman continued to hold her place in line, processed her ticket, tagged and loaded her baggage and then assisted her to the boarding area. He then excused himself graciously and slid quietly into the busy crowds. He demanded no payment for his services. The person relating this story noted the gentleman's charitable acts from a respected distance and was ashamed because of his own inconsiderate heart.

There are many people like this mother who need our support and help, sometimes at the most inconvenient place or when we are rushing to a scheduled appointment. When we speak of the needy, we often think of the poor, the hungry and the lost. These unfortunate people respectively need our help whenever possible. But the needy also include many other people who for some reason need a lending hand and supportive voice. The needy include the person who doesn't have any friends. It includes the widow who lives down the street. It includes the mother with a crying infant, the family stranded on the side of the road with an inoperable vehicle, the young lady who dropped her bags. A charitable person seeks out the needy and offers their friendship, guidance, counseling and resources, as necessary.

3) *Having a Generous Heart*

Having a generous heart is different than being considerate and helpful. Being helpful and considerate means that we offer *immediate* assistance to those who need our help. Having a generous heart means that we devote our time and resources to help those who are disadvantaged.

A generous person donates time and resources to help those in need. If you are unable to financially donate money, you can give an hour each week to projects or programs that help less fortunate people. An hour of your time is just as valuable as a

donation. Contributing your time can be more meaningful as you witness personally the joy that comes from people who lack hope and sense of direction.

Humility



You will notice a remarkable change as you work through the concepts in this book. You will notice that you are physically stronger, in control of your physical appetites, more inclined to increase knowledge, more apt to be socially balanced and more respectful of your moral conduct. You will feel good about yourself and your abilities to achieve. Your self-confidence and self-esteem will increase.

Increased self-confidence and self-esteem are important qualities for success. People who are self-confident can face different challenges and overcome obstacles that can hinder success. But like everything else in life, there is opposition in all things. An ugly by-product of self-confidence is arrogance. While self-confidence can strengthen your character development, arrogance and pride can equally destroy it.

People who are proud and boastful are not brotherly kind and charitable. They look down on people who are different and inferior. They surround themselves with "beautiful people" who are rich, good-looking and popular. When boastful people donate to a charity, they generally give because they expect something in return. They want their names published and their donations recognized.

People who are proud and boastful are not necessarily social. They consider themselves better than most people. They are attracted to money, prestige and power. Anything less is viewed as inferior and not worth their time and effort.

People who are proud and boastful are not educationally inclined. They may be

smart and academically advanced, but they generally refuse to listen to ideas or suggestions from people they consider lower than themselves. They view themselves as the teacher, never the student of someone who has less credentials.

Humility is a spiritual quality that tempers the power of prestige. A humble person doesn't seek the glory of mankind but seeks the growth and development of others. A humble person accepts everyone and works to elevate people no matter what their circumstances or backgrounds.

Humility is the modest sense of one self. Much of what we accomplish in life can be contributed back to the help and service of others. We need to recognize the contributions of others. We return payment for their contributions to our success by contributing to the success of others.

Having a modest sense of yourself means that we try not to place ourselves above other people. Modest people don't flaunt or announce their good looks, intelligence, wealth and power. They are not proud or haughty; neither are they arrogant and assertive. They think the best of everyone and try not to make wrongful prejudgments on another person's character.

Balancing between the forces of self-confidence and humility is a lifelong process. Self-confidence is the mental energy to achieve the things you want. Humility is a companion force that keeps you from destroying the successes you have made. Here are some suggestions to build humility:

- **Charity:** Increase your time to help others. Become more considerate of people regardless of their race, gender, religion and ethnic background.

- **Recognize Others:** Make it a habit to frequently thank your parents, teachers, peers and bosses for the help and contributions they directly or indirectly made in your behalf. Recognize the achievements of others.
- **Befriend the "Inferior":** If you feel superior, befriend a person whom you consider as inferior. For example, if you are rich and proud, befriend the poor. If you are strong and physically in-shape, befriend the weak. If you are handsome and good looking, befriend the ugly.

I like the story relayed in the movie, "Ghandi." During a scene of violence among Hindus and Moslems, Ghandi goes to Calcutta to fast for the healing of the nation. After fasting for many days, a Hindu man approaches Ghandi to confess his sins. He had killed a Moslem family in retaliation for the death of his little boy. The man believes that his actions will send his condemned soul to hell. Ghandi replies to the man that there is a way out of hell. He instructs him to go into the streets and look for a little boy like his own who has lost his family because of the violence. The Hindu man was to raise the boy as his own. But, the man was to raise the boy as a Moslem.


Note the richness in this story. A humble person befriends all persons no matter what their religion or culture or economic status. You likewise need to befriend others who are not part of your social mainstream.

- **Become Teachable:** Play the role of a student when around others. Allow other people the opportunity to express their opinions. Let others teach and help you even if you don't need their help. Take advice from others and help them feel that their suggestions contributed to your success and growth.

- **Become Ugly:** Boastful people think that they are beautiful. They will spend their time and money to look attractive and prestigious. They will wear fancy clothes and costly jewelry and spend hours in front of the mirror making themselves *gorgeous*.

Take a day or two each week and become “ugly.” Don’t wear costly apparel or jewelry. Try not to talk about yourself and your accomplishments. Act and appear as though there was nobody to impress.

Diligence



Diligence is characterized by a persistent care and application. Sedulous people show perseverance, care, caution and earnest effort to accomplish what is needed. They are attentive to required details.

An example of diligence is the persistent application of the concepts discussed in this book. If you desire to become physically, educationally, socially and spiritually stronger, you will then make a concerted effort to accomplish and achieve the tasks for each development. Diligence means that you do the job right.

Diligence also means quality performance. A job not done well is a job not done. This applies when pursuing your goals and responsibilities. You are wasting your time if you fail to produce quality work.

You can become more diligent by working on the following steps:

- set personal goals and objectives.
- accomplish daily tasks by doing it right.

- perform quality work.
- work and achieve tasks within certain time limits.
- complete tasks and assignments on time.
- sign your name "mentally" to the work performed.

Moral Ethics



Finally, spiritual development is your adherence to moral ethics. These ethics are the “Thou shall’s . . .”

Thou shall being honest is all of thy doings.

Thou shall treat everyone as equal regardless of race, religion, or background.

Thou shall obey the laws of the land, if the laws are representative of the people.

Thou shall not tell lies or spread false rumors.

Thou shall not steal, covet or murder.

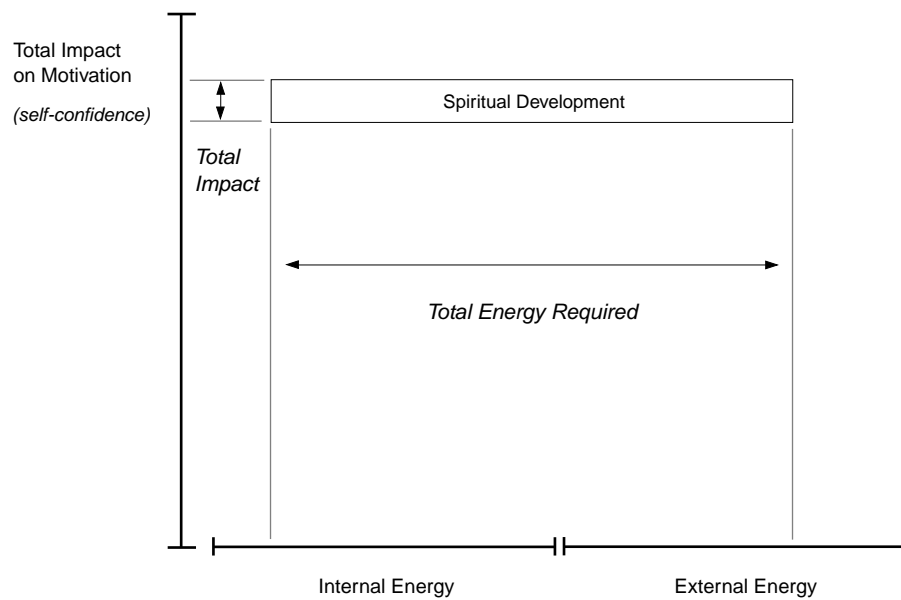
Thou shall not inflict harm in any way.

There are many “Thou shall’s” and “Thou shall not’s.” You can find them in our laws and public policies. If you lie, steal, commit fraud, or engage in any racist or sexist acts, you should work to overcome these moral faults and engage in acts that are goodly and just.

. . .

There you have it — spiritual traits that make up the spiritual attribute. Spiritual development is the increase of faith, virtue, patience, charity, humility, diligence and moral ethics. You can see why the spiritual attribute takes the most amount of energy to

develop, while impacting your motivation at lower levels than any of the other four character attributes. Spiritual development is mostly intangible. The time to *notice* a spiritual change takes much longer to measure. That is why you should develop the spiritual attribute last.





Developing the Spiritual Attribute

The steps required to make a spiritual change are similar to the steps discussed in the other attributes. There is a hierarchy in spiritual development. Select a level in the hierarchy that is challenging but not impossible to attain.

Step 1.

Select a spiritual change that you will want to make.
Identify one spiritual change at this time.

Step 2.

Define the tasks that will achieve your spiritual development goal. Schedule time for the week, if necessary, to achieve the spiritual goal.







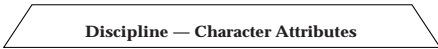
Step 3.

Use the concepts discussed in Chapter 12. List the spiritual development goal on the Weekly Goal Planning Sheet as illustrated here on Appendix Form-L. If you prefer, you can use the Character Attribute Development sheet from Form-E.

Continue developing and strengthening the physical, physical temperance, education and social goals from the last four chapters. You may want to increase the intensity of these goals where appropriate. Develop these goals simultaneously along with the spiritual attribute for the next two weeks.

List your spiritual goal along with the social, education and physical goals on the Weekly Planning Sheet.

These five attribute goals will be developed for this week.

Week: Aug. 17 - Aug. 24	
WEEKLY GOAL PLANNING SHEET	
<div style="text-align: center;">  Goal </div> <hr/> <div style="text-align: center;">  Benchmarks </div> 1: _____ Major Tasks _____ 2: _____ Major Tasks _____ <div style="text-align: center;">  Goal Benchmarks </div> See Week: _____ See Week: _____	<div style="text-align: center;">  Goal </div> <hr/> <div style="text-align: center;">  Benchmarks </div> 1: _____ Major Tasks _____ 2: _____ Major Tasks _____ <div style="text-align: center;">  Goal Benchmarks </div> See Week: _____ See Week: _____
Physical <u>Up at 6:00 — Stretch and Jog for 30 Minutes</u> P. Temperance <u>Reduce TV Viewing to 30 Minutes / Day</u> Education <u>Study Greek Philosophy CD-ROM 1 Hr Daily</u> Social <u>Say Hello to Two New Strangers Each Day</u> Spiritual <u>2 Hours Charity Work at YMCA / Learn Love</u> <div style="text-align: center;">  Discipline — Character Attributes </div>	

Step 4. □

Develop and strengthen all five attribute goals simultaneously for the next two weeks. Record your progress using your day planner as discussed in Chapter 12 (or use Appendix Form-E). Check the boxes at the end of each day noting completion.

APPOINTMENT AND TASK SCHEDULE	
A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____

<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"/> Review the Day's Progress	<p>CHARACTER ATTRIBUTES / TASKS</p> <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> Physical </div> <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> P. Temperance </div> <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> Education </div> <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> Social </div> <div style="margin-top: 10px;"> <input checked="" type="checkbox"/> Spiritual </div>
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Check the box indicating the you _____ completed the assigned character development goal(s) for the day.



Mark this page and return in two weeks to complete
Step 6 below.

— Mark Page and Return to this Section after 14 Days —



The sixth step returns you to this section of the book to
evaluate your progress for the last 14 days.

1) Physical, Physical Temperance, Education and Social Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your physical development goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Did you achieve your physical temperance goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Did you achieve your education goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Did you achieve your social development goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Hopefully, you will answer "yes" to all four questions. If not, then you may be reverting back to your old ways. That can happen. Try to pick up where you are weakest and repeat the concepts where appropriate from the last four chapters. Your goal should be to overcome your weaknesses and shape a well-rounded character.

If you answered "yes" to all four questions, continue strengthening these four attribute goals for the next 14 days. You might want to modify these goals to increase strength.

2) Spiritual Development Evaluation:

	<u>Yes</u>	<u>No</u>
<i>Did you achieve your spiritual development goal for the last 11 or more days?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel you are strengthening your spiritual attribute?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Do you feel confident that you can continue achieving your spiritual attribute goal for the next fourteen days?</i>	<input type="checkbox"/>	<input type="checkbox"/>

If you answered "no" to any of the three questions above, return to Step (1) in this chapter and complete the steps indicated. The spiritual attribute will be the hardest character attribute to develop. It can take 4-6 weeks before you can honestly answer "yes" to the three questions above.

If you answered "yes" to all three questions, and if you feel comfortable that you are making spiritual progress, congratulate yourself. You are rounding your character and

increasing self-discipline. You are now ready to move onward to develop further your character attributes by repeating the character attribute development cycle as explained in the next section.

Character Attribute Development Cycle



You should be strengthening all five attributes of your character at this stage of your development. Do you feel better about yourself and your capabilities? Do you feel more disciplined? Do you find that you can accomplish your daily tasks more effectively than before you started to make these character changes? If you can answered 'yes' to these questions, you are building a strong foundation that will achieve success.



Where do you go from here? You simply continue to strengthen and sharpen your character attributes. You are embarking on a lifelong process that keeps your character in shape. We do this by repeating the cycle of character development. Your current physical development goal — jogging each A.M. morning used in this illustration — has been developed for 10 or more consecutive weeks. You should find that the total energy to achieve your physical goal after 10 consecutive weeks is *less* than the total energy required during the first week of development. It should be easier, both physically and mentally, to awake each morning, get dress, stretch and jog the designated distance. Your physical development goal is no longer a goal or aspiration — it is part of your character that you perform automatically. In other words, you are physically disciplined to jog each A.M. morning.

It is now time to select a new physical attribute goal to develop and strengthen for 10 consecutive weeks — such as reducing the fat in your diet, for example. You will repeat the steps outlined in Chapter 7 namely:

- Step 1:** Select a character goal to develop and strengthen.
- Step 2:** Define the tasks needed to achieve the character development goal.
- Step 3:** Write the goal down on the Weekly Goal Planning Sheet.
- Step 4:** Complete the tasks as defined.
- Step 5:** Record your progress at the end of each day.
- Step 6:** Evaluate your progress.

You will simultaneously develop and strengthen the other four attributes along with your new physical development goal. You will also continue strengthening your old physical attribute goal (i.e., jogging) for the rest of your life, as appropriate. The following illustration on the next page explains this process.

The objective of the illustration is to show that you will be strengthening and shaping your character throughout the rest of your life. You will develop each attribute goal for ten consecutive weeks in respective order: physical, physical temperance, education, social and spiritual. After ten consecutive weeks, you will repeat the cycle and develop a new goal for that character attribute. Chapter 13 explains this process in more detail.

You might find yourself reverting back to your old habits like giving up jogging after a few years. This can happen frequently. Shaping your character is like cultivating



Attribute Development Schedule

ATTRIBUTES:

	PHYSICAL	P. TEMPERANCE	EDUCATION	SOCIAL	SPIRITUAL
<i>Begin:</i>					
0-2 Weeks	Physical Goal(1)				
3-4 Weeks	Physical Goal(1)	P. Temperance Goal(1)			
5-6 Weeks	Physical Goal(1)	P. Temperance Goal(1)	Education Goal(1)		
7-8 Weeks	Physical Goal(1)	P. Temperance Goal(1)	Education Goal(1)	Social Goal(1)	
9-10 Weeks	Physical Goal(1)	P. Temperance Goal(1)	Education Goal(1)	Social Goal(1)	Spiritual Goal(1)
11-12 Weeks	Physical Goal(1) Physical Goal(2)	P. Temperance Goal(1)	Education Goal(1)	Social Goal(1)	Spiritual Goal(1)
13-14 Weeks	Physical Goal(1) Physical Goal(2)	P. Temperance Goal(1) P. Temperance Goal(2)	Education Goal(1)	Social Goal(1)	Spiritual Goal(1)
15-16 Weeks	Physical Goal(1) Physical Goal(2)	P. Temperance Goal(1) P. Temperance Goal(2)	Education Goal(1) Education Goal(2)	Social Goal(1)	Spiritual Goal(1)
17-18 Weeks	Physical Goal(1) Physical Goal(2)	P. Temperance Goal(1) P. Temperance Goal(2)	Education Goal(1) Education Goal(2)	Social Goal(1) Social Goal(2)	Spiritual Goal(1)
19-20 Weeks	Physical Goal(1) Physical Goal(2)	P. Temperance Goal(1) P. Temperance Goal(2)	Education Goal(1) Education Goal(2)	Social Goal(1) Social Goal(2)	Spiritual Goal(1) Spiritual Goal(2)
21-22 Weeks	Physical Goal(1) Physical Goal(2) Physical Goal(3)	P. Temperance Goal(1) P. Temperance Goal(2)	Education Goal(1) Education Goal(2)	Social Goal(1) Social Goal(2)	Spiritual Goal(1) Spiritual Goal(2)
23-n Weeks	Repeat Cycle				

a garden. If you fail to shape and attend to your garden continuously, the garden will revert back to its natural habitat. Likewise, if you fail to shape and attend to your character development, you will eventually revert back to your old character habits. If you find yourself reverting back, simply return and redevelop the attribute goal, or replace it with another attribute goal; e.g., walking 20-30 minutes each day.

Your character can evolve due to changes in your life, such as getting married, having children, changing your careers, etc. As we progress through life — college, career, family, children, retirement — we will require different character traits and disciplines. The character development process helps us to identify these traits so that we can overcome character impediments that impede our progress for success.

This completes my discussion on discipline — the foundation of any successful achievement. It is a lifetime development process. Chapter 13 summarizes the steps discussed in these last five chapters.



Chapter 12

EXECUTE SUCCESS:

THE THIRD INGREDIENT TO SUCCESS

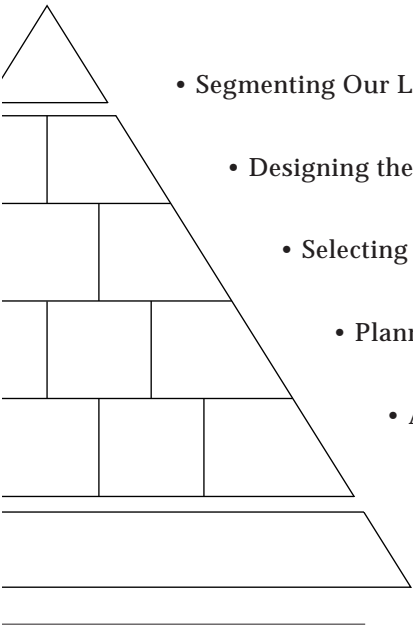
Monday	
7	Goal Task (1)
8	↓
9	
10	
11	
12	Goal Task (2)
1	↓
2	

*Victory at all costs, victory in spite of all terror, victory however long
and hard the road may be; for without victory there is no survival.*

Sir Winston Churchill

This chapter places in action the final ingredient of success. The execution phase brings together the planning and discipline concepts from the last chapters and pieces together a strategy for time management and execution of your tasks. Our discussion will be divided into the following sections and topics:

Section I:



- Segmenting Our Life into Time Phases
- Designing the Objective and Goal Planning Sheet
- Selecting the Goals and Benchmarks for a Life Phase
- Planning and Assigning Major Tasks
- Assembling the Planning Kit

Section II:

- Planning Weekly Tasks and Attribute Changes
- Role Planning
- Planning and Recording Daily Tasks & Activities

Section III:

- Evaluating Success (Chapter 13)

The first section assembles your personal goal planning kit that will become your blueprint for success. The goal planning kit will contain all the necessary planning sheets for the objective, goals, benchmarks and major tasks. These planning concepts were presented in Chapters 3-4.

Section II takes your goal planning kit and assigns respective weekly and daily tasks. This is your respective ". . . to do" list of daily tasks and appointments that need to be completed to achieve your goal plan. You will refer to this section weekly as you assign new tasks each week.

Section III is the evaluation section (Chapter 13). You will make a periodic evaluation to measure your progress.

SECTION I: Assembling Your Personal Goal Planning Kit

You will refer to this section each time you begin a new life phase. You may want to review Chapters 3-4 to refresh your memory on the planning concepts. We begin by assigning a life phase to achieve certain goals.

Segmenting and Assigning Life Phases

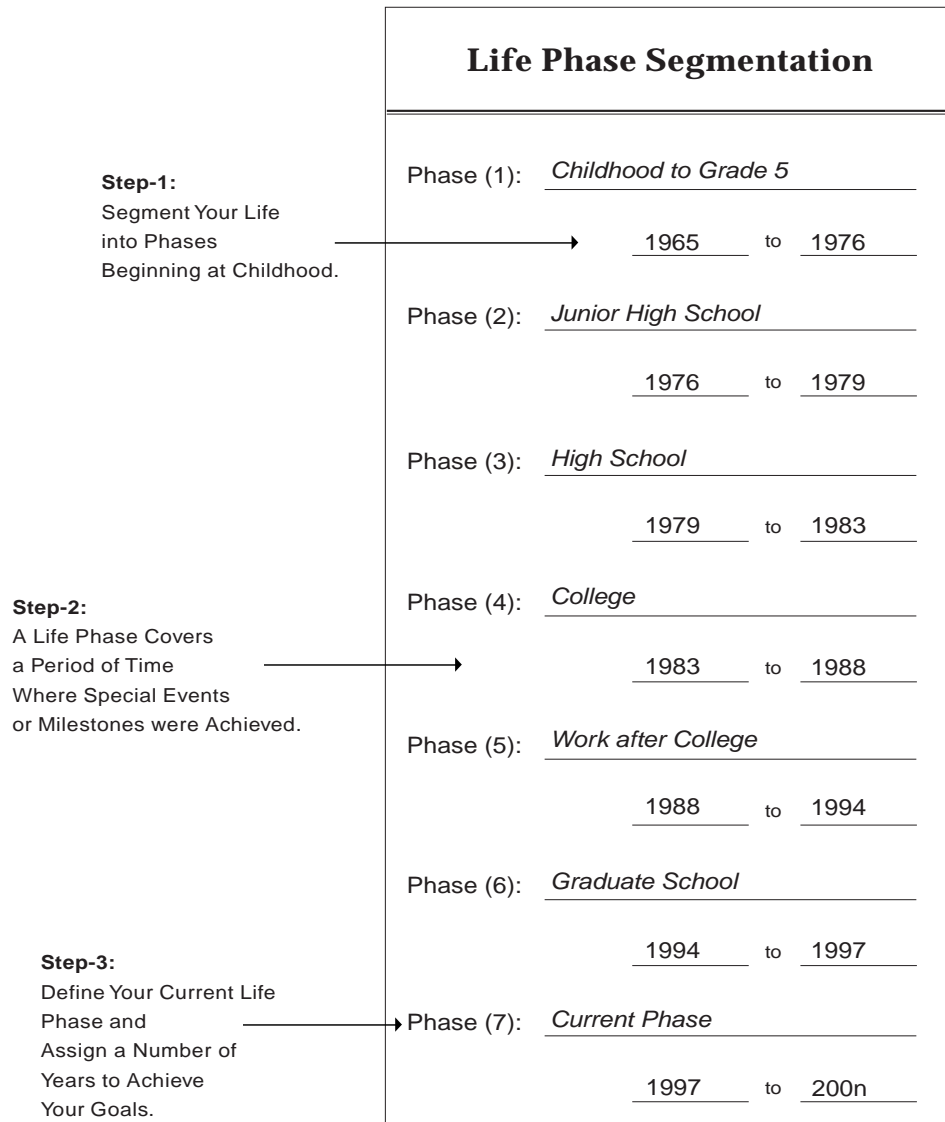
A life phase is any period of one or more years that includes a time for personal growth and achievement. You will assign certain goals for achievement during this period of time. For example, you may assign 4-5 years as a life phase to achieve your collegiate and graduate degree goals. When this phase ends with your collegiate degree in hand, you will assign a new life phase to achieve your next level of goals.

As a general rule, a life phase covers about 2-5 years, depending on what you want to accomplish. A phase running less than two years may not be long enough to achieve certain goals and benchmarks. Likewise, a phase running more than five years may cause you to lose focus of what you are trying to accomplish.

You begin by going back to your birth date and segmenting your life to the present time. You may want to divide this time into respective phases covering a certain time period as illustrated on the next page as Step-1 (use Appendix Form-G). After you complete this exercise, review your goal plan that you completed back in Chapter 4. Determine what you want to accomplish in the next phase of your life and assign a period of time for the next 2-5 years as diagrammed by Step-3 in the illustration. The number of years assigned depends on what you want to accomplish.



Life Phase Segmentation



Designing the Objective and Goal Planning Sheet

The planning concepts for designing the Objective and Goal Planning sheet (Appendix Form-G) can be found in Chapters 3-4. These two chapters discuss how to plan and prioritize the goals that will achieve the objective. You were instructed to use the Justwyn Model for Goal Planning (Form-C) to identify and prioritize your goals. Use this planning model to design the Objective and Goal Planning sheet in this section.

The *Objective and Goal Planning* sheet (Appendix Form-H) is the first sheet in your goal planning kit. Take the form and write on top your current life phase and the assigned years. Next, write your objective in the pinnacle section of the pyramid.

Now take the goals that you identified and prioritized from the Justwyn Model for Goal Planning in Chapter 4 (Appendix Form-C) and transfer them to the *Objective and Goal Planning* sheet as illustrated on the next page. List the goals in hierarchical order as explained in the planning chapters. Write the goals in the spaces of the planning pyramid using one or two key words. The pyramid has a maximum of 14 stones. You may need to combine goals if necessary to fit them into the spaces available. If you have less than 14 goals identified, leave some of the spaces near the top of the pyramid blank. Refer back to Chapters 3-4 if you need to refresh your memory on goal identification and prioritization.

Selecting Goals and Benchmarks for a Life Phase

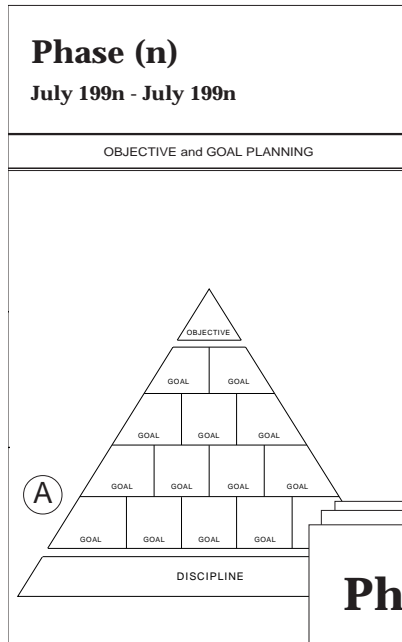
The planning concepts for designing the Benchmark Planning and Selection sheet (Appendix Form-I) can be found in Chapters 3-4. These two chapters discuss how to plan and prioritize the benchmarks that will help you achieve respective goals. You were instructed to use the Justwyn Model for Benchmark Planning (Appendix Form-D) to identify and prioritize your benchmarks. Use this model to design the Benchmark Planning and Selection sheet.

Selecting the goals and benchmarks for a life phase requires some strategic thinking on your part. Make sure you understand the concepts discussed in the planning chapters before proceeding with this discussion. I will use a step approach to illustrate what you need to do.

Step 1: Your first step is to review your *Objective and Goal Planning* sheet (Appendix Form-H) that you just completed. Select the goals that you will be work on during your next life phase (diagrammed by the letter Ⓐ in the illustration on the next page). The number of goals depend on what you are trying to achieve for the next *nth* years.

Step 2: Your second step is to take the *Benchmark Planning and Selection* sheet (Appendix Form-I) and write your life phase and assigned years. Then list in the pinnacle section of the pyramid each goal that you selected for this phase (diagrammed by the letter Ⓐ in the illustration on the following page). You may need several sheets if you assigned more than one goal for this life phase.

Step 3: The third step lists and prioritizes the benchmarks that will achieve each respective goal. The planning concepts on benchmark identification and prioritization can be found in Chapter 3-4. As you recall, a benchmark is a sub-goal. List the benchmarks in hierarchical order with each layer of benchmarks supporting the layers above



Benchmark Planning and Selection

Additional Benchmark Planning and Selection Sheets as Needed.

Steps-1,2:

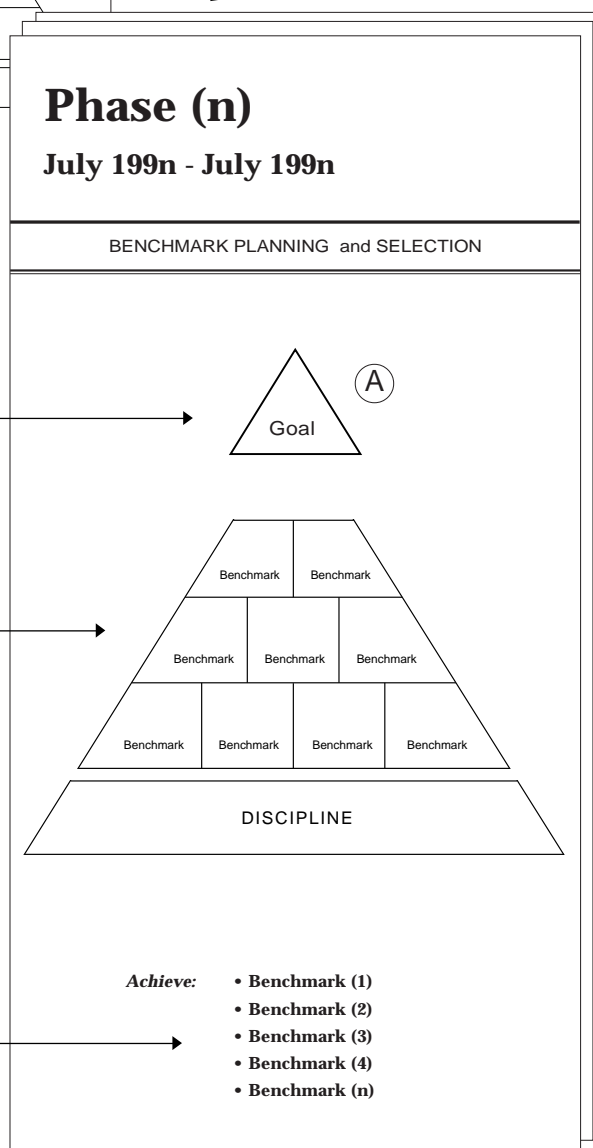
Select a Goal that Needs to be Achieved or Worked-in-Progress for This Life Phase.
Use Form-I and List Each Goal in the Pinnacle Section of Each Form.

Step-3:

Identify and Prioritize the Benchmarks that will Achieve the Assigned Goal as Explained in Chapters 3-4. You May Use Your Planning Models from Chapter 4 to Complete This Exercise.

Step-4:

Assign the Benchmarks that Need to be Achieved for this Life Phase



it. Write the benchmarks in the spaces provided. The pyramid has a maximum of 9 stones. Combine benchmarks or leave some spaces blank near the top of the pyramid if you have more or less than 9 benchmarks.

Step 4: Review each *Benchmark Planning and Selection* sheet. Select the benchmarks that need to be completed during this time phase and list them under the respective "Achieve" heading. You may select all or a few of the benchmarks depending on what you need to achieve during this life phase.

Planning the Major Tasks That Will Achieve the Benchmarks

The planning concepts for designing the Task Assignment Sheet (Appendix Form-J) can be found in Chapters 3-4. These two chapters discuss how to assign tasks that will help you achieve respective benchmarks.

Step 1: Take Appendix Form-J and write on top the life phase and assigned years as illustrated. You may need several forms depending on the number of goal/benchmarks that you plan to work on over the next several weeks or months.

Step 2: Review the benchmarks assigned for completion from the *Benchmark Planning and Selection* sheet(s). Select the benchmarks that you will begin working on. You may work on one benchmark at one time or several benchmarks simultaneously (diagrammed by the letter © in the illustration).

Step 3: Take the benchmark(s) from Step 2 and list them with their respective goals on the Task Assignment Sheet as illustrated (diagrammed by the letter © and the letter © in the illustration).

Phase (n)

July 199n - July 199n

BENCHMARK PLANNING and SELECTION

Achieve:

- Benchmark (1)
- Benchmark (2)
- Benchmark (3)
- Benchmark (4)
- Benchmark (n)

(C)



Task Assignment Sheet

Additional Task Planning Sheets as Needed.

Steps-2,3:

Select a Goal with its Respective Benchmark That You Plan to Work On Immediately. Write Them in the Spaces Provided

Step-4:

List the Major Tasks That Will Achieve the Benchmark.

Phase (n)

July 199n - July 199n

TASK ASSIGNMENT SHEET

Goal (1) (B)

Benchmark (1) (C)

Major Tasks	Complete Date
• Major Task (1)	4/28/97
• Major Task (2)	5/15/97
• Major Task (3)	9/01/97
• Major Task (4)	1/15/98
•	

Recognize Completion of Benchmark (1)

Benchmark (2) (C)

Major Tasks	Complete Date
• Major Task (1)	3/17/97
• Major Task (2)	3/30/97
• Major Task (3)	4/30/97
•	
•	

Recognize Completion of Benchmark (2)

Step-5:

Schedule a Completion Date for Each Task.

Step-6:

Recognize the Benefits Upon Completion of the Tasks.

Step 4: List under each benchmark the major tasks that will help you achieve the assigned benchmark. Refer back to chapters 3-4 if you need to review the planning concepts for major tasks.

Step 5: Review each major task. Determine how much time you will need to complete this task and schedule a completion date for each task.

Step 6: Recognize what should be accomplished after you complete all of the tasks assigned. Identify the benefits that you expect.

Step 7: You will repeat Steps 2-6 throughout your current life phase until you complete all benchmarks assigned for this phase.

Assembling the Planning Kit

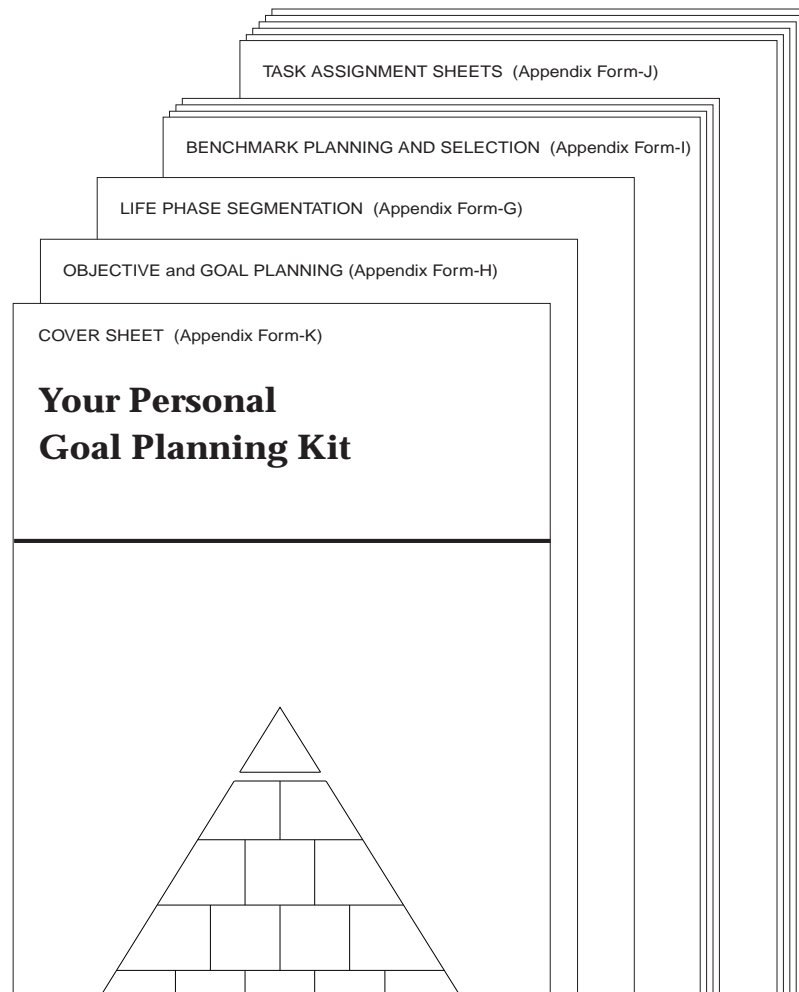
1

You can now assemble these planning sheets into your personal goal planning kit as illustrated. The planning sheets from the appendix are sized so that they can easily fit in your pocket or appointment book. The goal planning kit is your reference guide on what, how and when you will achieve success. You will refer to this kit weekly as you plan the weekly and daily tasks in the next section.

Goal Planning Kit

2

Path



SECTION II: Planning and Assigning Weekly and Daily Tasks

Section II compiles your respective ". . . to do" list of tasks and appointments that you must complete to achieve your benchmarks/goals. You will refer to this section often as you plan and assign tasks for each week.

Weekly Goal Task Planning and Assignment

At this stage of the execution ingredient, you have painted a big picture showing what you want to accomplish. The big picture shows your objective and goals, lists the benchmarks that will achieve the goals, identifies the major tasks that will achieve the benchmarks and assigns a completion date for each major task. You are now ready to **execute** your plan.


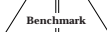
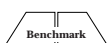
The *Weekly Goal Planning Sheet* (Appendix Form-L) is a planning sheet for assigning the major tasks and character attributes changes for each week. May I suggest that you complete this sheet beginning each Sunday morning. Find a time and place where you will not be disturbed. Use this time to plan and assign the tasks, appointments and all role assignments for the entire week. These assignments will become your blueprint of activities for the coming week.

Step 1: We begin with the Weekly Planning Sheet as illustrated. List at the top the week dates from Sunday to the following Sunday.

Step 2: The middle portion of the planning sheet is divided into two columns. You can assign within each column one goal with two respective benchmark(s) and major tasks. You will use your goal planning kit to complete this section.



Weekly Goal Planning Sheet

TASK ASSIGNMENT SHEET		
	Goal (1)	(D)
	Benchmark (1)	(D)
Major Tasks	• Major Task (1)	Complete Date 4/28/97
	• Major Task (2)	5/15/97
	• Major Task (3)	9/01/97
	• Major Task (4)	1/15/98
	•	
Recognize	Completion of Benchmark (1)	
	Benchmark (2)	(D)
Major Tasks	• Major Task (1)	Complete Date 3/17/97
	• Major Task (2)	3/30/97
	• Major Task (3)	4/30/97

Step-1:

List and Date the Weekly Planning Sheet from Sunday to the Following Sunday.




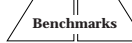


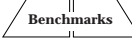
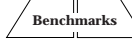
Week:
July 6 - July 13

Step-2:

Assign 1 or 2 Goals from the Task Assignment Sheet that Need to be Worked On for the Week.

List 1 or 2 Benchmarks that will be Worked On for the Week.

List the Major Tasks Assigned for the Week that will Achieve the Benchmark(s).

WEEKLY GOAL PLANNING SHEET	
 Goal-1 (D)	 Goal-2
 1: Benchmark-1 for Goal-1 (D)	 1: Benchmark-1 for Goal-2
Major Tasks Goal Task (1) (E)	Major Tasks Goal Task (3)
2: Benchmark-2 for Goal-1 (D)	2: Benchmark-2 for Goal-2
Major Tasks Goal Task (2) (E)	Major Tasks Goal Task (4)
 Goal	 Goal
 Benchmarks	 Benchmarks
See Week: _____	See Week: _____
See Week: _____	See Week: _____
Physical <i>Physical Development Goal for Week - if applicable</i>	
P. Temperance <i>Physical Temperance Goal for Week - if applicable</i>	
Education <i>Educational Development Goal for Week - if applicable</i>	
Social <i>Social Development Goal for Week - if applicable</i>	
Spiritual <i>Spiritual Development Goal for Week - if applicable</i>	
Discipline — Character Attributes	

Step-3:

List the Character Attribute(s) That You Will Develop and Strengthen for the Week as Instructed in the Attribute Chapters.

Review your Task Assignment Sheets from your goal planning kit. Select the goals that you need to work on for the week and list them with the respective benchmark(s) and major tasks on the *Weekly Goal Planning Sheet* as illustrated (diagrammed by the letter (D) and the letter (E) in the illustration). Note that under the last benchmark is a Goal-Benchmark icon with the phrase "See Week:" Ignore this icon for now. We will discuss this execution concept in the next chapter.

Step 3: The bottom portion of the Weekly Goal Planning Sheet is your character attribute assignment for the week. Here you will list the character attribute(s) that you are developing for the coming week. The steps listed in the attribute chapters will refer to this form. Simply list the attribute goal in the appropriate space.

Role Planning

It would be nice if we could spend all of our time on our goals. But life comes with many responsibilities that compete for our time. These responsibilities may include our roles as fathers, mothers, husbands, wives, students, bosses, scout leaders, etc. We even need time for play and recreation. You will find that role responsibilities along with goal assignments make for a busy schedule that needs to be managed.

There are a number of everyday tasks and/or appointments that must be completed. You will need to plan these everyday tasks along side with your goal planning tasks. Let's illustrate these concepts using the steps below:

Step 1: Take a blank piece of paper and list your individual roles. A role represents a responsibility that you manage. Examples may include your role as a family member; e.g., father, mother, son, daughter, etc. You may also have a role as a

student or worker. Some of your job-related roles may include your different management responsibilities at work. Other roles may include your church, synagog and other outside organizations. Also include your role as an individual. Each of these roles will impact how you manage your time and activities.

Step 2: Take the Role Planning Sheet from Appendix Form-M. List in the respective spaces the roles that you identified in Step-1.

Step 3: Assign a task, if any, that you must complete during the week for each respective role. Note in the illustration the assignment of a recreation role. You may want to set aside some time for play and recreation.

Step 4: You will complete the Role Planning Sheet for each week. Simply repeat Steps 1-3 above.



Role Planning Sheet

List and Date the Weekly Role Planning Sheet from Sunday to the Following Sunday.

Step-2:

Identify and List Your Individual Roles in the Spaces Include Your Profession, Family, Other Activities, etc.

Step-3:

Identify the Major Tasks for the Week That Need to be Completed for this Role.

Week: July 6 - July 13	
WEEKLY ROLE PLANNING SHEET	
<div>Product Manager Role</div> <div>Tasks:</div> <ul style="list-style-type: none">Develop Product-A Launch KitRun Product-B Test at Univer.Focus Group on Product-C <hr/> <hr/> <hr/>	<div>Supervisor Role</div> <div>Tasks:</div> <ul style="list-style-type: none">Evaluate Assist. Product Mgr.Write New Job DescriptionJune Monthly Report <hr/> <hr/> <hr/>
<div>Religion Teacher</div> <div>Tasks:</div> <ul style="list-style-type: none">Prepare Sunday's LessonContact Two Scripture Readers <hr/> <hr/> <hr/>	<div>Family Role</div> <div>Tasks:</div> <ul style="list-style-type: none">Visit PTA Meeting ThursdayLittle League Practice MondayDinner Outing with Family <hr/> <hr/> <hr/>
<div>Charitable Task Force</div> <div>Tasks:</div> <ul style="list-style-type: none">Review Agency's Market Plan <hr/> <hr/> <hr/>	<div>Individual Role</div> <div>Tasks:</div> <ul style="list-style-type: none">Tennis with Bill - SaturdayFix Front SidewalkConcert with Brady's - Sat.Weekly Goal Planning SessionPay Semi-Monthly Bills <hr/> <hr/> <hr/>

Planning and Recording Daily Activities

We have reached the point where you can assign the daily tasks, appointments and activities for the upcoming week. This will become your daily ". . . *to do*" list of tasks and responsibilities. You may need to purchase a day planning system to facilitate this planning process. You can select any day planning system that works for you. A number of them can be purchased at book stores and through time management catalogs. My only recommendation is to select a planning system that has both hourly appointments and a daily task listing.

For my discussion and illustration of the daily planning process, I will use the day planning system illustrated on the next few pages. You can find this day planning system in the Appendix as Form-N and Forms O.1-O.7. You are invited to copy these forms if they work for you.

Note: The Appendix also contains a task planning system as Forms P.1-P.7. You can use these forms if you like.

Step 1: My Step1 begins by reviewing the activities and tasks listed on your Weekly Goal and Role Planning sheets. I recommend that you complete this and the following steps each Sunday during a time when you can devote a full hour. Select a place where you will not be disturbed.

Your overall view will show that you have goal tasks, character development activities and daily role responsibilities to complete. Not all of these tasks and responsibilities can be completed in one or two days. You will need to schedule these tasks throughout the entire week.

Step 2: You will schedule and/or assign the goal, role and attribute development tasks for the entire week. I have included in the appendix a Scheduling Worksheet (Appendix Form-N) that can help you in this assignment. I will use this worksheet to demonstrate the day planning system. You are invited to use this sheet since it will give you an overall view of the entire week. If not, feel free to schedule your tasks directly to your day planning system.

Step 3: The priority of scheduling is as follows:




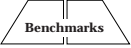


1st Priority: Note all previously scheduled appointments from a prior week and schedule them on worksheet (diagrammed by the letter ⑥ in the illustration). These appointments were scheduled prior to this week's planning session.

2nd Priority: Schedule all related goal tasks assigned in your the *Weekly Goal Planning Sheet* (as diagrammed by the letter ⑦ in the illustration). You may schedule these tasks as task assignments and/or appointments. You may want to complete these tasks early in the morning, in the evening, during your breaks or at any time during the day when you can privately work on your goals.

I place goal scheduling high on the priority listing. Even though your job, school, family, etc., may take precedence during some periods of the day, realize that your goals are important. You want to set aside time to work on your goals and then schedule your day around them.

Week:
July 6 - July 13

WEEKLY GOAL PLANNING SHEET

 Goal-1	 Goal-2
 Benchmarks	 Benchmarks
1: Benchmark-1 for Goal-1	1: Benchmark-1 for Goal-2
Major Tasks: Goal Task (1) (G)	Major Tasks: Goal Task (3) (G)
2: Benchmark-2 for Goal-1	2: Benchmark-2 for Goal-2
Major Tasks: Goal Task (2) (G)	Major Tasks: Goal Task (4) (G)
 Goal	 Goal
See Week: _____	See Week: _____
See Week: _____	See Week: _____

Physical *Physical Development Goal for Week - if applicable* (H)

P. Temperance *Physical Temperance Goal for Week - if applicable*

Education *Educational Development Goal for Week - if applicable*

Social *Social Development Goal for Week - if applicable*

Spiritual *Spiritual Development Goal for Week - if applicable*

Discipline — Character Attributes

**Daily Appointment
and Task Scheduling**

Week:
July 6 - July 13

WEEKLY ROLE PLANNING SHEET

Product Manager Role Tasks: <ul style="list-style-type: none">Develop Product-A Launch Plan (I)Run Product-B Test at University (J)Focus Group on Product-C (K)	Supervisor Role Tasks: <ul style="list-style-type: none">Evaluate Assist. Product Manager (F)Write-up New Job Description (L)June Monthly Report (M)
Religion Teacher Tasks: <ul style="list-style-type: none">Prepare Sunday's Lesson (N)Contact Two Scripture Readers (O)	Family Role Tasks: <ul style="list-style-type: none">Visit PTA Meeting Thursday (P)Little League Practice Monday (Q)Dinner Outing with Family (R)
Charitable Task Force Tasks: <ul style="list-style-type: none">Review Agency's Market Plan (S)	Individual Role Tasks: <ul style="list-style-type: none">Tennis with Bill - Saturday (T)Fix Front Sidewalk (U)Concert with Brady's - Saturday (F)Weekly Goal Planning Session (V)Pay Semi-Monthly Bills (W)

Schedule the Goal Tasks and
Role Responsibilities on the _____
Scheduling Worksheet diagrammed
on the next page.

Scheduling Worksheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 Private Goal Planning Session ↓ (W)	7 Goal Task (1) (G) 8 June Monthly Report 9 ↓ 10 Write Product-A Launch Kit 11 12	7 Goal Task (1) (G) 8 Write Product-A Launch Kit 9 10 11 12	7 Goal Task (1) (G) 8 Complete Prod-A Launch Kit 9 Performance Review of Assistant Product Mgr. (F) 10 11 12	7 Goal Task (1) (G) 8 9 Review Agency's Marketing Plan 10 11 12	7 Goal Task (1) (G) 8 9 10 11 12	7 8 9 Tennis w/ Bill (T)
11 Sunday School Lesson XIV	11 12	11 12	11 12	11 12	11 12	11 12
1	1	1	1 Goal Task (2) (G) 2	1 2	1 2	1 Fix Sidewalk (U)
2	2 Goal Task (2) (G) 3 Write New Job Description 4 ↓ 5 6 7	2 3 Test Product-B at University 4 5 6 7	2 3 Test Product-B at University 4 5 6 7	2 3 Test Product-B at University 4 5 6 7	2 3 Goal Task (4) (G) 4 5 6 7	2 3 Goal Task (4) (G) 4 5 6 7
Evening	Evening (Q) Little League Practice at Thompson Park	Evening (N) Prepare Sunday Lesson	Evening (K) Focus Group 7:00-9:00 PM	Evening (P) PTA Meeting for Brock 8:00	Evening (R) Family Dinner	Evening (F) Concert with Brady's 7:00 PM
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Review Sunday Lesson (N)
	Goal Task (3) (G) Review Items for Goal Task (4)	Arrange Sunday Readers (O)		Goal Task (3) (G)		
	Pay Bills (V)					

3rd Priority: Review the character development goals assigned in your *Weekly Goal Planning Sheet*. Schedule the tasks or times to complete your character development goals (as diagrammed by the by the letter (H) in the illustration).

4th Priority: Take your *Weekly Role Planning Sheet*. Schedule the tasks and appointments that complete these role assignments for the entire week (as diagrammed by the letters (I) thru (W) in the illustration). You will schedule these assignments around your achievement and character development goals.

Step 4: After you complete the scheduling and task assignment for the entire week, review your sheet for accuracy. Make sure you allocated enough time to complete all of the respective tasks. You may note some lapses in your schedule. This is good. You can keep these times open to catch up on tasks uncompleted earlier in the week. We will discuss daily task evaluation in the next chapter.

You might be more accustomed to day-to-day planning rather than scheduling your entire week. You will note that scheduling the entire week as instructed will help you manage your time more efficiently. You will get a macro view of your week and plan accordingly so that you are in control of your activities instead of the activities controlling you.

You may question whether you can complete the schedule as indicated. Maybe not at first. But don't become discouraged. It will take several weekly planning sessions before you become efficient. After a few weeks, you will be able to schedule time that fits within your capacity to complete assigned tasks.

Step 5: Take the Weekly Assignment Sheet and transpose the scheduling and task assignments to your day planner if you haven't already done so (as diagrammed by the letters in the illustration using Appendix Forms O.1-O.7). The following illustrations on the next two pages show examples for Monday and Tuesday.

As I indicated earlier, you may schedule your tasks and appointments directly to your day planner instead of using the Scheduling Worksheet. This will save you from having to transpose the information. I used the Scheduling Worksheet to demonstrate weekly scheduling. I invite you to use the worksheet if you find it helpful.



Daily Appointment and Task Schedule for Monday

Monday	
7	Goal Task (1) (X)
8	June Monthly Report (Y)
9	↓
10	Write Product-A Launch Kit (Z)
11	↓
12	↓
1	
2	
3	
4	
5	
6	

List the Month and Date for Each Day.

7 July 7		Monday	
APPOINTMENT AND TASK SCHEDULE			
A.M. Jog 5:30 AM (X)	2		
Goal Task (1) 7:00AM			
8 June's Monthly (Y)	3	Write New Job Descrip.	
Product Report			
9 " "	4	" "	
10 Write Product-A's (Z)	5	Quick Sandwich	
Launch Kit		Little League Practice	
11 " "	6	at Thompson Park	
12 " "	7		
1 Lunch	P.M.	Nightly Tasks	
<input type="checkbox"/> Confirm Performance Review		CHARACTER ATTRIBUTES / TASKS <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
<input type="checkbox"/> Call University on Product Test			
<input type="checkbox"/> Goal Task (3)			
<input type="checkbox"/> Review Items for Goal Task (4)			
<input type="checkbox"/> Pay Bills			
<input type="checkbox"/> Call Mother			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/> Review the Day's Progress			

Step-5:
Schedule the Appointments and Tasks for Monday that will Achieve Your Goals and Role Responsibilities.

Step-5:
Check the Box Indicating that You Completed the Assigned Task for Monday.

Step-6:
Check the Box Indicating that You Completed the Assigned Character Development for Monday.

Daily Appointment and Task Schedule for Tuesday

Tuesday	
7	Goal Task (1) (X)
8	Write Product-A Launch Kit (Y)
9	
10	
11	
12	
1	
2	
3	Test Product-B at University (Z)
4	
5	
6	

List the Month and Date for Tuesday.

<div>8</div> <div>July 8</div> <div>Tuesday</div>	
APPOINTMENT AND TASK SCHEDULE	
A.M. Jog 5:30 AM Goal Task (1) 7:00AM (X)	2
8 Write Product-A's Launch Kit (Y)	3 Run Product-B Consumer Test at the University (Z)
9 " "	4
10 " "	5
11 " "	6
12 " "	7
1 Lunch	P.M. Prepare Sunday Lesson
<input type="checkbox"/> Arrange Sunday Readers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Review the Day's Progress	
CHARACTER ATTRIBUTES / TASKS <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	

Step-5:
Schedule the Appointments and Tasks for Tuesday that will Achieve Your Goals and Role Responsibilities.

Step-5:
Check the Box Indicating that You Completed the Assigned Task for Tuesday.

Step-6:
Check the Box Indicating that You Completed the Assigned Character Development for Tuesday.

Step 6: Your day planner is now your official calendar for the entire week.

Everything required for the week has been scheduled and planned. If other events come up, you will simply manage them accordingly by scheduling these events for the next week or juggling your current schedule as appropriate. We will discuss these concepts in the next chapter.

As you complete each task and appointment, simply check it off on your day planner. Also indicate whether you completed your character development goal for the day.

If you are using a day planning system other than Appendix Forms O.1-O.7 used in my illustration, you will need a Character Attribute Evaluation Sheet to record your character development progress. This sheet (illustrated on the next page as Appendix Form-Q) will measure your daily progress. You can use the form and assemble it as part of your weekly reference kit described in the next step.

Character Attribute Evaluation Sheet

List and Date the Character
Attribute Evaluation
from Sunday to the
Following Sunday.

Week:
July 6 - July 13

CHARACTER ATTRIBUTE EVALUATION

<p style="text-align: right; margin: 0;">Sunday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>	<p style="text-align: right; margin: 0;">Monday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>
<p style="text-align: right; margin: 0;">Tuesday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>	<p style="text-align: right; margin: 0;">Wednesday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>
<p style="text-align: right; margin: 0;">Thursday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>	<p style="text-align: right; margin: 0;">Friday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>
<p style="text-align: right; margin: 0;">Saturday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div>	<p style="text-align: right; margin: 0;">Sunday</p> <div style="margin-top: 5px;"> <input type="checkbox"/> Review Last Week's Progress <input type="checkbox"/> Plan for Next Week </div>


Step-6:
Check the Box when
You Complete
the Character
Attribute Development
Goal Assigned for the Day

Step 7: Assemble your weekly planning sheets into a neatly assembled weekly reference kit as illustrated on the next page. You will refer to this kit regularly throughout the week as necessary. You will also use it to schedule tasks for next week.

You are now set to execute your plan for success. At the end of the week, you will repeat Steps 1-7 above and schedule tasks for the new week. You may now read Chapter 13 to review goal evaluation.



Weekly Reference Kit

Attach the Character Attribute Evaluation Sheet (Appendix Form-Q) to the Front of the Kit If You Plan to Use the Form to Measure  Your Character Development. Or You May Paste it in Your Day Planner.

Week: July 6 - July 13	
CHARACTER ATTRIBUTE EVALUATION	
Sunday <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance	Monday <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual
Wednesday <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
Friday <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
Sunday <input type="checkbox"/> Review Last Week's Progress <input type="checkbox"/> Plan for Next Week	

Week: July 6 - July 13	
WEEKLY GOAL PLANNING SHEET	
<div><p>Goal</p><p>Goal-1</p><p>Benchmarks</p><p>1: Benchmark-1 for Goal-1</p><p>Major Tasks Goal Task (1)</p><p>2: Benchmark-2 for Goal-1</p><p>Major Tasks Goal Task (2)</p></div>	<div><p>Goal</p><p>Goal-2</p><p>Benchmarks</p><p>1: Benchmark-1 for Goal-2</p><p>Major Tasks Goal Task (3)</p><p>2: Benchmark-2 for Goal-2</p><p>Major Tasks Goal Task (4)</p></div>
<div><p>Goal</p><p>Benchmarks</p><p>See Week: _____</p><p>See Week: _____</p></div>	<div><p>Goal</p><p>Benchmarks</p><p>See Week: _____</p><p>See Week: _____</p></div>
<p>Physical <i>Physical Development Goal for Week - if applicable</i></p> <p>P. Temperance <i>Physical Temperance Goal for Week - if applicable</i></p> <p>Education <i>Educational Development Goal for Week - if applicable</i></p> <p>Social <i>Social Development Goal for Week - if applicable</i></p> <p>Spiritual <i>Spiritual Development Goal for Week - if applicable</i></p> <p>Discipline — Character Attributes</p>	



Chapter 13

EXECUTE SUCCESS:

THE EVALUATION PROCESS

I saw a fleet of fishing boats . . . I flew down almost touching the craft and yelled at them, asking if I was on the right road to Ireland. They just stared. Maybe they didn't hear me. Maybe I didn't hear them. Or maybe they thought I was just a crazy fool. An hour later I saw land.

Charles Lindbergh

The steps outlined in this chapter will measure your progress on a daily, weekly and phase-to-phase basis. I have segmented the chapter into the following discussions:

- I: Daily Task Measurement.
- II: Weekly Goal and Benchmark Evaluation
- III: Weekly Role Evaluation
- IV: Daily Character Attribute Evaluation
- V: Weekly Character Attribute Evaluation
- VI: Life Phase Evaluation
- VII: Starting a New Life Phase
- VIII: Objective and Goal Evaluation

I: Daily Task Measurement



A daily task evaluation measures your achievement of daily tasks. It's a simple process. You check off each completed task and appointment as diagrammed by the letters (A) on Monday's sample (next page).

Sometimes you will not be able to complete each task assigned because different priorities come up that force you to change your plans. Your daily schedules should be flexible. Your boss, family or other events may force you to alter your plan and reassign tasks to another time as diagrammed by the letter (B) on the Tuesday sample (second following page).

This brings up a good question: What takes priority – your daily plan or other events that come up during the week? This is your call. Of course, an emergency meeting scheduled by your boss will take precedence over a scheduled task. And if your child or spouse needs your immediate attention, your plans may need to be rescheduled. But there comes a time when your scheduled plan must take priority. You will need to inform others that your time is currently occupied and that you can schedule some time next week to meet or complete another task. Learn to say 'no' when non-important events conflict with your pre-defined schedule.

Sometimes you will fail to complete the task within the time frame allotted. This is a common occurrence. We often tackle bigger assignments than time permits. Time is a valuable commodity and we are limited to 24 hours in a day. But the big difference between those who succeed and those who don't is that successful people learn how to manage their time. Successful people watch less television, spend minimal time on menial chores, juggle several projects simultaneously and work aggressively fast to complete projects within assigned time limits. You need to develop these same traits to



Daily Task Evaluation and Measurement for Monday

Evaluate Each Scheduled Appointment. If You Completed or Delegated the Appointment to Someone Else, Simply Check it Completed.

Evaluate Each Scheduled Task. If You Completed or Delegated the Task to Someone Else, Simply Check it Completed.

If You Failed to Complete the Task, Assign the Task to Another Day in the Week or for Next Week.

7 July 7		Monday	
APPOINTMENT AND TASK SCHEDULE			
A.M.	Jog 5:30 AM	2	
	Goal Task (1) 7:00 AM		
8	June's Monthly Product Report	3	Write New Job Descrip.
9	" "	4	" "
10	Write Product A's Launch Kit	5	Quick Sandwich Little League Practice
11	" "	6	at Thompson Park
12	" "	7	
1	Lunch	P.M.	Nightly Tasks

<input checked="" type="checkbox"/>	Confirm Performance Review	(A)	CHARACTER ATTRIBUTES / TASKS
<input checked="" type="checkbox"/>	Call University on Product Test	(A)	
<input checked="" type="checkbox"/>	Goal Task (3)	(A)	
<input type="checkbox"/>	Review Items for Goal Task (4)		
<input type="checkbox"/>	Pay Bills		
<input checked="" type="checkbox"/>	Call Mother	(A)	
<input type="checkbox"/>			
<input checked="" type="checkbox"/>	Review the Day's Progress	(A)	
			<input type="checkbox"/> Physical
			<input type="checkbox"/> P. Temperance
			<input type="checkbox"/> Education
			<input type="checkbox"/> Social
			<input type="checkbox"/> Spiritual

If You Were Unable to Complete the Scheduled Appointment, Assign the Appointment to Another Day in the Week or for Next Week.

Week: July 13 - July 20		New Assigned Week
WEEKLY ROLE PLANNING SHEET		
Product Manager Role	Supervisor Role	
Tasks: (C)	Tasks: • Complete New Job Description	

Daily Task Evaluation and Measurement for Tuesday

Other Priorities May Come Up that Force You to Reschedule Your Daily Plan. Simply Rearrange Your Schedule to Accommodate the Change.

Tasks Not Completed on Monday were Assigned for Completion on Tuesday.

8
Tuesday

July 8

APPOINTMENT AND TASK SCHEDULE

A.M. Jog 5:30 AM Goal Task (1) 7:00AM 8 Write Product-A's Launch Kit 9 " " 10 Meet with Boss on Product-B's Objectives 11 Continue Product-A's Launch Kit 12 " " 1 Quick Sandwich	2 Continue Product-A's Launch Kit 3 Run Product-B Consumer Test at the 4 University 5 " " 6 " " 7 _____ P.M. Prepare Sunday Lesson
--	---

☐ Arrange Sunday Readers
☐ Call Sam on Product-A Kit
☐ Arrange Conf. Room for Next Week
☐ Review Items for Goal Task (4)
☐ Pay Bills
☐ _____
☐ _____
☐ Review the Day's Progress

CHARACTER ATTRIBUTES / TASKS
☐ Physical
☐ P. Temperance
☐ Education
☐ Social
☐ Spiritual

Tuesday's Day Plan is Being Rescheduled to Accommodate Change.

manage your time effectively.

You will be able to complete multiple tasks as you become more disciplined. But sometimes, tasks that you scheduled for “2 hours on Monday” will not get completed. You simply reschedule the task later in the week or into next week as diagrammed by the letter © on the Monday sample schedule and the next week's *Role Planning Sheet*. One key rule in any time management program is to stick with your schedule. If you fail to complete the task as scheduled, place the work aside and move on to the next scheduled assignment. Uncompleted tasks at the end of the week can be scheduled for completion later on.

There are other reasons why you might fail to complete your schedule tasks. See if any of the following reasons apply to you:

1) *You fail to achieve your goal tasks because there isn't enough time.*

When you find it difficult to allocate, say, “60 minutes each day to complete a goal task,” try assigning less time for a given task. For example, let's say that you want to develop a reference book for investing in securities. You set a task to write each day for 60 minutes. But given your other commitments to career, education, and family, you can't find the full 60 minutes each day to complete this task. Try to assign a task to write for 15 minutes each day instead. It's far better to write a little each day than to not write at all.

You might need to change your lifestyle to find more time. For example, you could awake 30-60 minutes earlier. You could take public transportation to work so that you can work while commuting. You could hire outside services such as gardeners or house cleaners to perform some of your routine chores. And you can always free up your day

by minimizing leisure time in front of the television or computer.

2) You fail to achieve your goal tasks because you lack discipline.

Discipline is the foundation of all goals. A house built upon a sandy foundation will eventually crumble with the onset of a storm. A house requires a solid foundation built upon rock and concrete to protect its structure from the elements. Likewise, goal plans require a similar foundation built upon discipline to protect the goals from procrastination, laziness, lack of self-esteem, etc. Without a solid foundation, structures like a goal plan will collapse.

Many tasks in your goal plan will require a special discipline such as physical strength, educational aptitude, social skills and spiritual qualities. It becomes necessary that you build discipline in all five character attributes. Strengthening the character attributes rounds your character so that you can achieve any required task. If you lack discipline, I suggest that you return to the attribute chapters (Ch. 7-11) and repeat the steps in each chapter to build self-discipline and motivation.

3) You fail to achieve your goal tasks because your goal planning and execution may be too advanced.

Crawl before you walk, walk before you jog, jog before you run, and run before you rollerblade. In other words, if you just completed your MBA and set an objective to become a CEO of a Fortune 100 company, you must first achieve some important first-level goals to support your advancement up the corporate ladder.

If you are tempted to skip steps to advance quickly up the goal pyramid, watch out! You could be heading for disaster, particularly when you fail to develop first-layer skills

that support goals further up the model. I suggest you go back and review your goal plan if you find it too advanced. You might rewrite your plan and identify a different set of priorities that can help you achieve difficult tasks. Remember there is a hierarchical order to success. You need to obtain important skills and accomplishments before attempting goals higher up the hierarchy.

4) You fail to achieve your goal tasks because you are attempting too many tasks.

Attempting too many things can lead to discouragement and failure. It would be nice to achieve every task assigned. But we must remain realistic. We need to go to school. We need to work to support our family. We need to work overtime to build our careers. All of which competes for your valuable time. Try to reduce the number of tasks assigned for a given day. It is far better to achieve fewer tasks each day than none at all because of discouragement.

II: Weekly Goal and Benchmark Evaluation







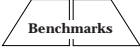

You will complete a weekly evaluation of your goal-achieving progress to determine what goals and tasks should be assigned for the new week. I suggest that you make this evaluation each Sunday morning as you plan for the new week.

We begin with the *Weekly Goal Planning Sheet* (Appendix Form-L) from the week you just completed. Review the sheet as diagrammed by the letter ④ on the illustration. Evaluate whether these goals/benchmarks and related tasks were completed as assigned. Determine whether these same goals/benchmarks/and related tasks should be worked for another week. Perhaps you should assign a new set of goals/benchmarks/and related tasks for the upcoming week?



Weekly Goal and Benchmark Evaluation

Evaluate Your Progress for the Week. Determine Whether the Tasks were Completed or Whether You Need Another Week to Complete the Assigned Tasks.

Week: July 6 - July 13	
WEEKLY GOAL PLANNING SHEET	
<div> Goal-1 (D)</div> <div> 1: Benchmark-1 for Goal-1 (D)</div> <div>Major Tasks Goal Task (1)</div> <div>2: Benchmark-2 for Goal-1 (D)</div> <div>Major Tasks Goal Task (2)</div> <div> Goal</div> <div>See Week: _____</div> <div>See Week: _____</div>	<div> Goal-2 (D)</div> <div> 1: Benchmark-1 for Goal-2 (D)</div> <div>Major Tasks Goal Task (3)</div> <div>2: Benchmark-2 for Goal-2 (D)</div> <div>Major Tasks Goal Task (4)</div> <div> Goal</div> <div>See Week: _____</div> <div>See Week: _____</div>
<div>Physical <i>Physical Development Goal for Week - if applicable</i> _____</div> <div>P. Temperance <i>Physical Temperance Goal for Week - if applicable</i> _____</div> <div>Education <i>Educational Development Goal for Week - if applicable</i> _____</div> <div>Social <i>Social Development Goal for Week - if applicable</i> _____</div> <div>Spiritual <i>Spiritual Development Goal for Week - if applicable</i> _____</div> <div>Discipline — Character Attributes</div>	

If you decide to work on the same goals/benchmarks/tasks for an additional week, complete the following steps:

Step 1: Assemble a new *Weekly Goal Planning Sheet* for the week that is beginning (Appendix Form-L). Assign dates from Sunday to Sunday at the top of form as illustrated on the next page.

Step 2: Go to the middle section of the form. Reassign the goals from last week to this week as diagrammed by the letter ⑤ on the illustration.

Step 3: The new *Weekly Goal Planning Sheet* is now part of your Weekly Reference Kit. Discard your old *Weekly Goal Planning Sheet*.



Assigning Goals from Last Week to this Week

Step-1:


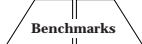




List and Date the New Week
from Sunday to the Following
Sunday.

Step-2:

Reassign 1 or 2 Goals from
the Prior Week's Goal Planning
Sheet onto This
Week's Goal Planning Sheet.

List the Goal(s)'
1 or 2 Respective
Benchmarks
that will be Continued.

List the Major Tasks
that will Achieve
the Benchmark(s).

Week: July 6 - July 13	
Week: July 13 - July 20	
WEEKLY GOAL PLANNING SHEET	
<div> Goal-1</div> <div> 1: Benchmark-1 for Goal-1 Major Tasks Goal Task (1) 2: Benchmark-2 for Goal-1 Major Tasks Goal Task (2)</div> <div> See Week: _____ See Week: _____</div>	<div> Goal-2</div> <div> 1: Benchmark-1 for Goal-2 Major Tasks Goal Task (3) 2: Benchmark-2 for Goal-2 Major Tasks Goal Task (4)</div> <div> See Week: _____ See Week: _____</div>
Physical <i>Physical Development Goal for Week - if applicable</i>	
P. Temperance <i>Physical Temperance Goal for Week - if applicable</i>	
Education <i>Educational Development Goal for Week - if applicable</i>	
Social <i>Social Development Goal for Week - if applicable</i>	
Spiritual <i>Spiritual Development Goal for Week - if applicable</i>	
Discipline — Character Attributes	



If you decide assign a **new set of goals** for the new week, **plus** work on the **same** goals/benchmarks/and related tasks from a prior *Weekly Goal Planning Sheet*, complete the following steps:

Step 1: Keep the prior week's *Weekly Goal Planning Sheet*.

Step 2: Assemble a new *Weekly Goal Planning Sheet* (Appendix Form-L). Assign dates running from Sunday to Sunday at the top of the form as illustrated.

Step 3: Go to the middle section of the form. Select a new set of goals from your *Task Assignment Sheets* (Appendix Form-J) as diagrammed by the letter Ⓕ on the illustration.

Step 4: Assign one or two benchmarks for each goal assigned for the week.

Step 5: Assign the major tasks that will achieve the respective benchmarks.



Step 6: Go to the goal/benchmark icon located just above the character attribute section (with the heading, "See Week:"). Write the dates for the week where you can find the continuing goals/benchmarks/and related tasks from a prior week (diagrammed by the letter Ⓖ on the illustration). The "See Week" icon instructs you to reference a prior week's *Weekly Goal Planning Sheet*. This prevents you from having to rewrite each week the goals/benchmarks/and related tasks that will continue.

The "See Week" icon in the left column references the goals/benchmarks/and related tasks from the "left-side column" of a prior week's *Weekly Goal Planning Sheet*. The "See Week" icon in the right column references the



Assigning New Goals and Continuing Goals from a Prior Week

Step-3:
Use Your Task Assignment Sheet to Plan and Assign Goal/Benchmarks/ and Major Tasks for Each Planning Week.

TASK ASSIGNMENT SHEET	
	Goal (3) (F)
	Benchmark (6) (F)
Major Tasks	• Major Task (1) (F) Complete Date 6/02/97
	• Major Task (2) 12/05/97
	• Major Task (3) 3/01/98
	• Major Task (4) 4/15/98
	•

Step-1:
Keep the Prior Week's Weekly Goal Planning Sheet

Week:
July 6 - July 13 (G)

Step-2:
Assemble a New Planning Sheet for the New Week.
Date It from Sunday to the Following Sunday.







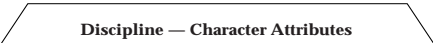
Week:
July 13 - July 20

Step-3:
Assign New Goals for the Planning Week from Your Task Assignment Sheet.

Step-4:
Assign One/Two Benchmarks for Each Goal.

Step-5:
Assign the Major Tasks for Each Benchmark.

Step-6:
Reference the Prior Week's Weekly Goal Planning Sheet to Continue Goals Assigned from that Week.

WEEKLY GOAL PLANNING SHEET	
	
Goal-3 (F)	Goal-4
	
1: Benchmark-6 for Goal-3 (F)	1: Benchmark-5 for Goal-4
Major Tasks Goal Task (1)	Major Tasks Goal Task (1)
2: Benchmark-7 for Goal-3	2: Benchmark-2 for Goal-4
Major Tasks Goal Task (2)	Major Tasks Goal Task (3)
	
See Week: July 6 - July 13 (G)	See Week: July 6 - July 13 (G)
See Week: _____	See Week: _____
Physical <i>Physical Development Goal for Week - if applicable</i>	
P. Temperance <i>Physical Temperance Goal for Week - if applicable</i>	
Education <i>Educational Development Goal for Week - if applicable</i>	
Social <i>Social Development Goal for Week - if applicable</i>	
Spiritual <i>Spiritual Development Goal for Week - if applicable</i>	
 Discipline — Character Attributes	

goals/benchmarks/and related tasks from the “right-side column” of a prior week’s *Weekly Goal Planning Sheet*. You can reference two “See Weeks” icons per column per week. This will give you a maximum of 6 goals with 12 applicable benchmarks and major tasks to work on during a given week.

The “See Week:” icon is only operational during the current planning week. The “See Week:” icon from an old *Weekly Goal Planning Sheet* can no longer be used or referenced. This maximizes the planning of 6 goals and 12 benchmarks for any given week. If not, you could set up a labyrinth of goals/benchmarks/major tasks assignments that could be endless and confusing.

III: Weekly Role Evaluation

Each week when you assemble a new Role Planning Sheet, you need to determine whether any of the roles listed should be changed, modified or deleted? Roles can change for various reasons. You may get a promotion that places you in a new position. You may become a parent, forcing you to spend more time with your family. You may change jobs, taking you to a new city. Or you may delete a role because of a change of strategy. A weekly role evaluation looks at your current roles and changes them whenever appropriate.

Step 1: Assemble a new *Weekly Role Planning Sheet* for the week that is beginning (Appendix Form-M). Assign dates running from Sunday to Sunday at the top of the form.

Step 2: Review your current role assignment. Have any of your roles been changed or deleted? Should new roles be added that impact how you will



Role Evaluation and Planning

Step-1:

List and Date the Weekly Role Planning Sheet from Sunday to the Following Sunday.

Step-1:

Review Each Individual Role. Determine Whether the Role has Changed or Should be Deleted. Also Add Additional Roles as Needed.

Step-4:

Identify the Major Tasks for the Week That Need to be Completed for this Role.

Week: July 6 - July 13	
WEEKLY ROLE PLANNING SHEET	
Product Manager Role (H) Tasks: • Develop Product-A Launch Kit	Supervisor Role Tasks: • Evaluate Assist. Product Mgr. • Write-up New Job Description • June Monthly Report (I)

Week: July 13 - July 20	
WEEKLY ROLE PLANNING SHEET	
Sr. Research Manager (H) Tasks: • Analyze New Product Z • Run Statistical Report on Pr. Y • New Market Segment for Pr. X	Supervisor Role (I) Tasks: • June Monthly Report • Interview Candidate A • Interview Candidate B
Religion Teacher Tasks: • Review Last Week Lesson • Arrange Speaker for Class	Family Role Tasks: • Chris' Baseball Game • Tournament Friday Afternoon • Family Movie
Charitable Task Force Tasks:	Individual Role Tasks: • Golf with Sam • Saturday Furniture Shopping • Weekly Goal Planning Session

Step-3:

List Any Assignments not Completed from Last Week.

allocate your time as diagrammed by the letter (H) on the illustration?

Step 3: Note any tasks/appointments that were not completed last week. If needed, assign these role tasks for the week as diagrammed by the letter (1) on the illustration.

Step 4: Assign tasks that you must complete during the week for each role as explained in Chapter 12.

IV: Daily Character Attribute Evaluation

You will evaluate your achievement of the character attribute goals assigned for the day. Simply check the box indicating completion if you completed your physical development. Repeat this process for all character attributes assigned for the week as diagrammed in the illustration on the next page.

The more intangible the character development goal, the more difficult it will be to measure your completion. For example, how do you know if you completed your social goal for the day or not? The best way to measure your progress is to quantify what you want to achieve whenever you set attribute development goals. Instead of writing a social goal that says, “be more friendly,” quantify your goal to read, “be friendly with one new person each day.” Instead of writing a physical goal that says, “exercise each day,” quantify your attribute goal to read, “45 minutes of exercise starting at 6:00AM.” By quantifying your character development goals, you will be able to measure whether you completed the goals for each day.

Character Development Evaluation



1 Lunch	P.M. Nightly Tasks
<input checked="" type="checkbox"/> Confirm Performance Review	CHARACTER ATTRIBUTES / TASKS <input checked="" type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Social <input type="checkbox"/> Spiritual
<input checked="" type="checkbox"/> Call University on Product Test	
<input checked="" type="checkbox"/> Goal Task (3)	
<input type="checkbox"/> Review Items for Goal Task (4)	
<input type="checkbox"/> Pay Bills	
<input checked="" type="checkbox"/> Call Mother	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input checked="" type="checkbox"/> Review the Day's Progress	
<input type="checkbox"/>	

Check Box if You Completed the Character Attribute Development Goal for the Day

If you find yourself not achieving the development goals as assigned, you should return to the attribute chapters and repeat the steps in each chapter. Don't rush the process. Develop one character attribute at a time for at least two weeks before taking on a new character attribute. The character development process is like a Catch-22: You need discipline to build discipline. But as you *force* yourself up each morning to jog, for example — day after day after day for the two or more weeks as instructed in the attribute chapters— you eventually increase self-discipline and success.

V: Weekly Character Attribute Evaluation

You will complete a weekly character evaluation when you plan your goals and benchmarks for the new week. The evaluation measures your development for the week as explained in the attribute chapters. You may also assign new character attribute goals for the week as appropriate. See the illustration below.



Weekly Character Assignment

Assign the Character Development Goals for the Week as Explained in the Attribute Chapters.

Week: July 13 - July 20	
WEEKLY GOAL PLANNING SHEET	
<div><p>Goal</p><p>Goal-3</p><p>Benchmarks</p><p>1: Benchmark-6 for Goal-3</p><p>Major Tasks Goal Task (1)</p><p>2: Benchmark-7 for Goal-3</p><p>Major Tasks Goal Task (2)</p><p>Goal</p><p>Benchmarks</p><p>See Week: July 6 - July 13</p><p>See Week:</p></div>	<div><p>Goal</p><p>Goal-4</p><p>Benchmarks</p><p>1: Benchmark-5 for Goal-4</p><p>Major Tasks Goal Task (1)</p><p>2: Benchmark-2 for Goal-4</p><p>Major Tasks Goal Task (3)</p><p>Goal</p><p>Benchmarks</p><p>See Week: July 6 - July 13</p><p>See Week:</p></div>
<p>Physical <u>Physical Development Goal for Week - if applicable</u></p> <p>P. Temperance <u>Physical Temperance Goal for Week - if applicable</u></p> <p>Education <u>Educational Development Goal for Week - if applicable</u></p> <p>Social <u>Social Development Goal for Week - if applicable</u></p> <p>Spiritual <u>Spiritual Development Goal for Week - if applicable</u></p> <p>Discipline — Character Attributes</p>	

Chapters 7-11 outlined the steps that plan and measure your character development. You begin by developing one character attribute at a time (begin with the physical attribute). You will develop and strengthen this attribute for two consecutive weeks (11 or more days) before developing a second character attribute. You will repeat this cycle for all five attributes — developing each respective attribute for two consecutive weeks before taking on a new character attribute. Complete the steps in Chapters 7-11 as instructed. These steps will help you develop each character attribute as intended.

On the following page is a flow chart that summarizes the steps from Chapters 7-11. You will refer to this chart frequently when planning character development programs for the week.



Note the term, Attribute 1.1. This term refers to one of the five character attributes and its first character change or development. Note the term, Attribute 1.2. This term refers to the same character attribute and its second character change or development. Let's use two examples to explain these terms.

You decide to develop your physical attribute by jogging 30 minutes each morning. You will then assign the term Attribute 1.1 to represent the physical character attribute₍₁₎ and its development goal, jogging₍₁₎. After successfully jogging for 10 consecutive weeks, you decide to set a new physical development goal such as eating a low-fat diet. You will then assign the term Attribute 1.2 to represent the physical attribute₍₁₎ and its development goal, low -fat diet₍₂₎. Attribute 1.1 references the physical development goal, jogging. Attribute 1.2 references the physical development goal, low-fat diet.

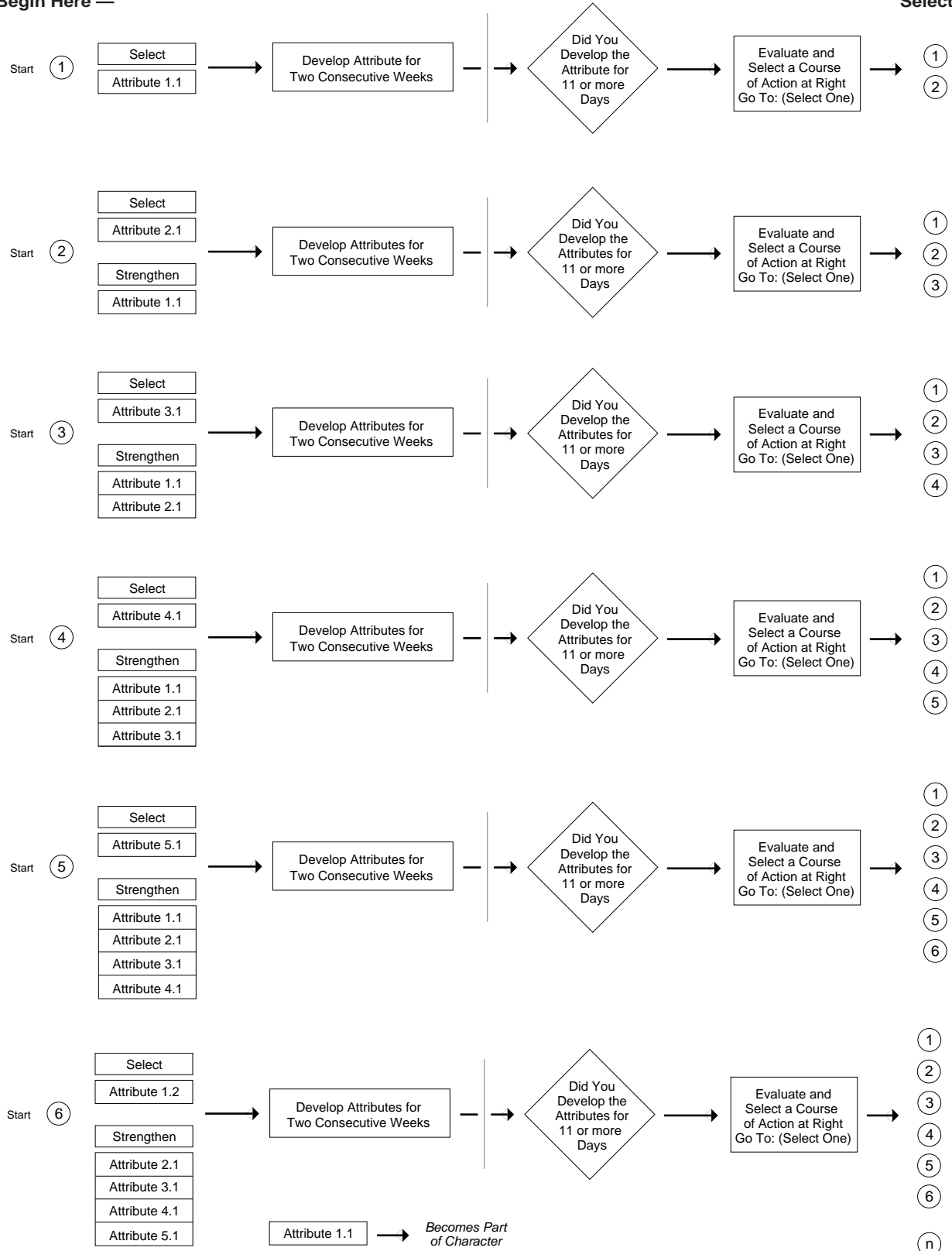
Note the term, Attribute 2.1. This term refers to the second of the five character attributes and its first character change or development. Note the term, Attribute 2.2. This term refers to the same character attribute and its second character change or devel-



ATTRIBUTE DEVELOPMENT SCHEDULE

Begin Here —

Select



opment. For example, you decide to develop your physical temperance attribute by moderating your alcohol consumption to 1 drink per day. You will then assign the term Attribute 2.1 to represent the attribute physical temperance₍₂₎ and its development goal, moderation in drinking₍₁₎.

After successfully moderating your drinking habits for ten consecutive weeks, you decide to set a new physical temperance goal, such as limiting television time to 30 minutes each day. You will then assign the term Attribute 2.2 to represent the attribute physical temperance₍₂₎ and its development goal, limit television time₍₂₎.

Attribute 2.1 references the physical temperance goal, moderation in drinking. Attribute 2.2 references the physical temperance goal, limit television time. The term Attribute 3.1 references the third character attribute and its first character change or development.

I recommend the following assignment of terms:



Attribute 1:n	Physical Attribute
Attribute 2:n	Physical Temperance Attribute
Attribute 3:n	Education Attribute
Attribute 4:n	Social Attribute
Attribute 5:n	Spiritual Attribute

n: refers to the development goal.

The order in which you shape your character is your decision. Your objective is to round your character and increase discipline. You are changing yourself physically, educationally, socially and spiritually. The length of time to make these changes will

differ among people. The flow chart suggests that it takes at least *ten* consecutive weeks to make a character change. You may need more or less than ten weeks depending on your attribute goal and strength.

Note from the flow chart that you will remove Attribute 1.1 from your attribute development plan after ten consecutive weeks. Attribute 1.1 should become part of your character and will no longer be part of your weekly planning session. You will continue to strengthen Attribute 1.1, but more on a routine basis rather than on a planning basis. You should now plan and develop Attribute 1.2 for two consecutive weeks along with Attributes 2.1, 3.1, 4.1, and 5.1.

After successfully completing Attribute 2.1 for ten consecutive weeks, Attribute 2.1 becomes part of your character and is dropped from the attribute development plan. You should now plan and develop Attribute 2.2 for two consecutive weeks along with Attributes 1.2, 3.1, 4.1, and 5.1. This process repeats itself indefinitely for the rest of your life.

You will notice after several months that your character is becoming more rounded. You will have increased strength and discipline in all five character attributes. Your ability to accomplish feats will become easier. Physical, educational, social and spiritual feats that were impossible a few months ago will become part of your character.

The development pattern that you use to strengthen your character may change over time. You may find yourself doing more sporadic development of your character to keep in-shape. For example, you may develop Attributes 1.5, 3.4, and 5.2 for a stated period. Then after awhile, you may change this pattern and develop Attributes 1.3, 2.2, and 4.5. You may even repeat past character development goals if, for example, you fail to jog each morning as you did in the past.

Changing the pattern and alternating your character development goals is much like working atop a potter's wheel. The potter shapes and reshapes a bowl to maintain its perfect circumference. If you shape one part of your character more than the other parts, a rounded character can easily become disfigured, much like a bowl that becomes disfigured by the disjointed movement of the potter's hands.

Character changes are not guaranteed to be permanent. Disruptions or changes in your life can easily revert a strong character back into weak character. Keeping your character in-shape is much like cultivating a garden. You may shape the most beautiful garden over time, but simple neglect can reverse hours of painstaking work. In an unattended garden, weeds return and plague your furrowed rows of vegetables and flowers. To return the garden to its pristine beauty, you must go back into the garden and repeat the gardening process of weeding, cultivating, fertilizing, pruning, etc. This same analogy holds true for character development. Simple neglect in your character development can revert you to your weakened position. You must return and redevelop the character attribute that has become weakened. It is a process of shaping and reshaping your character that will last for the rest of your life.

VI: Life Phase Evaluation

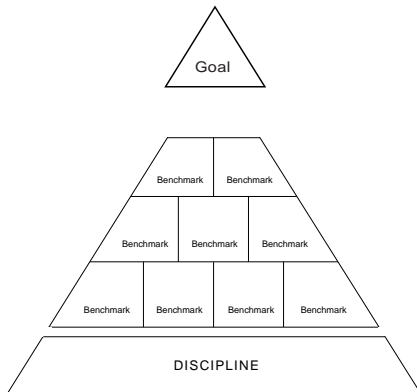
We now turn to your personal "Goal Planning Kit" that you assembled in Chapter 12 to measure your goal progress. Periodically, you will refer to your kit to plan the goals/benchmarks/and related tasks for a planning week. As you complete each assigned task listed on your *Task Assignment Sheet* (Appendix Form-J), you will add new task assignments until you complete everything that has been planned for this life phase. You will refer back to Chapter 12 to assign new tasks as diagrammed by the letter ① on the illustration.



Phase (n)

July 199n - July 199n

BENCHMARK PLANNING and SELECTION



- Achieve:**
- Benchmark (1)
 - Benchmark (2)
 - Benchmark (3)
 - Benchmark (4)
 - Benchmark (n)
- (J)

Select a Goal with its
Respective Benchmark
That You Plan to
Work On Immediately.
Write Them in the
Spaces Provided

Phase Evaluation: Benchmark Assignment

Additional Task Planning
Sheets as Needed.

Phase (n)

July 199n - July 199n

TASK ASSIGNMENT SHEET



Goal (n+1)



Benchmark (n+1)

(J)

Complete Date

Major
Tasks

• Major Task (1)

7/02/98

• Major Task (2)

5/15/99

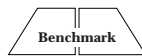
•

•

•

Recognize

Completion of Benchmark (n+1)



Benchmark (n+2)

(J)

Complete Date

Major
Tasks

• Major Task (1)

4/01/97

• Major Task (2)

3/15/98

• Major Task (3)

1/20/99

•

•

Recognize

Completion of Benchmark (n+2)

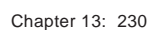
List the Major Tasks
That Will Achieve
the Benchmark.

Schedule a
Completion Date for
Each Task.

Recognize the
Benefits Upon
Completion of the
Tasks.

Much can happen in the next 2-5 years to change your goal selection. You could change your career or studies, you could get married, or you could win a million-dollar lottery. Changes in your life can affect the selection of goals that you planned for this phase.

The *Benchmark Planning and Selection* sheets (Appendix Form-I) list the goals and benchmarks that you selected for this life phase. You will need to review this selection periodically to evaluate whether you are accomplishing these goals and benchmarks. Perhaps you need to change one or two goals. Or maybe you need to add or delete one or more goals or benchmarks (see the illustration on the next page). If you decide to change your entire goal/benchmark selection, I suggest you begin a new phase selection as discussed in the next section.



VII: Starting a New Life Phase

You will begin a new life phase for two reasons:

a) *When circumstances in your life require that you shift direction and pursue other goals.*

①

Certain changes in your life may force you to end your current life phase and begin a new one. Changes such as a new career, marriage, transfer to a new location, etc., will require new goals and perhaps a different goal plan. This will be an appropriate time to begin a new life phase.

Some changes in your life can be dramatic like a divorce, a death in the family or a loss of job. This can be upsetting where you lack the enthusiasm to pursue your goals. This is understandable. Your best option under these circumstances is to begin a new life phase and select some special goals and benchmarks that can help you through this time.

Beginning a new life phase is easy. Simply follow the steps outlined in Chapter 12. The next phase will begin with $n+1$ (n equals the number of your current phase that is ending). Assign 2-5 years to the $n+1$ phase. Select the goal(s) with their respective benchmarks that you want to achieve or continue for the next phase. Identify the tasks that will achieve the benchmarks with assigned completion dates.

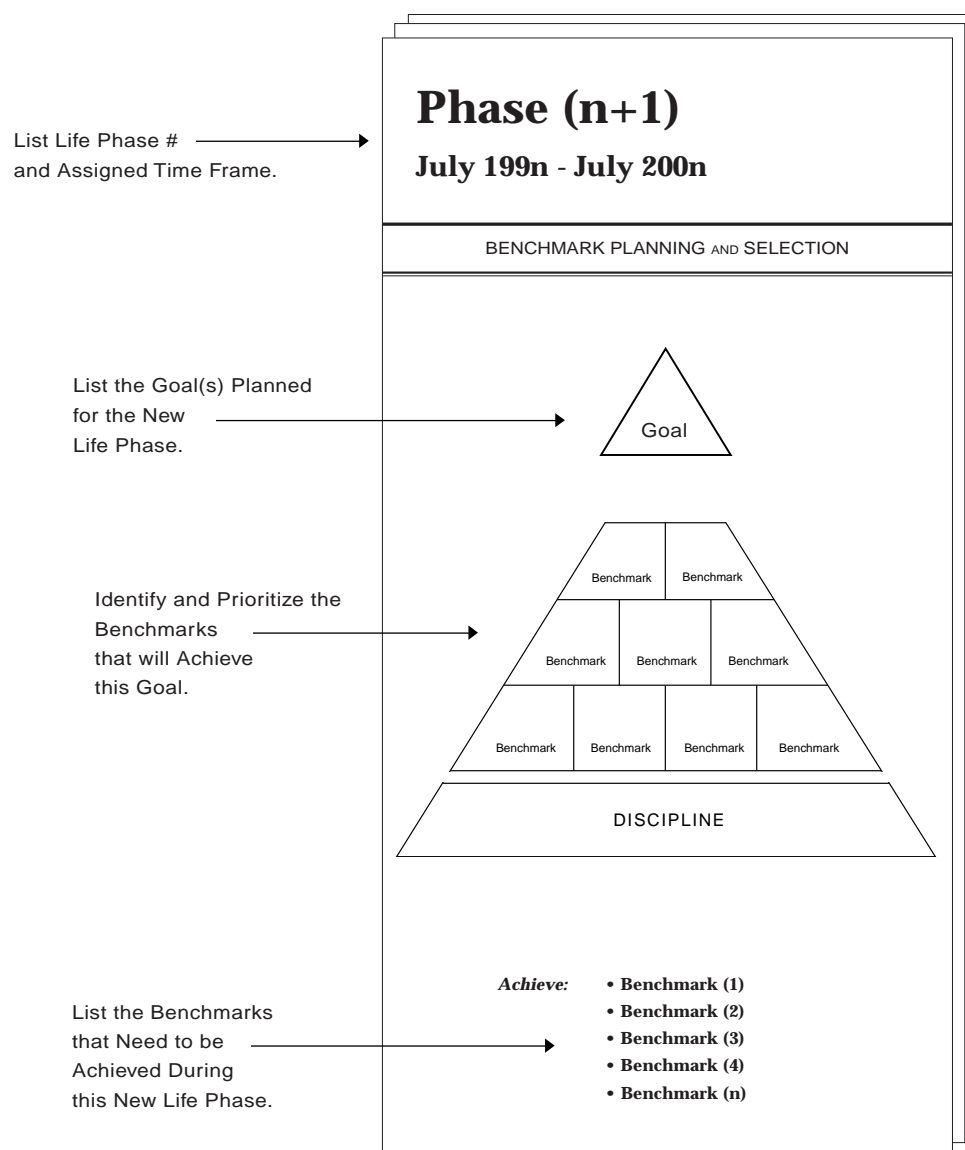
b) *When your current phase ends, or when you achieve all of the benchmarks and goals selected for the current phase.*

②

You will begin a new life phase when your current phase ends. It's a great feeling to complete a phase, especially when you achieved all of the goals/benchmarks assigned



Starting a New Life Phase



for this phase. You are achieving success . . . one phase at a time.

As you end one life phase and begin another, simply repeat the steps outlined in Chapter 12 for beginning a life phase. Consider working and accomplishing more goals and benchmarks in the next phase to inch yourself closer to the objective — if you have the confidence and strength to accomplish more.

Sometimes a life phase will end without your achieving all the goals and benchmarks assigned for this phase; e.g., you didn't get accepted to graduate school or you failed to win that special promotion. You might want to extend your current life phase for additional year or two to complete the goals/benchmarks that were unfinished.

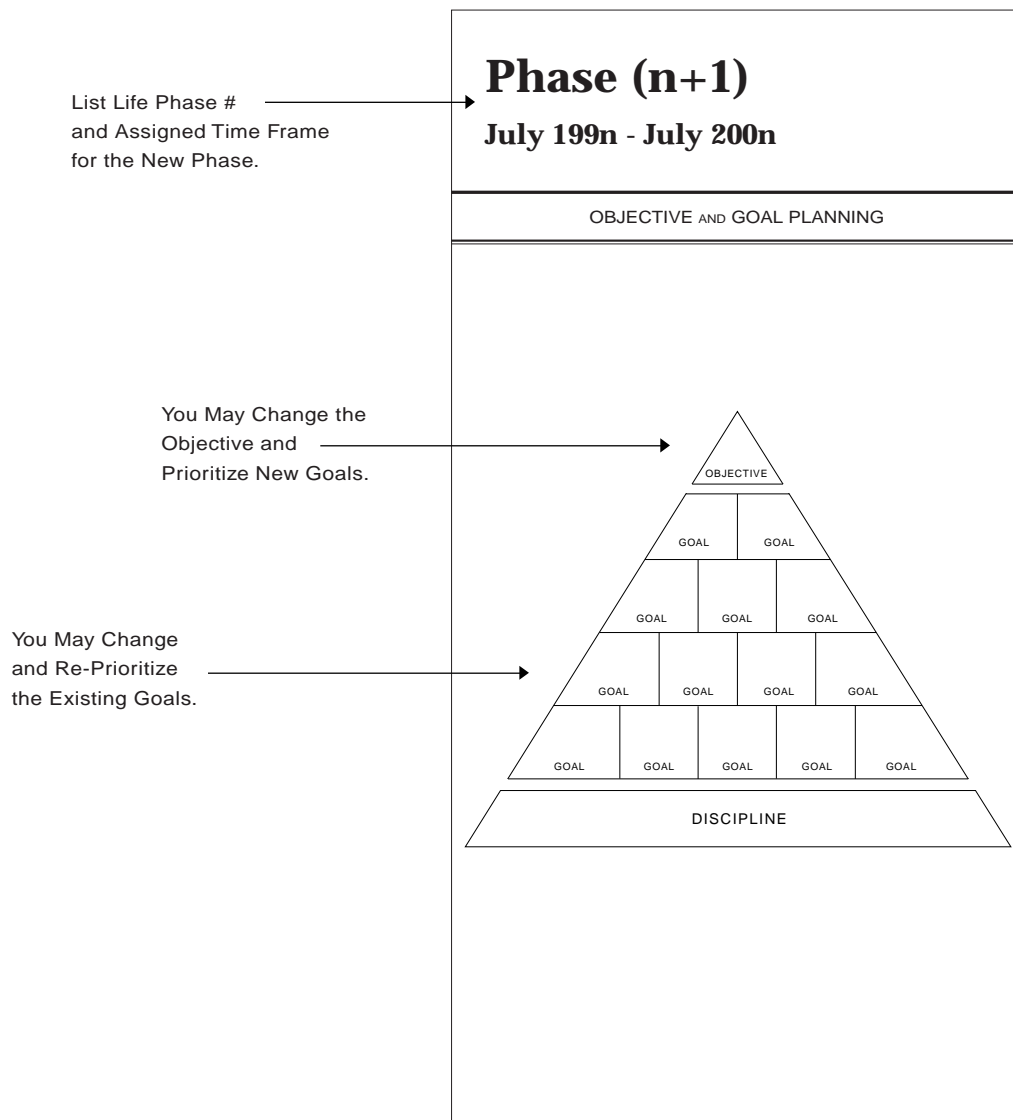
VIII: Objective and Goal Evaluation

The objective is your ultimate goal or life achievement. It may be a CEO for a Fortune 100 company; an Olympic gold medalist; a noted brain surgeon; a concert pianist; a university professor; or the President of the United States. Achieving the objective requires goals. Achieving the goals require benchmarks. Achieving the benchmarks require daily tasks. And achieving the daily tasks require discipline. Discipline, tasks, benchmarks and goals lead to the success and the end objective.

Sometimes the objective can change. You might decide that you don't want to be the *super this* or the *super that*. The objective may be impossible to achieve, or the objective may be impossible because someone else . . . for example, won the election. Or the objective may no longer be desired. Changing the objective means identifying and prioritizing new goals with respective benchmarks and tasks.



Objective / Goal Evaluation



Finally, you might seek a new objective because you accomplished the old objective. In other words, you achieved success. You made it to the top of one mountain and now you want to climb another. You simply write a new plan and define the goals, benchmarks, and related tasks that will help you achieve the objective.

Success can mean many things. One definition of success is your personal satisfaction with your accomplishments. Success is no easy feat. But with determination and using three important ingredients . . . planning . . . discipline . . . execution . . . you can achieve success and join the many few who find their lives fulfilling and satisfying. Good Luck !



Chapter 14

ACHIEVING SUCCESS:

PUTTING THE THREE INGREDIENTS TOGETHER

*Success / four flights Thursday morning / all against twenty-one mile wind /
started from level with engine power alone / average speed through air thirty-
one miles / longest fifty-nine-seconds / inform press / home Christmas.*

The Wright Brothers, Telegram to the Reverend Milton Wright.

So you want to be successful — trying to become the superstar of your profession or ambition. This book has the ingredients that will make it happen. In this chapter, I bring together these ingredients and summarize the concepts that will help you achieve success. Let's me start by introducing Leslie, a young achiever who, like yourself, wants to achieve something grand.

Case Study: *Leslie wants to become a doctor.*

Leslie McDonald walked out the front door of her high school for the last time this school year. She will be back in a few months to begin her junior year after a busy summer. She will spend part of her summer planning her future. Leslie will graduate from high school in two years and needs to formulate a strategy that will achieve her life objective.

Using The First Ingredient:

Planning

Leslie begins planning her future by placing in gear the three ingredients discussed in this book. The first ingredient helps Leslie create a plan that she will use to achieve her life ambition. The planning ingredient begins with the meaning of success. Leslie uses Appendix Form-A and writes down her talents and life objective as illustrated on the form below.

Leslie writes down her talents using Appendix Form-A. These talents roll up to define the main objective that she wants to achieve.

LIFE OBJECTIVE
<i>Become a Pediatric Specialist</i>



Talent:	<i>Can relate with children. Can make them laugh.</i>
Talent:	<i>Very good creative writing skills.</i>
Talent:	<i>Very analytical. Very smart. Does well academically.</i>
Talent:	
Talent:	

This self-defining exercise will help Leslie to define her life objective. She wants to pursue something that will use her talents. She has decided that becoming a pediatric specialist will meet her career, financial, family, and personal goals. She writes the goal “pediatric specialist” as her life objective.

Leslie will next complete a SWOT analysis (Appendix Form-B) to evaluate the strengths, weaknesses, opportunities, and threats that can help and/or impede her climb to become a successful pediatrician. Leslie notes from her SWOT analysis that she is smart. Good thing! It’s going to take some brains to achieve her feat. It will also take big bucks. Scholarships will help, but she may need to work or use school loans to pay the cost of living, tuition, books, and other miscellaneous school expenses. Working during school to defray some these costs will take time away from her studies. With the challenge from skilled students from around the world, Leslie will need increase her scholastic and retentive skills so that she can maintain a high scholastic record.

Leslie also notes on her SWOT analysis that she lacks some important social skills. The medical profession is very competitive. A successful career in pediatric medicine will require Leslie to be forceful, friendly, and confident in her abilities and talents. She runs the risk of failure if she allows her timid personality to keep her from accepting social challenges.

Leslie completes her SWOT analysis and reviews it in depth. The analysis will help define the goals and disciplines she will need to achieve her life objective. It’s an excellent tool to use perhaps several times during your success path to evaluate opportunities and threats, strengths and weaknesses, that can help or impede your achievement.

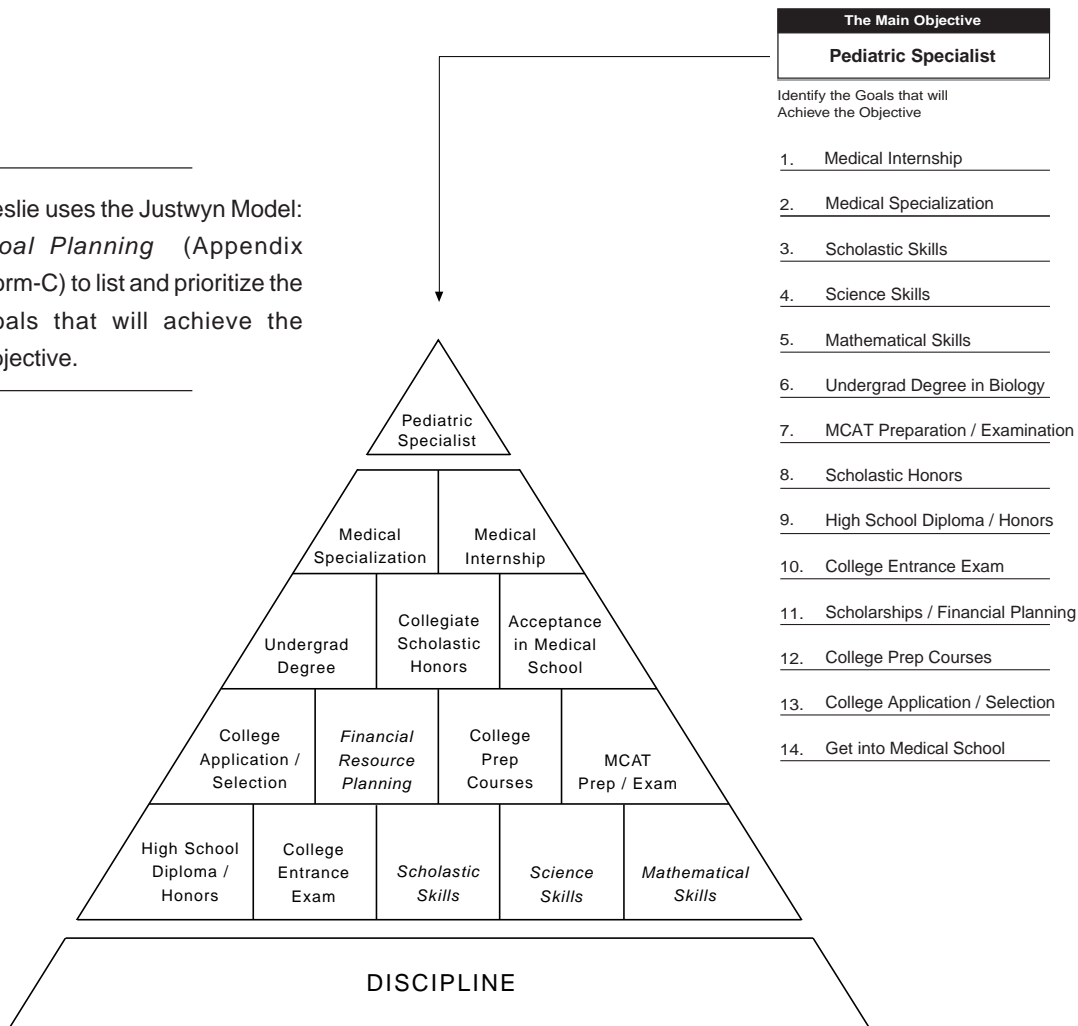
After completing the SWOT analysis, Leslie takes a couple of days to research careers opportunities in pediatric medicine. She researched medical school entrance

The SWOT Analysis (Appendix Form-B) identifies your talents, weaknesses, etc., to help define the goals that will achieve the objective.

SWOT Analysis	
<p>Strengths / Talents</p> <ul style="list-style-type: none"> • <i>I am smart (GPA 3.97).</i> • <i>My study skills are good. I get my homework done.</i> • <i>I am doing well in all of my classes.</i> • <i>I am a creative writer.</i> • <i>I can relate with children.</i> 	<p>Weaknesses</p> <ul style="list-style-type: none"> • <i>Sometimes I am shy around new people.</i> • <i>I am not aggressive or forceful when confronted by someone who is stronger.</i> • <i>I need more confidence in my abilities.</i> • <i>I am a little weak in Math.</i>
<p>Opportunities</p> <ul style="list-style-type: none"> • <i>I have a great school counselor.</i> • <i>Many students from my school get accepted into good college programs.</i> • <i>Scholarships are available.</i> 	<p>Threats</p> <ul style="list-style-type: none"> • <i>Money; my parents can only help with a little amount.</i> • <i>A lot of students will be seeking the same goal. These students may be smarter and richer.</i>

requirements which listed, among other things, the collegiate courses that she will need to be accepted into a prestigious medical program. She also met with the school guidance counselor to discuss her collegiate and career plans. The counselor offered excellent advice that complemented her own research. The research and counseling advice helped Leslie to define the goals that will achieve her life objective. She uses the Justwyn Model: *Goal Planning* (Appendix Form-C) to identify and list the following goals as illustrated.

Leslie uses the Justwyn Model: *Goal Planning* (Appendix Form-C) to list and prioritize the goals that will achieve the objective.

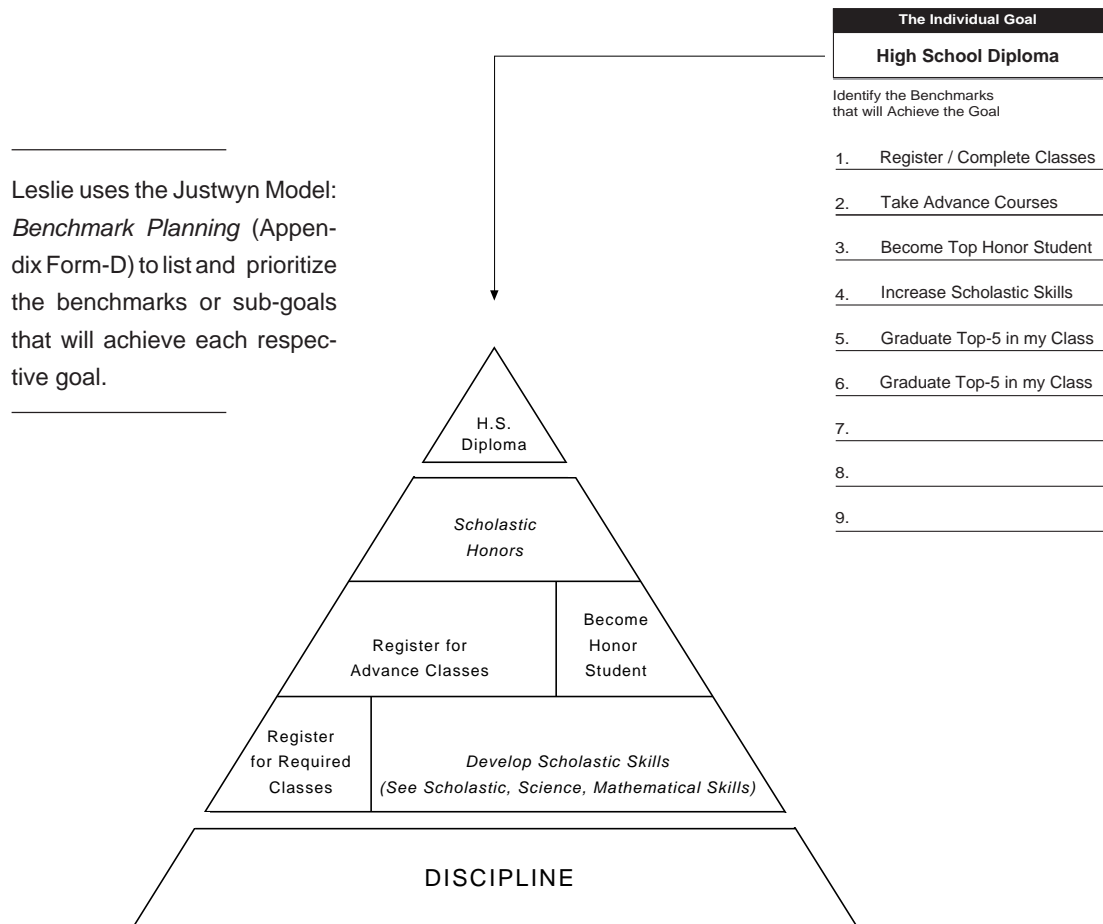


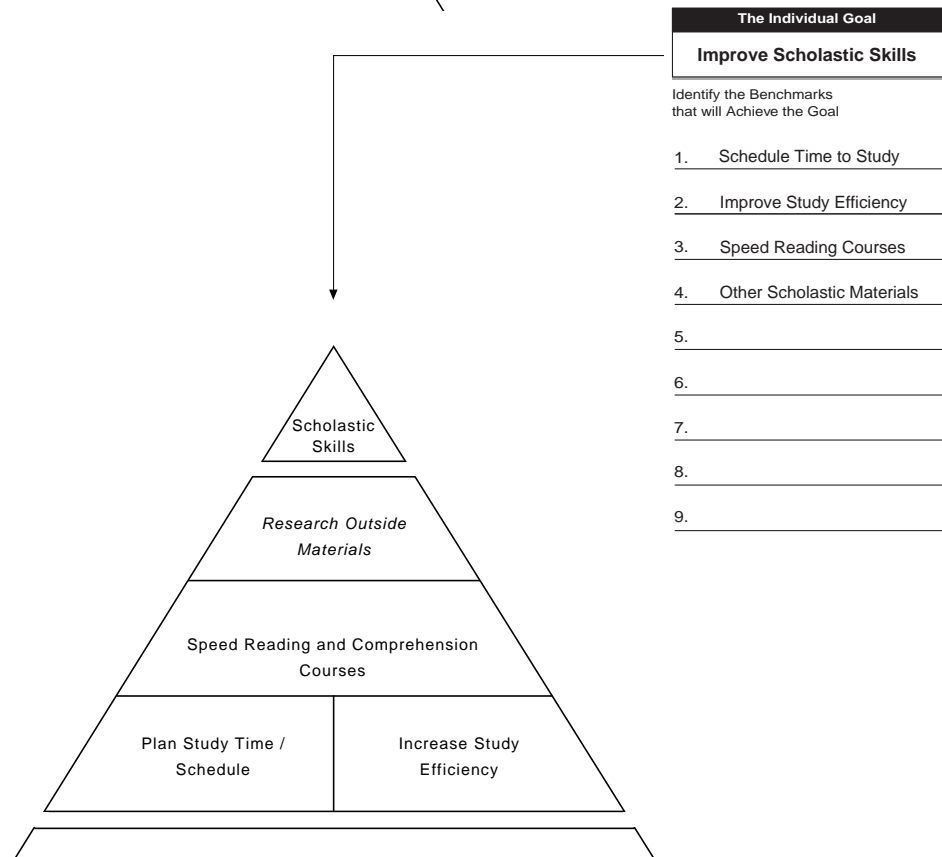
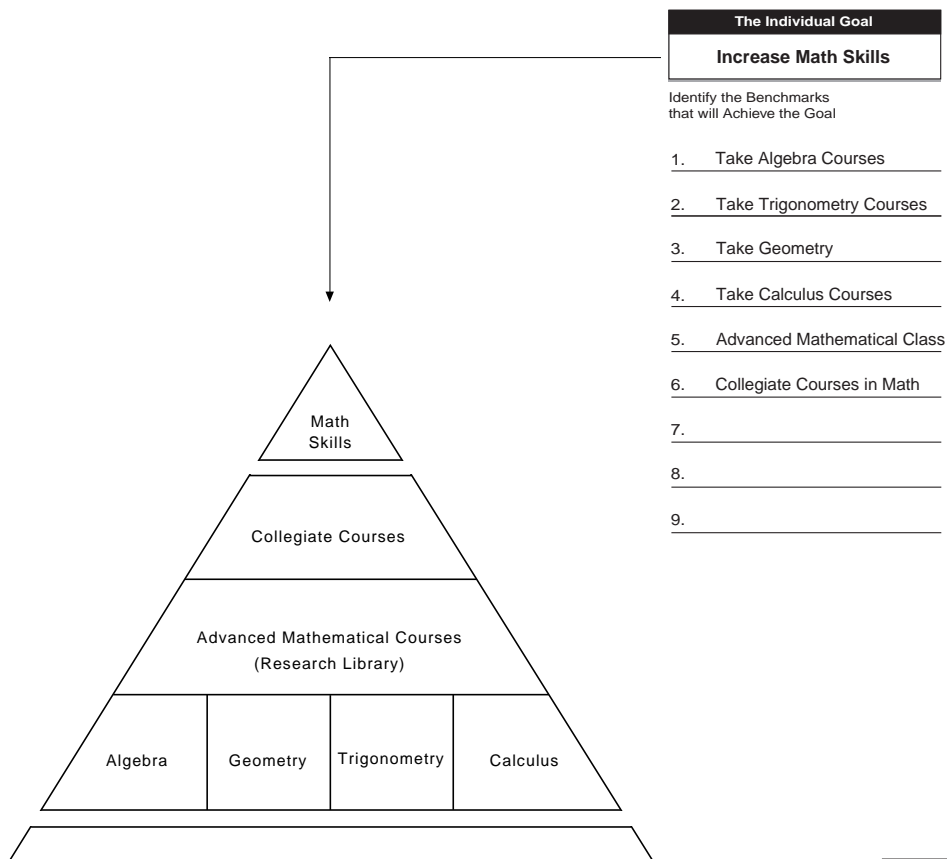
Leslie decides to stop with these goals for now. She knows that they can change as she moves closer to her objective. What she has now is a starting point to begin her journey for success.

Leslie prioritizes her goals and places them in hierarchical order using the Justwyn model as illustrated. She uses the concepts in Chapters 3 and 4 to help her in this process. Her hierarchy has the first layer of goals supporting the second layer, the

second layer of goals supporting the third layer, and so forth until she strategically places her goals in the model. The arrangement shows which goals need to be achieved first.

Leslie's next planning task is to take each respective goal and identify the benchmarks (or sub-goals) that will achieve that goal. She completes this exercise for the first five goals on the bottom layer of her Goal Identification Model completed on the prior page. Leslie identifies and prioritizes the benchmarks using the Justinian Model: *Benchmark Planning* (Appendix Form-D).





These exercises complete the planning ingredient for Leslie. But the planning models are not set in stone. They can change if the benchmarks and goals fail to achieve what is expected. The plan is working framework that Leslie will use to begin her journey to become a pediatric specialist.

Using The Second Ingredient:

Discipline

Leslie's plan of action means nothing unless she *executes* the countless number of tasks required to achieve each respective benchmark and goal. She has already defined a number of goals and benchmarks that need to be completed between now and high school graduation. The question she must now answer is how will she complete these goals using her current physical and mental strengths.

Leslie agrees that she will need to change her character to achieve the identified goals. She evaluates herself using Appendix Form-E and notes that she has many character weaknesses that can hinder her progress. She is not physically motivated as she would like. And she needs to overcome her shy and timid ways to succeed in a competitive world of medicine and professional services.

Leslie needs to increase her self-discipline and motivation. She can accomplish this by developing and strengthening each character attribute – namely, her physical, educational, social, and spiritual attributes. Shaping each character attribute will round her character and increase her strength and motivation to accomplish the difficult tasks that lie ahead.

Personal Character Assessment

Select the answer that best describes your character

Physical Character Assessment:

	Very Much So			Not Very Much So
Are you physically in-shape	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are you in control of your weight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you eat a proper diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are you physically healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other <u>Appearance</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other <u>Energy to Keep Going</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Educational Character Assessment:

	Very Much So			Not Very Much So
Is your knowledge well-rounded	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do you read regularly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you a good listener	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you comprehend subjects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <u>Good Scholastic Skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Character Assessment:

	Very Much So			Not Very Much So
Are you a friendly, likeable person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your personality balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you like yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are you fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other <u>Out-going, not shy</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other <u>Commanding, leadership</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Spiritual Character Assessment:

	Very Much So			Not Very Much So
Are you honest	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you charitable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you humble	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you patient, not quick to anger	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you complete your personal character assessment,
list below some changes you would like to see in your character

Physical Changes	<u>More physical energy to tackle long projects. Need to get up on time each morning and exercise. I need to improve my appearance. I need to eat a better diet.</u>
Educational Changes	<u>My education skills are good, but I need to increase my scholastic skills. I want to keep my mind focused, but also need to learn other subjects that are non-medical.</u>
Social Changes	<u>I am very shy. I can be part of other groups, but tend to lay back without expressing my opinion. I am a follower, not a leader. My personality is not as fun as I would like.</u>
Spiritual Changes	<u>I want to increase my charitable skills. I want to give my time to children who suffer. I need to increase honesty, humility, and morality.</u>

She begins rounding her character by first developing and strengthening her physical attribute. The physical attribute requires less total energy to perform; and the motivation gained from becoming physically strong will become a force that will prompt Leslie onward. Leslie plans her character development goal for the next two weeks. Using the steps outlined in Chapter 7, she sets a goal to awake 30 minutes earlier than normal each morning and jog around the neighborhood. The summer mornings are perfect for this type of development and the energy required to complete this goal is very little. All she needs is a pair of running shoes and a track of road. She plans and records her progress using Appendix Form-F.

Leslie uses Appendix Form-F and assigns a physical goal that she will develop for the week. She evaluates her progress daily.

Weeks: <div style="text-align: center; margin-top: 5px;"><i>June 18 - July 2</i></div>	
ATTRIBUTE DEVELOPMENT SCHEDULE	
Physical <u>Jog 30 minutes each morning.</u> P. Temperance _____ Education _____ Social _____ Spiritual _____	
<div style="text-align: center; border: 1px solid black; margin-bottom: 10px; padding: 2px 5px;">Week 1</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input checked="" type="checkbox"/> Sunday</div> <div><input checked="" type="checkbox"/> Monday</div> <div><input checked="" type="checkbox"/> Tuesday</div> <div><input checked="" type="checkbox"/> Wednesday</div> <div><input type="checkbox"/> Thursday</div> <div><input checked="" type="checkbox"/> Friday</div> <div><input checked="" type="checkbox"/> Saturday</div> </div>	<div style="text-align: center; border: 1px solid black; margin-bottom: 10px; padding: 2px 5px;">Week 2</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Sunday</div> <div><input type="checkbox"/> Monday</div> <div><input type="checkbox"/> Tuesday</div> <div><input type="checkbox"/> Wednesday</div> <div><input type="checkbox"/> Thursday</div> <div><input type="checkbox"/> Friday</div> <div><input type="checkbox"/> Saturday</div> </div>
<input type="checkbox"/> Evaluate progress after two weeks.	

Leslie awakes the next morning as planned. It wasn't easy getting out of bed earlier than normal, but with a little push and a couple of alarms set around the room, she gets out of bed, stretches, takes in a few cool breaths, and begins her early run at a slow, steady pace. She doesn't know how far she will go. Perhaps only a couple of laps around the block this morning. She will certainly increase this length in the days ahead.

Leslie finishes her run and returns home to get ready for her summer job. She feels great inside because she completed her physical development goal as scheduled. It may not be this easy every morning. She will be tempted to stay in bed on some mornings, particularly after a late night with friends. She must overcome these temptations and focus completely on this single development. Jogging will be the only character development goal that she will develop for the next two weeks.

Using The Third Ingredient:

Execution

As Leslie develops her physical attribute, she begins reading Chapters 12 and 13 to design an execution strategy for her goal plans. The execution strategy will set a timetable to complete certain tasks. She sets this timetable by first segmenting her life into phases (Appendix Form-G). Her first life segmentation includes her childhood years up to the present time. The second life phase will cover the next two years up to high school graduation and the start of college. A third life phase will be the undergraduate years — *four years*. The fourth phase will be her medical school years — *three years*. And the fifth phase will become the internship years — *three years*. She decides to stop here.

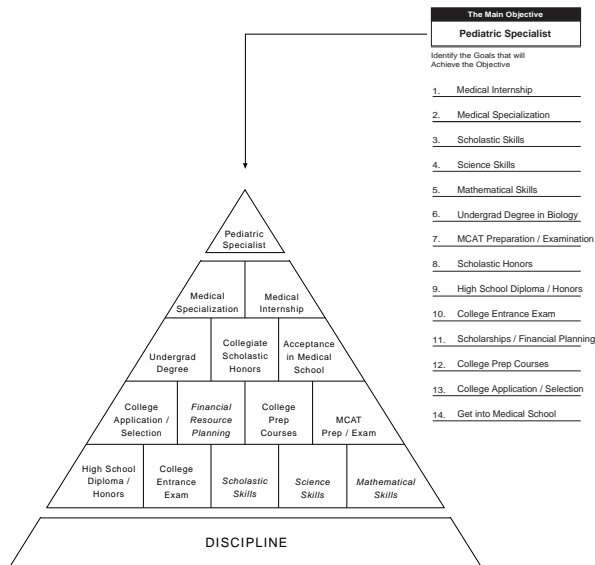
These phase segmentations will be used to assign goals and benchmarks for completion. She assigns the goals and benchmarks that need to be completed during the current

Life Phase Segmentation	
Phase (1):	<u>Childhood to Current</u> 1981 to 1997
Phase (2):	<u>High School Graduation</u> 1997 to 1999
Phase (3):	<u>(College Years)</u> 1999 to 2003
Phase (4):	<u>(Medical School)</u> 2003 to 2006
Phase (5):	<u>(Internship)</u> 2006 to 2009
Phase (6):	

Leslie uses Appendix Form—G to segment her life into life phases. These phases become timetables to achieve assigned goals and benchmarks.

phase — Phase II, and identifies the tasks that will achieve these goals and benchmarks. She has two and half years before graduating from high school and there are several goals that must be accomplished during this time.

Leslie assembles a goal planning kit that will become her reference guide during this current life phase. The kit will include her goal plans, benchmark plans, life phase segmentations, and the tasks assignment sheets explained later in this section. She begins assembling her kit by taking the Justwyn Model: *Goal Planning* sheet and transferring the information over to the *Objective and Goal Planning* sheet (Appendix Form-H) as illustrated. She writes the phase number at the top and assembles the goals in hierarchical layers respectively so that she notes which goals must be accomplished first.



Leslie takes the Justwyt Model: *Goal Planning* (Appendix Form-C) and transposes the information over to the *Objective and Goal Planning Sheet* (Appendix Form-H). The *Objective and Goal Planning Sheet* is sized so that it can fit easily in Leslie's day planner for easy reference.

Phase (2)

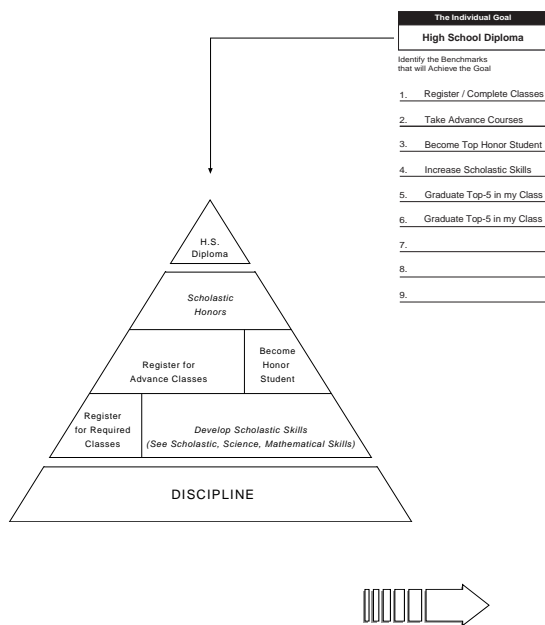
Time Span: 1997 to 1999

OBJECTIVE and GOAL PLANNING

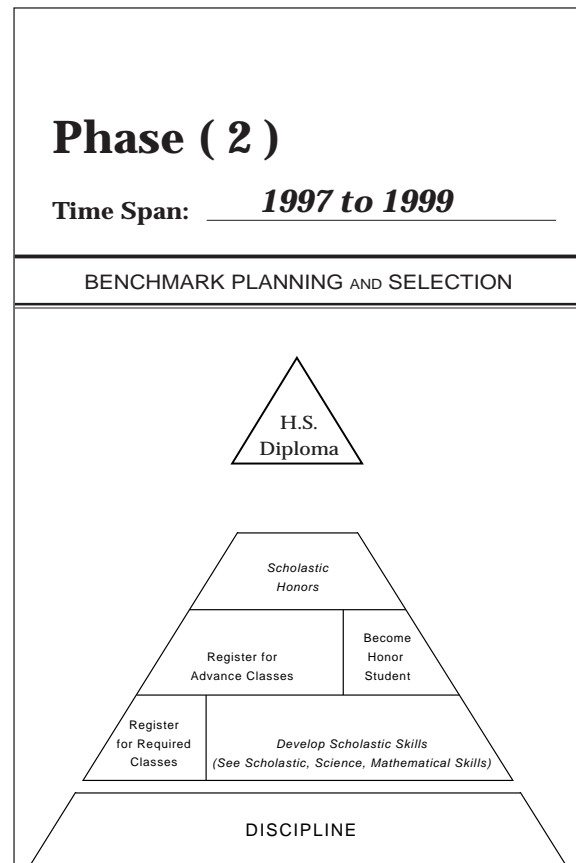
Leslie reviews her goal plan for accuracy. She must now select the goals that need to be accomplished or worked-in-progress during this next life phase. She has identified eight goals that need to be achieved or worked-in-progress: High School Scholastic Honors/Graduation, College Entrance Exam, Scholastic Skills, Science Skills, Mathematical Skills, College Applications/Selection, Financial Resource Planning, and Pre-Collegiate Courses. She takes the *Benchmark Planning and Selection* sheets (Appendix Form-I)

and writes these goals respectively in the pinnacle section of the pyramid on each sheet.

Leslie then copies the benchmarks needed to achieve each goal from her benchmark planning worksheets completed earlier over to the Benchmark Planning and Selection sheet as illustrated below. She assembles the benchmarks in hierarchial layers respectively so that she notes which benchmarks must be accomplished first.



Leslie takes the Justwyn Model: *Benchmark Planning* (Appendix Form-D) and transposes the information over to the *Benchmark Planning and Selection* sheet (Appendix Form-H). This form will become part of Leslie's personal goal planning kit.



Leslie must now take each goal and select the benchmarks that need to be achieved during this phase. The first goal is high school graduation. This goal includes the benchmarks that allow her to graduate with honors. Since this goal must be completed in its entirety during this life phase, Leslie lists all of the benchmarks to be achieved at the bottom of the *Benchmark Planning and Selection* sheet as illustrated.

Phase (2)

Time Span: 1997 to 1999

BENCHMARK PLANNING AND SELECTION

Achieve: Scholastic Skills

Study Examples of Exams

Take Exam Preparation Class

Apply for Examination

Take Exam

Phase (2)

Time Span: 1997 to 1999

BENCHMARK PLANNING AND SELECTION

Register for Required Classes

Develop Scholastic Skills

Register for Advance Classes

Become a Honor Student

Achieve Scholastic Honors

Leslie selects the benchmarks that need to be achieved during Phase 2.

Leslie completes this benchmark selection for all eight goals selected for this phase. She will now identify the tasks and the completion dates for each of the benchmark selected for completion. Leslie will use the *Task Assignment Sheet* Appendix Form-J to complete this exercise.

She completes these task assignments by selecting five or six benchmarks that she will work on immediately. She lists them respectively on the *Task Assignment Sheets* and identifies the major tasks that will achieve each respective benchmark. She then schedules a completion date for each task. Once she completes these tasks as scheduled, she

Leslie uses Appendix Form-J to identify the tasks that will achieve the respective goal/benchmark. She assigns a date when the task should be completed.

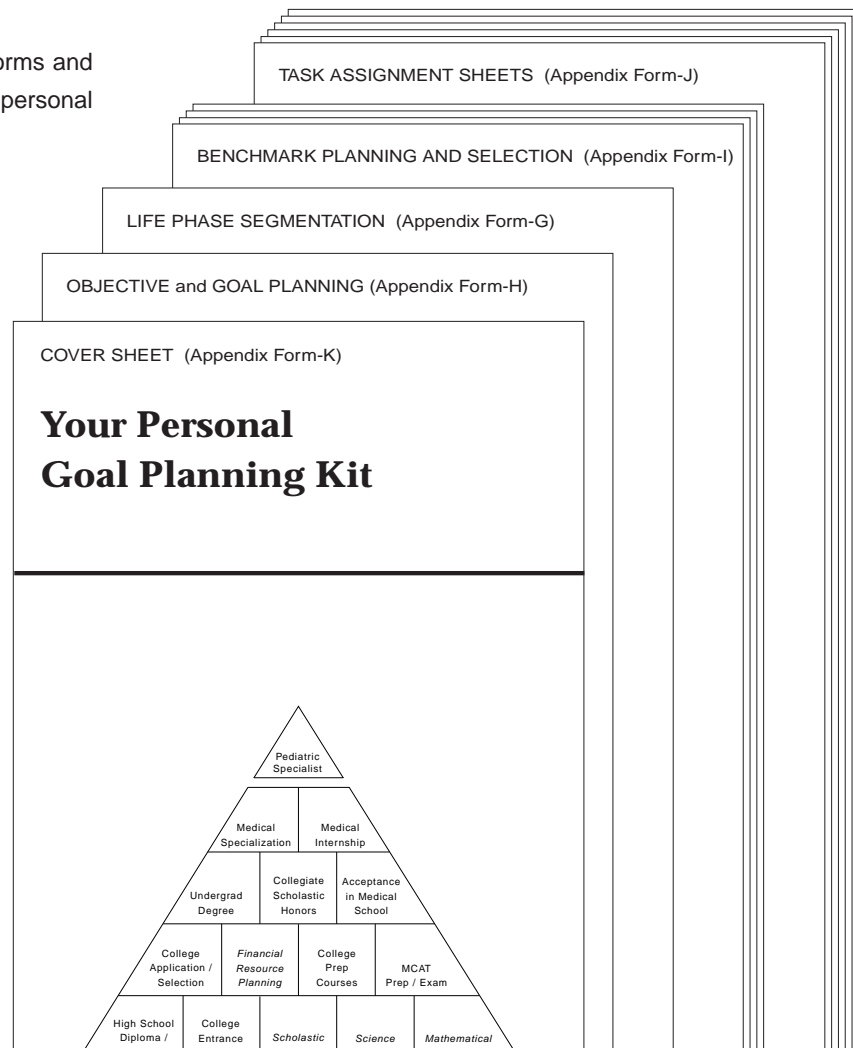
Phase (2)													
Time Span: <u>1997 to 1999</u>													
TASK ASSIGNMENT SHEET													
<div style="display: flex; align-items: center;"> <div> <p>Goal</p> <p><u>High School Diploma</u></p> </div> </div>													
<div style="display: flex; align-items: center;"> <div> <p>Benchmark</p> <p><u>Register for Required Classes</u></p> </div> </div>													
Major Tasks	<table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: right;">Complete Date</th> </tr> </thead> <tbody> <tr> <td>• <u>Research required classes.</u></td> <td style="text-align: right;"><u>6/30/97</u></td> </tr> <tr> <td>• <u>Review class schedule / offerings.</u></td> <td style="text-align: right;"><u>6/30/97</u></td> </tr> <tr> <td>• <u>Early registration for school.</u></td> <td style="text-align: right;"><u>7/15/97</u></td> </tr> <tr> <td>• _____</td> <td style="text-align: right;">_____</td> </tr> <tr> <td>• _____</td> <td style="text-align: right;">_____</td> </tr> </tbody> </table>		Complete Date	• <u>Research required classes.</u>	<u>6/30/97</u>	• <u>Review class schedule / offerings.</u>	<u>6/30/97</u>	• <u>Early registration for school.</u>	<u>7/15/97</u>	• _____	_____	• _____	_____
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• _____	_____												
• _____	_____												
<p>Recognize <u>Setup Next Year's Schedule</u></p>													
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Phase (2)													
Time Span: <u>1997 to 1999</u>													
TASK ASSIGNMENT SHEET													
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<div style="display: flex; align-items: center;"> <div> <p>Benchmark</p> <p><u>Sample Test Exams</u></p> </div> </div>													
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• <u>Practice exams weekly.</u>	<u>on-going</u>												
• _____	_____												
<p>Recognize <u>Top Score on Practice Exams</u></p>													
<div style="display: flex; align-items: center;"> <div> <p>Benchmark</p> <p><u>Exam Preparation Class</u></p> </div> </div>													

will assemble new task assignment sheets for the remaining benchmarks selected for completion during this life phase.

Leslie has covered some important ground work. She has many challenges ahead, but she feels prepared to minimize her chance of failure. The goal plan is flexible and can change later on. But for now, Leslie has a blueprint to graduate with honors and to get accepted into an undergraduate program. She takes the forms and assembles them into her personal goal planning kit that she will use weekly to schedule her daily tasks and appointments.

Leslie takes all of the forms and assembles them into a personal goal planning kit.



Weekly Goal and Role Planning.

Leslie is now ready to execute her goal plan. She has assembled her personal Goal Planning Kit that will be referenced to schedule her daily tasks. She will use Appendix Forms O.1-O.7 to schedule her daily appointments. (You may want to purchase a Day Planning System that has task and appointment schedules. For my illustration, I will use Appendix Forms O.1-O.7 to illustrate Leslie's weekly planning concepts).

The execution of her goal plan begins with the *Weekly Goal Planning Sheet* (Appendix Form-L). Her planning week begins on Sunday and runs to the following Sunday — e.g., June 25 to July 2. She reviews the *Task Assignment Sheets* from her goal planning kit to select the goals/benchmarks/and related tasks that need to be completed based on the completion dates she has assigned.

Leslie's first goal for the week is "High School Graduation." She writes this goal down on the *Weekly Goal Planning Sheet* in the space provided. She moves down the column and assigns two benchmarks respectively and lists the major tasks needed this to achieve these benchmark as illustrated.

Leslie assigns a second goal for the week: "College Entrance Exam." She lists the goal on the weekly planning sheet with its respective benchmarks and tasks. She plans to pick up and study some college entrance exam samples.







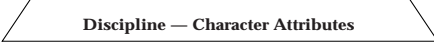
Leslie next assigns the character attribute goal(s) for the week. She is currently developing her physical attribute by jogging 30 minutes each morning. She is progressing nicely on this development and has one more week to develop this attribute before taking on a second character development. She writes on the sheet her physical development goal as illustrated.

Leslie uses the Weekly Goal Planning Sheet to plan her weekly goals and benchmarks. She begins by assigning the week at the top of the form. The week runs from Sunday to the following Sunday.

Leslie then selects the goal(s) with the respective benchmarks that she will work on for the week.

For each benchmark, Leslie identifies the major tasks for the week that will achieve the benchmark.

Leslie's final task is to assign the character attribute goal(s) for the week.

Week: <u>June 25 - July 2</u>	
WEEKLY GOAL PLANNING SHEET	
<div style="text-align: center; margin-bottom: 10px;">  Goal <u>H.S. Diploma</u> </div> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div style="margin-bottom: 10px;"> 1: Class Registration <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">Major Tasks</div> <div style="width: 90%;"> <u>Research for required courses for next year.</u> </div> </div> </div> <div> 2: Same as 1. <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">Major Tasks</div> <div style="width: 90%;"> <u>Review class scheduling / classes</u> </div> </div> </div> <div style="text-align: center; margin-top: 10px;">  Goal Benchmarks </div> <div style="margin-top: 5px;"> See Week: _____ See Week: _____ </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal <u>College Entrance Exam</u> </div> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div style="margin-bottom: 10px;"> 1: Sample Text Exams <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">Major Tasks</div> <div style="width: 90%;"> <u>Get copies of entrance exams at library, other</u> </div> </div> </div> <div> 2: Scholastic Skills <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">Major Tasks</div> <div style="width: 90%;"> <u>Begin review of scholastic skills.</u> </div> </div> </div> <div style="text-align: center; margin-top: 10px;">  Goal Benchmarks </div> <div style="margin-top: 5px;"> See Week: _____ See Week: _____ </div>
<div style="margin-bottom: 5px;"> Physical <u>Jog for 30 minutes each morning</u> </div> <div style="margin-bottom: 5px;"> P. Temperance _____ </div> <div style="margin-bottom: 5px;"> Education _____ </div> <div style="margin-bottom: 5px;"> Social _____ </div> <div style="margin-bottom: 5px;"> Spiritual _____ </div> <div style="text-align: center; margin-top: 10px;">  Discipline — Character Attributes </div>	

Leslie completed her weekly assignment of goals and benchmarks. But she has other important role responsibilities for the week that will take time. She reflects on what those role responsibilities will be — which include her summer job as a swim instructor at the local YMCA, her role as a family member, her role in her church nursery program, and her role as an individual. She notes these role responsibilities on the *Weekly Role Planning Sheet* (Appendix Form-M) and writes down the tasks needed to complete these roles for the upcoming week.

Leslie uses the Weekly Role Planning Sheet to plan her role responsibilities for the week. She assigns her role responsibilities in the spaces provided. These roles may change weekly.

Leslie then lists under each role responsibility the tasks or schedules that need to be completed for the week.

Leslie assigns some time for individual fun and time with the family.

Week: <i>June 25 - July 2</i>	
WEEKLY ROLE PLANNING SHEET	
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Lifeguard / Instructor </div> Tasks: <ul style="list-style-type: none"> • Day Work 8:30AM - 3:00PM • Wednesday Night Shift 6:00PM • Saturday 10:00 Swimming 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Family Role </div> Tasks: <ul style="list-style-type: none"> • Shop with Mother Tuesday • Make Dad's Birthday Cake • Watch Twins Saturday Night
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Role with Friends </div> Tasks: <ul style="list-style-type: none"> • Party at Bob's Monday • Lunch with Kathleen Friday 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Church Role </div> Tasks: <ul style="list-style-type: none"> • Work with Children Sunday • Prepare Child Game
<div style="border: 1px solid black; padding: 5px; text-align: center;"> Individual Role </div> Tasks:	<div style="border: 1px solid black; padding: 5px; text-align: center;"> Individual Role </div> Tasks: <ul style="list-style-type: none"> • Date with Steven Friday • Clean Bedroom • Visit Grandma

Leslie is going to be a busy teenager as she schedules her role responsibilities, goal tasks, and character development tasks for the entire week. She needs to allocate her time effectively, so she turns to the *Weekly Scheduler* (Appendix Form-N) for help. The scheduler gives you an entire view of the planning week. Leslie takes the *Weekly Goal* and *Role Planning Sheets* and schedules the time on the scheduler. The scheduling priority she uses is as listed below:

Scheduling Worksheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 Private Goal Planning Session ↓	7	7	7	7	7	7
8	8 Work at YMCA	8 Work at YMCA	8 Work at YMCA	8 Work at YMCA	8 Work at YMCA	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10 Swim Lessons 10:00-12:00 PM
11 Sunday School Nursery	11	11	11	11	11	11 ↓
12	12	12	12	12	12 Lunch with Kathleen	12
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3 To Library to Research Classes	3 Go shopping with Mother	3 Meet with School Counselor on	3 To Library to Get Exams	3	3
4	4	4	4 Schedule for Next Year	4	4 Review Scholastic Materials	4 Review Scholastic Materials
5	5	5	5 Quick Pizza	5 Make Dad's Birthday Cake	5	5 ↓
6 Visit Grandma	6	6	6 Lifeguard Shift 6:00-9:00 PM	6	6	6
7	7 Party at Bob's House	7 Review Scholastic Materials	7	7	7	7 Clean / Fix Bedroom
Evening	Evening	Evening Prepare Sunday Game	Evening	Evening Dad's Birthday Party	Evening Date with Steven	Evening Watching Twins
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
	Jog 6:30 AM	Jog 6:30 AM	Jog 6:30 AM	Jog 6:30 AM	Jog 6:30 AM	Review Sunday Lesson
	Call Guidance Counselor for Wed.		Call Kathleen	Call Steven		

- First:** Leslie schedules any prior commitments and appointments for the week.
- Second:** Leslie schedules the tasks and appointments that will complete the assigned benchmarks/goals for the week.
- Third:** Leslie schedules the tasks and appointments for each role responsibility.
- Fourth:** Leslie notes any free time in the week and sets aside this time to catch up on tasks not completed or to assign different tasks that may come up during the week.

Once Leslie completes the scheduling for the entire week, she transfers the scheduling onto her day planner that she will carry with her. Her planning session is now complete. She has outlined everything that she needs to do during the week. She will execute the appointments and tasks assigned for each day and check them off when completed. Items that were not completed, or assignments that were scheduled for another date, were noted and will be respectively planned for another time.

The week passes quickly and the following Sunday arrives. Leslie takes 30-45 minutes in the early morning to review her weekly progress and plan for the new week. She successfully completed the goals/benchmarks/and tasks assigned during the preceding week, including her character development goal. She feels very motivated; never before in her life has she been able to complete so much work. She worked her summer job, played with her friends, baked a cake for her father's birthday, and went on a date with her boyfriend. Leslie has brought herself one week closer to achieving her goals.

Leslie will now assign other goals and/or benchmarks for the new week that is starting. She decides to work-in-progress the goal/benchmark, College Entrance Exam, assigned from last week. On the *Weekly Goal Planning Sheet* assigned for the new week,

Leslie uses the weekly scheduler to schedule and assign the tasks for the entire week.

She then transfers the information to her day planner as illustrated below. Leslie will evaluate at the end of day whether she completed the task as assigned.

Date: June 26 Monday	
APPOINTMENT AND TASK SCHEDULE	
A.M. <i>Jog at 6:30 AM</i> <hr/> 8 <i>Work at 8:30</i> <hr/> 9 <hr/> 10 <hr/> 11 <hr/> 12 <i>Lunch</i> <hr/> 1 <hr/>	2 <hr/> 3 <i>Go by Library to R</i> <hr/> 4 <i>Needed for College</i> <hr/> 5 <i>Home to get ready</i> <hr/> 6 <hr/> 7 <i>Bob's House for Pa</i> <hr/> P.M. <hr/>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> <i>Call School Guidance Counselor</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <i>Review Weekly Goals and Plan Day</i> </div> <div style="width: 50%;"> CHARACTER ATTRIBUTES / TASKS <input checked="" type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

Date: June 27 Tuesday	
APPOINTMENT AND TASK SCHEDULE	
A.M. <i>Jog at 6:30 AM</i> <hr/> 8 <i>Work at 8:30</i> <hr/> 9 <hr/> 10 <hr/> 11 <hr/> 12 <i>Lunch</i> <hr/> 1 <hr/>	2 <hr/> 3 <i>Shopping with Mother to</i> <input checked="" type="checkbox"/> <hr/> 4 <i>Pick up Card</i> <hr/> 5 <hr/> 6 <hr/> 7 <i>Go over mathematical problems</i> <input checked="" type="checkbox"/> <hr/> and review math concepts <hr/> P.M. <i>Get Sunday's Nursury</i> <input checked="" type="checkbox"/> <hr/> Game Prepared
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> <i>Call the Town University for Help</i> <input type="checkbox"/> <i>Call Bob to Say Thank You</i> <input checked="" type="checkbox"/> <i>Pick up Yellow Paper for Game</i> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <i>Review Weekly Goals and Plan Day</i> </div> <div style="width: 50%;"> CHARACTER ATTRIBUTES / TASKS <input checked="" type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

she writes the week June 25 - July 2 in the “See Week” icon. This notation refers her back to the June 25 - July 2 planning sheet for that respective goal and benchmark. Leslie next reviews her goal planning kit and the *Task Assignment Sheets*. She picks the goals/benchmarks that she needs to work on for the new week.

After she assigns the goals/benchmarks/and tasks for the week, Leslie measures her character development program for the past week. She returns to Chapter 7 and answers the questions that evaluate her progress. She has jogged each morning for 12 consecutive days and was able to answer ‘yes’ to all the questions. She feels that she can continue developing her physical goal for an additional two weeks and writes this goal down on the *Weekly Goal Planning Sheet*.

Leslie moves onto the physical temperance attributed as instructed. She reads Chapter 8 and decides to control her habit of sleeping in past the scheduled wake-up hour. This will help her complete her jog in the morning and arrive at work on time. She writes this development goal on the *Weekly Goal Planning Sheet* along with her physical development goal. She will develop and strengthen these two attribute goals for the next two weeks.

Leslie now turns to her role assignments for the week. She takes a new *Weekly Role Planning Sheet* and assigns the various roles that she has for the week. The role assignments are exactly the same as last week. She lists them in the boxes and identifies the tasks required this week as was illustrated earlier.




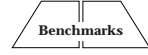


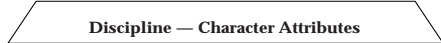
Leslie finally schedules the tasks and appointments for the entire week in her day planner. She assigns all scheduled appointments, goal tasks, and role responsibilities for each day in the week as was illustrated earlier. She will repeat this goal planning and scheduling process for each week during the next two years of this life phase.

As a new week begins, Leslie lists the new week at the top of the form.

Leslie then assigns the goals/benchmarks that she plans to work on for the week.

Leslie will reference any goals from a prior week using the "See Week:" icon.

Leslie assigns the character attribute goal(s) for the new week.

Week: <u><i>July 2 - July 9</i></u>	
GOAL AND BENCHMARK PLANNING	
<div style="text-align: center; margin-bottom: 10px;">  Goal <u>High School Diploma</u> </div> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div style="margin-bottom: 10px;"> 1: <u>Research College Classes</u> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Major Tasks</div> <div> <u>Visit University to</u> <u>Review College Curr.</u> </div> </div> </div> <div> 2: _____ <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Major Tasks</div> <div>_____</div> </div> </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal <u>Scholastic Skills</u> </div> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div style="margin-bottom: 10px;"> 1: <u>Plan / Build Study Time</u> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Major Tasks</div> <div> <u>Set 30 minutes daily</u> <u>to study materials</u> </div> </div> </div> <div> 2: _____ <div style="display: flex; justify-content: space-between; font-size: small;"> <div>Major Tasks</div> <div>_____</div> </div> </div>
<div style="text-align: center; margin-bottom: 10px;">  Goal Benchmarks </div> <div style="margin-bottom: 5px;"> See Week: _____ </div> <div> See Week: _____ </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal Benchmarks </div> <div style="margin-bottom: 5px;"> See Week: <u>June 25 - July 2</u> </div> <div> See Week: _____ </div>
<div style="display: flex; justify-content: space-between;"> <div>Physical</div> <div><u>Jog for 30 minutes each morning</u></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>P. Temperance</div> <div><u>Awake each morning by 6:00 AM</u></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Education</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Social</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Spiritual</div> <div>_____</div> </div> <div style="text-align: center; margin-top: 10px;">  Discipline — Character Attributes </div>	

Two Years Later . . .

Leslie worked hard to achieve each assigned task during this phase and was very successful. She graduated in the top five of her high school class; she successfully prepared for, and scored high, on her college entrance exams; she met regularly with guidance counselors to discuss her post-high school plans; she visited colleges that met

her collegiate objectives; she analyzed her financial position and applied for scholarships, grants, and loans; she got accepted into the undergraduate program that she wanted, and she diligently read scientific materials to increase her analytical skills in medicine.

It wasn't an easy road to travel during these past two years. Leslie often failed to complete scheduled tasks on time because she was too tired or because she lacked self-discipline. But she overcame these weaknesses. She was increasing her self-discipline as she developed her character attributes. She jogged each morning to strengthen her physical attribute; she tempered her body to awake the same hour each morning; she read each day to build reading and comprehension skills; she made it a goal to say hello to everyone; and she set aside one hour each week to visit orphaned children. These daily commitments rounded her character and increased her physical, educational, social, and spiritual disciplines. She soon developed the strength and confidence to complete the many tasks that guided her to where she is now.

Leslie feels that she can conquer almost anything after two years of development. She is more committed, more friendly, and more determined than ever to achieve her goals. She feels confident that she can move into the next life phase, which, in truth, will make this last phase seem like a cake walk. College will require more time, more commitment, and definitely more discipline than anything that she has attempted so far. But Leslie is ready. She is better prepared physically and mentally than most of her high school classmates that received their diplomas during last Sunday's commencement.

Planning Life Phase III

Leslie reflects back for a moment on her accomplishments during the past two years. She completed nearly 90% of the goals and benchmarks that were assigned during the last life phase. Leslie is confident that she can tackle the goals that will be assigned for this new life phase. But she faces a different environment . . . an environment that is more competitive, more stressing, and that requires more interaction with people who may be more talented than herself. She must therefore continue developing her character attributes to shape herself into a person who can aggressively compete.

Leslie begins Phase III by assembling a new goal planning kit. The goals required for this phase include undergraduate degree, scholastic honors, MCAT examination, and acceptance into a prestigious medical school. She assigns four years to achieve these goals.

Leslie uses the *Benchmark Plan and Selection* sheets (Appendix Form-I) to select the goals and benchmarks for this life phase. She completed or worked-in-progressed all of the goals on the bottom layer of her goal plan. The goals scholastic skills, science skills, mathematical skills, and financial resource planning are continue-in-progress goals. She will need to develop these goals further, perhaps with less intensity, as she takes required courses respectively in each of these scholastic disciplines. The other goals required for this phase include the undergraduate degree, MCAT examination, collegiate scholastic honors, and acceptance into medical school. These four goals along with the four continue-in-progress goals become the goals that she will assign for Phase III.

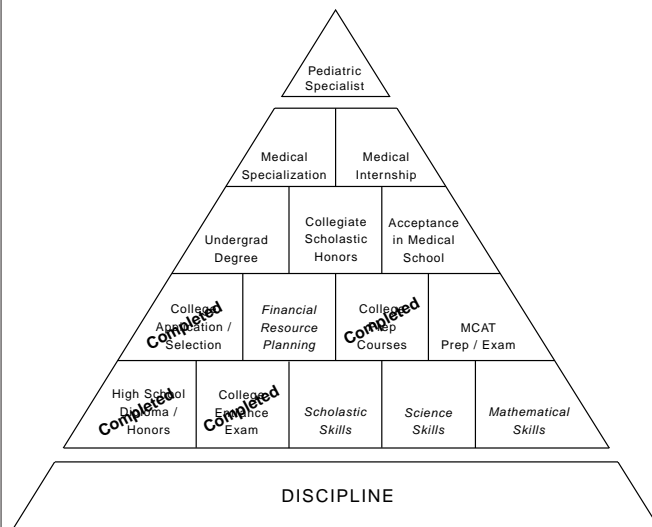
Phase (3)

Time Span: 1999 to 2003

OBJECTIVE and GOAL PLANNING

Leslie begins a new phase by assigning the phase number and time at the top of the form.

She reviews her overall goal plan and selects the goals that need to be achieved or worked-in-progress during this time phase.

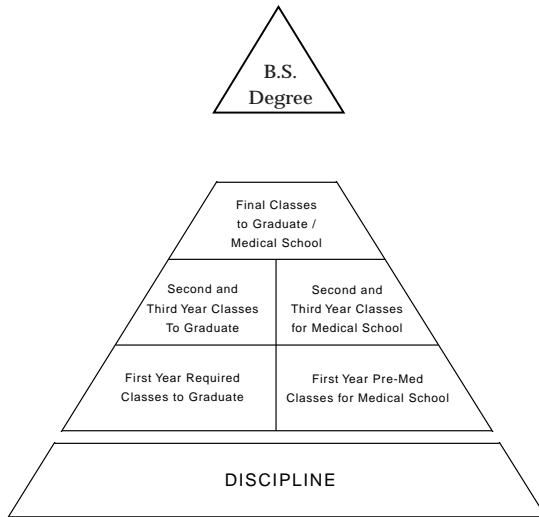


Leslie takes the four new goals and designs four *Benchmark Planning and Selection* sheets. She will use these sheets to select the benchmarks that need to be achieved during this phase. Since she must achieve all four goals respectively during this phase, she assigns all of the benchmarks for completion as illustrated on the following page.

Phase (3)

Time Span: 1999 to 2003

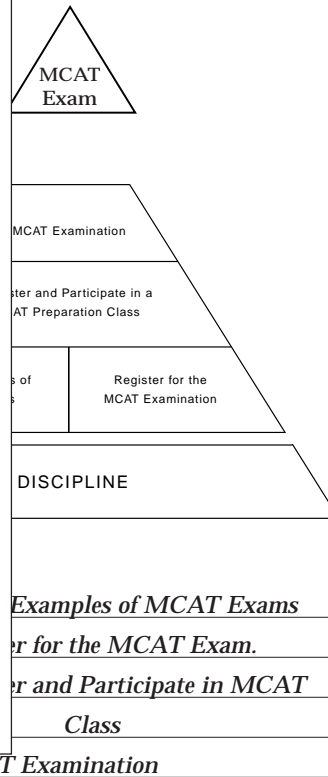
BENCHMARK PLANNING AND SELECTION



Achieve: First Year Required Class
Second/Third Year Required Classes
First Year Classes for Med School
Second/Third Year Pre-Med
Final Year Required and Pre-Med

1999 to 2003

BENCHMARK PLANNING AND SELECTION



Examples of MCAT Exams
er for the MCAT Exam.
er and Participate in MCAT
Class
MCAT Examination

Leslie selects the goals that will be worked on during this phase. She writes the goal in the pinnacle section of the Benchmark Planning and Selection sheet.

Leslie identifies and prioritizes the benchmarks that will achieve each goal assigned for this phase.

Leslie then selects the benchmarks that need to be achieved during this phase.


Leslie must now decide which goals/benchmarks that she will work on immediately. She will take the *Task Assignment Sheet* and identify the tasks that will achieve these goals/benchmarks and assign a completion date. Once she completes this set, she will select a new set of goals/benchmarks for completion.

Leslie uses the Task Assignment Sheet to identify the tasks needed to achieve the assigned benchmarks and goals for this life phase. She will assign a completion date for each task.

Phase (3)


Time Span: 1999 to 2003

TASK ASSIGNMENT SHEET



Goal


B. S. Degree



Benchmark

First Year Required Classes

		Complete Date
Major Tasks	• <u>Research required classes.</u>	<u>6/10/98</u>
	• <u>Early Registration for Fall Session.</u>	<u>7/01/98</u>
	• <u>Early Registration for Winter Sess.</u>	<u>10/30/98</u>
	• <u>Complete All Classes with Honors</u>	<u>4/30/99</u>
	• _____	_____
Recognize <u>GPA 3.8 - 4.0</u>		



Benchmark

First Year Pre-Med Classes

		Complete Date
Major Tasks	• <u>Research Classes for Pre-Med</u>	<u>8/30/98</u>
	• <u>Schedule and Meet with Advisor</u>	<u>10/01/98</u>
	• <u>Register for Pre-Med Classes</u>	<u>10/30/98</u>
	• <u>Complete All Classes with Honors</u>	<u>4/30/99</u>
	• _____	_____
Recognize <u>GPA 3.8 - 4.0</u>		

This completes the planning steps for the new phase. Leslie takes her planning sheets and assembles them into a personal goal planning kit as illustrated earlier. She sits back in her chair and smiles. She knows that this planning phase will bring her closer to her dream. She is very proud of her accomplishments and character developments. Leslie takes her goal planning kit and assigns the goals/benchmarks/and tasks for the coming week. She also plans and schedules her role responsibilities. This will be her last summer before college and she wants to enjoy it.







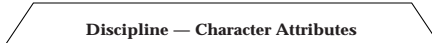
Leslie uses this week to finalize her registration for required courses and necessary loans and grants.

Leslie will assign the goals and benchmarks that need to be worked on for the week.

Leslie identifies the major tasks for each respective benchmark.

Leslie will work on the goals assigned in the "See Week:" icons.

After working some two-plus years developing her character, Leslie now plans to develop all five character attributes.

Week: <i>August 27 - Sept. 3</i>	
GOAL AND BENCHMARK PLANNING	
<div style="text-align: center; margin-bottom: 10px;">  Goal <u>B. S. Degree</u> </div> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div style="margin-bottom: 10px;"> 1: 1st Yr. Required Classes <div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">Major Tasks</div> <div style="width: 85%;"> <u>Finalize Registration.</u> <u>Set Schedule.</u> </div> </div> </div> <div> 2: 1st Yr. Pre-Med Classes <div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">Major Tasks</div> <div style="width: 85%;"> <u>Finalize Registration.</u> <u>Set Schedule.</u> </div> </div> </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal <u>Financial Resource Planning</u> </div> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <div style="margin-bottom: 10px;"> 1: School Loans <div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">Major Tasks</div> <div style="width: 85%;"> <u>Finalize Papers for</u> <u>Required Loans.</u> </div> </div> </div> <div> 2: Work Study <div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">Major Tasks</div> <div style="width: 85%;"> <u>Interview for Job in</u> <u>Library.</u> </div> </div> </div>
<div style="text-align: center; margin-bottom: 10px;">  Goal Benchmarks </div> <div style="margin-bottom: 10px;"> See Week: <u>Aug. 6 - Aug. 13</u> </div> <div> See Week: _____ </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal Benchmarks </div> <div style="margin-bottom: 10px;"> See Week: <u>May 7 - May 14</u> </div> <div> See Week: _____ </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Physical <u>Up at 5:30 AM. Jog for 30 minutes.</u> </div> <div style="width: 45%;"> P. Temperance <u>Begin School Promptly at 7:00 AM.</u> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> Education <u>Increase Perception of Things Around Me.</u> </div> <div style="width: 45%;"> Social <u>Plan and Schedule a Social Party Each Friday.</u> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> Spiritual <u>Build Humility.</u> </div> </div> <div style="text-align: center; margin-top: 20px;">  Discipline — Character Attributes </div>	

Leslie continues her weekly scheduling and execution for the remaining summer. Two weeks before school, she finalizes her arrangements to move to college and to register with administrative offices. She completed all of her financial, living, and course selections for the Fall semester, which is making her adjustment to college much easier. She is prepared emotionally to start her college year and to overcome obstacles that can impede her progress. She is motivated, disciplined, and excited. Success is getting closer by the week.

Four Years Later . . .

It's only a slip of paper that can easily tear. But **this** piece of paper that Leslie is holding signifies four years of hard work, dedication, and sacrifice. Leslie is very proud of herself. She remembers the many late hours in the library poring over books that could easily reach the ceiling in her one-room studio if they were stacked upon each other. She has spent four years cramming for tests, working in labs, and managing a work schedule. Her efforts paid off. She has a diploma, a cumulative GPA of 3.86, and most importantly, an acceptance letter into the University of Minnesota's medical program.

Leslie has accomplished nearly everything she set out to do. But it doesn't end here. She has accomplished only one-third of her goal plan. She has a lot more work to do before she tastes success as a pediatric specialist. She will begin a new life phase and assign new goals by repeating the steps she completed earlier, namely —

- 1) Review her overall goal plan to change, and/or prioritize any goals that need to be completed in order to achieve the objective.

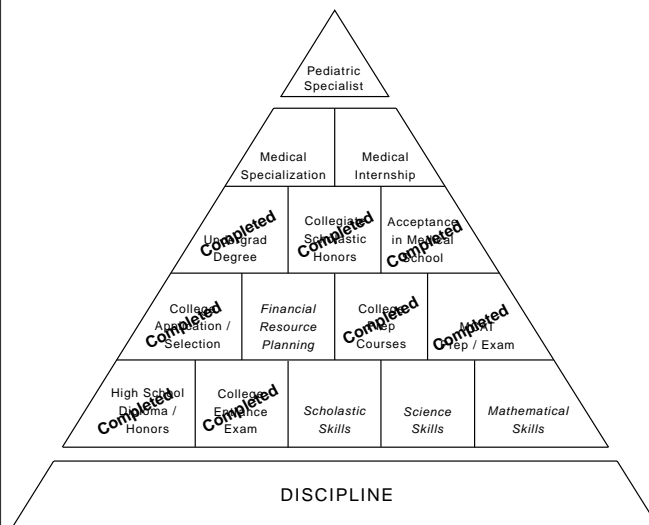
Phase (4)

Time Span: 2003 to 2006

OBJECTIVE and GOAL PLANNING

Leslie begins her 4th phase by assigning the phase number and time span at the top of the form.

She reviews her overall goal plan and selects the goals that need to be achieved or worked-in-progress during this time phase.



- 2) Assign the next nth phase of her life (Phase IV). Determine what needs to be accomplished in this phase.
- 3) Select the goals that need to be achieved or worked-in-progress for this phase. Identify the benchmarks (or sub-goals) that will achieve each goal and select the benchmarks that need to be completed during this life phase.

- 4) Plan and schedule for completion the tasks that will achieve each respective benchmark.
- 5) Plan the weekly goals/benchmarks/and related tasks that need to be worked on for the week.
- 6) Plan the various role responsibilities.
- 7) Schedule the weekly tasks for each day in the week.
- 8) Plan, develop, and strengthen the character attributes.
- 9) Execute the tasks assigned for each day.

Leslie must push herself hard to complete all of the goals assigned for this next phase. She is inching closer to her objective and the climb is becoming more difficult. Each step closer to her objective increases the competition for the scarce percentage of pediatricians that the market will allow. The competition is growing tighter as prospective medical students like Leslie compete for the limited positions available.

Leslie has one thing in her favor, though. She has the discipline and self-confidence to achieve her goals. Having planned, disciplined, and executed herself successfully through Life Phase II (high school) and Life Phase III (undergraduate school), Leslie feels confident that she can move forward into Phase IV (medical school) and complete the goals and benchmarks assigned for this phase.

I won't repeat the steps that Leslie uses to assign goals, benchmarks, and tasks for this life phase. She will execute her goal plan the same way that was demonstrated in

the last two life phases. Leslie begins medical school with strong enthusiasm. But it quickly wanes as she becomes weighed down by the rigorous demands of classroom study and lab work. But because Leslie has developed all five character attributes nicely and finds that her character is well-rounded, she quickly springs back. Her increased discipline allows her to adapt to her new environment and adjust to the school's rigorous demands.

Leslie finishes her fourth life phase with success. She now plans for Phase V by assigning the goals, benchmarks, and tasks that will complete her internship. The increased discipline developed over the years will be a great asset during this phase. All of her physical, physical temperance, education, social, and spiritual disciplines will support Leslie's care for real people, in real-life crisis, in shifts that can run for 36 hours straight.

As Leslie plans this important phase, she notes that she is almost near the end of her life-long pursuit. Her climb has been difficult, but Leslie has never been happier. She can see the top of her mountain now. That view gives her the motivation and energy to take the final step to success.



Chapter 15

CONCLUSION

The new Frontier of which I speak is not a set of promises — it is a set of challenges.

John Fitzgerald Kennedy

The last chapter demonstrated how someone like Leslie can plan, discipline, and execute her dreams into success. Success for Leslie was becoming a pediatrician. She planned the goals, benchmarks, and major tasks that would accomplish this feat. But she realized that she needed to increase self-discipline if she expected to achieve her plans. So Leslie developed and strengthened her physical, physical temperance, education, social, and spiritual disciplines. She then designed a strategy to execute her goal plan. She must first graduate from high school before going to college. She must then graduate from college before being accepted into medical school, and so forth. Scheduling the goals and benchmarks within the allotted time phases allowed Leslie to plan accordingly those tasks on a daily, weekly, and phase-to-phase schedule.

Everything worked like clockwork, but Leslie is a fictitious character. Success may not come as easily for many of us. Becoming a pediatric specialist takes money . . . big money in today's medical environment. What if Leslie didn't have the financial dollars to complete her undergraduate degree, medical school, or internship? And what if Leslie failed to get accepted into a medical school? Leslie's plan would abruptly change.

When obstacles or non-achievements impede your road to success, your best course

of action is end your current phase and begin a new life phase. You may want to rewrite your goal plan or devise a plan that will place you back on the road to success.

For example, if Leslie failed to get into medical school, she will need to devise a plan where she can get into medical school the following year. That plan may include her returning to college and taking some additional undergraduate courses, spending more time in preparing for a second MCAT examination, or applying for a medical program in another country. Either way, it requires Leslie to divert from her current plan and spend the next year or two getting herself back on track. Remember that success comes with a price which includes hard work, determination, and discipline. Successful people, like Leslie, find ways to overcome their obstacles.

Sometimes events may change in your life that prompt you to change your entire life plan. After several premed courses in college, for example, Leslie may decide on an entirely different career. There is nothing wrong in this. She would simply develop a new goal plan and pursue a new life objective.

Fortunately for Leslie, however, nothing traumatic happened that prevented her from achieving her dream. Her foresight, planning, and discipline helped her to plan, prepare, and avoid the obstacles that could impede her success. Leslie knew that becoming a doctor requires big bucks. She made the necessary financial arrangements, including grants and loans, so that she could sail through school without interruptions.

Leslie also knew that getting into medical school would require exceptional grades in her undergraduate work. She accordingly planned and disciplined herself to work hard in each course subject to maintain high grades and scholastic honors.

Leslie knew that she had to score high on her MCAT examination. So she started to

prepare early in college for the examination. She spent many weekends studying exam examples and taking MCAT preparation classes. Her dedication and foresight prepared for the examination. It wasn't easy, but her efforts proved to be valuable when medical schools began accepting her application for entrance.

We can also trace Leslie's success back to her execution strategy. The letter A comes before the letter B, which comes before the Letter C, and so forth. Leslie had many things to do to get into college, register for courses, prepare for the MCAT examination, and to get accepted into a medical program. Each goal and benchmark had to be planned and executed accordingly so that each step up the pyramid model brought Leslie closer to her dream. Deadlines came quickly and Leslie couldn't allow certain tasks to go uncompleted.

This is how Leslie achieved success, and this is how you can achieve your own success. Some people may call it luck. But for Leslie and also for you, we call it planning, discipline, and execution. No matter what your dream, you can achieve success by following these three key ingredients:

- 1) Plan your respective goals and benchmarks that *will achieve* your life objective.
- 2) Discipline your character *to work* for your life objective.
- 3) Execute the plan using weekly and daily tasks *to bring* your life objective.

Planning, discipline, and execution. The three ingredients that will help you become a pediatrician . . . *or something like that.*

End of Book

FORM — B

SWOT Analysis

Strengths / Talents

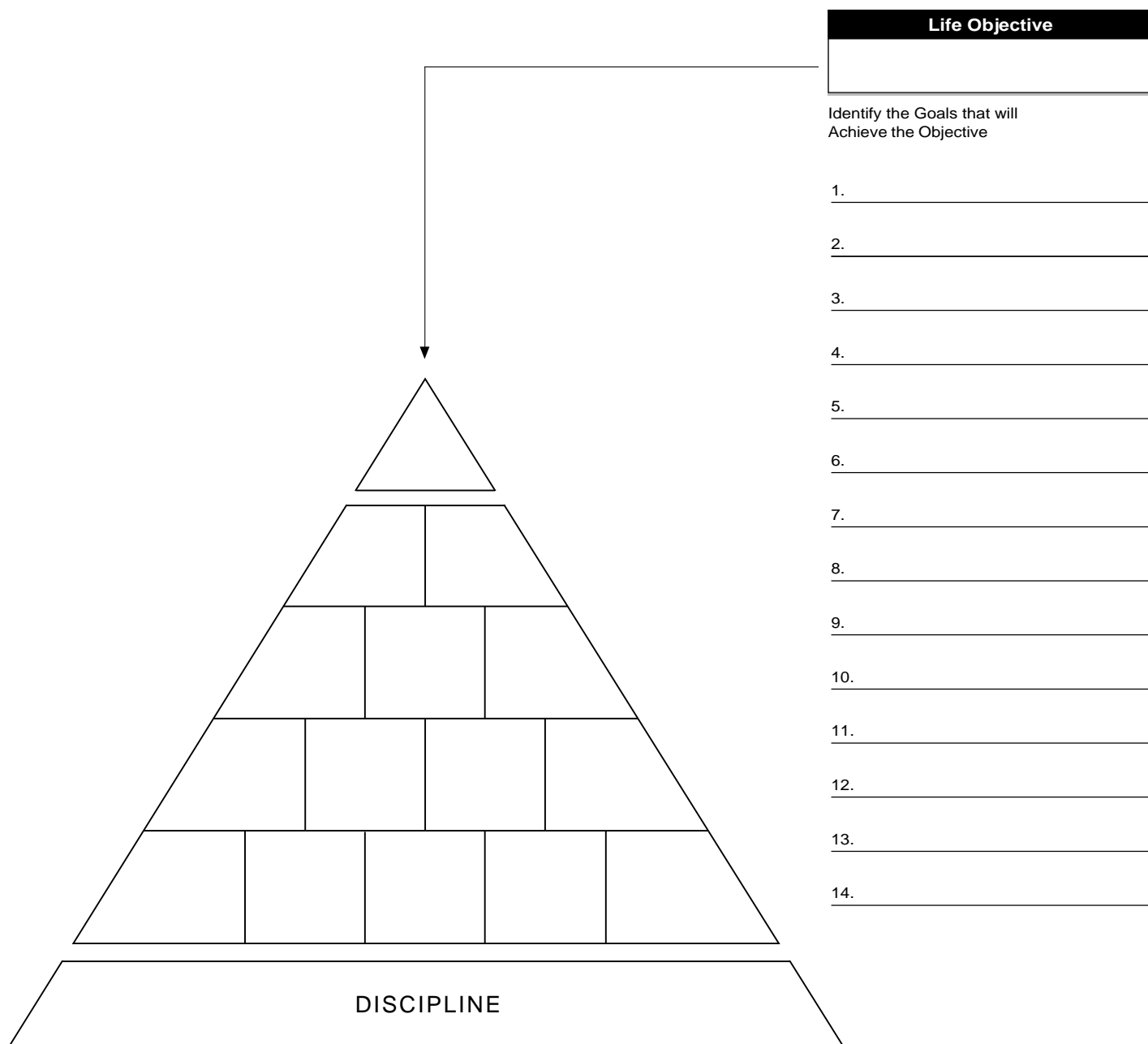
Weaknesses

Opportunities

Threats

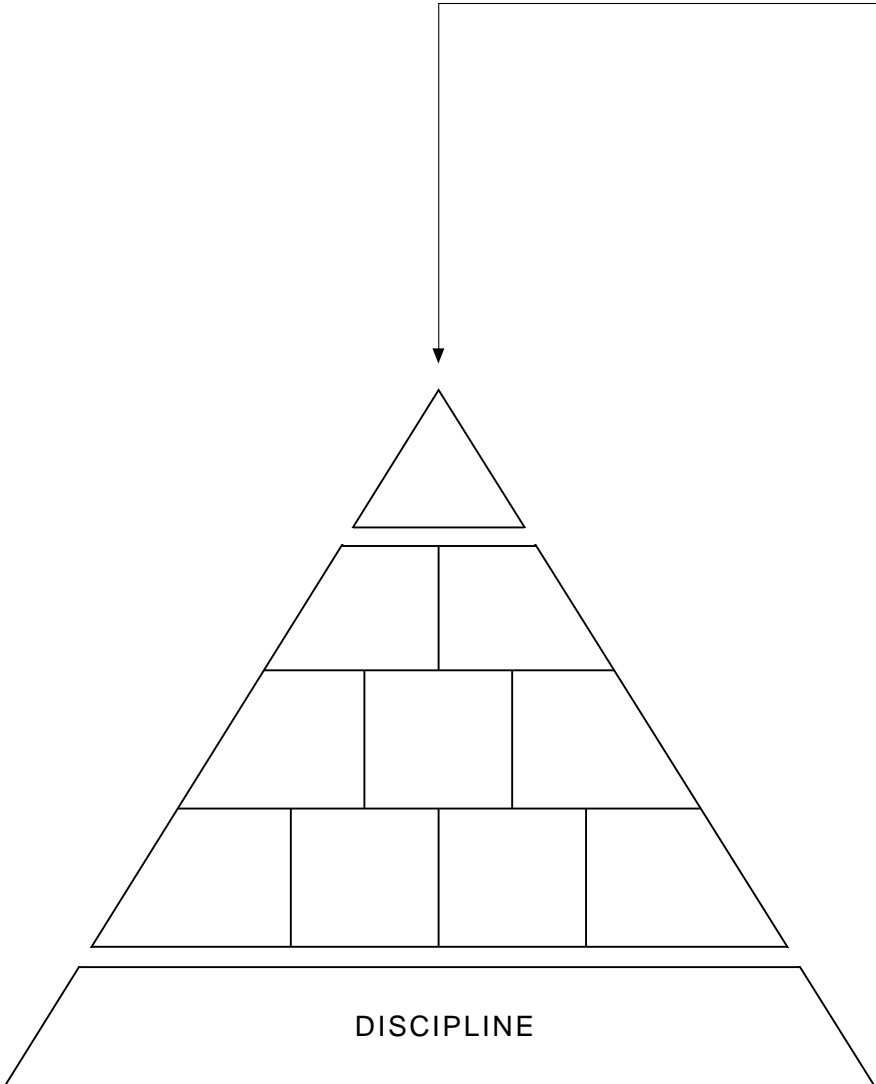
FORM — C

Justwyn Model: Goal Planning



FORM — D

Justwyn Model: Benchmark (Sub-Goal) Planning

The Individual Goal	
 <p>DISCIPLINE</p>	Identify the Benchmarks that will Achieve the Goal
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____
	7. _____
	8. _____
	9. _____

FORM — E

Personal Character Assessment

Select the answer that best describes your character

Physical Character Assessment:

	Very Much So			Not Very Much So
Are you physically in-shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you in control of your weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you eat a proper diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you physically healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Character Assessment:

	Very Much So			Not Very Much So
Is your knowledge well-rounded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you read regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you comprehend subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Character Assessment:

	Very Much So			Not Very Much So
Are you a friendly, likeable person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your personality balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spiritual Character Assessment:

	Very Much So			Not Very Much So
Are you honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you charitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you humble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you patient, not quick to anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you complete your personal character assessment,
list below some changes you would like to see in your character

Physical Changes _____

Educational Changes _____

Social Changes _____

Spiritual Changes _____

FORM — F

Weeks:

ATTRIBUTE DEVELOPMENT SCHEDULE

Physical

P. Temperance

Education

Social

Spiritual

Week 1

- ☐ Sunday
- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday

Week 2

- ☐ Sunday
- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday

- ☐ Evaluate progress after two weeks.

FORM — G.1

Life Phase Segmentation

Phase (1): _____

_____ 19 _____ to _____ 19 _____

Phase (2): _____

_____ 19 _____ to _____ 19 _____

Phase (3): _____

_____ to _____

Phase (4): _____

_____ to _____

Phase (5): _____

_____ to _____

Phase (6): _____

_____ to _____

Phase (7): _____

_____ to _____

FORM — G.2

Life Phase Segmentation		
Phase (8):		
		to
Phase (9):		
		to
Phase (10):		
		to
Phase (11):		
		to
Phase (12):		
		to
Phase (13):		
		to
Phase (14):		
		to



FORM — H

Phase ()

Time Period: _____

OBJECTIVE AND GOAL PLANNING

DISCIPLINE

Appendix — H

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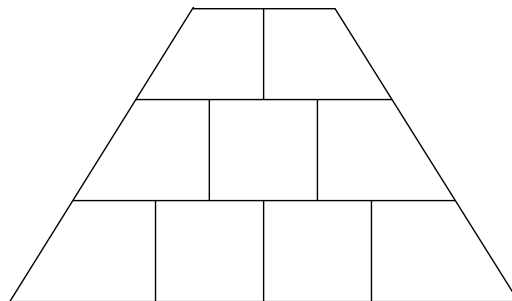
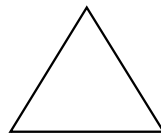


FORM — I

Phase ()

Time Period: _____

BENCHMARK PLANNING AND SELECTION



DISCIPLINE

Achieve: _____



FORM — J

Phase ()

Time Span: _____

TASK ASSIGNMENT SHEET

Goal

Benchmark

Complete Date

Major Tasks

•

•

•

•

•

Recognize _____

Benchmark

Complete Date

Major Tasks

•

•

•

•

•

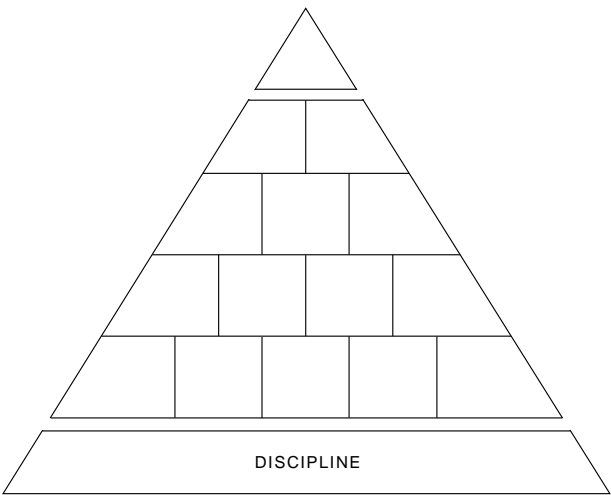
Recognize _____

Appendix — J

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FORM — K

Personal Goal Planning Kit



This form can be used as a cover sheet for your goal planning kit.

FORM — L

①

②

③

Week:

WEEKLY GOAL PLANNING SHEET



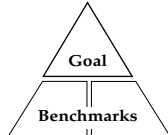


1: _____

Major
Tasks _____

2: _____

Major
Tasks _____



See Week: _____

See Week: _____



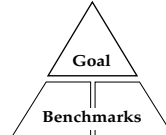


1: _____

Major
Tasks _____

2: _____

Major
Tasks _____



See Week: _____

See Week: _____

Physical _____

P. Temperance _____

Education _____

Social _____

Spiritual _____

Discipline — Character Attributes



Appendix — L

FORM — M

<div>Week:</div> <div></div>	
WEEKLY ROLE PLANNING SHEET	
<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>



Scheduling Worksheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
Evening	Evening	Evening	Evening	Evening	Evening	Evening
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks



FORM — O.1

Date: _____		Sunday	
APPOINTMENT AND TASK SCHEDULE			
A.M. _____	2 _____		
8 _____	3 _____		
9 _____	4 _____		
10 _____	5 _____		
11 _____	6 _____		
12 _____	7 _____		
1 _____	P.M. _____		
<input type="checkbox"/> Review Weekly Progress		CHARACTER ATTRIBUTES / TASKS <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
<input type="checkbox"/> Plan for Next Week			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			

FORM — O.2

Date: _____ <div style="float: right; font-size: 24pt; font-weight: bold;">Monday</div>	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____ _____ 8 _____ _____ 9 _____ _____ 10 _____ _____ 11 _____ _____ 12 _____ _____ 1 _____	2 _____ _____ 3 _____ _____ 4 _____ _____ 5 _____ _____ 6 _____ _____ 7 _____ _____ P.M. _____
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <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"/> <u>Review Weekly Goals and Plan Day</u> </div> <div style="width: 35%; font-weight: bold;"> CHARACTER ATTRIBUTES / TASKS </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

FORM — O.3

Date: _____ <div style="float: right; font-size: 24pt; font-weight: bold;">Tuesday</div>	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____ _____ 8 _____ _____ 9 _____ _____ 10 _____ _____ 11 _____ _____ 12 _____ _____ 1 _____ _____	2 _____ _____ 3 _____ _____ 4 _____ _____ 5 _____ _____ 6 _____ _____ 7 _____ _____ P.M. _____ _____
<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <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"/> <u>Review Weekly Goals and Plan Day</u> </div> <div style="width: 40%;"> CHARACTER ATTRIBUTES / TASKS <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

FORM — O.4

Date: _____ Wednesday	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____ _____ 8 _____ _____ 9 _____ _____ 10 _____ _____ 11 _____ _____ 12 _____ _____ 1 _____ _____	2 _____ _____ 3 _____ _____ 4 _____ _____ 5 _____ _____ 6 _____ _____ 7 _____ _____ P.M. _____ _____
<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <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"/> <u>Review Weekly Goals and Plan Day</u> </div> <div style="width: 40%;"> <p>CHARACTER ATTRIBUTES / TASKS</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

FORM — O.5

Date: _____ <div style="float: right; font-size: 1.5em; font-weight: bold;">Thursday</div>	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____
<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <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"/> <u>Review Weekly Goals and Plan Day</u> </div> <div style="width: 40%;"> <p>CHARACTER ATTRIBUTES / TASKS</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

FORM — O.6

Date: _____		Friday
APPOINTMENT AND TASK SCHEDULE		
A.M. _____	2 _____	
8 _____	3 _____	
9 _____	4 _____	
10 _____	5 _____	
11 _____	6 _____	
12 _____	7 _____	
1 _____	P.M. _____	
<input type="checkbox"/> _____	CHARACTER ATTRIBUTES / TASKS <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> _____		
<input type="checkbox"/> <u>Review Weekly Goals and Plan Day</u>		

FORM — O.7

Date: _____ <div style="float: right; font-size: 24px; font-weight: bold;">Saturday</div>	
APPOINTMENT AND TASK SCHEDULE	
A.M. _____ _____ 8 _____ _____ 9 _____ _____ 10 _____ _____ 11 _____ _____ 12 _____ _____ 1 _____ _____	2 _____ _____ 3 _____ _____ 4 _____ _____ 5 _____ _____ 6 _____ _____ 7 _____ _____ P.M. _____ _____
<div style="display: flex; justify-content: space-between;"> <div style="width: 55%;"> <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"/> <u>Review Weekly Goals and Plan Day</u> </div> <div style="width: 40%;"> <p>CHARACTER ATTRIBUTES / TASKS</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

Appendix — O.7

FORM — P.1

Date:

Sunday

DAILY TASK SCHEDULE

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Review Weekly Progress

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Plan for Next Week

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CHARACTER ATTRIBUTES

☐ Physical

☐ Social

☐ P. Temperance

☐ Spiritual

☐ Education

Appendix — P.1

FORM — P.2

Date: _____	<h1 style="margin: 0;">Monday</h1>
DAILY TASK SCHEDULE	
<div style="display: flex; align-items: flex-start;"> <div style="flex: 1; display: grid; grid-template-columns: repeat(1, 1fr); gap: 5px;"> <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"/> </div> <div style="flex: 4; margin-left: 10px;"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> </div>	
<div style="display: flex; align-items: center;"> <input type="checkbox"/> Review Weekly Goals and Plan Day </div>	
<p>CHARACTER ATTRIBUTES</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education </div> <div style="text-align: center;"> <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

Appendix — P.2

FORM — P.3

[illegible]

Appendix — P.3

FORM — P.4

Date: _____

Wednesday

DAILY TASK SCHEDULE

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☐ **Review Weekly Goals and Plan Day**

CHARACTER ATTRIBUTES

☐ Physical
☐ P. Temperance
☐ Education

☐ Social
☐ Spiritual

Appendix — P.4

FORM — P.5

[illegible]

Appendix — P.5

FORM — P.6

Date: _____	Friday
DAILY TASK SCHEDULE	
<div style="display: flex; align-items: flex-start;"> <div style="flex: 1; display: grid; grid-template-columns: 1fr; gap: 5px;"> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> <input type="checkbox"/> <div style="height: 1.2em; border-bottom: 1px solid black;"></div> </div> <div style="flex: 1; margin-left: 10px;"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> </div>	
<div style="display: flex; align-items: center;"> <input type="checkbox"/> Review Weekly Goals and Plan Day </div>	
CHARACTER ATTRIBUTES <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: left;"> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education </div> <div style="text-align: right;"> <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </div> </div>	

Appendix — P.6

FORM — P.7

[illegible]

Appendix — P.7

FORM — Q

Week: <hr/>	
CHARACTER ATTRIBUTE EVALUATION	
<p style="text-align: right;">Sunday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>	<p style="text-align: right;">Monday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>
<p style="text-align: right;">Tuesday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>	<p style="text-align: right;">Wednesday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>
<p style="text-align: right;">Thursday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>	<p style="text-align: right;">Friday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>
<p style="text-align: right;">Saturday</p> <p><input type="checkbox"/> Physical</p> <p><input type="checkbox"/> P. Temperance</p> <p><input type="checkbox"/> Education</p> <p><input type="checkbox"/> Social</p> <p><input type="checkbox"/> Spiritual</p>	<p style="text-align: right;">Sunday</p> <p><input type="checkbox"/> Review Last Week's Progress</p> <p><input type="checkbox"/> Plan for Next Week</p>

LIFE OBJECTIVE



Talent:
Talent:
Talent:
Talent:
Talent:

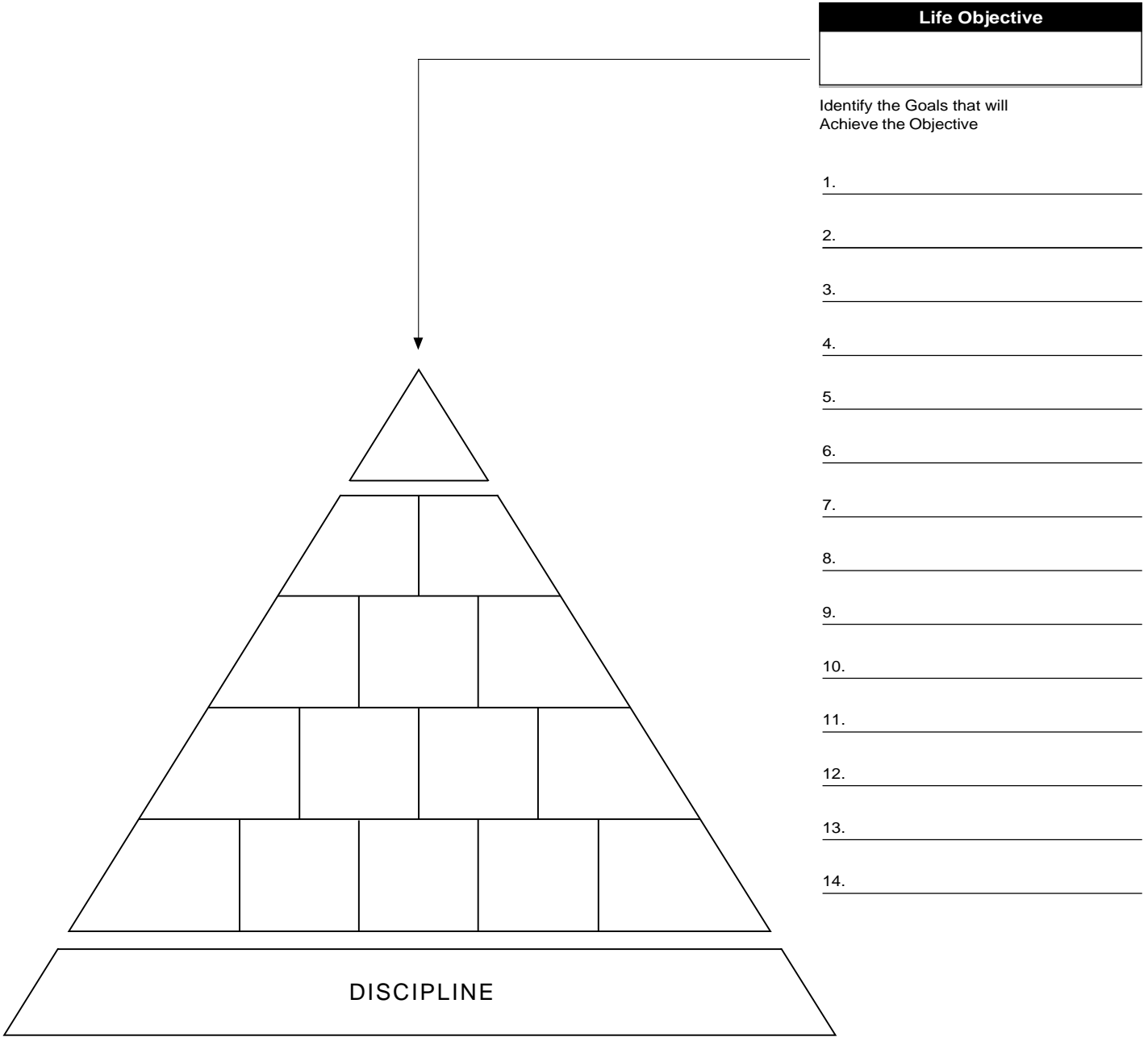
SWOT Analysis

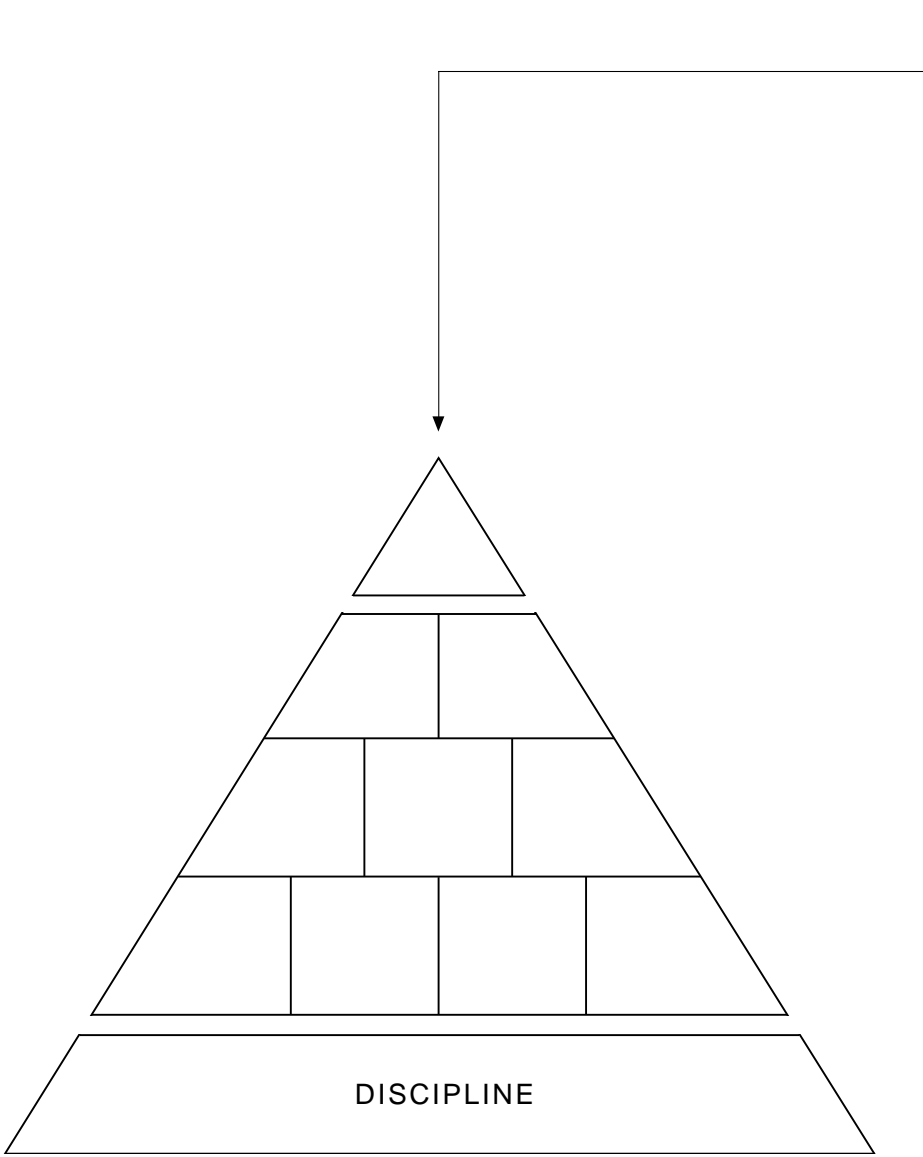
Strengths / Talents

Weaknesses

Opportunities

Threats





The Individual Goal

Identify the Benchmarks
that will Achieve the Goal

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Personal Character Assessment

Select the answer that best describes your character

Physical Character Assessment:

	Very Much So			Not Very Much So
Are you physically in-shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you in control of your weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you eat a proper diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you physically healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Educational Character Assessment:

	Very Much So			Not Very Much So
Is your knowledge well-rounded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you read regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you comprehend subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Character Assessment:

	Very Much So			Not Very Much So
Are you a friendly, likeable person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your personality balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spiritual Character Assessment:

	Very Much So			Not Very Much So
Are you honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you charitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you humble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you patient, not quick to anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After you complete your personal character assessment,
list below some changes you would like to see in your character

Physical Changes _____

Educational Changes _____

Social Changes _____

Spiritual Changes _____

Weeks:

ATTRIBUTE DEVELOPMENT SCHEDULE

Physical _____

P. Temperance _____

Education _____

Social _____

Spiritual _____

Week 1

- ☐ Sunday
- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday

Week 2

- ☐ Sunday
- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday
- ☐ Saturday

- ☐ Evaluate progress after two weeks.

Life Phase Segmentation

Phase (1): _____

_____ 19 _____ to _____ 19 _____

Phase (2): _____

_____ 19 _____ to _____ 19 _____

Phase (3): _____

_____ to _____

Phase (4): _____

_____ to _____

Phase (5): _____

_____ to _____

Phase (6): _____

_____ to _____

Phase (7): _____

_____ to _____

Life Phase Segmentation

Phase (8): _____

_____ to _____

Phase (9): _____

_____ to _____

Phase (10): _____

_____ to _____

Phase (11): _____

_____ to _____

Phase (12): _____

_____ to _____

Phase (13): _____

_____ to _____

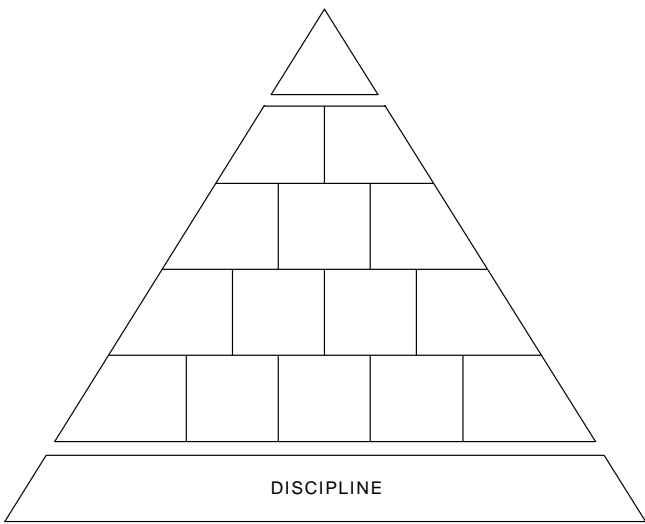
Phase (14): _____

_____ to _____

Phase ()

Time Period: _____

OBJECTIVE AND GOAL PLANNING

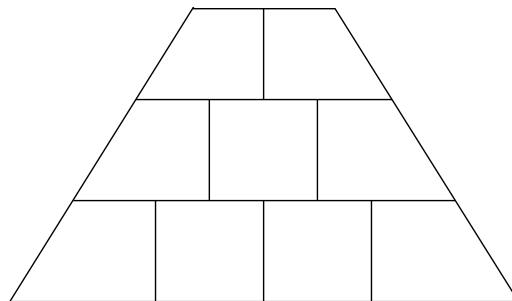
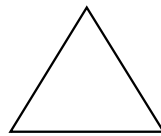


DISCIPLINE

Phase ()

Time Period: _____

BENCHMARK PLANNING AND SELECTION



DISCIPLINE

Achieve: _____

Phase ()

Time Span: _____

TASK ASSIGNMENT SHEET





Complete Date

Major Tasks	•	_____	_____
	•	_____	_____
	•	_____	_____
	•	_____	_____
	•	_____	_____

Recognize _____

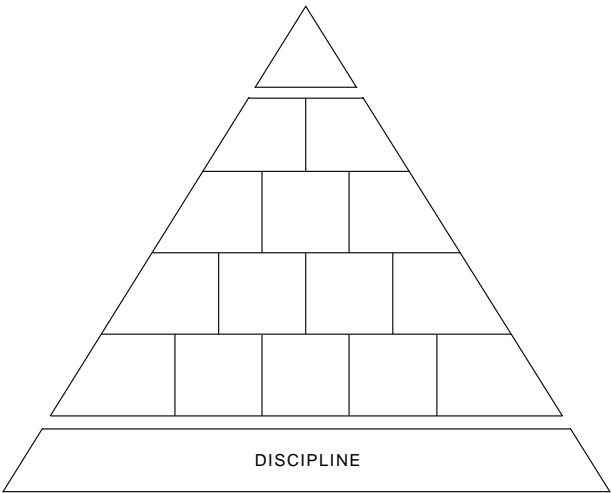


Complete Date

Major Tasks	•	_____	_____
	•	_____	_____
	•	_____	_____
	•	_____	_____
	•	_____	_____

Recognize _____

**Personal
Goal Planning Kit**



Week:

WEEKLY GOAL PLANNING SHEET





1: _____

Major
Tasks _____

2: _____

Major
Tasks _____



See Week: _____

See Week: _____





1: _____

Major
Tasks _____

2: _____

Major
Tasks _____



See Week: _____

See Week: _____

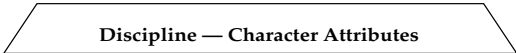
Physical _____

P. Temperance _____

Education _____

Social _____

Spiritual _____



<div>Week:</div> <div></div>	
WEEKLY ROLE PLANNING SHEET	
<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div>Tasks:</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>

Scheduling Worksheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
Evening	Evening	Evening	Evening	Evening	Evening	Evening
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks

Date:

Sunday

APPOINTMENT AND TASK SCHEDULE

A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____

- ☐ Review Weekly Progress
- ☐ Plan for Next Week
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

- CHARACTER ATTRIBUTES / TASKS
- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Date:

Monday

APPOINTMENT AND TASK SCHEDULE

A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____

<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"/>	<u>Review Weekly Goals and Plan Day</u>

CHARACTER ATTRIBUTES / TASKS

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | Physical |
| <input type="checkbox"/> | P. Temperance |
| <input type="checkbox"/> | Education |
| <input type="checkbox"/> | Social |
| <input type="checkbox"/> | Spiritual |

Date:

Tuesday

APPOINTMENT AND TASK SCHEDULE

A.M. _____	2 _____
8 _____	3 _____
9 _____	4 _____
10 _____	5 _____
11 _____	6 _____
12 _____	7 _____
1 _____	P.M. _____

<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"/>	<u>Review Weekly Goals and Plan Day</u>

CHARACTER ATTRIBUTES / TASKS

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | Physical |
| <input type="checkbox"/> | P. Temperance |
| <input type="checkbox"/> | Education |
| <input type="checkbox"/> | Social |
| <input type="checkbox"/> | Spiritual |

Date:

Wednesday

APPOINTMENT AND TASK SCHEDULE

A.M. _____

2 _____

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12 _____

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1 _____

P.M. _____

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- ☐ _____
- ☐ _____
- ☐ _____

CHARACTER ATTRIBUTES / TASKS

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

☐ Review Weekly Goals and Plan Day

Date:

Thursday

APPOINTMENT AND TASK SCHEDULE

A.M. _____

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P.M. _____

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- ☐ _____

CHARACTER ATTRIBUTES / TASKS

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

☐ Review Weekly Goals and Plan Day

Date:

Friday

APPOINTMENT AND TASK SCHEDULE

A.M. _____

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P.M. _____

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- ☐ _____
- ☐ _____
- ☐ _____
- ☐ Review Weekly Goals and Plan Day

**CHARACTER
ATTRIBUTES /
TASKS**

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Date:

Saturday

APPOINTMENT AND TASK SCHEDULE

A.M. _____

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12 _____

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P.M. _____

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☐ Review Weekly Goals and Plan Day

CHARACTER ATTRIBUTES / TASKS

☐ Physical

☐ P. Temperance

☐ Education

☐ Social

☐ Spiritual

Date:

Sunday

DAILY TASK SCHEDULE

<input type="checkbox"/>	Review Weekly Progress	_____
<input type="checkbox"/>	Plan for Next Week	_____
<input type="checkbox"/>		_____
<input type="checkbox"/>		_____
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<input type="checkbox"/>		_____
<input type="checkbox"/>		_____

CHARACTER ATTRIBUTES

☐ Physical

☐ Social

☐ P. Temperance

☐ Spiritual

☐ Education

Date:

Monday

DAILY TASK SCHEDULE

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- ☐ _____
- ☐ **Review Weekly Goals and Plan Day**

CHARACTER ATTRIBUTES

☐ Physical

☐ Social

☐ P. Temperance

☐ Spiritual

☐ Education

Date:

Tuesday

DAILY TASK SCHEDULE

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- ☐ _____
- ☐ **Review Weekly Goals and Plan Day**

CHARACTER ATTRIBUTES

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|--|------------------------------------|
| <input type="checkbox"/> Physical | <input type="checkbox"/> Social |
| <input type="checkbox"/> P. Temperance | <input type="checkbox"/> Spiritual |
| <input type="checkbox"/> Education | |

Date:

Wednesday

DAILY TASK SCHEDULE

- ☐ _____
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- ☐ **Review Weekly Goals and Plan Day**

**CHARACTER
ATTRIBUTES**

☐ Physical

☐ Social

☐ P. Temperance

☐ Spiritual

☐ Education

Date:

Thursday

DAILY TASK SCHEDULE

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☐ **Review Weekly Goals and Plan Day** _____

CHARACTER
ATTRIBUTES

☐ Physical

☐ Social

☐ P. Temperance

☐ Spiritual

☐ Education

Date:

Friday

DAILY TASK SCHEDULE

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- ☐ _____
- ☐ **Review Weekly Goals and Plan Day**

**CHARACTER
ATTRIBUTES**

☐ Physical

☐ Social

☐ P. Temperance

☐ Spiritual

☐ Education

Saturday

DAILY TASK SCHEDULE

[illegible]

CHARACTER ATTRIBUTES

☐ Physical☐ Social☐ P. Temperance☐ Spiritual☐ Education

Week:

CHARACTER ATTRIBUTE EVALUATION

Sunday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Monday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Tuesday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Wednesday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Thursday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Friday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Saturday

- ☐ Physical
- ☐ P. Temperance
- ☐ Education
- ☐ Social
- ☐ Spiritual

Sunday

- ☐ **Review Last Week's Progress**
- ☐ **Plan for Next Week**