

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 make up 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 _____

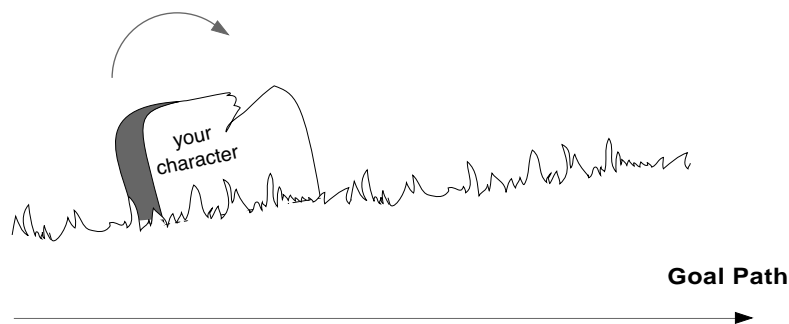
Social Changes _____

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.

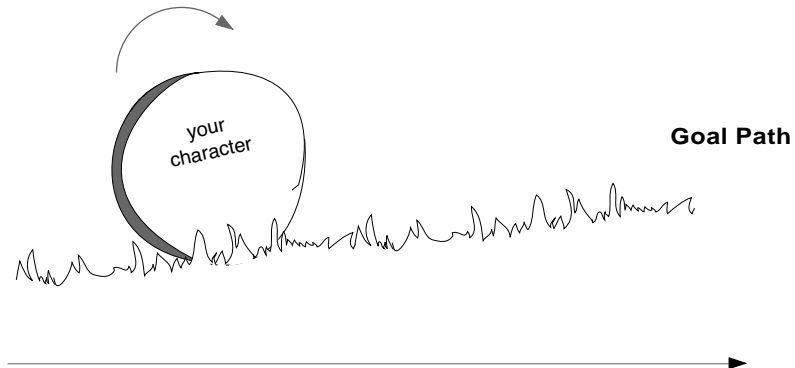
Changing your character and achieving your goals is like moving from point (A), who and where you are now, to point (B), who and where you would like to become. Imagine your character being shaped like a large, square stone made-up of physical,



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 of 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.

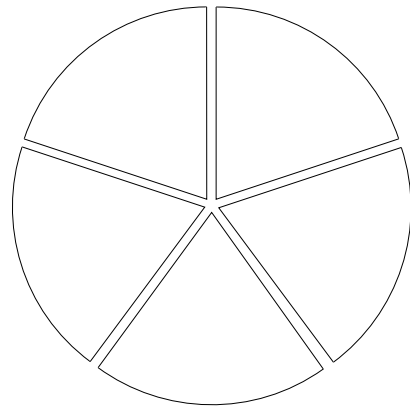
End of chapter exercise . . .

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.

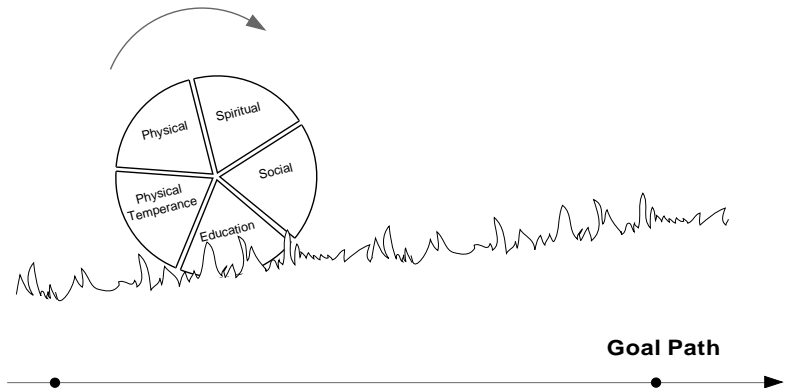
The format uses three ingredients. The first ingredient is planning. Planning defines the single objective that you want to achieve and identifies the goals, benchmarks and tasks that will achieve the objective. The second ingredient is discipline. Discipline is the mental and physical "action" that 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?

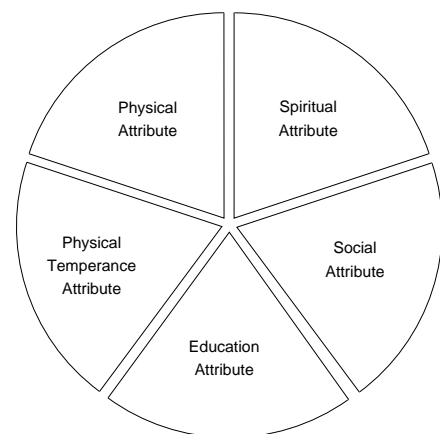
A well-rounded character is someone who develops and strengthens each component of their character or personality. These include:



- 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.

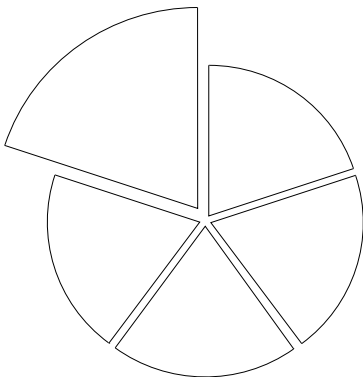


Q: How do I shape a well-rounded character?

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

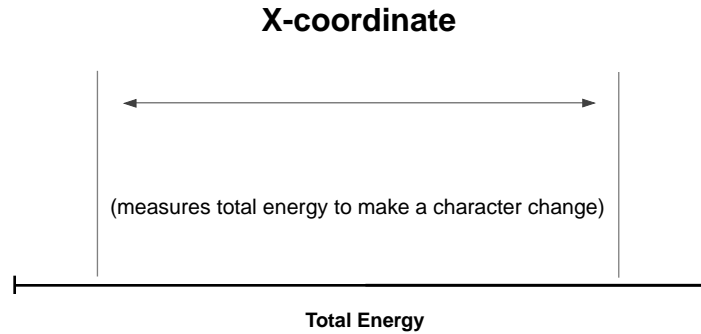
The Inverse Pyramid Model measures two forces: i) total energy and, ii) the impact on motivation and self-confidence.

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.

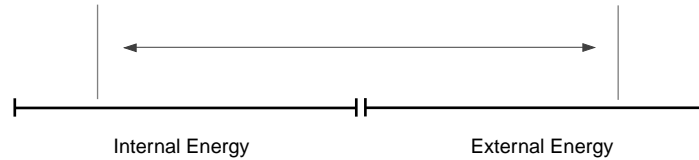


There are two types of energy forces: internal energy and external energy. Internal energy are the forces (or actions) that *you* control or manage — such as the self-when, self-where, and self-how. External energy, on the opposite end of the scale, are the forces (or actions) that are controlled or 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.

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



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:

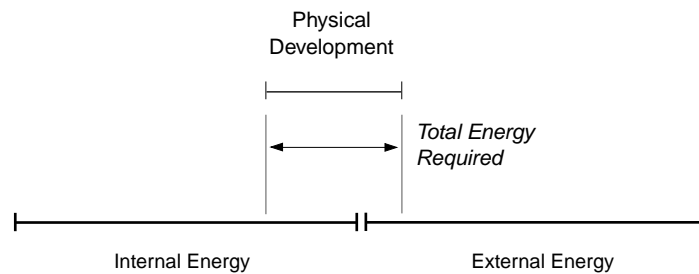
Internal Energy —

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:

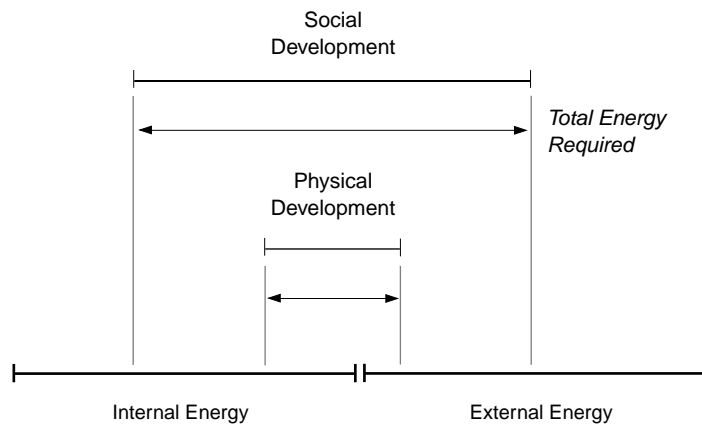
Internal Energy —

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 —

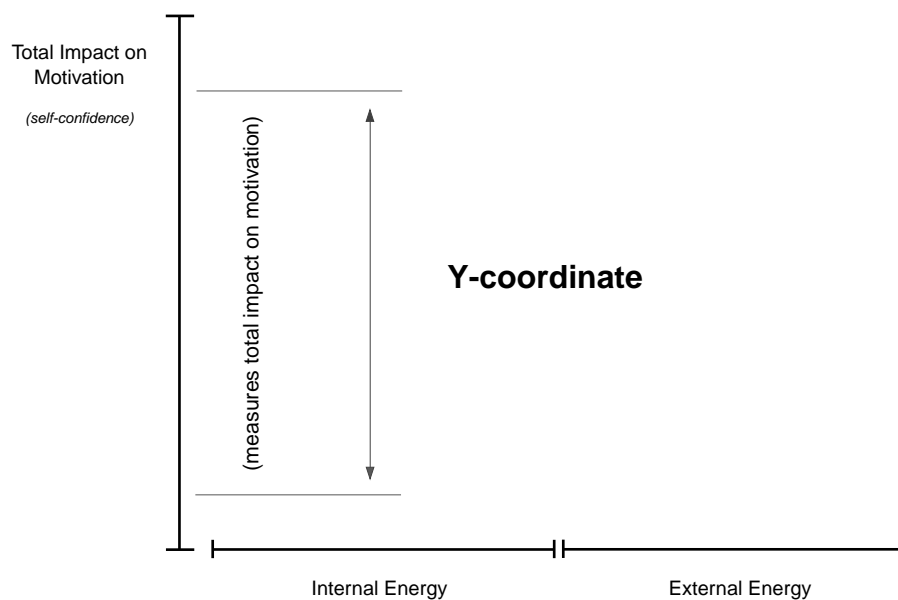
Making People Feel Comfortable:	High Amount of Energy Required
Building Trust:	High Amount of Energy Required
Increasing Respect Among Peers:	High Amount of Energy Required

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.

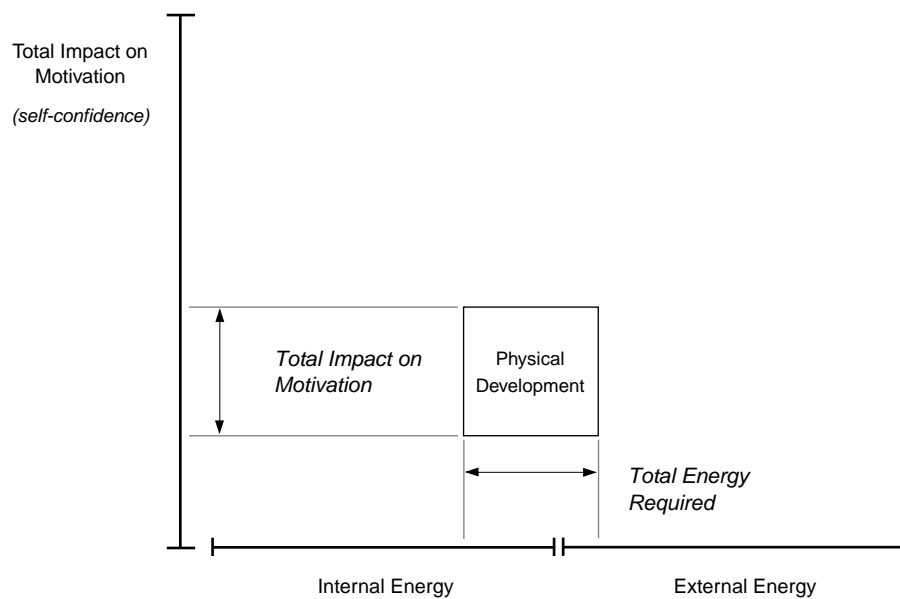
The vertical Y-axis measures the amount of motivation gained from making a character change. We become motivated with our accomplishments. Motivation is a force that prompts us to continue our action. The more motivated we become, the more likely we will succeed at our efforts.



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

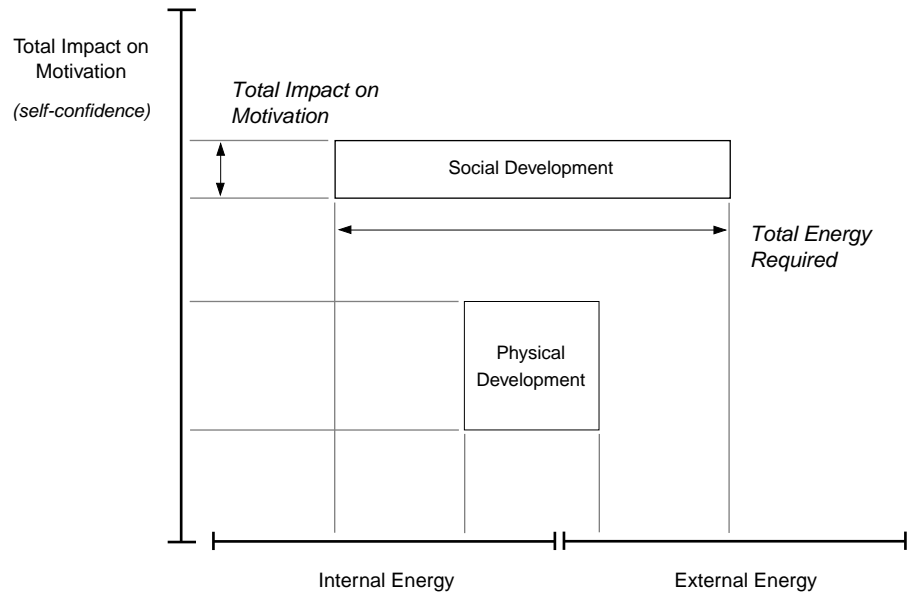
measurement is tangibility vs. intangibility. The second measurement is the total amount of time to *notice* an attribute change.

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.

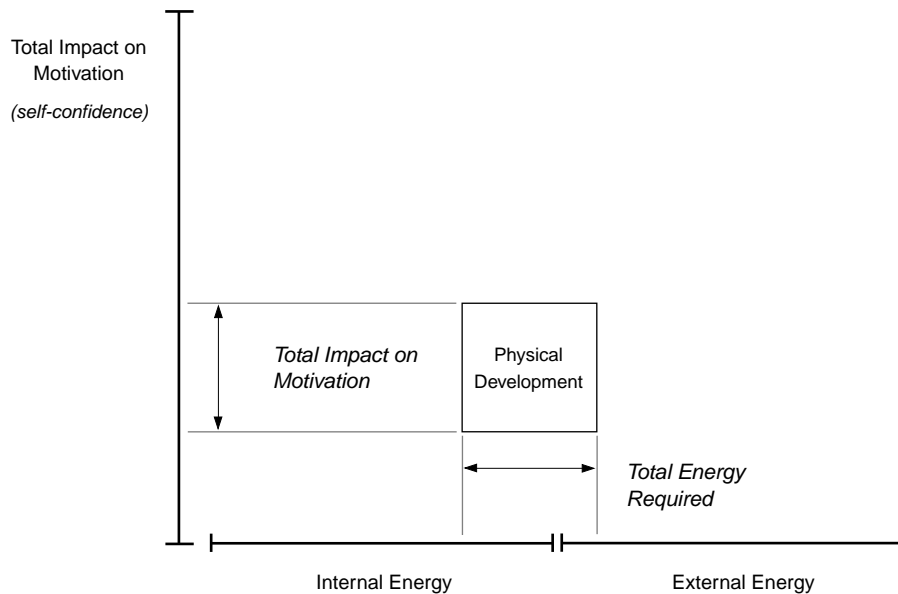
We can therefore make this statement: changing your character attributes will impact motivation at different levels because —

- *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.

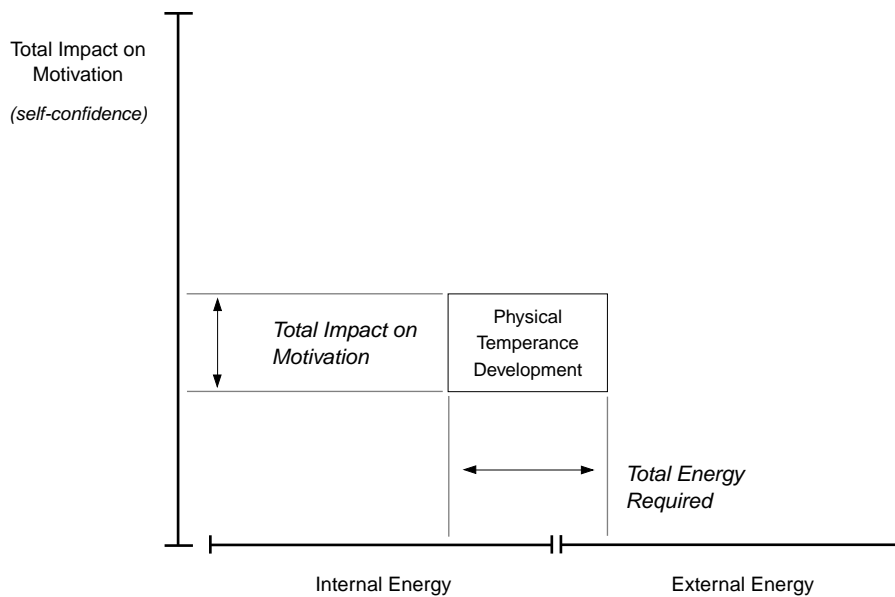
Q: So what does the Inverse Pyramid Model suggest?

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



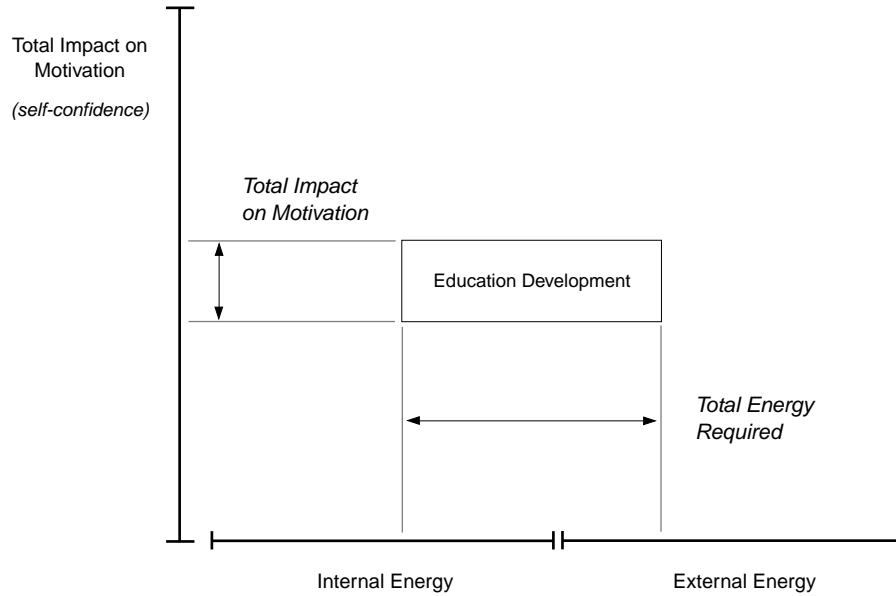
requires on average $x^{(1)}$ -units of total energy, giving out $y^{(1)}$ -units of motivation. This shows that the physical attribute generally requires less total energy to develop. It also shows that changing your physical attribute will impact your motivation at the greatest level. Thus making a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

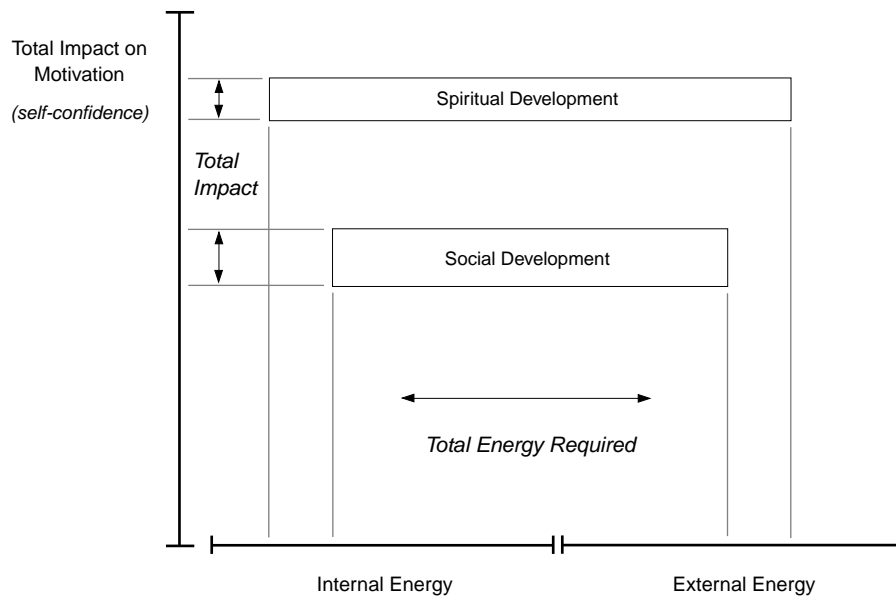


The education attribute is the next character in the hierarchy chain. Education is the enhancement of knowledge and aptitude. The educational attribute will require on average more total energy than the physical attributes. Education's total impact on motivation is less than the physical attributes. 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.

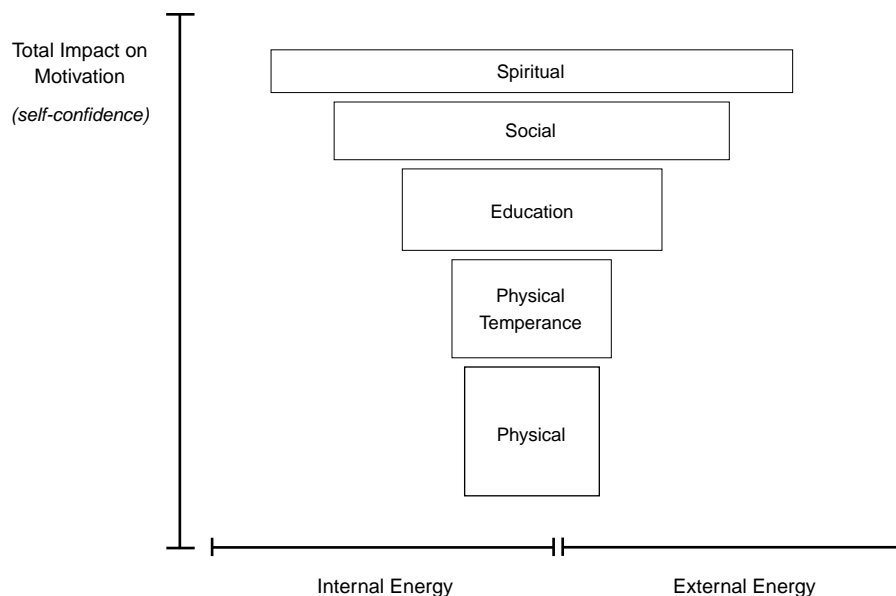


The next character attributes in the model are the social and spiritual attributes. These two attributes require the most $x^{(4)&(5)}$ -units of total energy but returning less $y^{(4)&(5)}$ -



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.

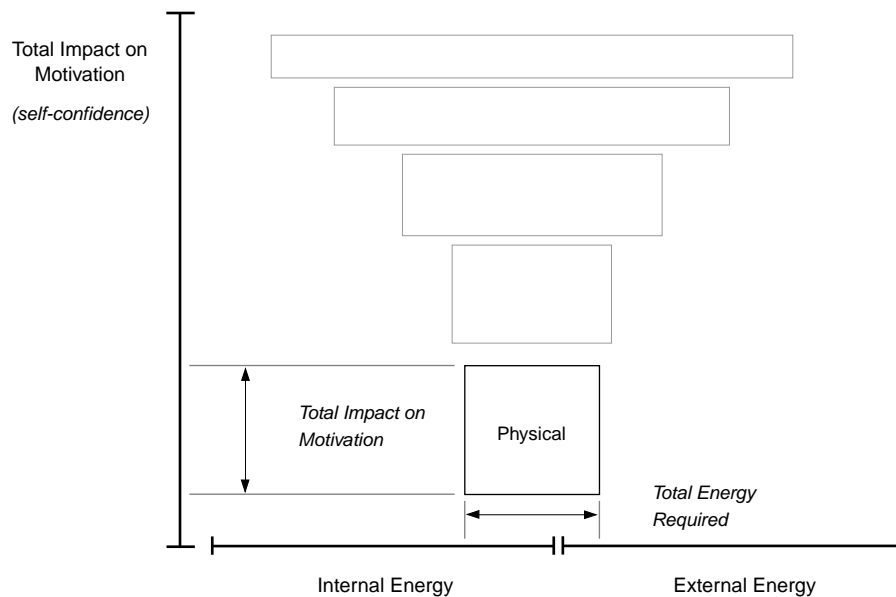


Q: Won't energy and motivation levels differ among people?

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.

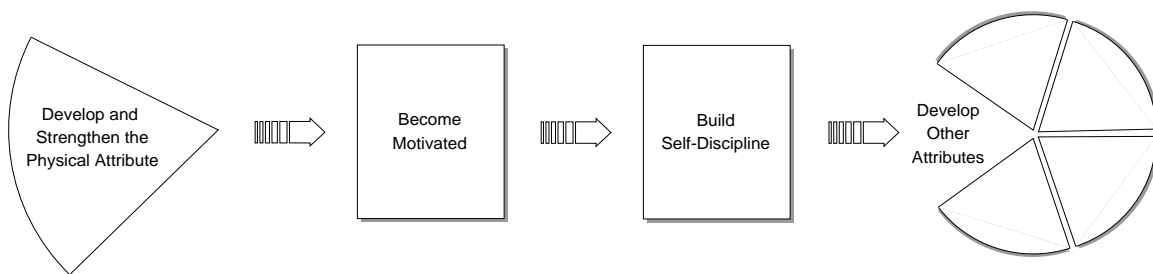
Character changes that require more total energy are harder to achieve than character changes that require less total energy. That is why you should develop first those character attributes that require less total energy. This will differ among people. Some of us are more socially inclined and may find 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.

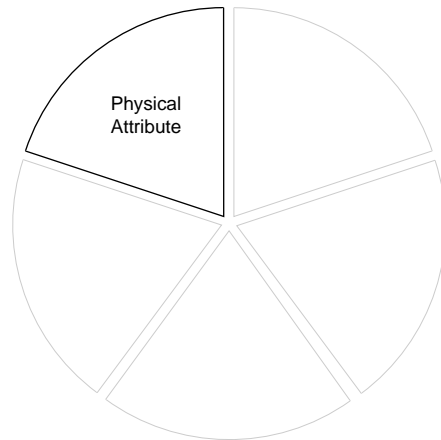
Chapter 7

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.

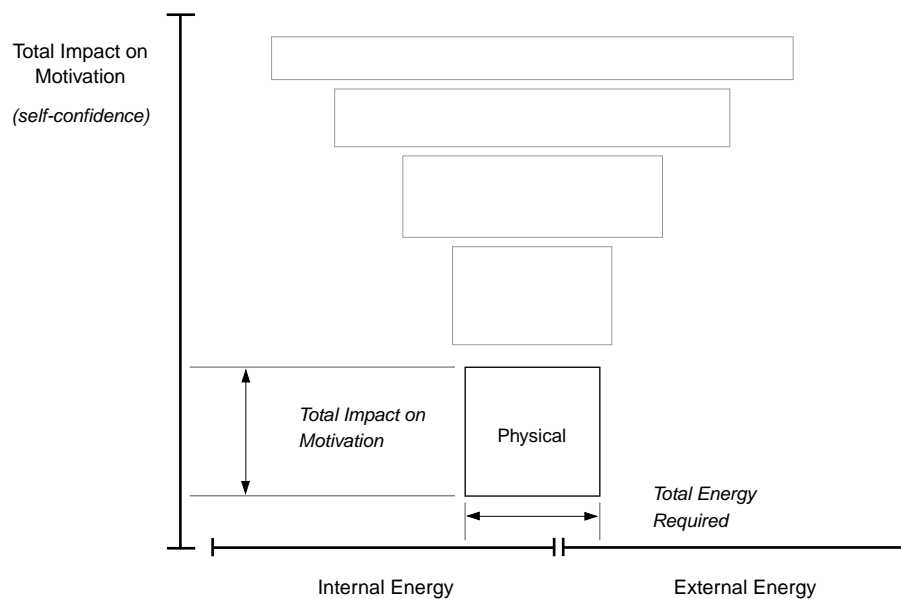
I could provide tons of material describing the functions of the human body. But my purpose in this chapter is to help you set a strategy to strengthen your physical body and appearance. This chapter focuses on overcoming physical weaknesses brought on by life-styles and environment. The suggestions 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.

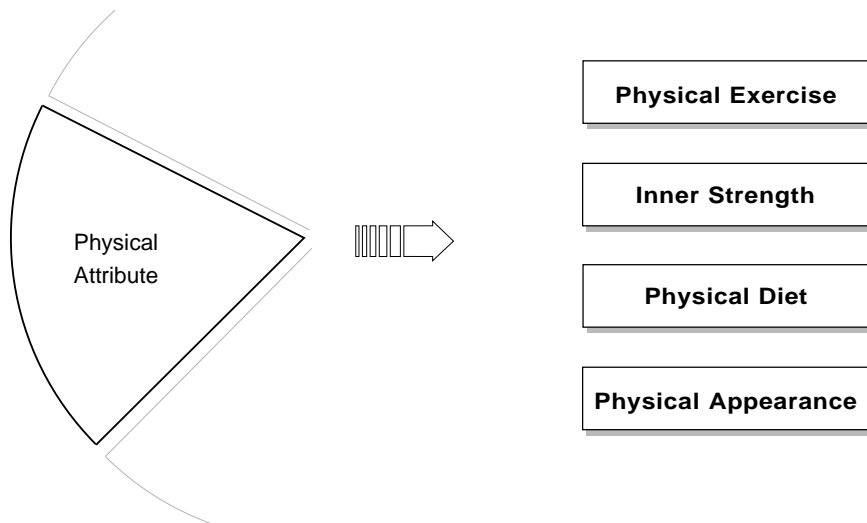
The physical attribute is the first character attribute in the inverse pyramid scale. We interpret from this scale that the total energy required to strengthen the physical attribute is less than the total energy required for the other attributes. The physical



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.

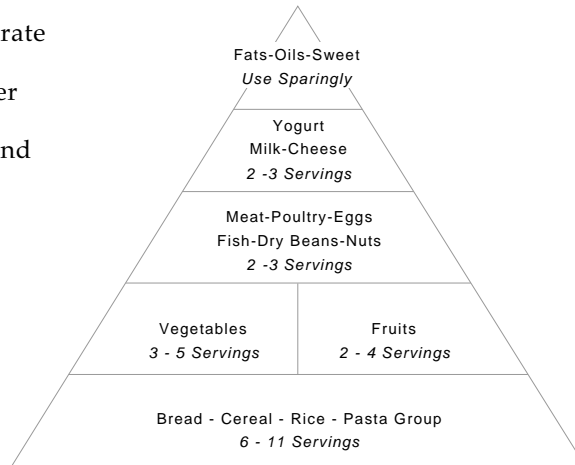
You might want to review your eating habits for irregularities and excessive eating. Do you snack often throughout the day?

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 _____	
Week 1	Week 2
<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"/> 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 —

Step 7

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

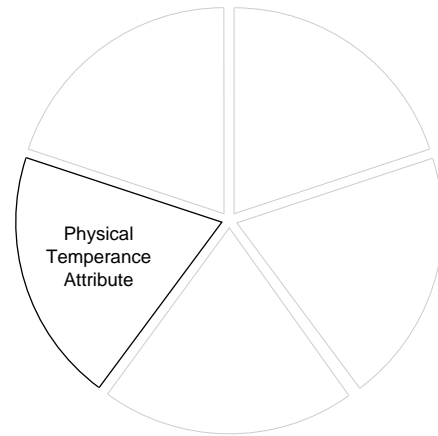
total energy required to make a physical change is *less* than the other four attributes. If you failed to achieve your physical development goal for at least 11 of more days, chances are that you will fail to make any positive change in any of the other four attributes. At the end of the next 14 days,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



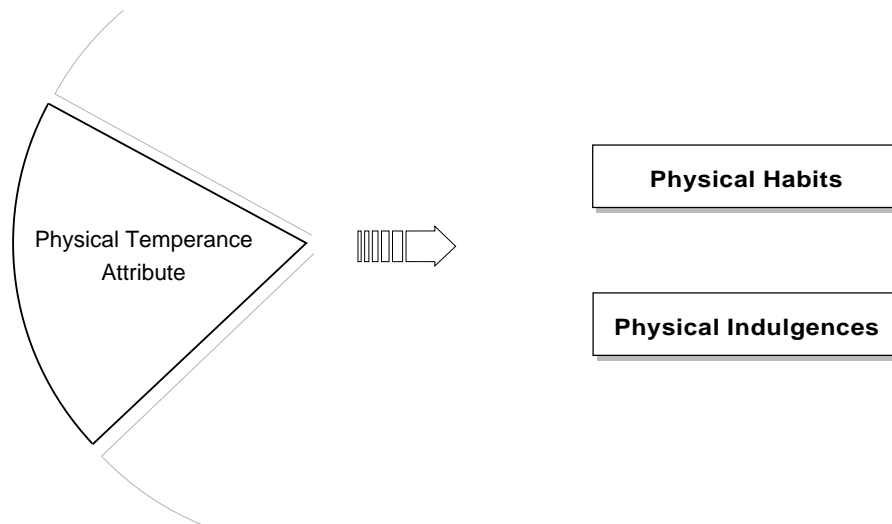
We are not weak if we make a proper use of those means which the God of Nature has placed in our power . . . The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Patrick Henry

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):

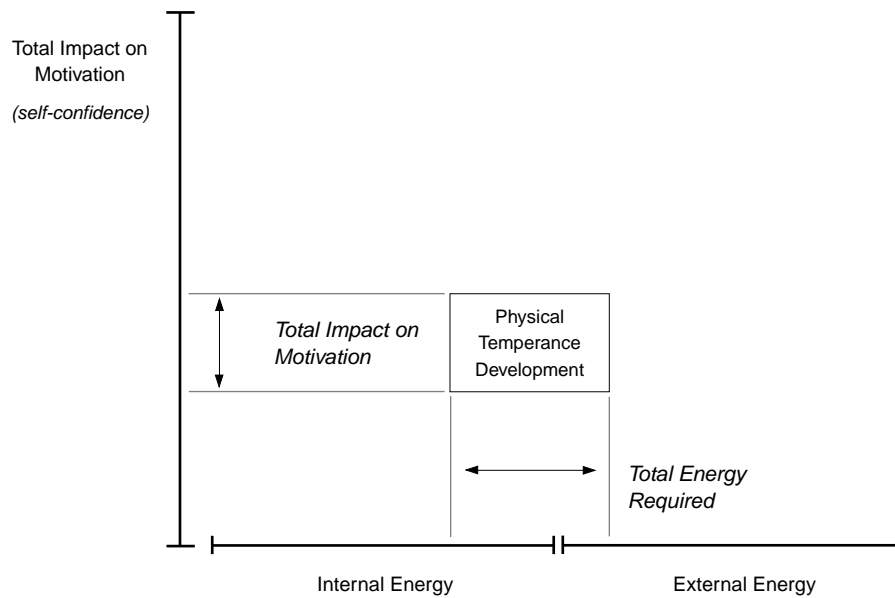
- Smoking
- Caffeinated Drinks
- Late Nights
- Excessive Work
- Excessive Drinking
- Use of Drugs
- Excessive Eating
- Excessive (you define)

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.


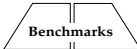

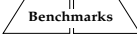



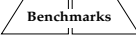
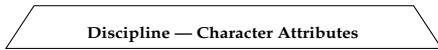
Step 4

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 _____	
 Discipline — Character Attributes	

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>	
<small>APPOINTMENT AND TASK SCHEDULE</small>	
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	<p>CHARACTER ATTRIBUTES / TASKS</p> <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 —

Step 6

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.

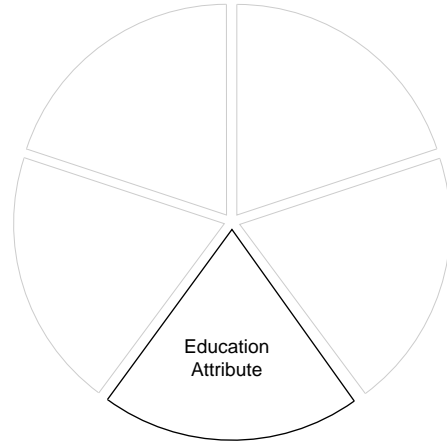
If you answered "yes" to all three questions, and if you feel comfortable that you are making progress in your physical temperance development, you are ready to tackle the educational attribute in the next chapter.

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.

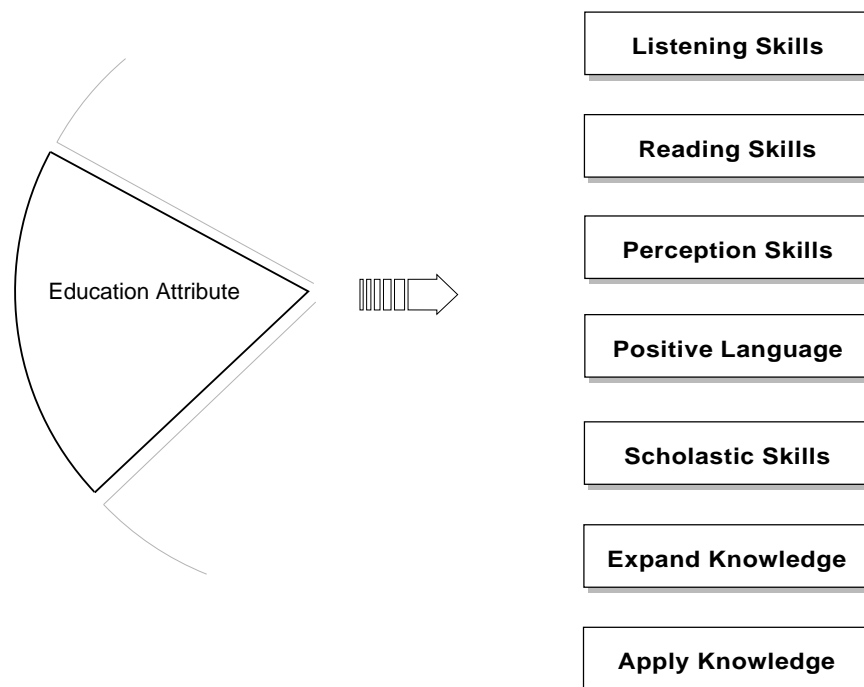
Why is education an important attribute for character well-roundedness? The answer is elementary: education builds mental confidence and discipline to accomplish goals that require analytical thinking and knowledge. Education is mental exercise to the mind, just as physical exercise is for the body.

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.

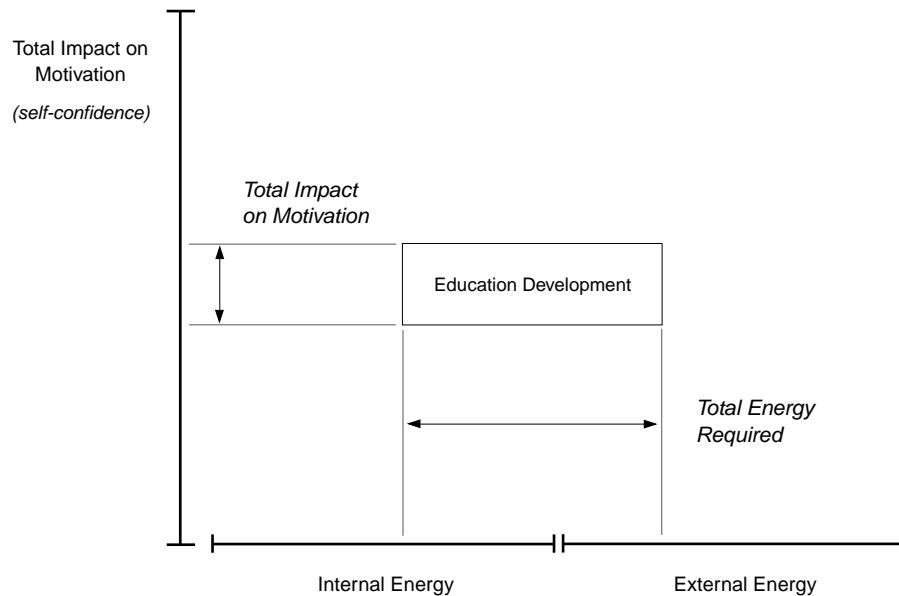
Finally, Education is the Application of Knowledge and Experience

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.

Step 3

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.

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

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.

<h2 style="margin: 0;">24</h2> <p style="margin: 0;">July 24</p> <h2 style="margin: 0;">Thursday</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"/> Review the Day's Progress	<p style="margin: 0;">CHARACTER ATTRIBUTES / TASKS</p> <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> P. Temperance <input checked="" 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.

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:

	Yes	No
<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:

	Yes	No
<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.

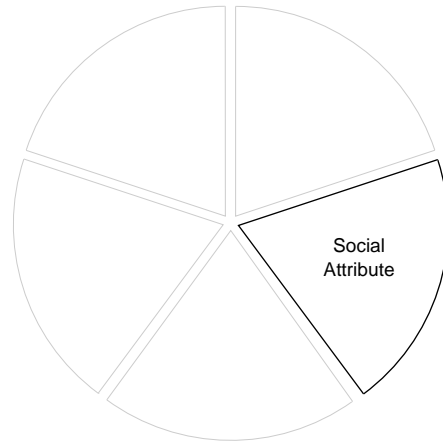
You might find that developing and strengthening all three character attributes simultaneously is too difficult. If adding the educational attribute is too demanding, wait a few more weeks. Work diligently on your physical and physical temperance goals until you feel capable to take on another character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

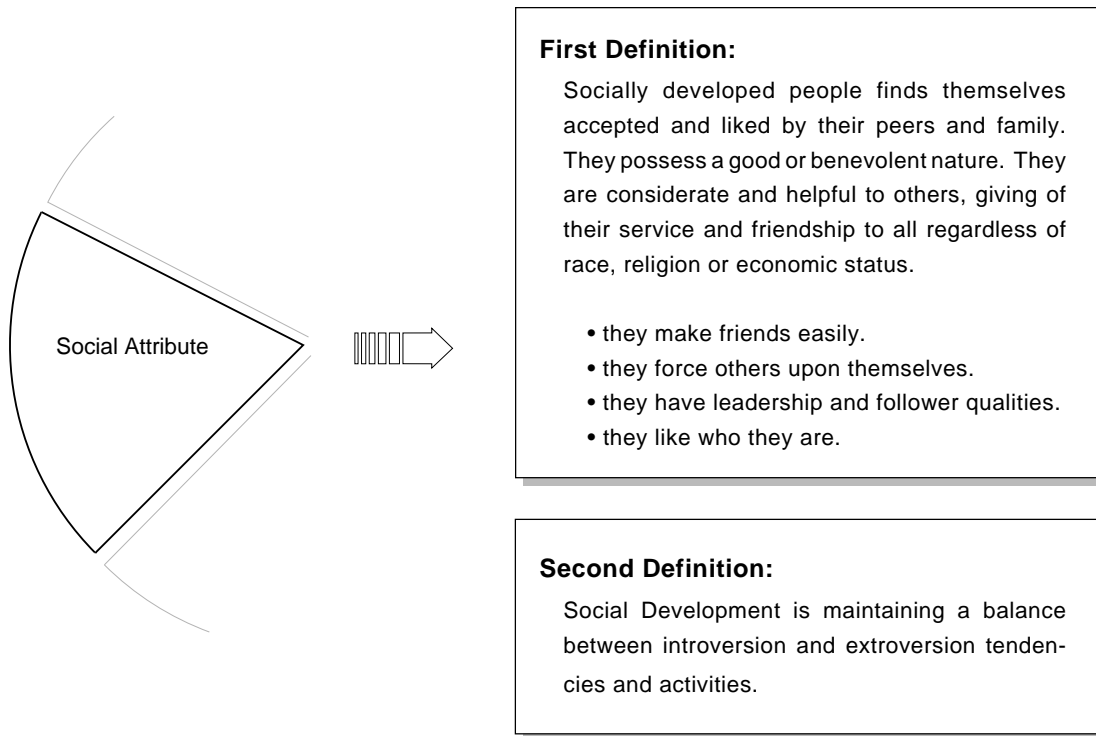


The only thing we have to fear is fear itself.

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.



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.

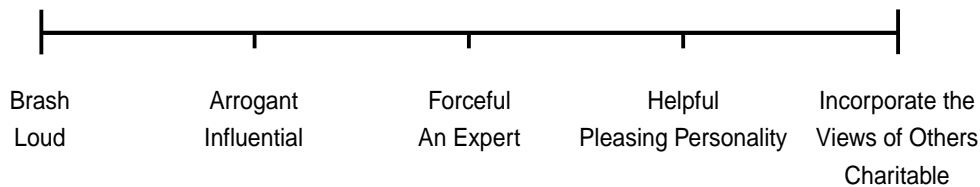
And now the million-dollar question: Which of these two department managers would you like to work for? The answer can be subjective depending on your personal ambitions. But it would be fair to say that Bobby makes a better manager than James. Bobby is fair and honest. He works to build the self-esteem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

DEVELOPING THE SECOND DEFINITION OF THE SOCIAL ATTRIBUTE

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.

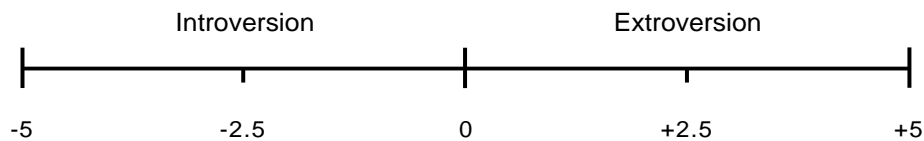
The terminology for introversion and extroversion has changed recently in behavioral discussion. In the old days of psychology, we used to use the word introvert to describe someone who is shy, reserved and quiet. Introverts lacked the basic social skills to interact with other people. On the other side of the behavioral scale, we used the word extrovert to characterize someone who is bold, opened 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.

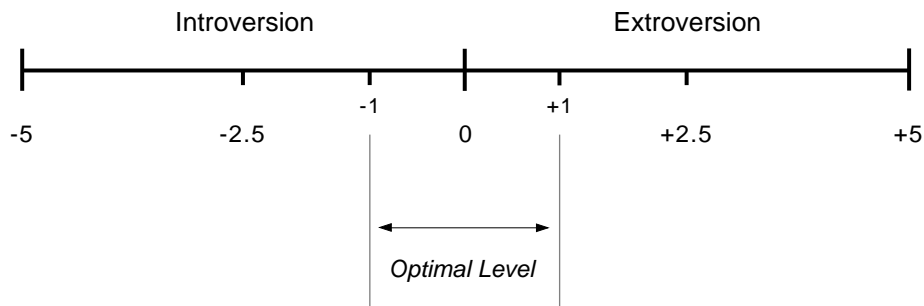


On the opposite end of the scale, extroversion can range from extreme extroversion — scale mark “+5” — to minimal extroversion — scale mark “0”. *Extreme* extroverts are individuals who prefer to be around people constantly. They may turn on their television sets just to hear the sounds of people, for 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.

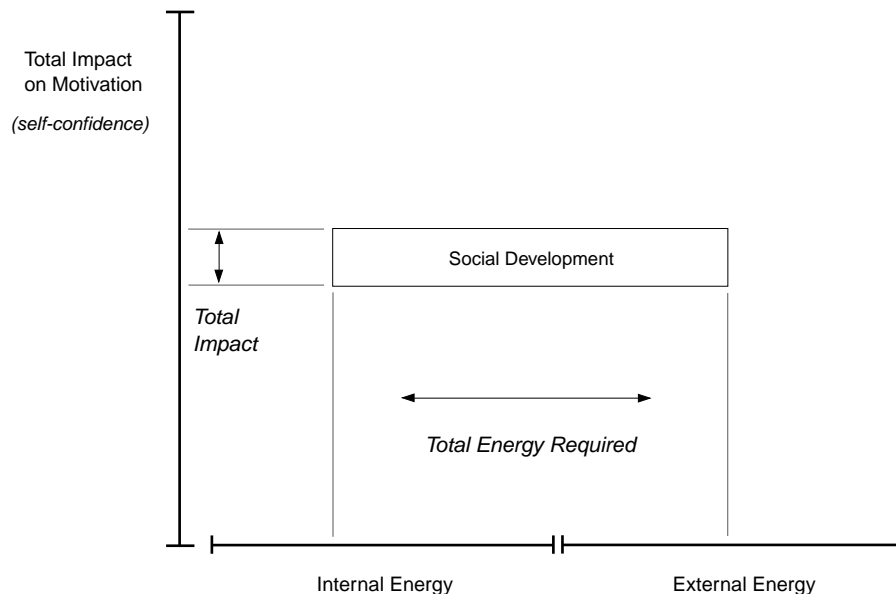
If you are a person whose social tendencies fall within the +2 to +3 range, you might consider social changes that increase your participation in activities that are simple and quiet. Your social goals may include interacting with fewer people, perhaps once each week. Instead of participating in one 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.

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

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

Step 4

<h2 style="margin: 0;">8</h2> <p style="margin: 0;">August 8</p>	<h2 style="margin: 0;">Friday</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"/> _____ <input type="checkbox"/> Review the Day's Progress	<p style="margin: 0;">CHARACTER ATTRIBUTES / TASKS</p> <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> P. Temperance <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Social <input type="checkbox"/> Spiritual

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.

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 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.

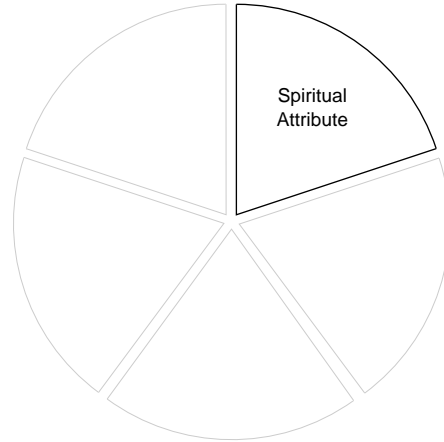
If you answered "yes" to all three questions, and if you feel confident that you are strengthening your social attribute, you are ready to add the last attribute to your character development schedule. The spiritual attribute requires the most total energy to

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

Chapter 11

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.

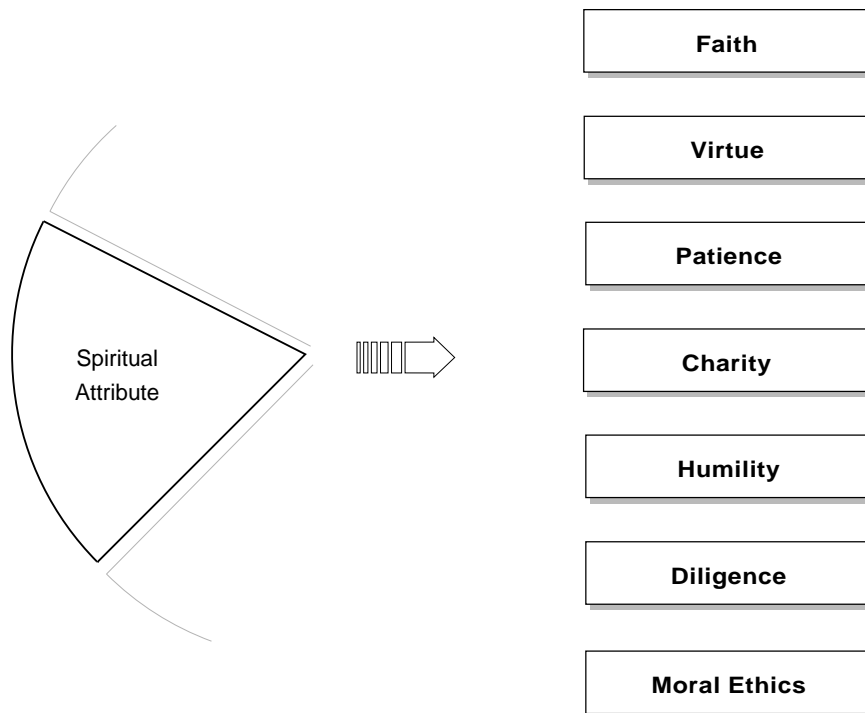
You must be feeling fantastic by now. You are strengthening four of the five attributes of your character and increasing self-discipline. We now reach the highest level of character well-roundedness. The spiritual attribute completes the circle that will support and accomplish your goals.

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 judgments 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.

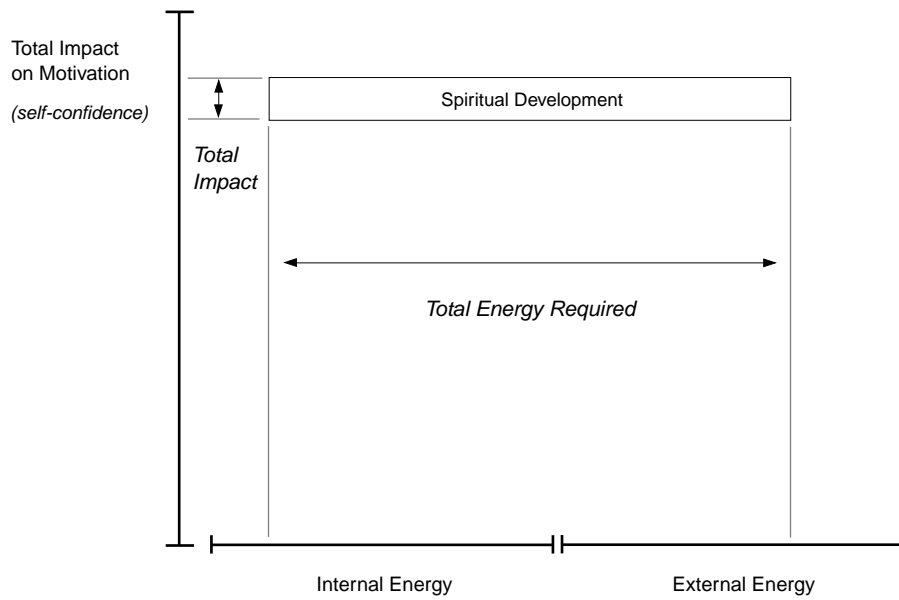
Thou shall not inflict harm in any way.

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.


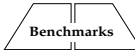




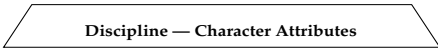
Step 3

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.

<p>Week: Aug. 17 - Aug. 24</p>	
<p>WEEKLY GOAL PLANNING SHEET</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>	<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>
<p>Physical <u>Up at 6:00 — Stretch and Jog for 30 Minutes</u></p> <p>P. Temperance <u>Reduce TV Viewing to 30 Minutes / Day</u></p> <p>Education <u>Study Greek Philosophy CD-ROM 1 Hr Daily</u></p> <p>Social <u>Say Hello to Two New Strangers Each Day</u></p> <p>Spiritual <u>2 Hours Charity Work at YMCA / Learn Love</u></p> <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.

<h2 style="margin: 0;">23</h2> <p style="margin: 0;">August 23</p> <h2 style="margin: 0;">Saturday</h2>	
<small>APPOINTMENT AND TASK SCHEDULE</small>	
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	<p style="text-align: center; margin: 0;">CHARACTER ATTRIBUTES / TASKS</p> <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> P. Temperance <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Social <input checked="" type="checkbox"/> Spiritual

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 below.

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

Step 6

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