

*Chapter 1*

# INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Chapter 2*

# HOW TO BECOME . . . SAY . . .

## THE PRESIDENT OF THE UNITED STATES

*The beginning is the most important part of work. PLATO*

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

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

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

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

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

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

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

### **The Plan to Overcome Your Weaknesses**

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

#### **The Objective**

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

**Goal(s):**

Hierarchical levels of achievements (or steps) that will accomplish the objective. Goals support the objective and may change if a goal no longer achieves the objective.

**Benchmark(s):**

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

**Task(s):**

An assigned plan of action that will achieve the benchmark.

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

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

**Other Important Terms**

**Discipline**

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

**Hope**

The "energetic force" that prompts us to action.

**Motivation**

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

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

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

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

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

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

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

**Task3:** Exercise / Weight Lifting Program.

**Task4:** Retire by 9:30 PM each evening.

**Goal2:** Physical Training in the Long-Jump.

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

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

**Task2:** Measure progress.

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

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



will become a formidable task to conquer.

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

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

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

## **Sustaining Hope: Evaluating Our Failures**

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

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

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

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

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

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

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

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

### **People Who Fail**

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

goals because of the following reasons:

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

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

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

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

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

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

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

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

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

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

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

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

### **Sustaining Motivation: Recognizing Your Successes**

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

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

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

For example:

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Fifth:** You execute the plan.

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

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

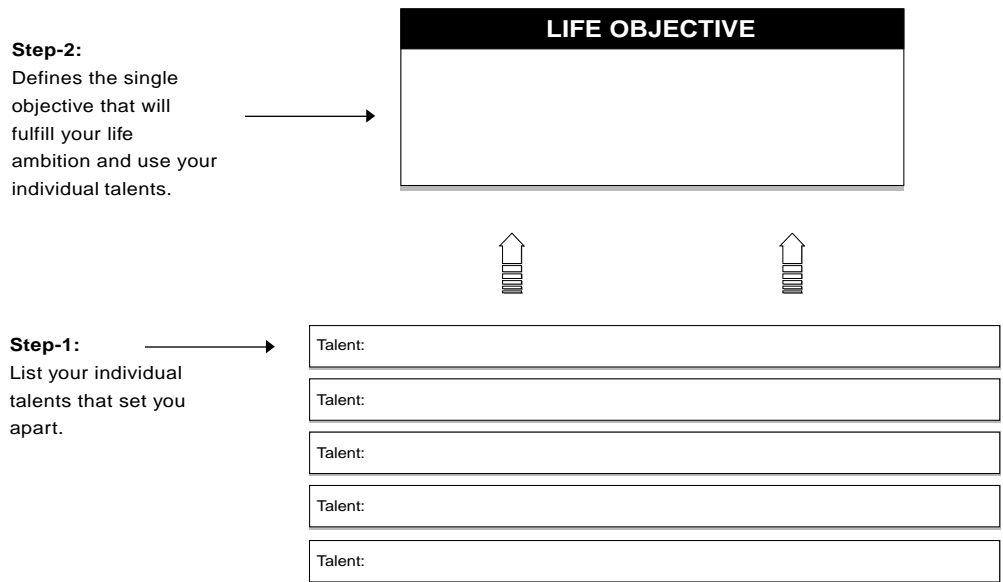
The road to success leads with three directional signs: planning, discipline, and execution (PDE). PDE will help you achieve the goals and objectives you seek for yourself and your family.

*End of chapter exercise . . .*

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

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

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



*Chapter 3*

## THE JUSTWYN MODEL

### FOR PLANNING, DISCIPLINE, AND EXECUTION

*"Nobody has ever expected me to be President."*

Abraham Lincoln

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

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

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

confidence and his eventual election to the White House.

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

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

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

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

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

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

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

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

### **THE JUSTWYN MODEL**

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

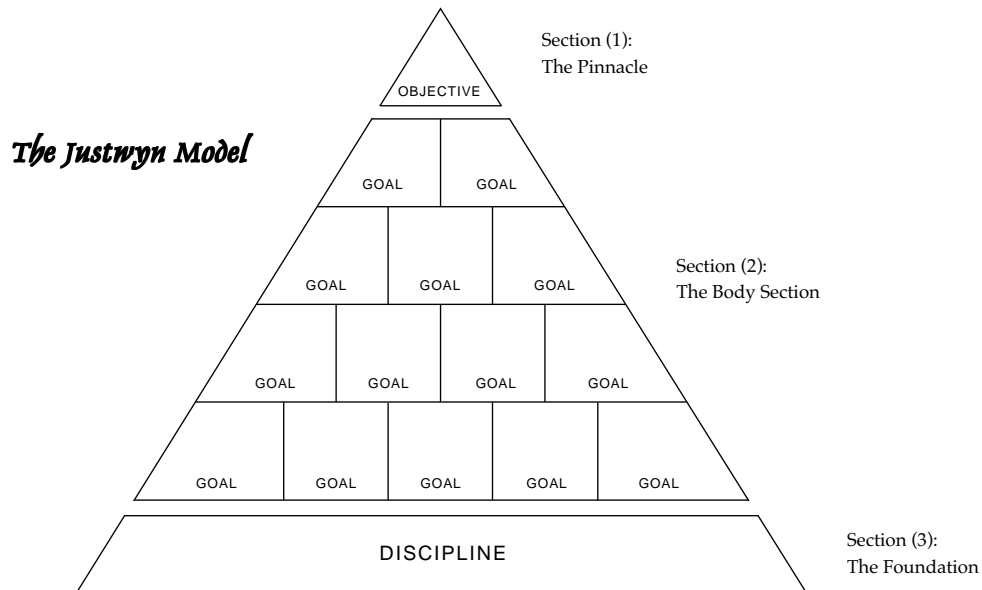
**PDE**  
**The Three Ingredients of  
Success**

**P . . . is for planning**  
*writing the strategic plan that defines the objective with its applicable goals, benchmarks, and tasks.*

**D . . . is for discipline**  
*building the physical and mental disciplines to perform the tasks written in your plan.*

**E . . . is for execution**  
*executing the plan within defined time frames.*





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

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

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

Goals that could possibly achieve this objective include:

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

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

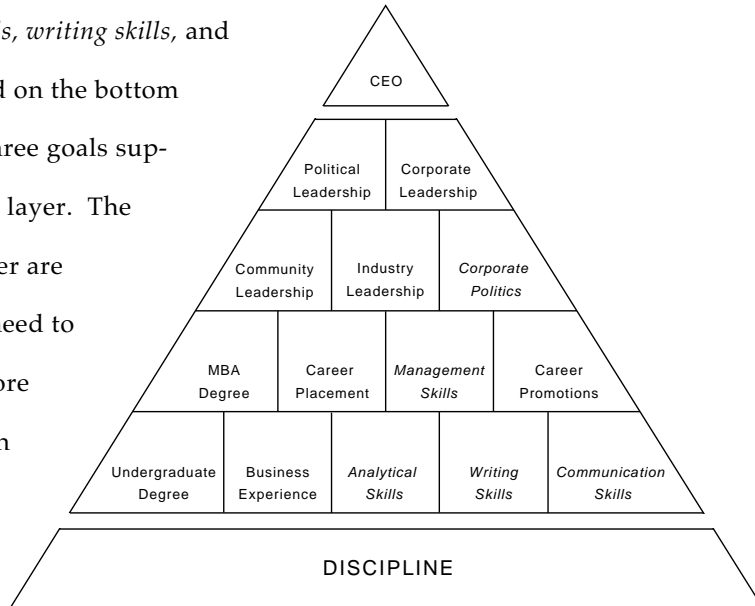
You probably could identify other goals that will better achieve the objective. But for this illustration, let's use these goals for now with the understanding that goals can change as you move closer to the objective.

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

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

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

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

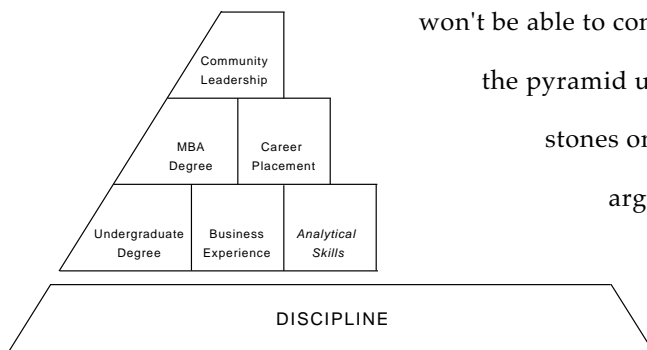


Some goals in the model will be given the status '*completed*' (non-italic in the illustration) while other goals will be identified as '*continued-in-progress*' (italic). The status '*completed*' refers to goals that have an end—meaning that once you accomplish the goal, there is nothing more that can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

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

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

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



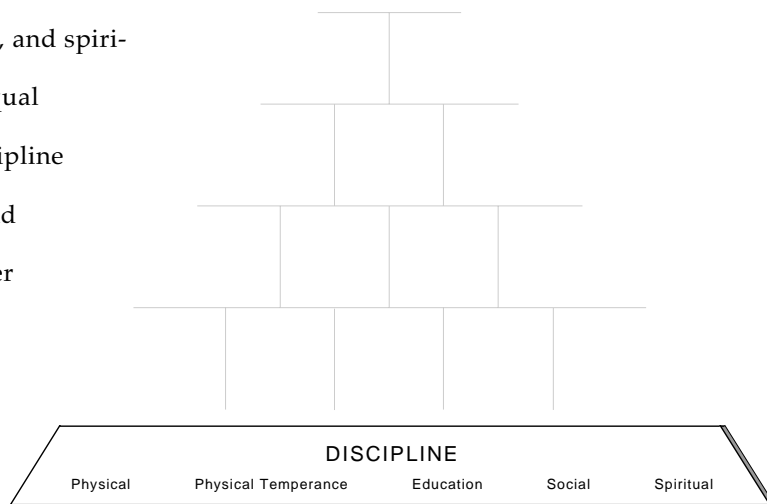
won't be able to construct any more layers further up the pyramid until you return and lay the required stones on the bottom layers. The same argument is true for goal planning. It will be to your advantage to complete goals in successive layers.

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

• • •

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

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



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

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

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

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

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

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

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

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

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

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

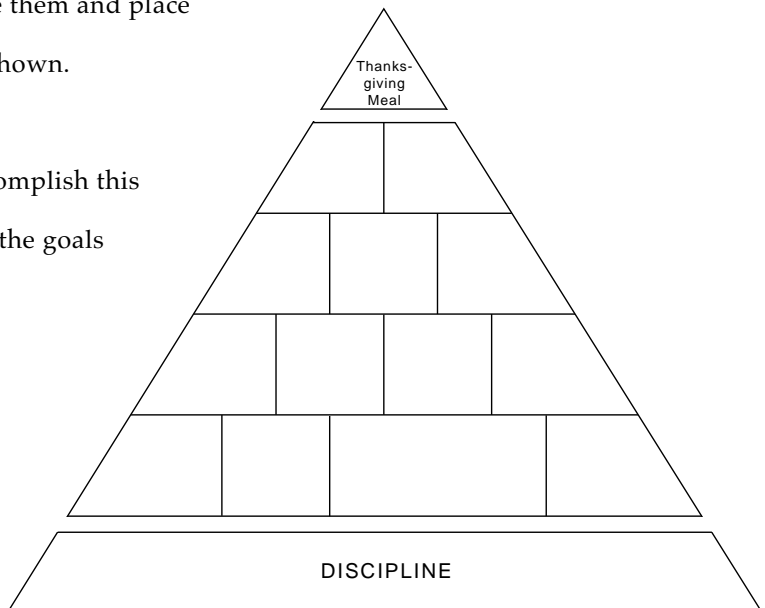


*End of chapter exercise . . .*

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

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

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



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

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

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

