

Chapter 12

EXECUTE SUCCESS:

THE THIRD INGREDIENT TO SUCCESS

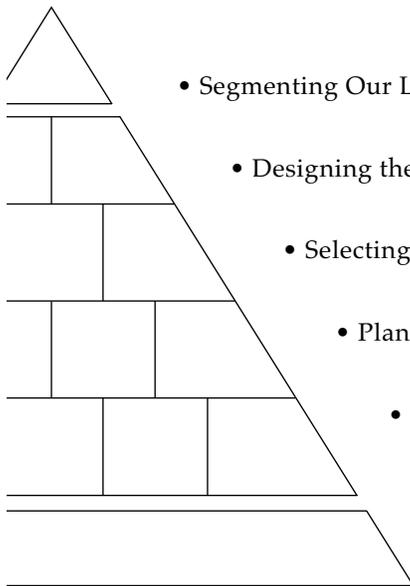
Monday	
7	Goal Task (1)
8	↓
9	
10	
11	
12	Goal Task (2)
1	↓
2	

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

Sir Winston Churchill

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

Section I:



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

Section II:

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

Section III:

- Evaluating Success (Chapter 13)

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

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

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

SECTION I: Assembling Your Personal Goal Planning Kit

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

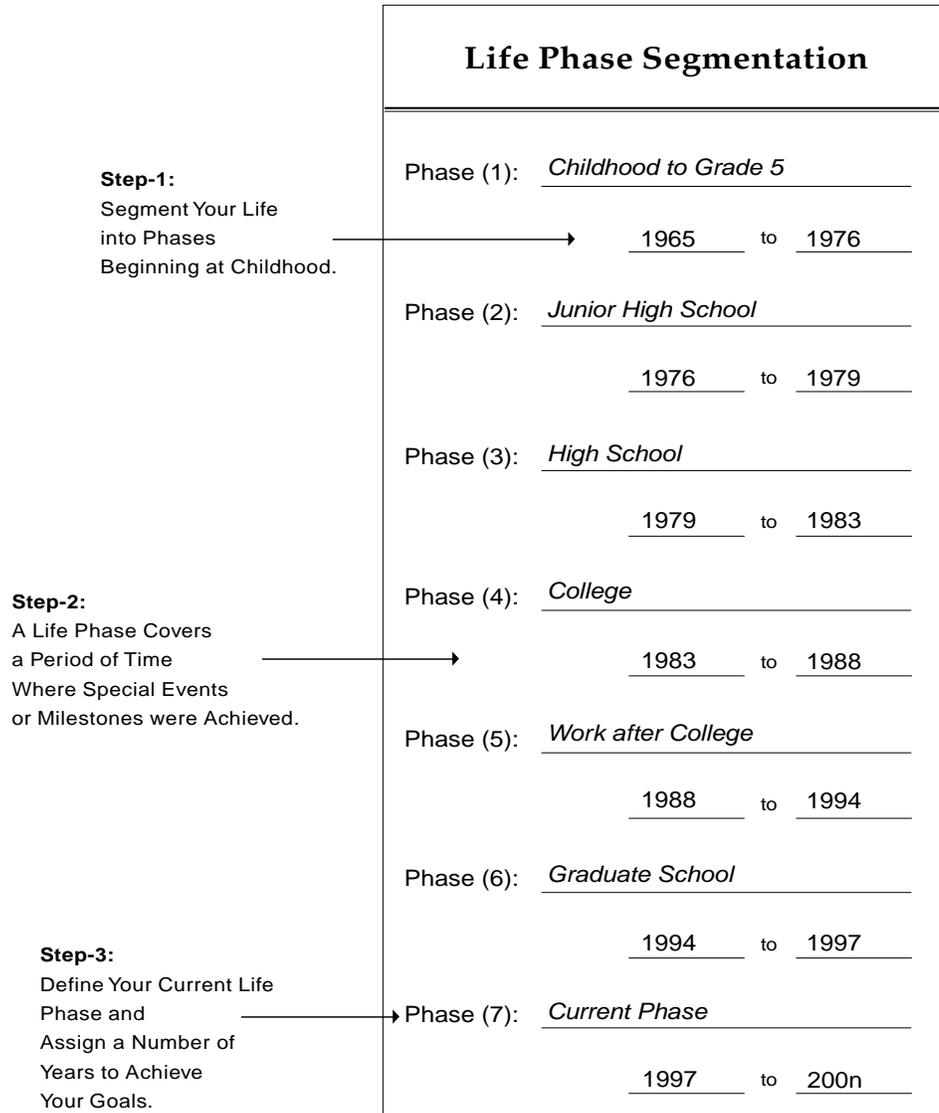
Segmenting and Assigning Life Phases

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

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

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

Life Phase Segmentation



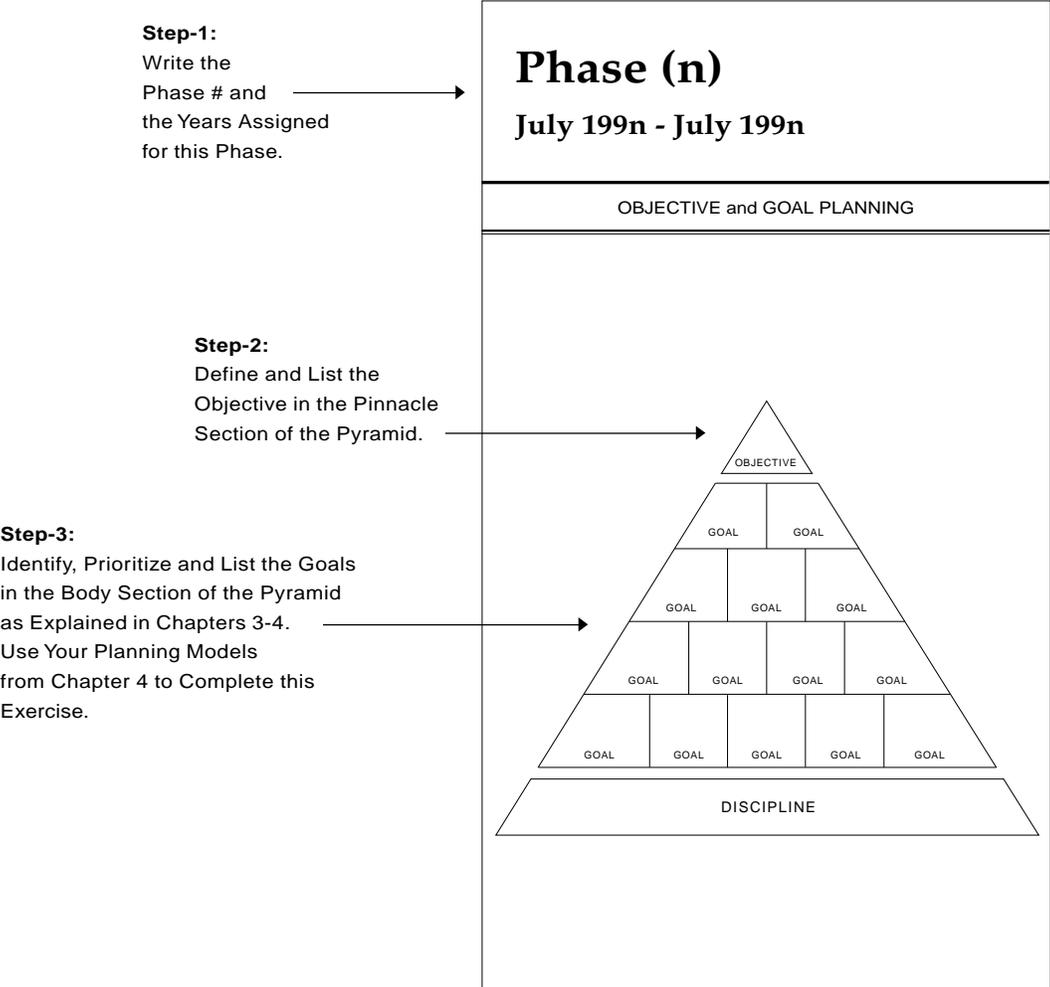
Designing the Objective and Goal Planning Sheet

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

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

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

Objective and Goal Planning



Selecting Goals and Benchmarks for a Life Phase

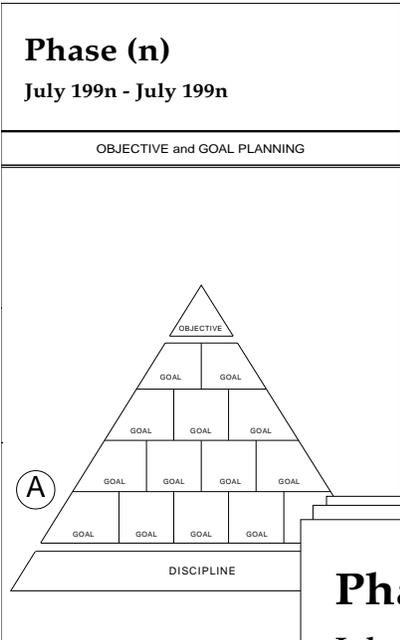
The planning concepts for designing the Benchmark Planning and Selection sheet (Appendix Form-I) can be found in Chapters 3-4. These two chapters discuss how to plan and prioritize the benchmarks that will help you achieve respective goals. You were instructed to use the Justwyn Model for Benchmark Planning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

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

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

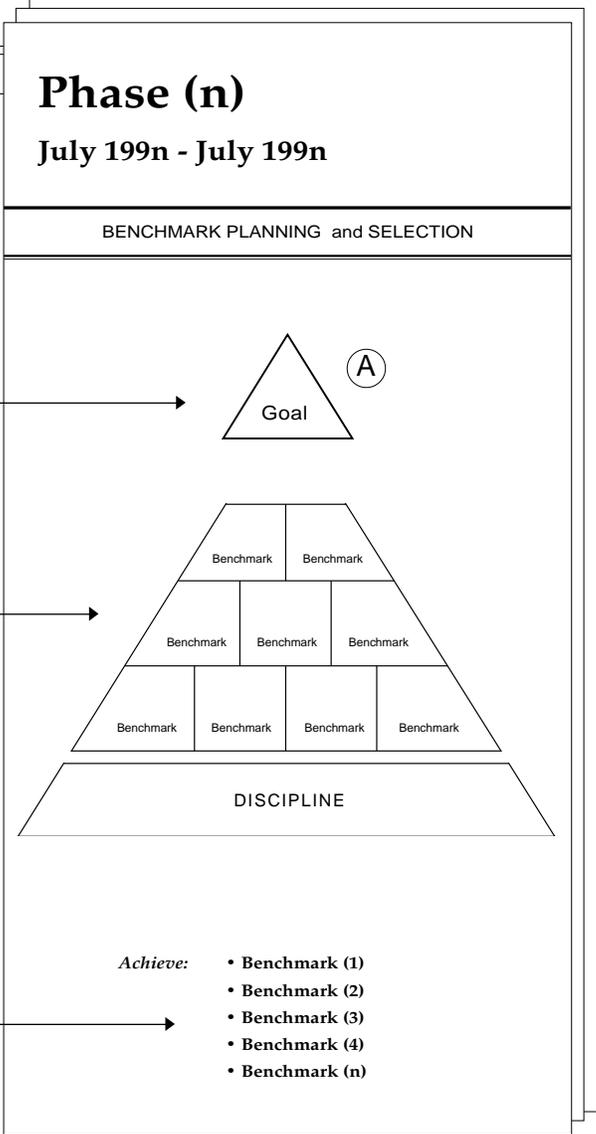
Step 2: Your second step is to take the *Benchmark Planning and Selection* sheet (Appendix Form-I) and write your life phase and assigned years. Then list in the pinnacle section of the pyramid each goal that you selected for this phase (diagrammed by the letter Ⓐ in the illustration on the following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

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



Benchmark Planning and Selection

Additional Benchmark Planning and Selection Sheets as Needed.



Steps-1,2:
Select a Goal that Needs to be Achieved or Worked-in-Progress for This Life Phase. Use Form-I and List Each Goal in the Pinnacle Section of Each Form.

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

Step-4:
Assign the Benchmarks that Need to be Achieved for this Life Phase

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

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

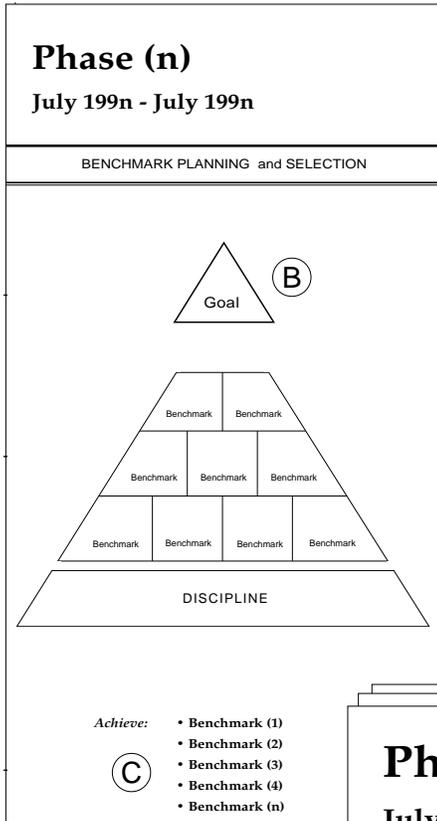
Planning the Major Tasks That Will Achieve the Benchmarks

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

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

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

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



Task Assignment Sheet

Additional Task Planning Sheets as Needed.

Steps-2,3:
Select a Goal with its Respective Benchmark That You Plan to Work On Immediately. Write Them in the Spaces Provided

Step-4:
List the Major Tasks That Will Achieve the Benchmark.

Phase (n)
July 199n - July 199n

TASK ASSIGNMENT SHEET

Goal (1) **B**

Benchmark (1) **C**

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

Recognize Completion of Benchmark (1)

Benchmark (2) **C**

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

Recognize Completion of Benchmark (2)

Step-5:
Schedule a Completion Date for Each Task.

Step-6:
Recognize the Benefits Upon Completion of the Tasks.

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

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

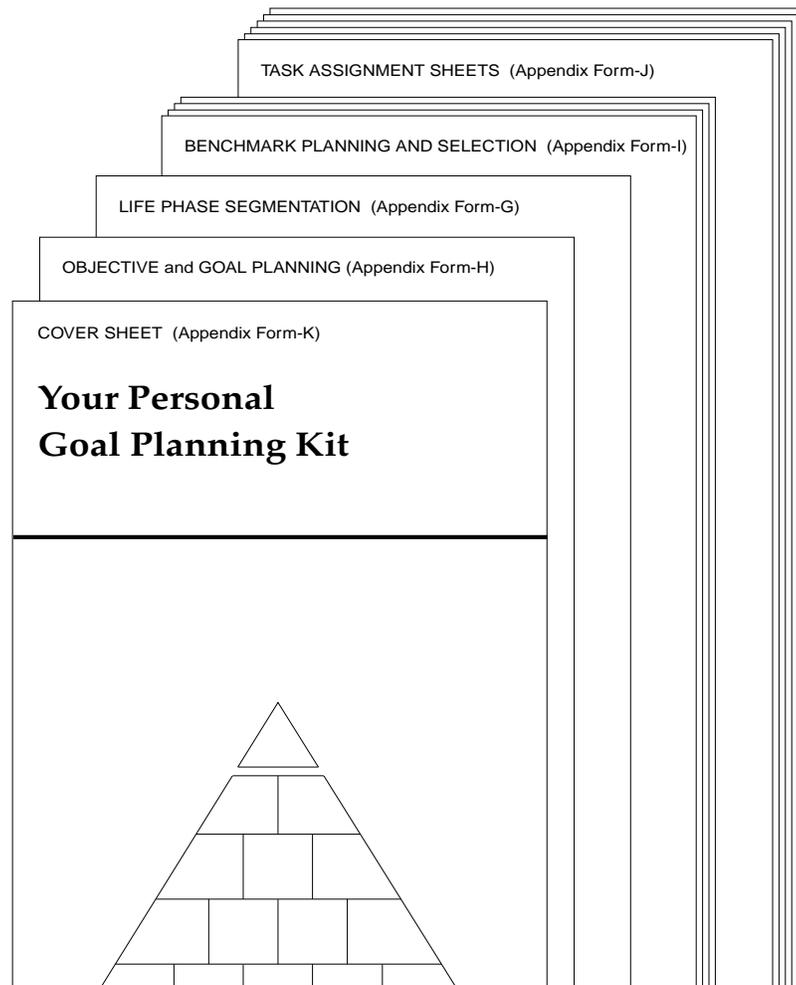
Step 6: Recognize what should be accomplished after you complete all of the tasks assigned. Identify the benefits that you expect.

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

Assembling the Planning Kit

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

Goal Planning Kit



SECTION II: Planning and Assigning Weekly and Daily Tasks

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

Weekly Goal Task Planning and Assignment

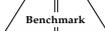
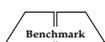
At this stage of the execution ingredient, you have painted a big picture showing what you want to accomplish. The big picture shows your objective and goals, lists the benchmarks that will achieve the goals, identifies the major tasks that will achieve the benchmarks and assigns a completion date for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

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

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

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

Weekly Goal Planning Sheet

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

Step-1:
List and Date the Weekly Planning Sheet from Sunday to the Following Sunday.

Week:
July 6 - July 13

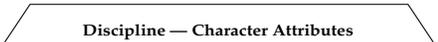
Step-2:
Assign 1 or 2 Goals from the Task Assignment Sheet that Need to be Worked On for the Week.

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

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

WEEKLY GOAL PLANNING SHEET	
 Goal-1 (D)	 Goal-2
 Benchmarks (D)	 Benchmarks
1: Benchmark-1 for Goal-1	1: Benchmark-1 for Goal-2
Major Task (1) (E)	Major Task (3)
2: Benchmark-2 for Goal-1 (D)	2: Benchmark-2 for Goal-2
Major Task (2) (E)	Major Task (4)
 Goal Benchmarks	 Goal Benchmarks
See Week: _____	See Week: _____
See Week: _____	See Week: _____

Step-3:
List the Character Attribute(s) That You Will Develop and Strengthen for the Week as Instructed in the Attribute Chapters.

Physical	Physical Development Goal for Week - if applicable
P. Temperance	Physical Temperance Goal for Week - if applicable
Education	Educational Development Goal for Week - if applicable
Social	Social Development Goal for Week - if applicable
Spiritual	Spiritual Development Goal for Week - if applicable
 Discipline — Character Attributes	

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

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

Role Planning

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

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

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

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

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

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

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

Role Planning Sheet

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

<p>Week: July 6 - July 13</p>	
<p>WEEKLY ROLE PLANNING SHEET</p>	
<p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">Product Manager Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • <u>Develop Product-A Launch Kit</u> • <u>Run Product-B Test at Univer.</u> • <u>Focus Group on Product-C</u> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">Supervisor Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • <u>Evaluate Assist. Product Mgr.</u> • <u>Write New Job Description</u> • <u>June Monthly Report</u> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">Religion Teacher</p> <p>Tasks:</p> <ul style="list-style-type: none"> • <u>Prepare Sunday's Lesson</u> • <u>Contact Two Scripture Readers</u> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">Family Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • <u>Visit PTA Meeting Thursday</u> • <u>Little League Practice Monday</u> • <u>Dinner Outing with Family</u> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">Charitable Task Force</p> <p>Tasks:</p> <ul style="list-style-type: none"> • <u>Review Agency's Market Plan</u> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">Individual Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • <u>Tennis with Bill - Saturday</u> • <u>Fix Front Sidewalk</u> • <u>Concert with Brady's - Sat.</u> • <u>Weekly Goal Planning Session</u> • <u>Pay Semi-Monthly Bills</u> <hr/> <hr/> <hr/> <hr/>

Step-2:
Identify and List Your Individual Roles in the Spaces Include Your Profession, Family, Other Activities, etc.

Step-3:
Identify the Major Tasks for the Week That Need to be Completed for this Role.

Planning and Recording Daily Activities

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

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

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

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

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

Step 2: You will schedule and/or assign the goal, role and attribute development tasks for the entire week. I have included in the appendix a Scheduling Worksheet (Appendix Form-N) that can help you in this assignment. I will use this worksheet to demonstrate the day planning system. You are invited to use this sheet since it will give you an overall view of the entire week. If not, feel free to schedule your tasks directly to your day planning system.

Step 3: The priority of scheduling is as follows:

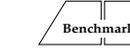
1st Priority: Note all previously scheduled appointments from a prior week and schedule them on worksheet (diagrammed by the letter ⑥ in the illustration). These appointments were scheduled prior to this week's planning session.

2nd Priority: Schedule all related goal tasks assigned in your the *Weekly Goal Planning Sheet* (as diagrammed by the letter ⑦ in the illustration). You may schedule these tasks as task assignments and/or appointments. You may want to complete these tasks early in the morning, in the evening, during your breaks or at any time during the day when you can privately work on your goals.

I place goal scheduling high on the priority listing. Even though your job, school, family, etc., may take precedence during some periods of the day, realize that your goals are important. You want to set aside time to work on your goals and then schedule your day around them.

Week:
July 6 - July 13

WEEKLY GOAL PLANNING SHEET

 <p>Goal-1</p>  <p>1: Benchmark-1 for Goal-1</p> <p>Major Tasks: Goal Task (1) (G)</p> <p>2: Benchmark-2 for Goal-1</p> <p>Major Tasks: Goal Task (2) (G)</p>  <p>See Week: _____</p> <p>See Week: _____</p>	 <p>Goal-2</p>  <p>1: Benchmark-1 for Goal-2</p> <p>Major Tasks: Goal Task (3) (G)</p> <p>2: Benchmark-2 for Goal-2</p> <p>Major Tasks: Goal Task (4) (G)</p>  <p>See Week: _____</p> <p>See Week: _____</p>
<p>Physical <i>Physical Development Goal for Week - if applicable</i> (H)</p> <p>P. Temperance <i>Physical Temperance Goal for Week - if applicable</i></p> <p>Education <i>Educational Development Goal for Week - if applicable</i></p> <p>Social <i>Social Development Goal for Week - if applicable</i></p> <p>Spiritual <i>Spiritual Development Goal for Week - if applicable</i></p> <p style="text-align: center;">Discipline — Character Attributes</p>	

**Daily Appointment
and Task Scheduling**

Week:
July 6 - July 13

WEEKLY ROLE PLANNING SHEET

<p style="text-align: center;">Product Manager Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Develop Product-A Launch (I) • Run Product-B Test at Univ. (J) • Focus Group on Product-C (K) 	<p style="text-align: center;">Supervisor Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Evaluate Assist. Product Mgr. (F) • Write-up New Job Descrip. (L) • June Monthly Report (M)
<p style="text-align: center;">Religion Teacher</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Prepare Sunday's Lesson (N) • Contact Two Scripture Rea. (O) 	<p style="text-align: center;">Family Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Visit PTA Meeting Thursday (P) • Little League Practice Mon. (Q) • Dinner Outing with Family (R)
<p style="text-align: center;">Charitable Task Force</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Review Agency's Market Plan (S) 	<p style="text-align: center;">Individual Role</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Tennis with Bill - Saturday (T) • Fix Front Sidewalk (U) • Concert with Brady's - Sat. (F) • Weekly Goal Planning Ses. (V) • Pay Semi-Monthly Bills (W)

Schedule the Goal Tasks and Role Responsibilities on the Scheduling Worksheet diagrammed on the next page. →

Scheduling Worksheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 Private Goal Planning Session	7 Goal Task (1) (G)	7 Goal Task (1) (G)	7 Goal Task (1) (G)	7 Goal Task (1) (G)	7 Goal Task (1) (G)	7
8 → (W)	8 June Monthly Report (M)	8 Write Product-A Launch Kit (I)	8 Complete Prod-A Launch Kit (I)	8	8	8
9	9 →	9 →	9 Performance Review of Assistant Product Mgr. (F)	9	9 Review Agency's Marketing Plan (S)	9 Tennis w/ Bill (T)
10	10 Write Product-A Launch Kit (I)	10	10	10	10	10
11 Sunday School Lesson XIV	11 →	11 →	11	11	11	11
12	12 →	12 →	12	12	12	12
1	1	1	1 Goal Task (2) (G)	1	1	1 Fix Sidewalk (U)
2	2 Goal Task (2) (G)	2	2	2	2	2
3	3 Write New Job Description (L)	3 Test Product-B at University (J)	3 Test Product-B at University (J)	3 Test Product-B at University (J)	3	3 Goal Task (4) (G)
4	4 →	4 →	4 →	4 →	4 Goal Task (4) (G)	4
5	5	5	5	5	5	5
6	6	6 →	6 →	6 →	6	6
7	7	7	7	7	7	7
Evening	Evening (Q) Little League Practice at Thompson Park	Evening (N) Prepare Sunday Lesson	Evening (K) Focus Group 7:00-9:00 PM	Evening (P) PTA Meeting for Brock 8:00	Evening (R) Family Dinner	Evening (F) Concert with Brady's 7:00 PM
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Jog 5:30 AM (H)	Review Sunday Lesson (N)
	Goal Task (3) (G)	Arrange Sunday Readers (O)		Goal Task (3) (G)		
	Review Items for Goal Task (4) (G)					
	Pay Bills (V)					

3rd Priority: Review the character development goals assigned in your *Weekly Goal Planning Sheet*. Schedule the tasks or times to complete your character development goals (as diagrammed by the by the letter **H** in the illustration).

4th Priority: Take your *Weekly Role Planning Sheet*. Schedule the tasks and appointments that complete these role assignments for the entire week (as diagrammed by the letters **I** thru **W** in the illustration). You will schedule these assignments around your achievement and character development goals.

Step 4: After you complete the scheduling and task assignment for the entire week, review your sheet for accuracy. Make sure you allocated enough time to complete all of the respective tasks. You may note some lapses in your schedule. This is good. You can keep these times open to catch up on tasks uncompleted earlier in the week. We will discuss daily task evaluation in the next chapter.

You might be more accustomed to day-to-day planning rather than scheduling your entire week. You will note that scheduling the entire week as instructed will help you manage your time more efficiently. You will get a macro view of your week and plan accordingly so that you are in control of your activities instead of the activities controlling you.

You may question whether you can complete the schedule as indicated. Maybe not at first. But don't become discouraged. It will take several weekly planning sessions before you become efficient. After a few weeks, you will be able to schedule time that fits within your capacity to complete assigned tasks.

Step 5: Take the Weekly Assignment Sheet and transpose the scheduling and task assignments to your day planner if you haven't already done so (as diagrammed by the letters in the illustration using Appendix Forms O.1-O.7). The following illustrations on the next two pages show examples for Monday and Tuesday.

As I indicated earlier, you may schedule your tasks and appointments directly to your day planner instead of using the Scheduling Worksheet. This will save you from having to transpose the information. I used the Scheduling Worksheet to demonstrate weekly scheduling. I invite you to use the worksheet if you find it helpful.

Daily Appointment and Task Schedule for Monday

Monday	
7	Goal Task (1) (X)
8	June Monthly Report (Y)
9	↓
10	Write Product-A Launch Kit (Z)
11	↓
12	↓
1	
2	
3	
4	
5	
6	

List the Month and Date for Each Day.

7
July 7

Monday

APPOINTMENT AND TASK SCHEDULE

A.M. Jog 5:30 AM (X)	2
Goal Task (1) 7:00AM	
8 June's Monthly (Y)	3 Write New Job Descrip.
Product Report	
9 " "	4 " "
10 Write Product-A's (Z)	5 Quick Sandwich
Launch Kit	Little League Practice
11 " "	6 at Thompson Park
12 " "	7
1 Lunch	P.M. Nightly Tasks

Step-5:
Schedule the Appointments and Tasks for Monday that will Achieve Your Goals and Role Responsibilities.

Step-5:
Check the Box Indicating that You Completed the Assigned Task for Monday.

<input type="checkbox"/> Confirm Performance Review	CHARACTER ATTRIBUTES / TASKS
<input type="checkbox"/> Call University on Product Test	
<input type="checkbox"/> Goal Task (3)	
<input type="checkbox"/> Review Items for Goal Task (4)	
<input type="checkbox"/> Pay Bills	
<input type="checkbox"/> Call Mother	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/> Review the Day's Progress	

<input type="checkbox"/> Physical
<input type="checkbox"/> P. Temperance
<input type="checkbox"/> Education
<input type="checkbox"/> Social
<input type="checkbox"/> Spiritual

Step-6:
Check the Box Indicating that You Completed the Assigned Character Development for Monday.

Daily Appointment and Task Schedule for Tuesday

Tuesday	
7	Goal Task (1) (X)
8	Write Product-A Launch Kit (Y)
9	
10	
11	
12	
1	
2	
3	Test Product-B at University (Z)
4	

List the Month and Date for Tuesday.

8 Tuesday July 8	
APPOINTMENT AND TASK SCHEDULE	
A.M. Jog 5:30 AM Goal Task (1) 7:00AM (X)	2 _____
8 Write Product-A's Launch Kit (Y)	3 Run Product-B Consumer Test at the University (Z)
9 " " _____	4 _____
10 " " _____	5 " " _____
11 " " _____	6 " " _____
12 " " _____	7 _____
1 Lunch _____	P.M. Prepare Sunday Lesson _____
<input type="checkbox"/> Arrange Sunday Readers _____	CHARACTER ATTRIBUTES / TASKS
<input type="checkbox"/> _____	<input type="checkbox"/> Physical
<input type="checkbox"/> _____	<input type="checkbox"/> P. Temperance
<input type="checkbox"/> _____	<input type="checkbox"/> Education
<input type="checkbox"/> _____	<input type="checkbox"/> Social
<input type="checkbox"/> _____	<input type="checkbox"/> Spiritual
<input type="checkbox"/> Review the Day's Progress _____	

Step-5: Schedule the Appointments and Tasks for Tuesday that will Achieve Your Goals and Role Responsibilities.

Step-5: Check the Box Indicating that You Completed the Assigned Task for Tuesday.

Step-6: Check the Box Indicating that You Completed the Assigned Character Development for Tuesday.

Step 6: Your day planner is now your official calendar for the entire week.

Everything required for the week has been scheduled and planned. If other events come up, you will simply manage them accordingly by scheduling these events for the next week or juggling your current schedule as appropriate. We will discuss these concepts in the next chapter.

As you complete each task and appointment, simply check it off on your day planner. Also indicate whether you completed your character development goal for the day.

If you are using a day planning system other than Appendix Forms O.1-O.7 used in my illustration, you will need a Character Attribute Evaluation Sheet to record your character development progress. This sheet (illustrated on the next page as Appendix Form-Q) will measure your daily progress. You can use the form and assemble it as part of your weekly reference kit described in the next step.

Character Attribute Evaluation Sheet

List and Date the Character Attribute Evaluation from Sunday to the Following Sunday. →

Week: July 6 - July 13	
CHARACTER ATTRIBUTE EVALUATION	
<p style="text-align: center;">Sunday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	<p style="text-align: center;">Monday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual
<p style="text-align: center;">Tuesday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	<p style="text-align: center;">Wednesday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual
<p style="text-align: center;">Thursday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	<p style="text-align: center;">Friday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual
<p style="text-align: center;">Saturday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	<p style="text-align: center;">Sunday</p> <input type="checkbox"/> Review Last Week's Progress <input type="checkbox"/> Plan for Next Week

Step-6:
Check the Box when You Complete the Character Attribute Development Goal Assigned for the Day →

Step 7: Assemble your weekly planning sheets into a neatly assembled weekly reference kit as illustrated on the next page. You will refer to this kit regularly throughout the week as necessary. You will also use it to schedule tasks for next week.

You are now set to execute your plan for success. At the end of the week, you will repeat Steps 1-7 above and schedule tasks for the new week. You may now read Chapter 13 to review goal evaluation.

Weekly Reference Kit

Attach the Character Attribute Evaluation Sheet (Appendix Form-Q) to the Front of the Kit If You Plan to Use the Form to Measure  Your Character Development. Or You May Paste it in Your Day Planner.

Week: July 6 - July 13	
CHARACTER ATTRIBUTE EVALUATION	
<p style="text-align: center;">Sunday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance	<p style="text-align: center;">Monday</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual
Wednesday	
<input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
Friday	
<input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual	
Sunday	
<input type="checkbox"/> Review Last Week's Progress <input type="checkbox"/> Plan for Next Week	

WEEKLY ROLE PLANNING SHEET (Appendix Form-M)

Week:
July 6 - July 13

WEEKLY GOAL PLANNING SHEET

 Goal <i>Goal-1</i>	 Goal <i>Goal-2</i>
 Benchmarks	 Benchmarks
<p>1: <i>Benchmark-1 for Goal-1</i></p> <hr/> <p>Major Tasks <u>Goal Task (1)</u></p> <hr/> <p>2: <i>Benchmark-2 for Goal-1</i></p> <hr/> <p>Major Tasks <u>Goal Task (2)</u></p> <hr/>	<p>1: <i>Benchmark-1 for Goal-2</i></p> <hr/> <p>Major Tasks <u>Goal Task (3)</u></p> <hr/> <p>2: <i>Benchmark-2 for Goal-2</i></p> <hr/> <p>Major Tasks <u>Goal Task (4)</u></p> <hr/>
 Goal Benchmarks	 Goal Benchmarks
<p>See Week: _____</p> <p>See Week: _____</p>	<p>See Week: _____</p> <p>See Week: _____</p>

Physical Physical Development Goal for Week - if applicable

P. Temperance Physical Temperance Goal for Week - if applicable

Education Educational Development Goal for Week - if applicable

Social Social Development Goal for Week - if applicable

Spiritual Spiritual Development Goal for Week - if applicable

Discipline — Character Attributes

Chapter 13

EXECUTE SUCCESS:

THE EVALUATION PROCESS

I saw a fleet of fishing boats . . . I flew down almost touching the craft and yelled at them, asking if I was on the right road to Ireland. They just stared. Maybe they didn't hear me. Maybe I didn't hear them. Or maybe they thought I was just a crazy fool. An hour later I saw land.

Charles Lindbergh

The steps outlined in this chapter will measure your progress on a daily, weekly and phase-to-phase basis. I have segmented the chapter into the following discussions:

- I: Daily Task Measurement.
- II: Weekly Goal and Benchmark Evaluation
- III: Weekly Role Evaluation
- IV: Daily Character Attribute Evaluation
- V: Weekly Character Attribute Evaluation
- VI: Life Phase Evaluation
- VII: Starting a New Life Phase
- VIII: Objective and Goal Evaluation

I: Daily Task Measurement

A daily task evaluation measures your achievement of daily tasks. It's a simple process. You check off each completed task and appointment as diagrammed by the letters (A) on Monday's sample (next page).

Sometimes you will not be able to complete each task assigned because different priorities come up that force you to change your plans. Your daily schedules should be flexible. Your boss, family or other events may force you to alter your plan and reassign tasks to another time as diagrammed by the letter (B) on the Tuesday sample (second following page).

This brings up a good question: What takes priority – your daily plan or other events that come up during the week? This is your call. Of course, an emergency meeting scheduled by your boss will take precedence over a scheduled task. And if your child or spouse needs your immediate attention, your plans may need to be rescheduled. But there comes a time when your scheduled plan must take priority. You will need to inform others that your time is currently occupied and that you can schedule some time next week to meet or complete another task. Learn to say 'no' when non-important events conflict with your pre-defined schedule.

Sometimes you will fail to complete the task within the time frame allotted. This is a common occurrence. We often tackle bigger assignments than time permits. Time is a valuable commodity and we are limited to 24 hours in a day. But the big difference between those who succeed and those who don't is that successful people learn how to manage their time. Successful people watch less television, spend minimal time on menial chores, juggle several projects simultaneously and work aggressively fast to complete projects within assigned time limits. You need to develop these same traits to

Daily Task Evaluation and Measurement for Monday

7 July 7		Monday	
APPOINTMENT AND TASK SCHEDULE			
A.M. Jog 5:30 AM	2 _____		
Goal Task (1) 7:00 AM (A)			
8 June's Monthly Product Report (A)	3 Write New Job Descrip. (C)		
9 " " _____	4 " " _____		
10 Write Product A's Launch Kit (A)	5 Quick Sandwich Little League Practice (A)		
11 " " _____	6 _____ at Thompson Park (A)		
12 " " _____	7 _____		
1 Lunch _____	P.M. Nightly Tasks _____		
<input checked="" type="checkbox"/> Confirm Performance Review (A)	<input type="checkbox"/> Physical	CHARACTER ATTRIBUTES / TASKS	
<input checked="" type="checkbox"/> Call University on Product Test (A)	<input type="checkbox"/> P. Temperance		
<input checked="" type="checkbox"/> Goal Task (3) (A)	<input type="checkbox"/> Education		
<input type="checkbox"/> Review Items for Goal Task (4) _____	<input type="checkbox"/> Social		
<input type="checkbox"/> Pay Bills _____	<input type="checkbox"/> Spiritual		
<input checked="" type="checkbox"/> Call Mother (A)			
<input type="checkbox"/> _____			
<input checked="" type="checkbox"/> Review the Day's Progress (A)			

Evaluate Each Scheduled Appointment. If You Completed or Delegated the Appointment to Someone Else, Simply Check it Completed.

If You Were Unable to Complete the Scheduled Appointment, Assign the Appointment to Another Day in the Week or for Next Week.

Evaluate Each Scheduled Task. If You Completed or Delegated the Task to Someone Else, Simply Check it Completed.

If You Failed to Complete the Task, Assign the Task to Another Day in the Week or for Next Week.

Week: ← New Assigned Week	
July 13 - July 20	
WEEKLY ROLE PLANNING SHEET	
Product Manager Role	Supervisor Role
Tasks: (C) →	Tasks: • Complete New Job Description
_____	_____
_____	_____
_____	_____

Daily Task Evaluation and Measurement *for Tuesday*

<h2 style="margin: 0;">8</h2> <p style="margin: 0;">July 8</p> <h2 style="margin: 0;">Tuesday</h2>			
APPOINTMENT AND TASK SCHEDULE			
A.M. Jog 5:30 AM Goal Task (1) 7:00AM	2 Continue Product-A's Launch Kit		
8 Write Product-A's Launch Kit	3 Run Product-B Consumer Test at the		
9 " "	4 University		
10 Meet with Boss on Product-B's Objectives	5 " "		
11 Continue Product-A's Launch Kit	6 " "		
12 " "	7		
1 Quick Sandwich	P.M. Prepare Sunday Lesson		
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none;"> <input type="checkbox"/> Arrange Sunday Readers <input type="checkbox"/> Call Sam on Product-A Kit <input type="checkbox"/> Arrange Conf. Room for Next Week <input type="checkbox"/> Review Items for Goal Task (4) <input type="checkbox"/> Pay Bills <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Review the Day's Progress </td> <td style="width: 40%; border: none; vertical-align: top;"> <p>CHARACTER ATTRIBUTES / TASKS</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual </td> </tr> </table>		<input type="checkbox"/> Arrange Sunday Readers <input type="checkbox"/> Call Sam on Product-A Kit <input type="checkbox"/> Arrange Conf. Room for Next Week <input type="checkbox"/> Review Items for Goal Task (4) <input type="checkbox"/> Pay Bills <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Review the Day's Progress	<p>CHARACTER ATTRIBUTES / TASKS</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual
<input type="checkbox"/> Arrange Sunday Readers <input type="checkbox"/> Call Sam on Product-A Kit <input type="checkbox"/> Arrange Conf. Room for Next Week <input type="checkbox"/> Review Items for Goal Task (4) <input type="checkbox"/> Pay Bills <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Review the Day's Progress	<p>CHARACTER ATTRIBUTES / TASKS</p> <input type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual		

Other Priorities May Come Up that Force You to Reschedule Your Daily Plan. Simply Rearrange Your Schedule to Accommodate the Change.

Tasks Not Completed on Monday were Assigned for Completion on Tuesday.

Tuesday's Day Plan is Being Rescheduled to Accommodate Change.

manage your time effectively.

You will be able to complete multiple tasks as you become more disciplined. But sometimes, tasks that you scheduled for “2 hours on Monday” will not get completed. You simply reschedule the task later in the week or into next week as diagrammed by the letter © on the Monday sample schedule and the next week's *Role Planning Sheet*. One key rule in any time management program is to stick with your schedule. If you fail to complete the task as scheduled, place the work aside and move on to the next scheduled assignment. Uncompleted tasks at the end of the week can be scheduled for completion later on.

There are other reasons why you might fail to complete your schedule tasks. See if any of the following reasons apply to you:

1) *You fail to achieve your goal tasks because there isn't enough time.*

When you find it difficult to allocate, say, “60 minutes each day to complete a goal task,” try assigning less time for a given task. For example, let's say that you want to develop a reference book for investing in securities. You set a task to write each day for 60 minutes. But given your other commitments to career, education, and family, you can't find the full 60 minutes each day to complete this task. Try to assign a task to write for 15 minutes each day instead. It's far better to write a little each day than to not write at all.

You might need to change your lifestyle to find more time. For example, you could awake 30-60 minutes earlier. You could take public transportation to work so that you can work while commuting. You could hire outside services such as gardeners or house cleaners to perform some of your routine chores. And you can always free up your day

by minimizing leisure time in front of the television or computer.

2) You fail to achieve your goal tasks because you lack discipline.

Discipline is the foundation of all goals. A house built upon a sandy foundation will eventually crumble with the onset of a storm. A house requires a solid foundation built upon rock and concrete to protect its structure from the elements. Likewise, goal plans require a similar foundation built upon discipline to protect the goals from procrastination, laziness, lack of self-esteem, etc. Without a solid foundation, structures like a goal plan will collapse.

Many tasks in your goal plan will require a special discipline such as physical strength, educational aptitude, social skills and spiritual qualities. It becomes necessary that you build discipline in all five character attributes. Strengthening the character attributes rounds your character so that you can achieve any required task. If you lack discipline, I suggest that you return to the attribute chapters (Ch. 7-11) and repeat the steps in each chapter to build self-discipline and motivation.

3) You fail to achieve your goal tasks because your goal planning and execution may be too advanced.

Crawl before you walk, walk before you jog, jog before you run, and run before you rollerblade. In other words, if you just completed your MBA and set an objective to become a CEO of a Fortune 100 company, you must first achieve some important first-level goals to support your advancement up the corporate ladder.

If you are tempted to skip steps to advance quickly up the goal pyramid, watch out! You could be heading for disaster, particularly when you fail to develop first-layer skills

that support goals further up the model. I suggest you go back and review your goal plan if you find it too advanced. You might rewrite your plan and identify a different set of priorities that can help you achieve difficult tasks. Remember there is a hierarchical order to success. You need to obtain important skills and accomplishments before attempting goals higher up the hierarchy.

4) *You fail to achieve your goal tasks because you are attempting too many tasks.*

Attempting too many things can lead to discouragement and failure. It would be nice to achieve every task assigned. But we must remain realistic. We need to go to school. We need to work to support our family. We need to work overtime to build our careers. All of which competes for your valuable time. Try to reduce the number of tasks assigned for a given day. It is far better to achieve fewer tasks each day than none at all because of discouragement.

II: Weekly Goal and Benchmark Evaluation

You will complete a weekly evaluation of your goal-achieving progress to determine what goals and tasks should be assigned for the new week. I suggest that you make this evaluation each Sunday morning as you plan for the new week.

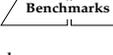
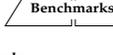
We begin with the *Weekly Goal Planning Sheet* (Appendix Form-L) from the week you just completed. Review the sheet as diagrammed by the letter (D) on the illustration. Evaluate whether these goals/benchmarks and related tasks were completed as assigned. Determine whether these same goals/benchmarks/and related tasks should be worked for another week. Perhaps you should assign a new set of goals/benchmarks/and related tasks for the upcoming week?

Weekly Goal and Benchmark Evaluation

Evaluate Your Progress for the Week. Determine Whether the Tasks were Completed or Whether You Need Another Week to Complete the Assigned Tasks.

Week:
July 6 - July 13

WEEKLY GOAL PLANNING SHEET

<div style="text-align: center; margin-bottom: 10px;">  Goal-1 D </div> <hr/> <div style="text-align: center; margin-bottom: 10px;">  1: Benchmark-1 for Goal-1 D </div> <div style="margin-bottom: 10px;"> Major Tasks <u>Goal Task (1)</u> </div> <hr/> <div style="margin-bottom: 10px;"> 2: Benchmark-2 for Goal-1 D </div> <div> Major Tasks <u>Goal Task (2)</u> </div>	<div style="text-align: center; margin-bottom: 10px;">  Goal-2 D </div> <hr/> <div style="text-align: center; margin-bottom: 10px;">  1: Benchmark-1 for Goal-2 D </div> <div style="margin-bottom: 10px;"> Major Tasks <u>Goal Task (3)</u> </div> <hr/> <div style="margin-bottom: 10px;"> 2: Benchmark-2 for Goal-2 D </div> <div> Major Tasks <u>Goal Task (4)</u> </div>
<div style="text-align: center; margin-bottom: 10px;">  Goal  Benchmarks </div> <div style="margin-bottom: 5px;">See Week: _____</div> <div>See Week: _____</div>	<div style="text-align: center; margin-bottom: 10px;">  Goal  Benchmarks </div> <div style="margin-bottom: 5px;">See Week: _____</div> <div>See Week: _____</div>

Physical Physical Development Goal for Week - if applicable

P. Temperance Physical Temperance Goal for Week - if applicable

Education Educational Development Goal for Week - if applicable

Social Social Development Goal for Week - if applicable

Spiritual Spiritual Development Goal for Week - if applicable

Discipline — Character Attributes

If you decide to work on the same goals/benchmarks/tasks for an additional week, complete the following steps:

Step 1: Assemble a new *Weekly Goal Planning Sheet* for the week that is beginning (Appendix Form-L). Assign dates from Sunday to Sunday at the top of form as illustrated on the next page.

Step 2: Go to the middle section of the form. Reassign the goals from last week to this week as diagrammed by the letter (E) on the illustration.

Step 3: The new *Weekly Goal Planning Sheet* is now part of your Weekly Reference Kit. Discard your old *Weekly Goal Planning Sheet*.

Assigning Goals from Last Week to this Week

Step-1:

List and Date the New Week from Sunday to the Following Sunday.

Step-2:

Reassign 1 or 2 Goals from the Prior Week's Goal Planning Sheet onto This Week's Goal Planning Sheet.

List the Goal(s)' 1 or 2 Respective Benchmarks that will be Continued.

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

**Week:
July 6 - July 13**

**Week:
July 13 - July 20**

WEEKLY GOAL PLANNING SHEET

<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Goal-1</p> </div> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Benchmarks</p> </div> <p>1: <u>Benchmark-1 for Goal-1</u></p> <p>Major Tasks <u>Goal Task (1)</u></p> <hr/> <p>2: <u>Benchmark-2 for Goal-1</u></p> <p>Major Tasks <u>Goal Task (2)</u></p>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Goal-2</p> </div> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Benchmarks</p> </div> <p>1: <u>Benchmark-1 for Goal-2</u></p> <p>Major Tasks <u>Goal Task (3)</u></p> <hr/> <p>2: <u>Benchmark-2 for Goal-2</u></p> <p>Major Tasks <u>Goal Task (4)</u></p>
<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Goal</p> </div> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Benchmarks</p> </div> <p>See Week: _____</p> <p>See Week: _____</p>	<div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Goal</p> </div> <div style="text-align: center; border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Benchmarks</p> </div> <p>See Week: _____</p> <p>See Week: _____</p>

Physical Physical Development Goal for Week - if applicable

P. Temperance Physical Temperance Goal for Week - if applicable

Education Educational Development Goal for Week - if applicable

Social Social Development Goal for Week - if applicable

Spiritual Spiritual Development Goal for Week - if applicable

Discipline — Character Attributes

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Chapter 13: 215

If you decide assign a **new set of goals** for the new week, **plus** work on the **same** goals/benchmarks/and related tasks from a prior *Weekly Goal Planning Sheet*, complete the following steps:

Step 1: Keep the prior week's *Weekly Goal Planning Sheet*.

Step 2: Assemble a new *Weekly Goal Planning Sheet* (Appendix Form-L). Assign dates running from Sunday to Sunday at the top of the form as illustrated.

Step 3: Go to the middle section of the form. Select a new set of goals from your *Task Assignment Sheets* (Appendix Form-J) as diagrammed by the letter Ⓕ on the illustration.

Step 4: Assign one or two benchmarks for each goal assigned for the week.

Step 5: Assign the major tasks that will achieve the respective benchmarks.

Step 6: Go to the goal/benchmark icon located just above the character attribute section (with the heading, "See Week:"). Write the dates for the week where you can find the continuing goals/benchmarks/and related tasks from a prior week (diagrammed by the letter Ⓒ on the illustration). The "See Week" icon instructs you to reference a prior week's *Weekly Goal Planning Sheet*. This prevents you from having to rewrite each week the goals/benchmarks/and related tasks that will continue.

The "See Week" icon in the left column references the goals/benchmarks/and related tasks from the "left-side column" of a prior week's *Weekly Goal Planning Sheet*. The "See Week" icon in the right column references the

Assigning New Goals and Continuing Goals from a Prior Week

Step-3:
Use Your Task Assignment Sheet to Plan and Assign Goal/Benchmarks/ and Major Tasks for Each Planning Week.

TASK ASSIGNMENT SHEET	
 Goal	Goal (3) (F)
 Benchmark	Benchmark (6) (F)
Major Tasks	• Major Task (1) (F) Complete Date 6/02/97
	• Major Task (2) 12/05/97
	• Major Task (3) 3/01/98
	• Major Task (4) 4/15/98
	• _____

Step-1:
Keep the Prior Week's Weekly Goal Planning Sheet

Week:
July 6 - July 13 (G)

Step-2:
Assemble a New Planning Sheet for the New Week.
Date It from Sunday to the Following Sunday.

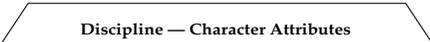
Week:
July 13 - July 20

Step-3:
Assign New Goals for the Planning Week from Your Task Assignment Sheet.

Step-4:
Assign One/Two Benchmarks for Each Goal.

Step-5:
Assign the Major Tasks for Each Benchmark.

Step-6:
Reference the Prior Week's Weekly Goal Planning Sheet to Continue Goals Assigned from that Week.

WEEKLY GOAL PLANNING SHEET	
 Goal	 Goal
Goal-3 (F)	Goal-4
 Benchmarks	 Benchmarks
1: Benchmark-6 for Goal-3 (F)	1: Benchmark-5 for Goal-4
Major Tasks: Goal Task (1)	Major Tasks: Goal Task (1)
2: Benchmark-7 for Goal-3	2: Benchmark-2 for Goal-4
Major Tasks: Goal Task (2)	Major Tasks: Goal Task (3)
 Goal	 Goal
Benchmarks	Benchmarks
See Week: July 6 - July 13 (G)	See Week: July 6 - July 13 (G)
See Week: _____	See Week: _____
Physical <i>Physical Development Goal for Week - if applicable</i>	_____
P. Temperance <i>Physical Temperance Goal for Week - if applicable</i>	_____
Education <i>Educational Development Goal for Week - if applicable</i>	_____
Social <i>Social Development Goal for Week - if applicable</i>	_____
Spiritual <i>Spiritual Development Goal for Week - if applicable</i>	_____
 Discipline — Character Attributes	

goals/benchmarks/and related tasks from the “right-side column” of a prior week’s *Weekly Goal Planning Sheet*. You can reference two “See Weeks” icons per column per week. This will give you a maximum of 6 goals with 12 applicable benchmarks and major tasks to work on during a given week.

The “See Week:” icon is only operational during the current planning week. The “See Week:” icon from an old *Weekly Goal Planning Sheet* can no longer be used or referenced. This maximizes the planning of 6 goals and 12 benchmarks for any given week. If not, you could set up a labyrinth of goals/benchmarks/major tasks assignments that could be endless and confusing.

III: Weekly Role Evaluation

Each week when you assemble a new Role Planning Sheet, you need to determine whether any of the roles listed should be changed, modified or deleted? Roles can change for various reasons. You may get a promotion that places you in a new position. You may become a parent, forcing you to spend more time with your family. You may change jobs, taking you to a new city. Or you may delete a role because of a change of strategy. A weekly role evaluation looks at your current roles and changes them whenever appropriate.

Step 1: Assemble a new *Weekly Role Planning Sheet* for the week that is beginning (Appendix Form-M). Assign dates running from Sunday to Sunday at the top of the form.

Step 2: Review your current role assignment. Have any of your roles been changed or deleted? Should new roles be added that impact how you will

Role Evaluation and Planning

Step-1:
List and Date the Weekly
Role Planning Sheet
from Sunday to the
Following Sunday.

Step-1:
Review Each Individual Role.
Determine Whether
the Role has Changed or
Should be Deleted. Also Add
Additional Roles as Needed.

Step-4:
Identify the Major
Tasks for the Week
That Need to be
Completed for this
Role.

<p>Week: July 6 - July 13</p>	
<p>WEEKLY ROLE PLANNING SHEET</p>	
<p>Product Manager Role (H)</p> <p>Tasks: • Develop Product-A Launch Kit</p>	<p>Supervisor Role</p> <p>Tasks: • Evaluate Assist. Product Mgr. • Write-up New Job Description • June Monthly Report (I)</p>
<p>Week: July 13 - July 20</p>	
<p>WEEKLY ROLE PLANNING SHEET</p>	
<p>Sr. Research Manager (H)</p> <p>Tasks: • Analyze New Product Z • Run Statistical Report on Pr. Y • New Market Segment for Pr. X</p>	<p>Supervisor Role (I)</p> <p>Tasks: • June Monthly Report • Interview Candidate A • Interview Candidate B</p>
<p>Religion Teacher</p> <p>Tasks: • Review Last Week Lesson • Arrange Speaker for Class</p>	<p>Family Role</p> <p>Tasks: • Chris' Baseball Game • Tournament Friday Afternoon • Family Movie</p>
<p>Charitable Task Force</p> <p>Tasks:</p>	<p>Individual Role</p> <p>Tasks: • Golf with Sam • Saturday Furniture Shopping • Weekly Goal Planning Session</p>

Step-3:
List Any Assignments not
Completed from Last Week.

allocate your time as diagrammed by the letter (H) on the illustration?

Step 3: Note any tasks/appointments that were not completed last week. If needed, assign these role tasks for the week as diagrammed by the letter (I) on the illustration.

Step 4: Assign tasks that you must complete during the week for each role as explained in Chapter 12.

IV: Daily Character Attribute Evaluation

You will evaluate your achievement of the character attribute goals assigned for the day. Simply check the box indicating completion if you completed your physical development. Repeat this process for all character attributes assigned for the week as diagrammed in the illustration on the next page.

The more intangible the character development goal, the more difficult it will be to measure your completion. For example, how do you know if you completed your social goal for the day or not? The best way to measure your progress is to quantify what you want to achieve whenever you set attribute development goals. Instead of writing a social goal that says, "be more friendly," quantify your goal to read, "be friendly with one new person each day." Instead of writing a physical goal that says, "exercise each day," quantify your attribute goal to read, "45 minutes of exercise starting at 6:00AM." By quantifying your character development goals, you will be able to measure whether you completed the goals for each day.

Character Development Evaluation

1 <u> Lunch </u>	P.M. <u> Nightly Tasks </u>
<input checked="" type="checkbox"/> Confirm Performance Review <input checked="" type="checkbox"/> Call University on Product Test <input checked="" type="checkbox"/> Goal Task (3) <input type="checkbox"/> Review Items for Goal Task (4) <input type="checkbox"/> Pay Bills <input checked="" type="checkbox"/> Call Mother <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Review the Day's Progress	<div style="text-align: center;">CHARACTER ATTRIBUTES / TASKS</div> <input checked="" type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Social <input type="checkbox"/> Spiritual

Check Box if You Completed the Character Attribute Development Goal for the Day

If you find yourself not achieving the development goals as assigned, you should return to the attribute chapters and repeat the steps in each chapter. Don't rush the process. Develop one character attribute at a time for at least two weeks before taking on a new character attribute. The character development process is like a Catch-22: You need discipline to build discipline. But as you *force* yourself up each morning to jog, for example — day after day after day for the two or more weeks as instructed in the attribute chapters— you eventually increase self-discipline and success.

V: Weekly Character Attribute Evaluation

You will complete a weekly character evaluation when you plan your goals and benchmarks for the new week. The evaluation measures your development for the week as explained in the attribute chapters. You may also assign new character attribute goals for the week as appropriate. See the illustration below.

Weekly Character Assignment

<p>Week: July 13 - July 20</p>	
<p>WEEKLY GOAL PLANNING SHEET</p>	
<div style="text-align: center; margin-bottom: 10px;">  Goal-3 </div> <hr/> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <p>1: <u>Benchmark-6 for Goal-3</u></p> <p>Major Tasks <u>Goal Task (1)</u></p> <hr/> <p>2: <u>Benchmark-7 for Goal-3</u></p> <p>Major Tasks <u>Goal Task (2)</u></p> <hr/> <div style="text-align: center; margin-top: 10px;">  Goal Benchmarks </div> <p>See Week: <u>July 6 - July 13</u></p> <p>See Week: _____</p>	<div style="text-align: center; margin-bottom: 10px;">  Goal-4 </div> <hr/> <div style="text-align: center; margin-bottom: 10px;">  Benchmarks </div> <p>1: <u>Benchmark-5 for Goal-4</u></p> <p>Major Tasks <u>Goal Task (1)</u></p> <hr/> <p>2: <u>Benchmark-2 for Goal-4</u></p> <p>Major Tasks <u>Goal Task (3)</u></p> <hr/> <div style="text-align: center; margin-top: 10px;">  Goal Benchmarks </div> <p>See Week: <u>July 6 - July 13</u></p> <p>See Week: _____</p>
<p>Physical <u>Physical Development Goal for Week - if applicable</u></p> <p>P. Temperance <u>Physical Temperance Goal for Week - if applicable</u></p> <p>Education <u>Educational Development Goal for Week - if applicable</u></p> <p>Social <u>Social Development Goal for Week - if applicable</u></p> <p>Spiritual <u>Spiritual Development Goal for Week - if applicable</u></p>	
<div style="border: 1px solid black; width: 100%; height: 20px; margin: 0 auto;"></div> <p>Discipline — Character Attributes</p>	

Assign the Character Development Goals for the Week as Explained in the Attribute Chapters. →

Chapters 7-11 outlined the steps that plan and measure your character development. You begin by developing one character attribute at a time (begin with the physical attribute). You will develop and strengthen this attribute for two consecutive weeks (11 or more days) before developing a second character attribute. You will repeat this cycle for all five attributes — developing each respective attribute for two consecutive weeks before taking on a new character attribute. Complete the steps in Chapters 7-11 as instructed. These steps will help you develop each character attribute as intended.

On the following page is a flow chart that summarizes the steps from Chapters 7-11. You will refer to this chart frequently when planning character development programs for the week.

Note the term, Attribute 1.1. This term refers to one of the five character attributes and its first character change or development. Note the term, Attribute 1.2. This term refers to the same character attribute and its second character change or development. Let's use two examples to explain these terms.

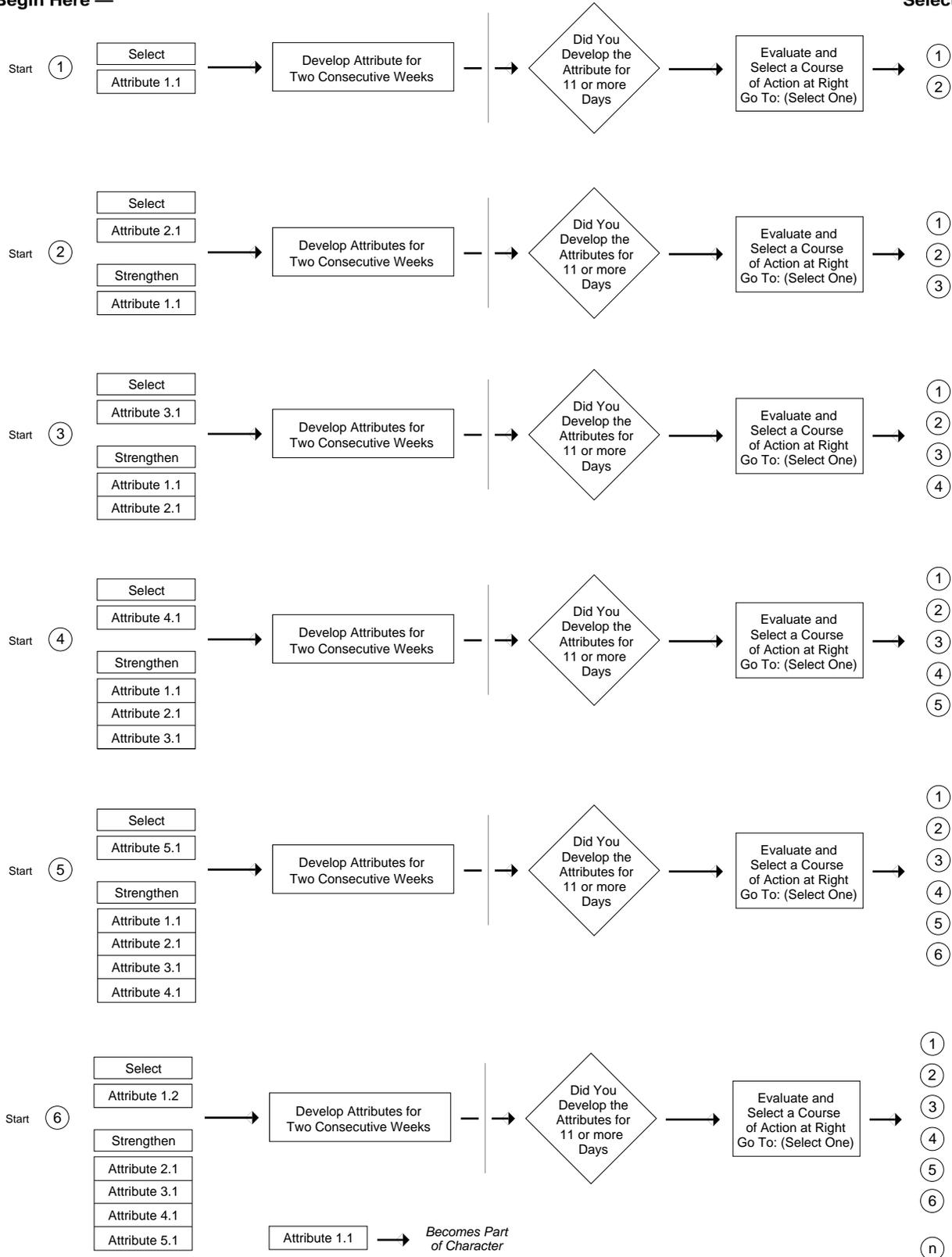
You decide to develop your physical attribute by jogging 30 minutes each morning. You will then assign the term Attribute 1.1 to represent the physical character attribute₍₁₎ and its development goal, jogging₍₁₎. After successfully jogging for 10 consecutive weeks, you decide to set a new physical development goal such as eating a low-fat diet. You will then assign the term Attribute 1.2 to represent the physical attribute₍₁₎ and its development goal, low -fat diet₍₂₎. Attribute 1.1 references the physical development goal, jogging. Attribute 1.2 references the physical development goal, low-fat diet.

Note the term, Attribute 2.1. This term refers to the second of the five character attributes and its first character change or development. Note the term, Attribute 2.2. This term refers to the same character attribute and its second character change or devel-

ATTRIBUTE DEVELOPMENT SCHEDULE

Begin Here —

Select



opment. For example, you decide to develop your physical temperance attribute by moderating your alcohol consumption to 1 drink per day. You will then assign the term Attribute 2.1 to represent the attribute physical temperance₍₂₎ and its development goal, moderation in drinking₍₁₎.

After successfully moderating your drinking habits for ten consecutive weeks, you decide to set a new physical temperance goal, such as limiting television time to 30 minutes each day. You will then assign the term Attribute 2.2 to represent the attribute physical temperance₍₂₎ and its development goal, limit television time₍₂₎.

Attribute 2.1 references the physical temperance goal, moderation in drinking. Attribute 2.2 references the physical temperance goal, limit television time. The term Attribute 3.1 references the *third* character attribute and its *first* character change or development.

I recommend the following assignment of terms:

Attribute 1:n	Physical Attribute
Attribute 2:n	Physical Temperance Attribute
Attribute 3:n	Education Attribute
Attribute 4:n	Social Attribute
Attribute 5:n	Spiritual Attribute

n: refers to the development goal.

The order in which you shape your character is your decision. Your objective is to round your character and increase discipline. You are changing yourself physically, educationally, socially and spiritually. The length of time to make these changes will

differ among people. The flow chart suggests that it takes at least *ten* consecutive weeks to make a character change. You may need more or less than ten weeks depending on your attribute goal and strength.

Note from the flow chart that you will remove Attribute 1.1 from your attribute development plan after ten consecutive weeks. Attribute 1.1 should become part of your character and will no longer be part of your weekly planning session. You will continue to strengthen Attribute 1.1, but more on a routine basis rather than on a planning basis. You should now plan and develop Attribute 1.2 for two consecutive weeks along with Attributes 2.1, 3.1, 4.1, and 5.1.

After successfully completing Attribute 2.1 for ten consecutive weeks, Attribute 2.1 becomes part of your character and is dropped from the attribute development plan. You should now plan and develop Attribute 2.2 for two consecutive weeks along with Attributes 1.2, 3.1, 4.1, and 5.1. This process repeats itself indefinitely for the rest of your life.

You will notice after several months that your character is becoming more rounded. You will have increased strength and discipline in all five character attributes. Your ability to accomplish feats will become easier. Physical, educational, social and spiritual feats that were impossible a few months ago will become part of your character.

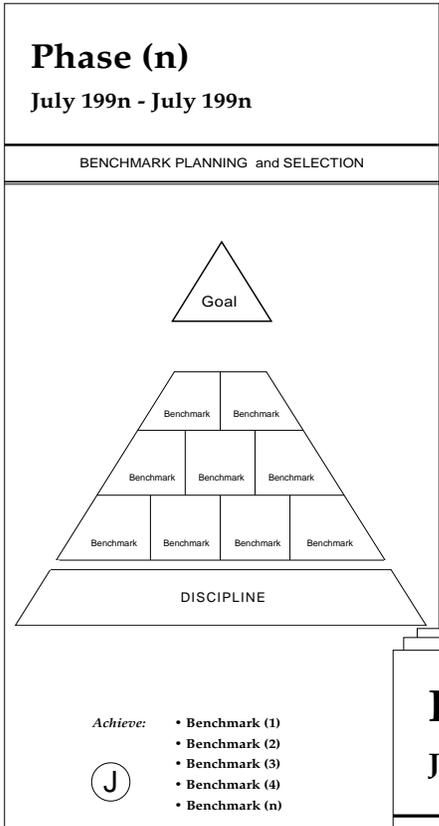
The development pattern that you use to strengthen your character may change over time. You may find yourself doing more sporadic development of your character to keep in-shape. For example, you may develop Attributes 1.5, 3.4, and 5.2 for a stated period. Then after awhile, you may change this pattern and develop Attributes 1.3, 2.2, and 4.5. You may even repeat past character development goals if, for example, you fail to jog each morning as you did in the past.

Changing the pattern and alternating your character development goals is much like working atop a potter's wheel. The potter shapes and reshapes a bowl to maintain its perfect circumference. If you shape one part of your character more than the other parts, a rounded character can easily become disfigured, much like a bowl that becomes disfigured by the disjointed movement of the potter's hands.

Character changes are not guaranteed to be permanent. Disruptions or changes in your life can easily revert a strong character back into weak character. Keeping your character in-shape is much like cultivating a garden. You may shape the most beautiful garden over time, but simple neglect can reverse hours of painstaking work. In an unattended garden, weeds return and plague your furrowed rows of vegetables and flowers. To return the garden to its pristine beauty, you must go back into the garden and repeat the gardening process of weeding, cultivating, fertilizing, pruning, etc. This same analogy holds true for character development. Simple neglect in your character development can revert you to your weakened position. You must return and redevelop the character attribute that has become weakened. It is a process of shaping and reshaping your character that will last for the rest of your life.

VI: Life Phase Evaluation

We now turn to your personal "Goal Planning Kit" that you assembled in Chapter 12 to measure your goal progress. Periodically, you will refer to your kit to plan the goals/benchmarks/and related tasks for a planning week. As you complete each assigned task listed on your *Task Assignment Sheet* (Appendix Form-J), you will add new task assignments until you complete everything that has been planned for this life phase. You will refer back to Chapter 12 to assign new tasks as diagrammed by the letter ① on the illustration.



Additional Task Planning Sheets as Needed.

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

Phase (n)
July 199n - July 199n

TASK ASSIGNMENT SHEET

Goal (n+1)

Benchmark (n+1) (J) Complete Date

Major Tasks

- Major Task (1) 7/02/98
- Major Task (2) 5/15/99
- _____
- _____
- _____

Recognize Completion of Benchmark (n+1)

Benchmark (n+2) (J) Complete Date

Major Tasks

- Major Task (1) 4/01/97
- Major Task (2) 3/15/98
- Major Task (3) 1/20/99
- _____
- _____

Recognize Completion of Benchmark (n+2)

Schedule a Completion Date for Each Task.

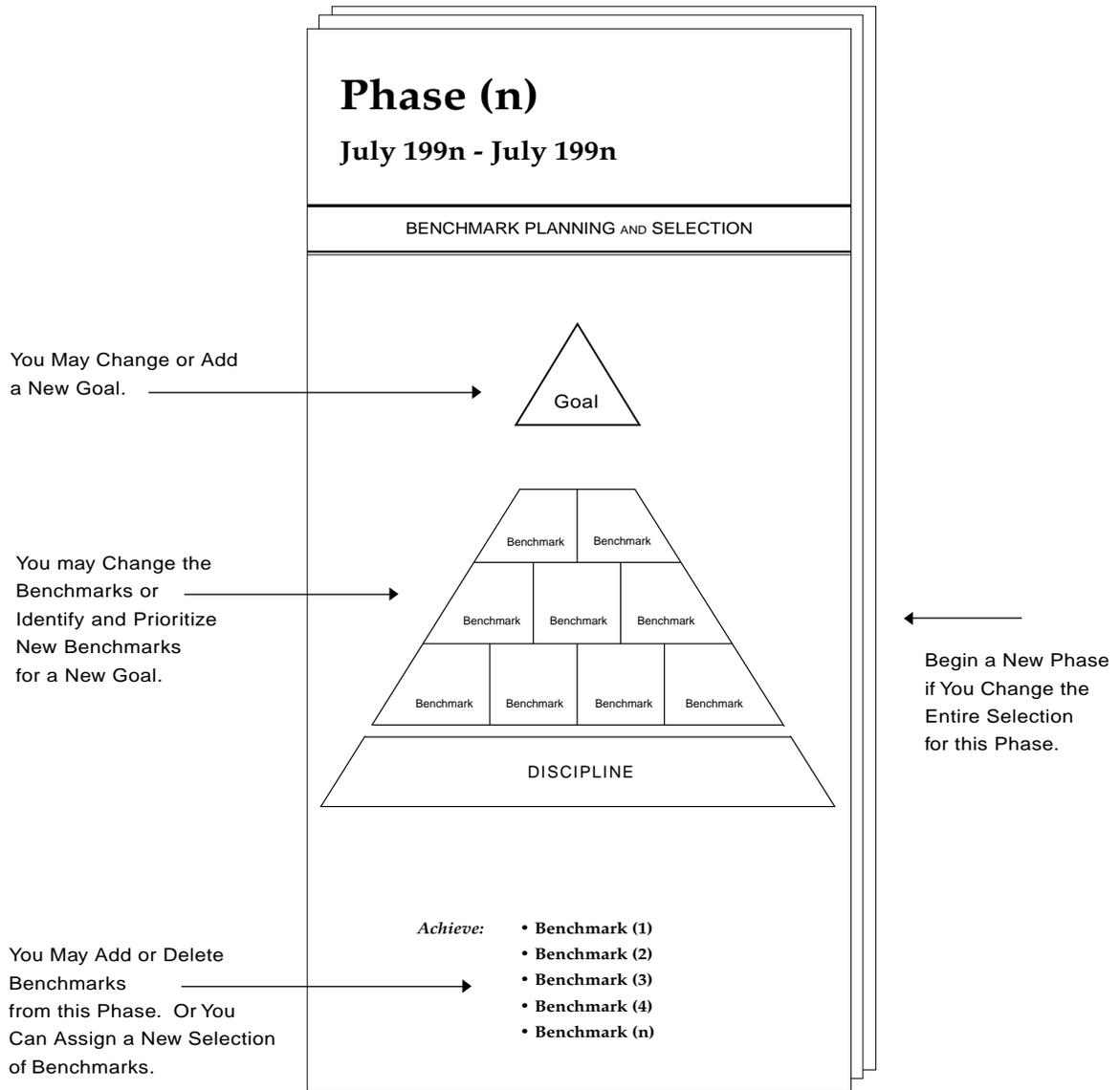
Recognize the Benefits Upon Completion of the Tasks.

List the Major Tasks That Will Achieve the Benchmark.

Much can happen in the next 2-5 years to change your goal selection. You could change your career or studies, you could get married, or you could win a million-dollar lottery. Changes in your life can affect the selection of goals that you planned for this phase.

The *Benchmark Planning and Selection* sheets (Appendix Form-I) list the goals and benchmarks that you selected for this life phase. You will need to review this selection periodically to evaluate whether you are accomplishing these goals and benchmarks. Perhaps you need to change one or two goals. Or maybe you need to add or delete one or more goals or benchmarks (see the illustration on the next page). If you decide to change your entire goal/benchmark selection, I suggest you begin a new phase selection as discussed in the next section.

Phase Evaluation: Goal / Benchmark Selection



VII: Starting a New Life Phase

You will begin a new life phase for two reasons:

a) When circumstances in your life require that you shift direction and pursue other goals.

Certain changes in your life may force you to end your current life phase and begin a new one. Changes such as a new career, marriage, transfer to a new location, etc., will require new goals and perhaps a different goal plan. This will be an appropriate time to begin a new life phase.

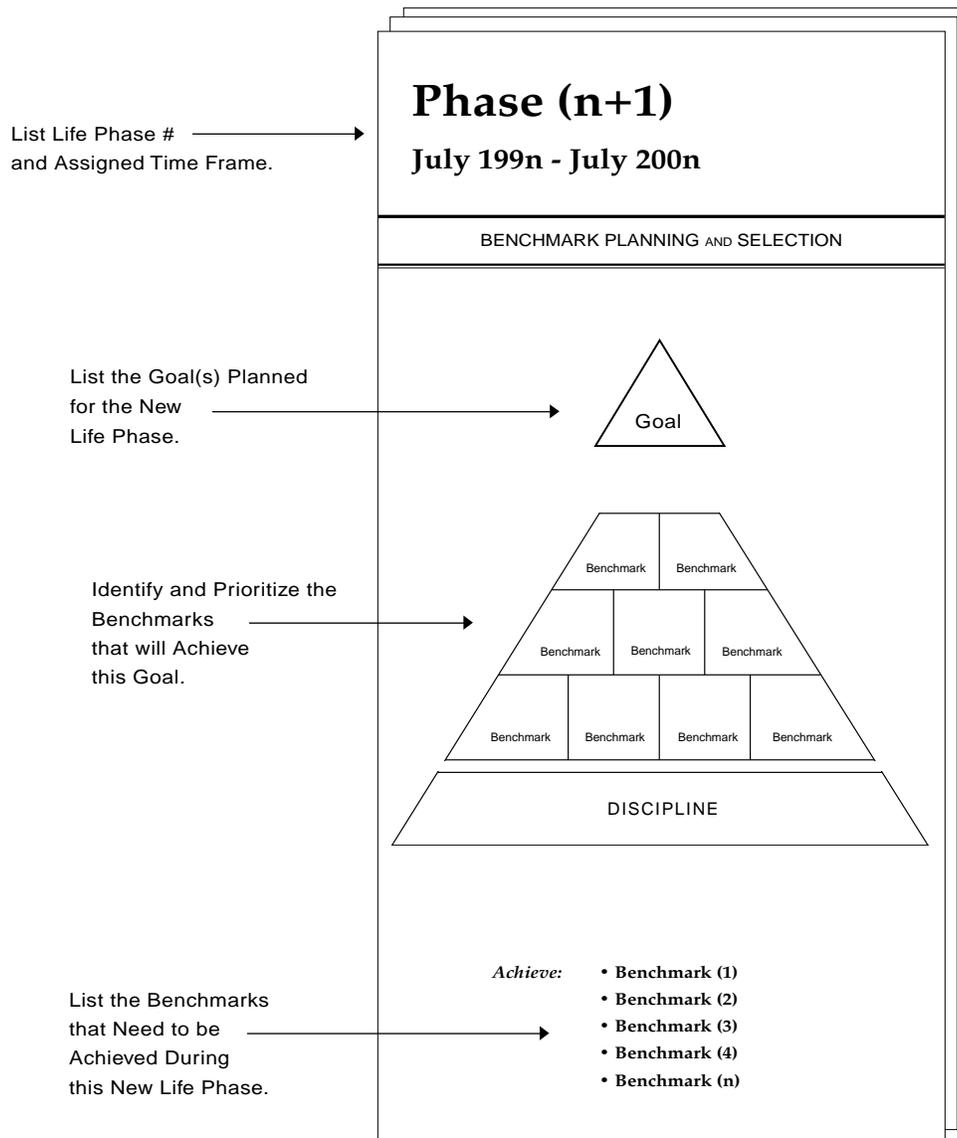
Some changes in your life can be dramatic like a divorce, a death in the family or a loss of job. This can be upsetting where you lack the enthusiasm to pursue your goals. This is understandable. Your best option under these circumstances is to begin a new life phase and select some special goals and benchmarks that can help you through this time.

Beginning a new life phase is easy. Simply follow the steps outlined in Chapter 12. The next phase will begin with $n+1$ (n equals the number of your current phase that is ending). Assign 2-5 years to the $n+1$ phase. Select the goal(s) with their respective benchmarks that you want to achieve or continue for the next phase. Identify the tasks that will achieve the benchmarks with assigned completion dates.

b) When your current phase ends, or when you achieve all of the benchmarks and goals selected for the current phase.

You will begin a new life phase when your current phase ends. It's a great feeling to complete a phase, especially when you achieved all of the goals/benchmarks assigned

Starting a New Life Phase



for this phase. You are achieving success . . . one phase at a time.

As you end one life phase and begin another, simply repeat the steps outlined in Chapter 12 for beginning a life phase. Consider working and accomplishing more goals and benchmarks in the next phase to inch yourself closer to the objective — if you have the confidence and strength to accomplish more.

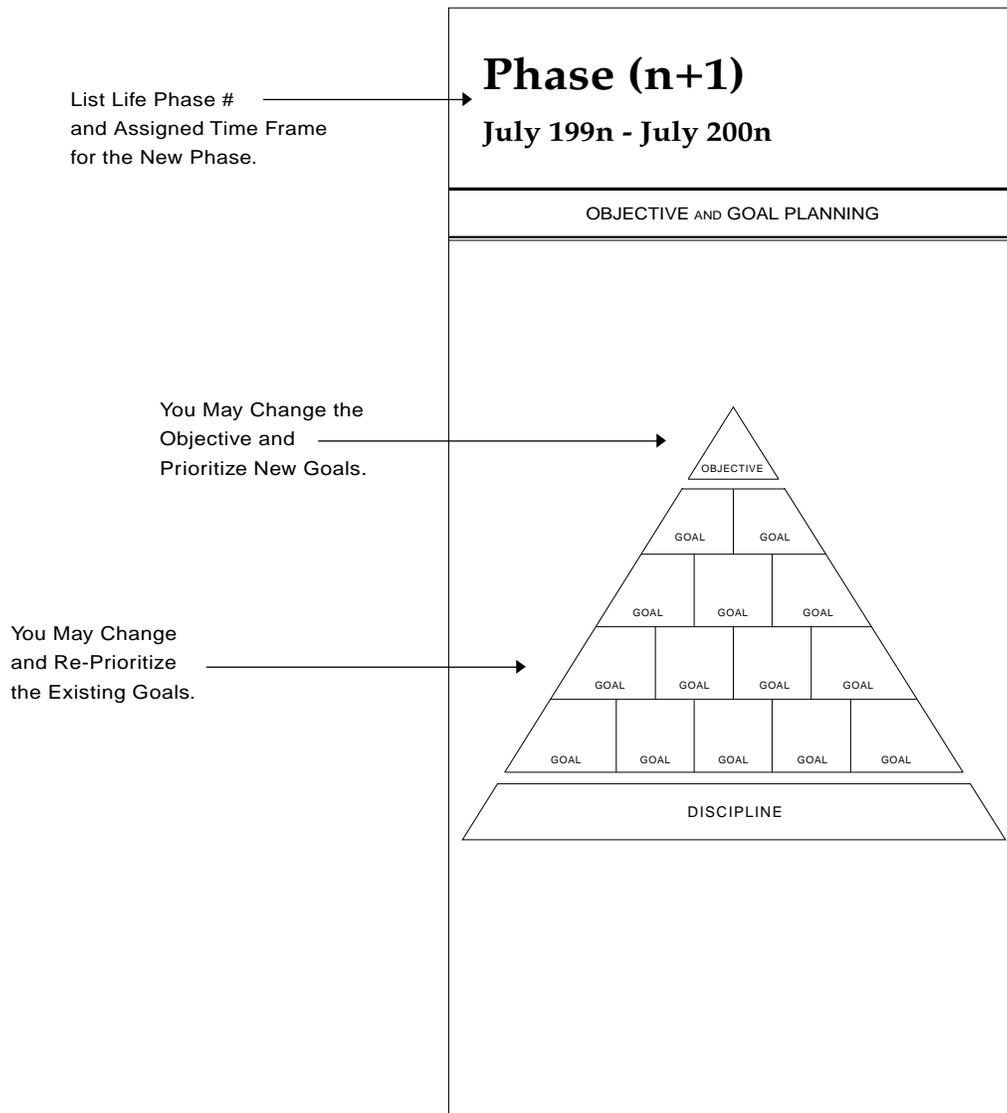
Sometimes a life phase will end without your achieving all the goals and benchmarks assigned for this phase; e.g., you didn't get accepted to graduate school or you failed to win that special promotion. You might want to extend your current life phase for additional year or two to complete the goals/benchmarks that were unfinished.

VIII: Objective and Goal Evaluation

The objective is your ultimate goal or life achievement. It may be a CEO for a Fortune 100 company; an Olympic gold medalist; a noted brain surgeon; a concert pianist; a university professor; or the President of the United States. Achieving the objective requires goals. Achieving the goals require benchmarks. Achieving the benchmarks require daily tasks. And achieving the daily tasks require discipline. Discipline, tasks, benchmarks and goals lead to the success and the end objective.

Sometimes the objective can change. You might decide that you don't want to be the *super this* or the *super that*. The objective may be impossible to achieve, or the objective may be impossible because someone else . . . for example, won the election. Or the objective may no longer be desired. Changing the objective means identifying and prioritizing new goals with respective benchmarks and tasks.

Objective / Goal Evaluation



Finally, you might seek a new objective because you accomplished the old objective. In other words, you achieved success. You made it to the top of one mountain and now you want to climb another. You simply write a new plan and define the goals, benchmarks, and related tasks that will help you achieve the objective.

Success can mean many things. One definition of success is your personal satisfaction with your accomplishments. Success is no easy feat. But with determination and using three important ingredients . . . planning . . . discipline . . . execution . . . you can achieve success and join the many few who find their lives fulfilling and satisfying.
Good Luck !

Chapter 14

ACHIEVING SUCCESS:

PUTTING THE THREE INGREDIENTS TOGETHER

Success / four flights Thursday morning / all against twenty-one mile wind / started from level with engine power alone / average speed through air thirty-one miles / longest fifty-nine-seconds / inform press / home Christmas.

The Wright Brothers, Telegram to the Reverend Milton Wright.

So you want to be successful — trying to become the superstar of your profession or ambition. This book has the ingredients that will make it happen. In this chapter, I bring together these ingredients and summarize the concepts that will help you achieve success. Let's me start by introducing Leslie, a young achiever who, like yourself, wants to achieve something grand.

Case Study: *Leslie wants to become a doctor.*

Leslie McDonald walked out the front door of her high school for the last time this school year. She will be back in a few months to begin her junior year after a busy summer. She will spend part of her summer planning her future. Leslie will graduate from high school in two years and needs to formulate a strategy that will achieve her life objective.

Using The First Ingredient:

Planning

Leslie begins planning her future by placing in gear the three ingredients discussed in this book. The first ingredient helps Leslie create a plan that she will use to achieve her life ambition. The planning ingredient begins with the meaning of success. Leslie uses Appendix Form-A and writes down her talents and life objective as illustrated on the form below.

Leslie writes down her talents using Appendix Form-A. These talents roll up to define the main objective that she wants to achieve.

LIFE OBJECTIVE
<i>Become a Pediatric Specialist</i>



Talent:	<i>Can relate with children. Can make them laugh.</i>
Talent:	<i>Very good creative writing skills.</i>
Talent:	<i>Very analytical. Very smart. Does well academically.</i>
Talent:	
Talent:	

This self-defining exercise will help Leslie to define her life objective. She wants to pursue something that will use her talents. She has decided that becoming a pediatric specialist will meet her career, financial, family, and personal goals. She writes the goal “pediatric specialist” as her life objective.

Leslie will next complete a SWOT analysis (Appendix Form-B) to evaluate the strengths, weaknesses, opportunities, and threats that can help and/or impede her climb to become a successful pediatrician. Leslie notes from her SWOT analysis that she is smart. Good thing! It’s going to take some brains to achieve her feat. It will also take big bucks. Scholarships will help, but she may need to work or use school loans to pay the cost of living, tuition, books, and other miscellaneous school expenses. Working during school to defray some these costs will take time away from her studies. With the challenge from skilled students from around the world, Leslie will need increase her scholastic and retentive skills so that she can maintain a high scholastic record.

Leslie also notes on her SWOT analysis that she lacks some important social skills. The medical profession is very competitive. A successful career in pediatric medicine will require Leslie to be forceful, friendly, and confident in her abilities and talents. She runs the risk of failure if she allows her timid personality to keep her from accepting social challenges.

Leslie completes her SWOT analysis and reviews it in depth. The analysis will help define the goals and disciplines she will need to achieve her life objective. It’s an excellent tool to use perhaps several times during your success path to evaluate opportunities and threats, strengths and weaknesses, that can help or impede your achievement.

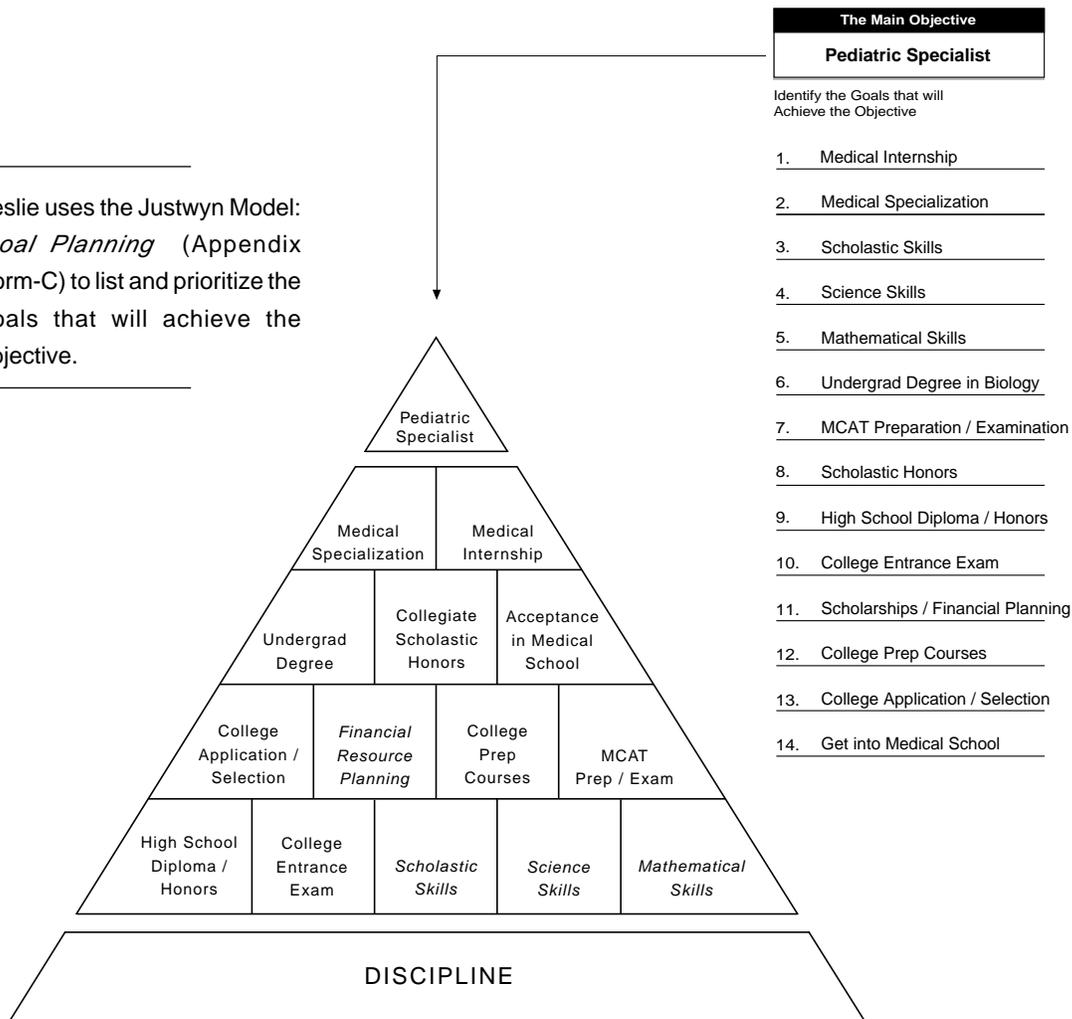
After completing the SWOT analysis, Leslie takes a couple of days to research careers opportunities in pediatric medicine. She researched medical school entrance

The SWOT Analysis (Appendix Form-B) identifies your talents, weaknesses, etc., to help define the goals that will achieve the objective.

SWOT Analysis	
Strengths / Talents	Weaknesses
<ul style="list-style-type: none"> • <i>I am smart (GPA 3.97).</i> • <i>My study skills are good. I get my homework done.</i> • <i>I am doing well in all of my classes.</i> • <i>I am a creative writer.</i> • <i>I can relate with children.</i> 	<ul style="list-style-type: none"> • <i>Sometimes I am shy around new people.</i> • <i>I am not aggressive or forceful when confronted by someone who is stronger.</i> • <i>I need more confidence in my abilities.</i> • <i>I am a little weak in Math.</i>
Opportunities	Threats
<ul style="list-style-type: none"> • <i>I have a great school counselor.</i> • <i>Many students from my school get accepted into good college programs.</i> • <i>Scholarships are available.</i> 	<ul style="list-style-type: none"> • <i>Money; my parents can only help with a little amount.</i> • <i>A lot of students will be seeking the same goal. These students may be smarter and richer.</i>

requirements which listed, among other things, the collegiate courses that she will need to be accepted into a prestigious medical program. She also met with the school guidance counselor to discuss her collegiate and career plans. The counselor offered excellent advice that complemented her own research. The research and counseling advice helped Leslie to define the goals that will achieve her life objective. She uses the Justwyn Model: *Goal Planning* (Appendix Form-C) to identify and list the following goals as illustrated.

Leslie uses the Justwyn Model: *Goal Planning* (Appendix Form-C) to list and prioritize the goals that will achieve the objective.



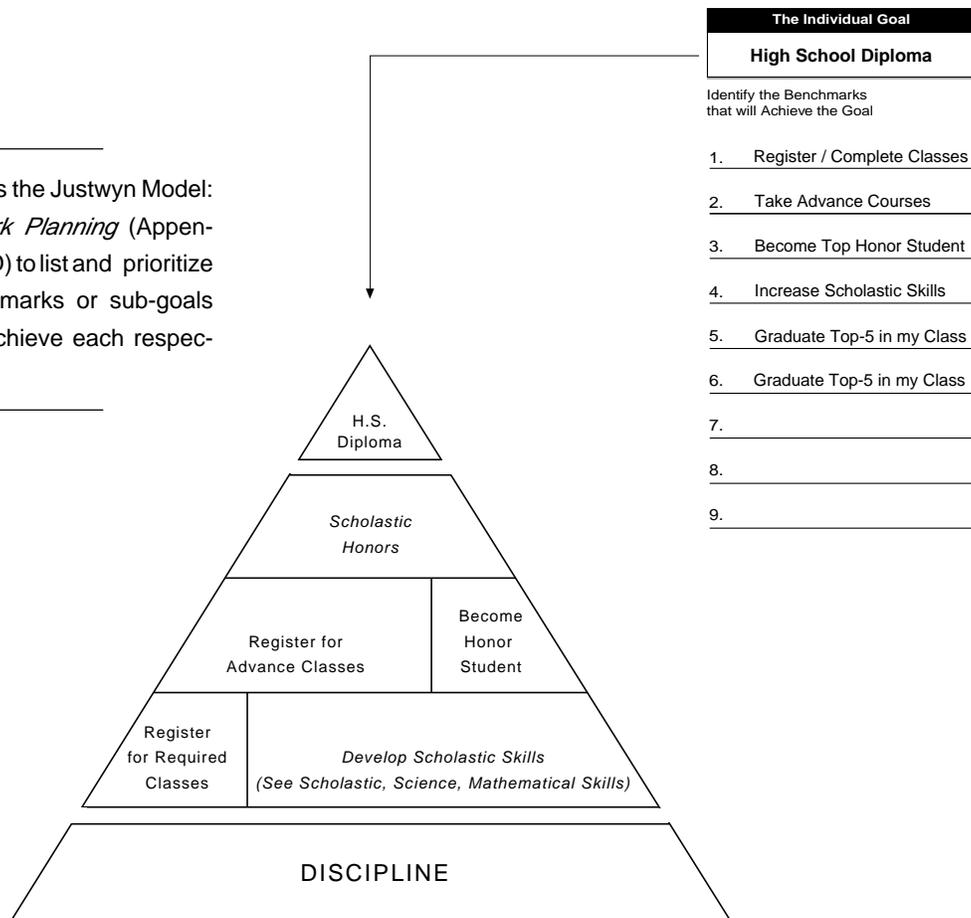
Leslie decides to stop with these goals for now. She knows that they can change as she moves closer to her objective. What she has now is a starting point to begin her journey for success.

Leslie prioritizes her goals and places them in hierarchical order using the Justwyn model as illustrated. She uses the concepts in Chapters 3 and 4 to help her in this process. Her hierarchy has the first layer of goals supporting the second layer, the

second layer of goals supporting the third layer, and so forth until she strategically places her goals in the model. The arrangement shows which goals need to be achieved first.

Leslie's next planning task is to take each respective goal and identify the benchmarks (or sub-goals) that will achieve that goal. She completes this exercise for the first five goals on the bottom layer of her Goal Identification Model completed on the prior page. Leslie identifies and prioritizes the benchmarks using the Justinian Model: *Benchmark Planning* (Appendix Form-D).

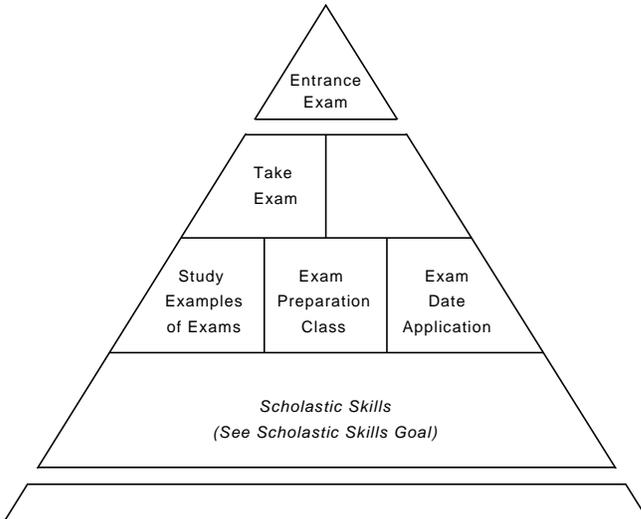
Leslie uses the Justwyn Model: *Benchmark Planning* (Appendix Form-D) to list and prioritize the benchmarks or sub-goals that will achieve each respective goal.



The Individual Goal
College Entrance Exam

Identify the Benchmarks that will Achieve the Goal

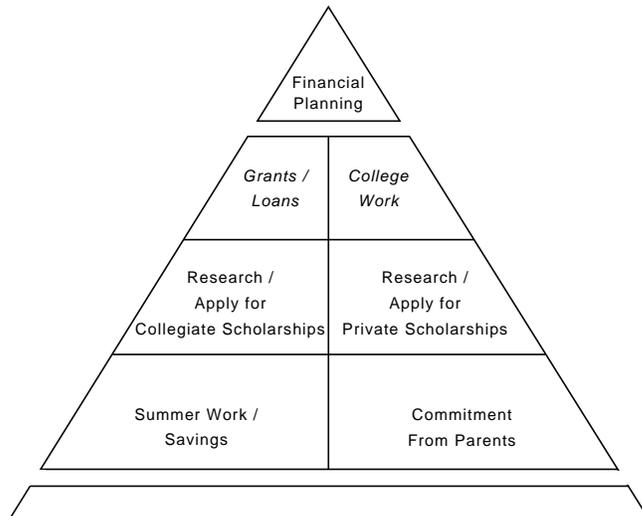
1. Take Exam
2. Study Exam Examples
3. Exam Preparation Courses
4. Use Scholastic Skills Goal
5. Make Exam Application
6. _____
7. _____
8. _____
9. _____



The Individual Goal
Financial Planning

Identify the Benchmarks that will Achieve the Goal

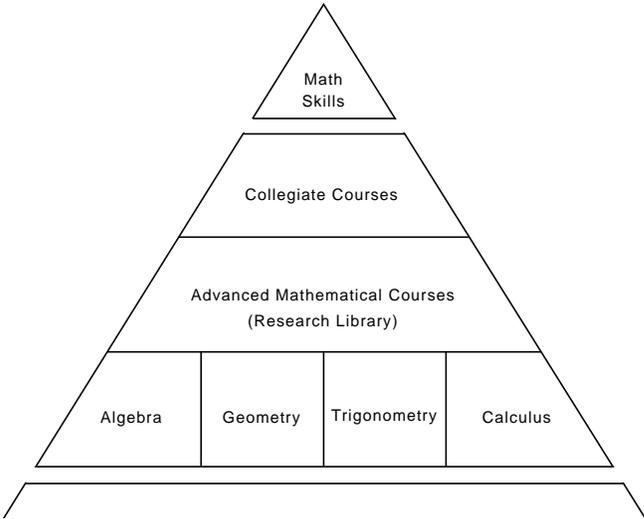
1. Summer Work / Savings
2. Collegiate Scholarships
3. Private Scholarships
4. Grants / School Loans
5. Help from Parents
6. College Work
7. _____
8. _____
9. _____



The Individual Goal
Increase Math Skills

Identify the Benchmarks that will Achieve the Goal

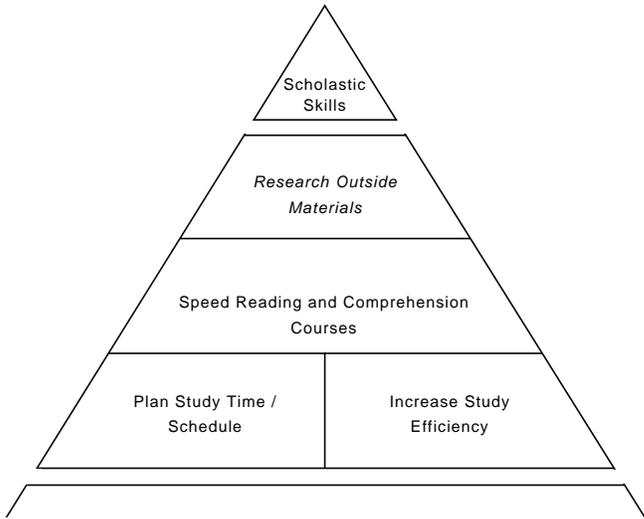
1. Take Algebra Courses
2. Take Trigonometry Courses
3. Take Geometry
4. Take Calculus Courses
5. Advanced Mathematical Class
6. Collegiate Courses in Math
7. _____
8. _____
9. _____



The Individual Goal
Improve Scholastic Skills

Identify the Benchmarks that will Achieve the Goal

1. Schedule Time to Study
2. Improve Study Efficiency
3. Speed Reading Courses
4. Other Scholastic Materials
5. _____
6. _____
7. _____
8. _____
9. _____



These exercises complete the planning ingredient for Leslie. But the planning models are not set in stone. They can change if the benchmarks and goals fail to achieve what is expected. The plan is working framework that Leslie will use to begin her journey to become a pediatric specialist.

Using The Second Ingredient:

Discipline

Leslie's plan of action means nothing unless she *executes* the countless number of tasks required to achieve each respective benchmark and goal. She has already defined a number of goals and benchmarks that need to be completed between now and high school graduation. The question she must now answer is how will she complete these goals using her current physical and mental strengths.

Leslie agrees that she will need to change her character to achieve the identified goals. She evaluates herself using Appendix Form-E and notes that she has many character weaknesses that can hinder her progress. She is not physically motivated as she would like. And she needs to overcome her shy and timid ways to succeed in a competitive world of medicine and professional services.

Leslie needs to increase her self-discipline and motivation. She can accomplish this by developing and strengthening each character attribute – namely, her physical, educational, social, and spiritual attributes. Shaping each character attribute will round her character and increase her strength and motivation to accomplish the difficult tasks that lie ahead.

Personal Character Assessment

Select the answer that best describes your character

Physical Character Assessment:

	Very Much So			Not Very Much So
Are you physically in-shape	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are you in control of your weight	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you eat a proper diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are you physically healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other <u>Appearance</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other <u>Energy to Keep Going</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Educational Character Assessment:

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

Social Character Assessment:

	Very Much So			Not Very Much So
Are you a friendly, likeable person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your personality balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you like yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are you fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other <u>Out-going, not shy</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other <u>Commanding, leadership</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Spiritual Character Assessment:

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

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

Physical Changes More physical energy to tackle long projects. Need to get up on time each morning and exercise. I need to improve my appearance. I need to eat a better diet.

Educational Changes My education skills are good, but I need to increase my scholastic skills. I want to keep my mind focused, but also need to learn other subjects that are non-medical.

Social Changes I am very shy. I can be part of other groups, but tend to lay back without expressing my opinion. I am a follower, not a leader. My personality is not as fun as I would like.

Spiritual Changes I want to increase my charitable skills. I want to give my time to children who suffer. I need to increase honesty, humility, and morality.

She begins rounding her character by first developing and strengthening her physical attribute. The physical attribute requires less total energy to perform; and the motivation gained from becoming physically strong will become a force that will prompt Leslie onward. Leslie plans her character development goal for the next two weeks. Using the steps outlined in Chapter 7, she sets a goal to awake 30 minutes earlier than normal each morning and jog around the neighborhood. The summer mornings are perfect for this type of development and the energy required to complete this goal is very little. All she needs is a pair of running shoes and a track of road. She plans and records her progress using Appendix Form-F.

 Leslie uses Appendix Form-F and assigns a physical goal that she will develop for the week. She evaluates her progress daily.

Weeks: <i>June 18 - July 2</i> _____					
ATTRIBUTE DEVELOPMENT SCHEDULE					
Physical <u> <i>Jog 30 minutes each morning.</i> </u> P. Temperance _____ Education _____ Social _____ Spiritual _____					
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Week 1</td> </tr> <tr> <td style="padding: 5px;"> <input checked="" type="checkbox"/> Sunday <input checked="" type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input checked="" type="checkbox"/> Friday <input checked="" type="checkbox"/> Saturday </td> </tr> </table>	Week 1	<input checked="" type="checkbox"/> Sunday <input checked="" type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input checked="" type="checkbox"/> Friday <input checked="" type="checkbox"/> Saturday	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Week 2</td> </tr> <tr> <td style="padding: 5px;"> <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 </td> </tr> </table>	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
Week 1					
<input checked="" type="checkbox"/> Sunday <input checked="" type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input checked="" type="checkbox"/> Friday <input checked="" type="checkbox"/> Saturday					
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"/> Evaluate progress after two weeks.					

Leslie awakes the next morning as planned. It wasn't easy getting out of bed earlier than normal, but with a little push and a couple of alarms set around the room, she gets out of bed, stretches, takes in a few cool breaths, and begins her early run at a slow, steady pace. She doesn't know how far she will go. Perhaps only a couple of laps around the block this morning. She will certainly increase this length in the days ahead.

Leslie finishes her run and returns home to get ready for her summer job. She feels great inside because she completed her physical development goal as scheduled. It may not be this easy every morning. She will be tempted to stay in bed on some mornings, particularly after a late night with friends. She must overcome these temptations and focus completely on this single development. Jogging will be the only character development goal that she will develop for the next two weeks.

Using The Third Ingredient:

Execution

As Leslie develops her physical attribute, she begins reading Chapters 12 and 13 to design an execution strategy for her goal plans. The execution strategy will set a timetable to complete certain tasks. She sets this timetable by first segmenting her life into phases (Appendix Form-G). Her first life segmentation includes her childhood years up to the present time. The second life phase will cover the next two years up to high school graduation and the start of college. A third life phase will be the undergraduate years — *four years*. The fourth phase will be her medical school years — *three years*. And the fifth phase will become the internship years — *three years*. She decides to stop here.

These phase segmentations will be used to assign goals and benchmarks for completion. She assigns the goals and benchmarks that need to be completed during the current

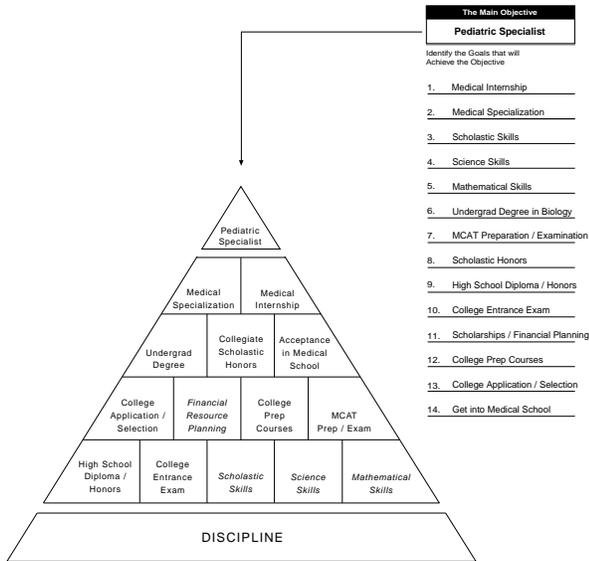
Life Phase Segmentation

Phase (1):	<i>Childhood to Current</i>
	<u>1981</u> to <u>1997</u>
Phase (2):	<i>High School Graduation</i>
	<u>1997</u> to <u>1999</u>
Phase (3):	<i>(College Years)</i>
	<u>1999</u> to <u>2003</u>
Phase (4):	<i>(Medical School)</i>
	<u>2003</u> to <u>2006</u>
Phase (5):	<i>(Internship)</i>
	<u>2006</u> to <u>2009</u>
Phase (6):	

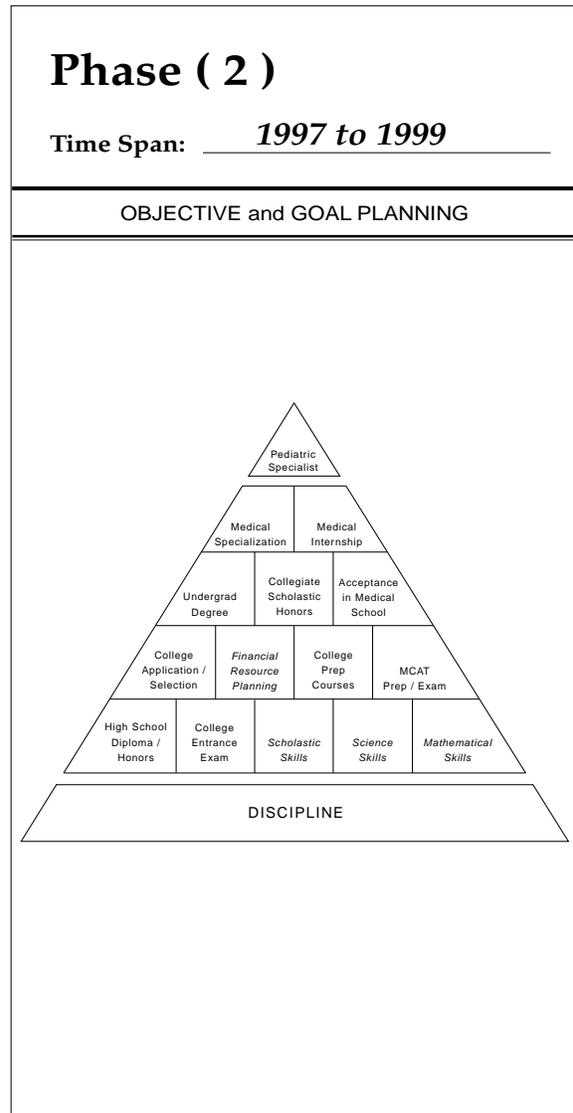
Leslie uses Appendix Form—G to segment her life into life phases. These phases become timetables to achieve assigned goals and benchmarks.

phase — Phase II, and identifies the tasks that will achieve these goals and benchmarks. She has two and half years before graduating from high school and there are several goals that must be accomplished during this time.

Leslie assembles a goal planning kit that will become her reference guide during this current life phase. The kit will include her goal plans, benchmark plans, life phase segmentations, and the tasks assignment sheets explained later in this section. She begins assembling her kit by taking the Justwyn Model: *Goal Planning* sheet and transferring the information over to the *Objective and Goal Planning* sheet (Appendix Form-H) as illustrated. She writes the phase number at the top and assembles the goals in hierarchical layers respectively so that she notes which goals must be accomplished first.

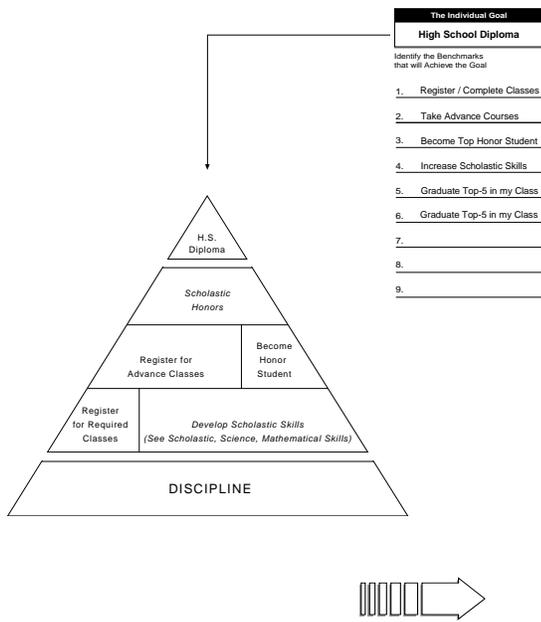


Leslie takes the Justwijn Model: *Goal Planning* (Appendix Form-C) and transposes the information over to the *Objective and Goal Planning Sheet* (Appendix Form-H). The *Objective and Goal Planning Sheet* is sized so that it can fit easily in Leslie's day planner for easy reference.

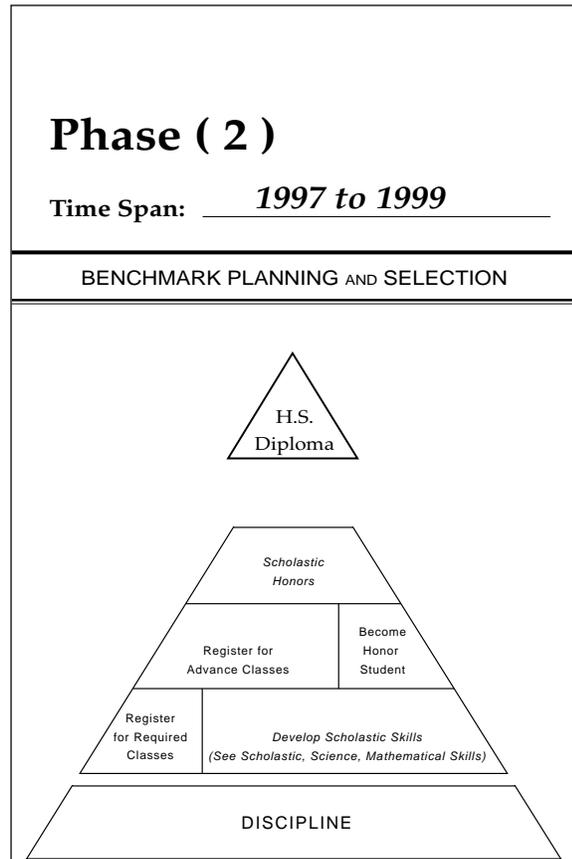


Leslie reviews her goal plan for accuracy. She must now select the goals that need to be accomplished or worked-in-progress during this next life phase. She has identified eight goals that need to be achieved or worked-in-progress: High School Scholastic Honors/Graduation, College Entrance Exam, Scholastic Skills, Science Skills, Mathematical Skills, College Applications/Selection, Financial Resource Planning, and Pre-Collegiate Courses. She takes the *Benchmark Planning and Selection* sheets (Appendix Form-I)

and writes these goals respectively in the pinnacle section of the pyramid on each sheet. Leslie then copies the benchmarks needed to achieve each goal from her benchmark planning worksheets completed earlier over to the Benchmark Planning and Selection sheet as illustrated below. She assembles the benchmarks in hierarchial layers respectively so that she notes which benchmarks must be accomplished first.



Leslie takes the Justwyn Model: *Benchmark Planning* (Appendix Form-D) and transposes the information over to the *Benchmark Planning and Selection* sheet (Appendix Form-H). This form will become part of Leslie's personal goal planning kit.



Leslie must now take each goal and select the benchmarks that need to be achieved during this phase. The first goal is high school graduation. This goal includes the benchmarks that allow her to graduate with honors. Since this goal must be completed in its entirety during this life phase, Leslie lists all of the benchmarks to be achieved at the bottom of the *Benchmark Planning and Selection* sheet as illustrated.

Phase (2)

Time Span: 1997 to 1999

BENCHMARK PLANNING AND SELECTION

DISCIPLINE

Achieve: Scholastic Skills
Study Examples of Exams
Take Exam Preparation Class
Apply for Examination
Take Exam

Phase (2)

Time Span: 1997 to 1999

BENCHMARK PLANNING AND SELECTION

DISCIPLINE

Register for Required Classes
Develop Scholastic Skills
Register for Advance Classes
Become a Honor Student
Achieve Scholastic Honors

Leslie selects the benchmarks that need to be achieved during Phase 2.

Leslie completes this benchmark selection for all eight goals selected for this phase. She will now identify the tasks and the completion dates for each of the benchmark selected for completion. Leslie will use the *Task Assignment Sheet* Appendix Form-J to complete this exercise.

She completes these task assignments by selecting five or six benchmarks that she will work on immediately. She lists them respectively on the *Task Assignment Sheets* and identifies the major tasks that will achieve each respective benchmark. She then schedules a completion date for each task. Once she completes these tasks as scheduled, she

Leslie uses Appendix Form-J to identify the tasks that will achieve the respective goal/benchmark. She assigns a date when the task should be completed.

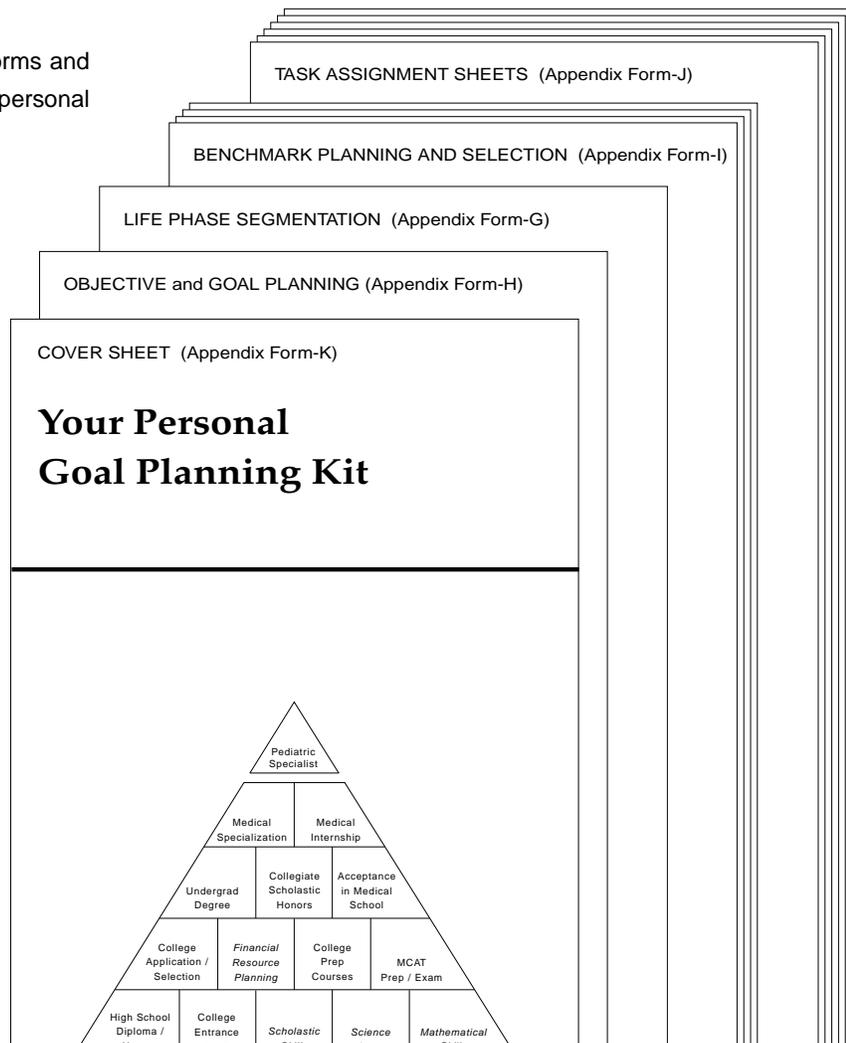
Phase (2)	
Time Span: <u>1997 to 1999</u>	
TASK ASSIGNMENT SHEET	
	<u>High School Diploma</u>
	<u>Register for Required Classes</u>
	Complete Date
Major Tasks	<ul style="list-style-type: none"> • <u>Research required classes.</u> <u>6/30/97</u> • <u>Review class schedule / offerings.</u> <u>6/30/97</u> • <u>Early registration for school.</u> <u>7/15/97</u> • _____ • _____
Recognize	<u>Setup Next Year's Schedule</u>
	<u>Register for Advanced Classes</u>
	Complete Date
Major Tasks	<ul style="list-style-type: none"> • <u>Research skills needed for college.</u> <u>7/10/97</u> • <u>Review class schedule / offerings.</u> <u>7/10/97</u> • <u>Class registration based on sched.</u> <u>7/15/97</u>

Phase (2)	
Time Span: <u>1997 to 1999</u>	
TASK ASSIGNMENT SHEET	
	<u>College Entrance Exam</u>
	<u>Sample Test Exams</u>
	Complete Date
Major Tasks	<ul style="list-style-type: none"> • <u>Get copies of entrance exams.</u> <u>6/30/97</u> • <u>Review scholastic skills.</u> <u>9/01/97</u> • <u>Take exams under time limits.</u> <u>9/01/97</u> • <u>Practice exams weekly.</u> <u>on-going</u> • _____
Recognize	<u>Top Score on Practice Exams</u>
	<u>Exam Preparation Class</u>

will assemble new task assignment sheets for the remaining benchmarks selected for completion during this life phase.

Leslie has covered some important ground work. She has many challenges ahead, but she feels prepared to minimize her chance of failure. The goal plan is flexible and can change later on. But for now, Leslie has a blueprint to graduate with honors and to get accepted into an undergraduate program. She takes the forms and assembles them into her personal goal planning kit that she will use weekly to schedule her daily tasks and appointments.

Leslie takes all of the forms and assembles them into a personal goal planning kit.



Weekly Goal and Role Planning.

Leslie is now ready to execute her goal plan. She has assembled her personal Goal Planning Kit that will be referenced to schedule her daily tasks. She will use Appendix Forms O.1-O.7 to schedule her daily appointments. (You may want to purchase a Day Planning System that has task and appointment schedules. For my illustration, I will use Appendix Forms O.1-O.7 to illustrate Leslie's weekly planning concepts).

The execution of her goal plan begins with the *Weekly Goal Planning Sheet* (Appendix Form-L). Her planning week begins on Sunday and runs to the following Sunday — e.g., June 25 to July 2. She reviews the *Task Assignment Sheets* from her goal planning kit to select the goals/benchmarks/and related tasks that need to be completed based on the completion dates she has assigned.

Leslie's first goal for the week is "High School Graduation." She writes this goal down on the *Weekly Goal Planning Sheet* in the space provided. She moves down the column and assigns two benchmarks respectively and lists the major tasks needed this to achieve these benchmark as illustrated.

Leslie assigns a second goal for the week: "College Entrance Exam." She lists the goal on the weekly planning sheet with its respective benchmarks and tasks. She plans to pick up and study some college entrance exam samples.

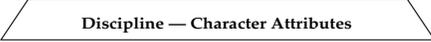
Leslie next assigns the character attribute goal(s) for the week. She is currently developing her physical attribute by jogging 30 minutes each morning. She is progressing nicely on this development and has one more week to develop this attribute before taking on a second character development. She writes on the sheet her physical development goal as illustrated.

Leslie uses the Weekly Goal Planning Sheet to plan her weekly goals and benchmarks. She begins by assigning the week at the top of the form. The week runs from Sunday to the following Sunday.

Leslie then selects the goal(s) with the respective benchmarks that she will work on for the week.

For each benchmark, Leslie identifies the major tasks for the week that will achieve the benchmark.

Leslie's final task is to assign the character attribute goal(s) for the week.

Week: <u>June 25 - July 2</u>									
WEEKLY GOAL PLANNING SHEET									
<div style="text-align: center; margin-bottom: 10px;">  <u>H.S. Diploma</u> </div> <div style="text-align: center; margin-bottom: 10px;">  <u>1: Class Registration</u> </div> <div style="margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; font-size: small;">Major Tasks</td> <td style="border-bottom: 1px solid black;"><u>Research for required courses for next year.</u></td> </tr> </table> </div> <div style="margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; font-size: small;">Major Tasks</td> <td style="border-bottom: 1px solid black;"><u>Review class scheduling / classes</u></td> </tr> </table> </div> <div style="text-align: center; margin-bottom: 10px;">  <u>See Week: _____</u> <u>See Week: _____</u> </div>	Major Tasks	<u>Research for required courses for next year.</u>	Major Tasks	<u>Review class scheduling / classes</u>	<div style="text-align: center; margin-bottom: 10px;">  <u>College Entrance Exam</u> </div> <div style="text-align: center; margin-bottom: 10px;">  <u>1: Sample Text Exams</u> </div> <div style="margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; font-size: small;">Major Tasks</td> <td style="border-bottom: 1px solid black;"><u>Get copies of entrance exams at library, other</u></td> </tr> </table> </div> <div style="margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; font-size: small;">Major Tasks</td> <td style="border-bottom: 1px solid black;"><u>Begin review of scholastic skills.</u></td> </tr> </table> </div> <div style="text-align: center; margin-bottom: 10px;">  <u>See Week: _____</u> <u>See Week: _____</u> </div>	Major Tasks	<u>Get copies of entrance exams at library, other</u>	Major Tasks	<u>Begin review of scholastic skills.</u>
Major Tasks	<u>Research for required courses for next year.</u>								
Major Tasks	<u>Review class scheduling / classes</u>								
Major Tasks	<u>Get copies of entrance exams at library, other</u>								
Major Tasks	<u>Begin review of scholastic skills.</u>								
Physical <u>Jog for 30 minutes each morning</u>									
P. Temperance _____									
Education _____									
Social _____									
Spiritual _____									
									

Leslie completed her weekly assignment of goals and benchmarks. But she has other important role responsibilities for the week that will take time. She reflects on what those role responsibilities will be — which include her summer job as a swim instructor at the local YMCA, her role as a family member, her role in her church nursery program, and her role as an individual. She notes these role responsibilities on the *Weekly Role Planning Sheet* (Appendix Form-M) and writes down the tasks needed to complete these roles for the upcoming week.

Leslie uses the Weekly Role Planning Sheet to plan her role responsibilities for the week. She assigns her role responsibilities in the spaces provided. These roles may change weekly.

Leslie then lists under each role responsibility the tasks or schedules that need to be completed for the week.

Leslie assigns some time for individual fun and time with the family.

Week: <i>June 25 - July 2</i>	
WEEKLY ROLE PLANNING SHEET	
<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;"> Lifeguard / Instructor </div> Tasks: <ul style="list-style-type: none"> • Day Work 8:30AM - 3:00PM • Wednesday Night Shift 6:00PM • Saturday 10:00 Swimming <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;"> Family Role </div> Tasks: <ul style="list-style-type: none"> • Shop with Mother Tuesday • Make Dad's Birthday Cake • Watch Twins Saturday Night <hr/> <hr/> <hr/> <hr/>
<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;"> Role with Friends </div> Tasks: <ul style="list-style-type: none"> • Party at Bob's Monday • Lunch with Kathleen Friday <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;"> Church Role </div> Tasks: <ul style="list-style-type: none"> • Work with Children Sunday • Prepare Child Game <hr/> <hr/> <hr/> <hr/>
<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;"> Individual Role </div> Tasks: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;"> Individual Role </div> Tasks: <ul style="list-style-type: none"> • Date with Steven Friday • Clean Bedroom • Visit Grandma <hr/> <hr/> <hr/> <hr/>

Leslie is going to be a busy teenager as she schedules her role responsibilities, goal tasks, and character development tasks for the entire week. She needs to allocate her time effectively, so she turns to the *Weekly Scheduler* (Appendix Form-N) for help. The scheduler gives you an entire view of the planning week. Leslie takes the *Weekly Goal* and *Role Planning Sheets* and schedules the time on the scheduler. The scheduling priority she uses is as listed below:

Scheduling Worksheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7 Private Goal Planning Session	7	7	7	7	7	7
8 →	8 Work at YMCA	8 Work at YMCA	8 Work at YMCA	8 Work at YMCA	8 Work at YMCA	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10 Swim Lessons 10:00-12:00 PM
11 Sunday School Nursery	11	11	11	11	11	11 →
12	12	12	12	12	12 Lunch with Kathleen	12
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3 To Library to Research Classes	3 Go shopping with Mother	3 Meet with School Counselor on	3 To Library to Get Exams	3	3
4	4	4	4 Schedule for Next Year	4	4 Review Scholastic Materials	4 Review Scholastic Materials
5	5	5	5 Quick Pizza	5 Make Dad's Birthday Cake	5	5 →
6 Visit Grandma	6	6	6 Lifeguard Shift 6:00-9:00 PM	6	6	6
7	7 Party at Bob's House	7 Review Scholastic Materials	7	7	7	7 Clean / Fix Bedroom
Evening	Evening	Evening	Evening	Evening	Evening	Evening
		Prepare Sunday Game		Dad's Birthday Party	Date with Steven	Watching Twins
Tasks	Tasks	Tasks	Tasks	Tasks	Tasks	Tasks
	Jog 6:30 AM	Jog 6:30 AM	Jog 6:30 AM	Jog 6:30 AM	Jog 6:30 AM	Review Sunday Lesson
	Call Guidance Counselor for Wed.		Call Kathleen	Call Steven		

- First:** Leslie schedules any prior commitments and appointments for the week.
- Second:** Leslie schedules the tasks and appointments that will complete the assigned benchmarks/goals for the week.
- Third:** Leslie schedules the tasks and appointments for each role responsibility.
- Fourth:** Leslie notes any free time in the week and sets asides this time to catchup on tasks not completed or to assign different tasks that may come up during the week.

Once Leslie completes the scheduling for the entire week, she transfers the scheduling onto her day planner that she will carry with her. Her planning session is now complete. She has outlined everything that she needs to do during the week. She will execute the appointments and tasks assigned for each day and check them off when completed. Items that were not completed, or assignments that were scheduled for another date, were noted and will be respectively planned for another time.

The week passes quickly and the following Sunday arrives. Leslie takes 30-45 minutes in the early morning to review her weekly progress and plan for the new week. She successfully completed the goals/benchmarks/and tasks assigned during the preceding week, including her character development goal. She feels very motivated; never before in her life has she been able to complete so much work. She worked her summer job, played with her friends, baked a cake for her father's birthday, and went on a date with her boyfriend. Leslie has brought herself one week closer to achieving her goals.

Leslie will now assign other goals and/or benchmarks for the new week that is starting. She decides to work-in-progress the goal/benchmark, College Entrance Exam, assigned from last week. On the *Weekly Goal Planning Sheet* assigned for the new week,

Leslie uses the weekly scheduler to schedule and assign the tasks for the entire week.

She then transfers the information to her day planner as illustrated below. Leslie will evaluate at the end of day whether she completed the task as assigned.

Date: June 26 Monday	
APPOINTMENT AND TASK SCHEDULE	
A.M. Jog at 6:30 AM	2 _____
8 _____ Work at 8:30	3 <input checked="" type="checkbox"/> Go by Library to Re Materials on Cours
9 _____	4 <u>Needed for College</u> School.
10 _____	5 <u>Home to get ready</u>
11 _____	6 _____
12 Lunch	7 <u>Bob's House for Pa</u>
1 _____	P.M. _____
<input checked="" type="checkbox"/> Call School Guidance Counselor <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input checked="" type="checkbox"/> Review Weekly Goals and Plan Day	CHARAC ATTRIBU TASKS <input checked="" type="checkbox"/> Phys <input type="checkbox"/> P. Te <input type="checkbox"/> Edu <input type="checkbox"/> Soc <input type="checkbox"/> Spir
Date: June 27 Tuesday	
APPOINTMENT AND TASK SCHEDULE	
A.M. Jog at 6:30 AM	2 _____
8 _____ Work at 8:30	3 <u>Shopping with Mother to</u> <input checked="" type="checkbox"/> Find Birthday Gift for Dad
9 _____	4 <u>Pick up Card</u>
10 _____	5 _____
11 _____	6 _____
12 Lunch	7 <input checked="" type="checkbox"/> <u>Go over mathematical problems</u> and review math concepts
1 _____	P.M. <u>Get Sunday's Nursury</u> Game Prepared <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Call the Town University for Help <input type="checkbox"/> Call Bob to Say Thank You <input checked="" type="checkbox"/> Pick up Yellow Paper for Game <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input checked="" type="checkbox"/> Review Weekly Goals and Plan Day	CHARACTER ATTRIBUTES / TASKS <input checked="" type="checkbox"/> Physical <input type="checkbox"/> P. Temperance <input type="checkbox"/> Education <input type="checkbox"/> Social <input type="checkbox"/> Spiritual

she writes the week June 25 - July 2 in the "See Week" icon. This notation refers her back to the June 25 - July 2 planning sheet for that respective goal and benchmark. Leslie next reviews her goal planning kit and the *Task Assignment Sheets*. She picks the goals/benchmarks that she needs to work on for the new week.

After she assigns the goals/benchmarks/and tasks for the week, Leslie measures her character development program for the past week. She returns to Chapter 7 and answers the questions that evaluate her progress. She has jogged each morning for 12 consecutive days and was able to answer 'yes' to all the questions. She feels that she can continue developing her physical goal for an additional two weeks and writes this goal down on the *Weekly Goal Planning Sheet*.

Leslie moves onto the physical temperance attributed as instructed. She reads Chapter 8 and decides to control her habit of sleeping in past the scheduled wake-up hour. This will help her complete her jog in the morning and arrive at work on time. She writes this development goal on the *Weekly Goal Planning Sheet* along with her physical development goal. She will develop and strengthen these two attribute goals for the next two weeks.

Leslie now turns to her role assignments for the week. She takes a new *Weekly Role Planning Sheet* and assigns the various roles that she has for the week. The role assignments are exactly the same as last week. She lists them in the boxes and identifies the tasks required this week as was illustrated earlier.

Leslie finally schedules the tasks and appointments for the entire week in her day planner. She assigns all scheduled appointments, goal tasks, and role responsibilities for each day in the week as was illustrated earlier. She will repeat this goal planning and scheduling process for each week during the next two years of this life phase.

As a new week begins, Leslie lists the new week at the top of the form.

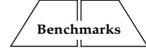
Leslie then assigns the goals/benchmarks that she plans to work on for the week.

Leslie will reference any goals from a prior week using the "See Week:" icon.

Leslie assigns the character attribute goal(s) for the new week.

Week:
July 2 - July 9

GOAL AND BENCHMARK PLANNING

 <u>High School Diploma</u>  1: <u>Research College Classes</u> Major Tasks <u>Visit University to</u> <u>Review College Curr.</u> 2: _____ Major Tasks _____  See Week: _____ See Week: _____	 <u>Scholastic Skills</u>  1: <u>Plan / Build Study Time</u> Major Tasks <u>Set 30 minutes daily</u> <u>to study materials</u> 2: _____ Major Tasks _____  See Week: <u>June 25 - July 2</u> See Week: _____
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Physical Jog for 30 minutes each morning

P. Temperance Awake each morning by 6:00 AM

Education _____

Social _____

Spiritual _____

Discipline — Character Attributes

Two Years Later . . .

Leslie worked hard to achieve each assigned task during this phase and was very successful. She graduated in the top five of her high school class; she successfully prepared for, and scored high, on her college entrance exams; she met regularly with guidance counselors to discuss her post-high school plans; she visited colleges that met

her collegiate objectives; she analyzed her financial position and applied for scholarships, grants, and loans; she got accepted into the undergraduate program that she wanted, and she diligently read scientific materials to increase her analytical skills in medicine.

It wasn't an easy road to travel during these past two years. Leslie often failed to complete scheduled tasks on time because she was too tired or because she lacked self-discipline. But she overcame these weaknesses. She was increasing her self-discipline as she developed her character attributes. She jogged each morning to strengthen her physical attribute; she tempered her body to awake the same hour each morning; she read each day to build reading and comprehension skills; she made it a goal to say hello to everyone; and she set aside one hour each week to visit orphaned children. These daily commitments rounded her character and increased her physical, educational, social, and spiritual disciplines. She soon developed the strength and confidence to complete the many tasks that guided her to where she is now.

Leslie feels that she can conquer almost anything after two years of development. She is more committed, more friendly, and more determined than ever to achieve her goals. She feels confident that she can move into the next life phase, which, in truth, will make this last phase seem like a cake walk. College will require more time, more commitment, and definitely more discipline than anything that she has attempted so far. But Leslie is ready. She is better prepared physically and mentally than most of her high school classmates that received their diplomas during last Sunday's commencement.

Planning Life Phase III

Leslie reflects back for a moment on her accomplishments during the past two years. She completed nearly 90% of the goals and benchmarks that were assigned during the last life phase. Leslie is confident that she can tackle the goals that will be assigned for this new life phase. But she faces a different environment . . . an environment that is more competitive, more stressing, and that requires more interaction with people who may be more talented than herself. She must therefore continue developing her character attributes to shape herself into a person who can aggressively compete.

Leslie begins Phase III by assembling a new goal planning kit. The goals required for this phase include undergraduate degree, scholastic honors, MCAT examination, and acceptance into a prestigious medical school. She assigns four years to achieve these goals.

Leslie uses the *Benchmark Plan and Selection* sheets (Appendix Form-I) to select the goals and benchmarks for this life phase. She completed or worked-in-progressed all of the goals on the bottom layer of her goal plan. The goals scholastic skills, science skills, mathematical skills, and financial resource planning are continue-in-progress goals. She will need to develop these goals further, perhaps with less intensity, as she takes required courses respectively in each of these scholastic disciplines. The other goals required for this phase include the undergraduate degree, MCAT examination, collegiate scholastic honors, and acceptance into medical school. These four goals along with the four continue-in-progress goals become the goals that she will assign for Phase III.

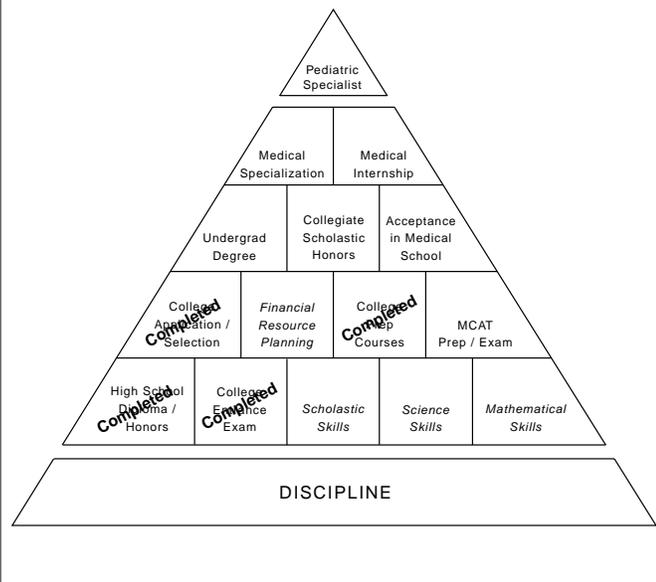
Phase (3)

Time Span: 1999 to 2003

OBJECTIVE and GOAL PLANNING

Leslie begins a new phase by assigning the phase number and time at the top of the form.

She reviews her overall goal plan and selects the goals that need to be achieved or worked-in-progress during this time phase.



Leslie takes the four new goals and designs four *Benchmark Planning and Selection* sheets. She will use these sheets to select the benchmarks that need to be achieved during this phase. Since she must achieve all four goals respectively during this phase, she assigns all of the benchmarks for completion as illustrated on the following page.

Phase (3)

Time Span: 1999 to 2003

BENCHMARK PLANNING AND SELECTION

Achieve: First Year Required Class
Second/Third Year Required Classes
First Year Classes for Med School
Second/Third Year Pre-Med
Final Year Required and Pre-Med

Phase (3)

Time Span: 1999 to 2003

BENCHMARK PLANNING AND SELECTION

Examples of MCAT Exams
for the MCAT Exam.
Register and Participate in MCAT
Class
MCAT Examination

Leslie selects the goals that will be worked on during this phase. She writes the goal in the pinnacle section of the Benchmark Planning and Selection sheet.

Leslie identifies and prioritizes the benchmarks that will achieve each goal assigned for this phase.

Leslie then selects the benchmarks that need to be achieved during this phase.

This completes the planning steps for the new phase. Leslie takes her planning sheets and assembles them into a personal goal planning kit as illustrated earlier. She sits back in her chair and smiles. She knows that this planning phase will bring her closer to her dream. She is very proud of her accomplishments and character developments. Leslie takes her goal planning kit and assigns the goals/benchmarks/and tasks for the coming week. She also plans and schedules her role responsibilities. This will be her last summer before college and she wants to enjoy it.

Leslie uses this week to finalize her registration for required courses and necessary loans and grants.

Leslie will assign the goals and benchmarks that need to be worked on for the week.

Leslie identifies the major tasks for each respective benchmark.

Leslie will work on the goals assigned in the "See Week:" icons.

After working some two-plus years developing her character, Leslie now plans to develop all five character attributes.

Week:
August 27 - Sept. 3

GOAL AND BENCHMARK PLANNING

 <u>B. S. Degree</u>  1: <u>1st Yr. Required Classes</u> Major Tasks <u>Finalize Registration.</u> <u>Set Schedule.</u> 2: <u>1st Yr. Pre-Med Classes</u> Major Tasks <u>Finalize Registration.</u> <u>Set Schedule.</u>	 <u>Financial Resource Planning</u>  1: <u>School Loans</u> Major Tasks <u>Finalize Papers for</u> <u>Required Loans.</u> 2: <u>Work Study</u> Major Tasks <u>Interview for Job in</u> <u>Library.</u>
 <u>See Week: Aug. 6 - Aug. 13</u> <u>See Week: _____</u>	 <u>See Week: May 7 - May 14</u> <u>See Week: _____</u>

Physical Up at 5:30 AM. Jog for 30 minutes.

P. Temperance Begin School Promptly at 7:00 AM.

Education Increase Perception of Things Around Me.

Social Plan and Schedule a Social Party Each Friday.

Spiritual Build Humility.

Discipline — Character Attributes

Leslie continues her weekly scheduling and execution for the remaining summer. Two weeks before school, she finalizes her arrangements to move to college and to register with administrative offices. She completed all of her financial, living, and course selections for the Fall semester, which is making her adjustment to college much easier. She is prepared emotionally to start her college year and to overcome obstacles that can impede her progress. She is motivated, disciplined, and excited. Success is getting closer by the week.

Four Years Later . . .

It's only a slip of paper that can easily tear. But *this* piece of paper that Leslie is holding signifies four years of hard work, dedication, and sacrifice. Leslie is very proud of herself. She remembers the many late hours in the library poring over books that could easily reach the ceiling in her one-room studio if they were stacked upon each other. She has spent four years cramming for tests, working in labs, and managing a work schedule. Her efforts paid off. She has a diploma, a cumulative GPA of 3.86, and most importantly, an acceptance letter into the University of Minnesota's medical program.

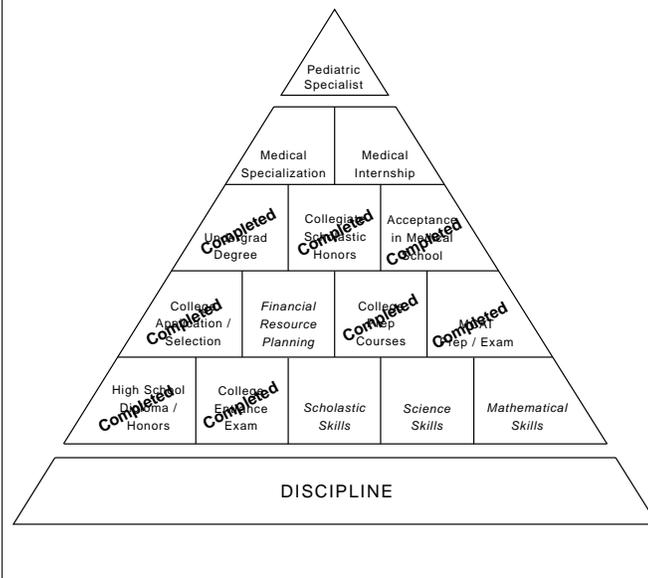
Leslie has accomplished nearly everything she set out to do. But it doesn't end here. She has accomplished only one-third of her goal plan. She has a lot more work to do before she tastes success as a pediatric specialist. She will begin a new life phase and assign new goals by repeating the steps she completed earlier, namely —

- 1) Review her overall goal plan to change, and/or prioritize any goals that need to be completed in order to achieve the objective.

Phase (4)

Time Span: 2003 to 2006

OBJECTIVE and GOAL PLANNING



Leslie begins her 4th phase by assigning the phase number and time span at the top of the form.

She reviews her overall goal plan and selects the goals that need to be achieved or worked-in-progress during this time phase.

- 2) Assign the next nth phase of her life (Phase IV). Determine what needs to be accomplished in this phase.
- 3) Select the goals that need to be achieved or worked-in-progress for this phase. Identify the benchmarks (or sub-goals) that will achieve each goal and select the benchmarks that need to be completed during this life phase.

- 4) Plan and schedule for completion the tasks that will achieve each respective benchmark.
- 5) Plan the weekly goals/benchmarks/and related tasks that need to be worked on for the week.
- 6) Plan the various role responsibilities.
- 7) Schedule the weekly tasks for each day in the week.
- 8) Plan, develop, and strengthen the character attributes.
- 9) Execute the tasks assigned for each day.

Leslie must push herself hard to complete all of the goals assigned for this next phase. She is inching closer to her objective and the climb is becoming more difficult. Each step closer to her objective increases the competition for the scarce percentage of pediatricians that the market will allow. The competition is growing tighter as prospective medical students like Leslie compete for the limited positions available.

Leslie has one thing in her favor, though. She has the discipline and self-confidence to achieve her goals. Having planned, disciplined, and executed herself successfully through Life Phase II (high school) and Life Phase III (undergraduate school), Leslie feels confident that she can move forward into Phase IV (medical school) and complete the goals and benchmarks assigned for this phase.

I won't repeat the steps that Leslie uses to assign goals, benchmarks, and tasks for this life phase. She will execute her goal plan the same way that was demonstrated in

the last two life phases. Leslie begins medical school with strong enthusiasm. But it quickly wanes as she becomes weighed down by the rigorous demands of classroom study and lab work. But because Leslie has developed all five character attributes nicely and finds that her character is well-rounded, she quickly springs back. Her increased discipline allows her to adapt to her new environment and adjust to the school's rigorous demands.

Leslie finishes her fourth life phase with success. She now plans for Phase V by assigning the goals, benchmarks, and tasks that will complete her internship. The increased discipline developed over the years will be a great asset during this phase. All of her physical, physical temperance, education, social, and spiritual disciplines will support Leslie's care for real people, in real-life crisis, in shifts that can run for 36 hours straight.

As Leslie plans this important phase, she notes that she is almost near the end of her life-long pursuit. Her climb has been difficult, but Leslie has never been happier. She can see the top of her mountain now. That view gives her the motivation and energy to take the final step to success.

Chapter 15

CONCLUSION

The new Frontier of which I speak is not a set of promises — it is a set of challenges.

John Fitzgerald Kennedy

The last chapter demonstrated how someone like Leslie can plan, discipline, and execute her dreams into success. Success for Leslie was becoming a pediatrician. She planned the goals, benchmarks, and major tasks that would accomplish this feat. But she realized that she needed to increase self-discipline if she expected to achieve her plans. So Leslie developed and strengthened her physical, physical temperance, education, social, and spiritual disciplines. She then designed a strategy to execute her goal plan. She must first graduate from high school before going to college. She must then graduate from college before being accepted into medical school, and so forth. Scheduling the goals and benchmarks within the allotted time phases allowed Leslie to plan accordingly those tasks on a daily, weekly, and phase-to-phase schedule.

Everything worked like clockwork, but Leslie is a fictitious character. Success may not come as easily for many of us. Becoming a pediatric specialist takes money . . . big money in today's medical environment. What if Leslie didn't have the financial dollars to complete her undergraduate degree, medical school, or internship? And what if Leslie failed to get accepted into a medical school? Leslie's plan would abruptly change.

When obstacles or non-achievements impede your road to success, your best course

of action is end your current phase and begin a new life phase. You may want to rewrite your goal plan or devise a plan that will place you back on the road to success.

For example, if Leslie failed to get into medical school, she will need to devise a plan where she can get into medical school the following year. That plan may include her returning to college and taking some additional undergraduate courses, spending more time in preparing for a second MCAT examination, or applying for a medical program in another country. Either way, it requires Leslie to divert from her current plan and spend the next year or two getting herself back on track. Remember that success comes with a price which includes hard work, determination, and discipline. Successful people, like Leslie, find ways to overcome their obstacles.

Sometimes events may change in your life that prompt you to change your entire life plan. After several premed courses in college, for example, Leslie may decide on an entirely different career. There is nothing wrong in this. She would simply develop a new goal plan and pursue a new life objective.

Fortunately for Leslie, however, nothing traumatic happened that prevented her from achieving her dream. Her foresight, planning, and discipline helped her to plan, prepare, and avoid the obstacles that could impede her success. Leslie knew that becoming a doctor requires big bucks. She made the necessary financial arrangements, including grants and loans, so that she could sail through school without interruptions.

Leslie also knew that getting into medical school would require exceptional grades in her undergraduate work. She accordingly planned and disciplined herself to work hard in each course subject to maintain high grades and scholastic honors.

Leslie knew that she had to score high on her MCAT examination. So she started to

prepare early in college for the examination. She spent many weekends studying exam examples and taking MCAT preparation classes. Her dedication and foresight prepared for the examination. It wasn't easy, but her efforts proved to be valuable when medical schools began accepting her application for entrance.

We can also trace Leslie's success back to her execution strategy. The letter A comes before the letter B, which comes before the Letter C, and so forth. Leslie had many things to do to get into college, register for courses, prepare for the MCAT examination, and to get accepted into a medical program. Each goal and benchmark had to be planned and executed accordingly so that each step up the pyramid model brought Leslie closer to her dream. Deadlines came quickly and Leslie couldn't allow certain tasks to go uncompleted.

This is how Leslie achieved success, and this is how you can achieve your own success. Some people may call it luck. But for Leslie and also for you, we call it planning, discipline, and execution. No matter what your dream, you can achieve success by following these three key ingredients:

- 1) Plan your respective goals and benchmarks that *will achieve* your life objective.
- 2) Discipline your character *to work* for your life objective.
- 3) Execute the plan using weekly and daily tasks *to bring* your life objective.

Planning, discipline, and execution. The three ingredients that will help you become a pediatrician . . . *or something like that.*

End of Book