

SKILLS FOR SUCCESS

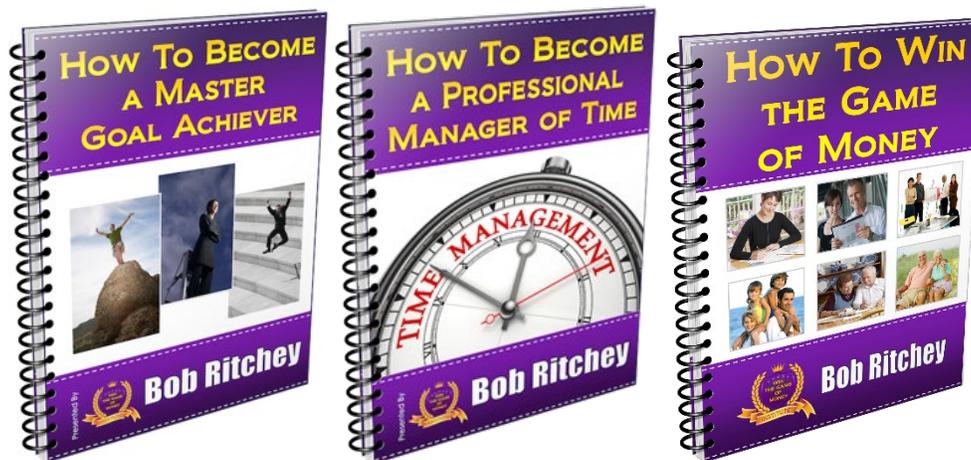
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**SUCCESS – THE PROGRESSIVE REALIZATION OF A
PREDETERMINED WORTHWHILE GOAL.**

**DEFINITION OF INTELLIGENCE – ACTING INTELLIGENT
AN INTELLIGENT ACT – AN ACT THAT MOVES A PERSON
TOWARDS A GOAL OF THEIR OWN CHOOSING.**



GOALS FOR “SKILLS FOR SUCCESS”

- Students will become more successful and more intelligent!
- Students will develop a better understanding of themselves, their attitudes, habits, strengths, and weaknesses.
- Students will improve their understanding of others.
- Students will develop better human relations.
- Students will improve their communication skills.
- Students will learn how to motivate themselves to greater achievement.
- Students will set specific, definite goals.
- Students will gain more enthusiasm.
- Students will gain more self-confidence.
- Students will learn to organize work and time.
- Students will learn to solve problems and make decisions.
- Students will learn the differences between failure and temporary defeat.

This is a copy of my teacher's evaluation from West High School in Bakersfield by the principal, Dr. Thomas N. Jones, who later became Superintendent of the Kern High School District. Please note the 3rd paragraph.

NARRATIVE SUMMARY EVALUATION:

Mr. Bob Ritchey is an instructor within the Mathematics Department and teaches an elective class within the Social Studies Department.

Mr. Ritchey has been teaching at West High for approximately ten years, and has developed into a fine teacher. He is well organized and works in an effective manner to help students succeed within his classes. His classroom instruction is characterized by excellent use of rhetorical questioning, ample opportunity for discussion and practice on topics being studied, and excellent student attention to class activities. He is sensitive to student views and they seem to both like and respect him.

He is especially commended for his development of the social studies elective, Skills for Success. Students have reacted very positively to this course, and have indicated through class evaluation questionnaires that the instruction has helped them substantially in improving their skills, attitudes and self-understanding.

Mr. Ritchey takes an active role in all school activities, and fulfills all adjunct duties in a competent manner. We are fortunate to have him on the West High School staff.

REACTIONS:

Principal's Signature

Thomas N. Jones

Date

5/25/77

Evaluatee's Signature

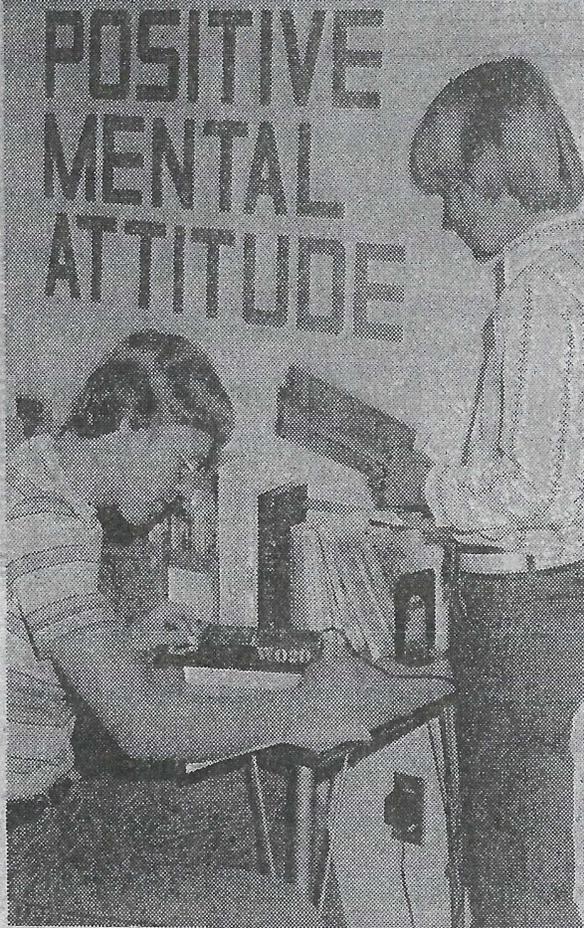
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WEST HIGH SCHOOL SUCCESS CENTER

14 Sunday, Jan. 9, 1977 The Bakersfield Californian



Digging out information in West High's success center are Rim Pratt, seated, and Randy Welk. Center, begun by instructor Robert Ritchey, is designed to help students become successful at whatever they attempt by using tried rules.

West High center advises on success

A 'success center' at West High School apparently is, itself, meeting with success, according to its originator and developer, math instructor Robert Ritchey.

Located in West High's career center, the center offers books, tapes, and a wide range of literature, all designed to help students become successful at whatever they undertake.

Ritchey said, "The goal of the success center is to provide every student at West with the opportunity to learn the universal laws of success and apply them to their own laws.

"We have tapes on goal setting, on positive thinking, on personal development and on how to become financially independent. There also are books by such authors as W. Clement Stone, Norman Vincent Peale and Napoleon Hill. We have material by Earl Nightingale, Paul Harvey and Dale Carnegie."

Much of the original material in the center came from Ritchey's own collection, "but we need additional material . . . tapes, cassettes, books, magazines."

Ritchey hopes people in the community will donate material.

He also teaches a one-semester class "Skills for Success."

"I know there is a great deal of good being taught in our schools, but we need to teach more of the fundamentals of success," he said.

The course teaches goal setting, personal relationships, transactional analysis, communications, motivation and memory improvement.

Students are required to read four books during the class. Two are Carnegie's "How to Win Friends and Influence People," and Hill's "Think and Grow Rich." The other two may be any of the books in the success center.

Students also spend time listening to tapes in the success center, and may check out literature to take home for study.

WHAT IS SKILLS FOR SUCCESS?

Skills for Success is designed for an individual with a sincere desire for self-improvement and personal success – who want to become a more effective, successful human being.

First, we must recognize that for a person to change his behavior he must first change his attitude.

Skills for Success is an empowering program designed to help students understand that how they perceive and respond to events around them is their choice. This awareness is the first step in changing negative attitudes to positive ones. It is a valuable resource for establishing personal responsibility and accountability in the midst of change. It helps turn passive resistance into high energy performance.

Each participant will be shown how to improve his confidence, understanding of self and others, solving problems and setting goals.

Participants will assist each other to understand the attitudes which lead to success in relationships, education and careers.

The class will work with various examples of everyday needs and problems in areas of communication, self-understanding, self-confidence, understanding of others, personality development, problem solving, motivation, goal setting and life expectations.

Class participants will be divided into small groups to share over 60 learning and self-evaluation activities.

Using small group interaction, shared personal experiences, individual and group exercises, and facilitator-led discussion, learners move through ten high-involvement areas important to developing critical life skills:

Skills for Success

- Is founded on **Principles** and a conceptual framework of thought, attitudes, behavior and change;
- Utilizes a unique **Process** of facilitated and guided, interactive, self-directed, and experiential group learning;
- Is driven by designed **Projects** that focus conversations and discussions in ever-increasing complexity, utilizing the modalities of group dynamics and group interaction;
- Is facilitated by a **Presenter** who guides the process using a structured, disciplined model and a sequential set of content materials in a Facilitation role, not as a trainer, teacher, lecturer, speaker, mediator, or discussion leader; and
- Is learned, used, and applied by **Participants** who engage and interact at a self-selected level, in a safe, stimulating environment, to learn the skills most needed, and to learn behaviors known to be those that improve the quality of their lives, intrapersonally and interpersonally.

Skills for Success provides individuals with the knowledge and skills to:

- increase self-awareness and affirm strengths
- transform negative attitudes
- develop effective listening and communication skills
- overcome self-imposed limitations
- improve relationships
- achieve new levels of performance
- learn effective approaches to problem-solving

SKILLS FOR SUCCESS HAS APPROXIMATELY 30-HOURS OF CLASS PARTICIPATION TIME

Designed for students of high school age all the way to senior citizens.

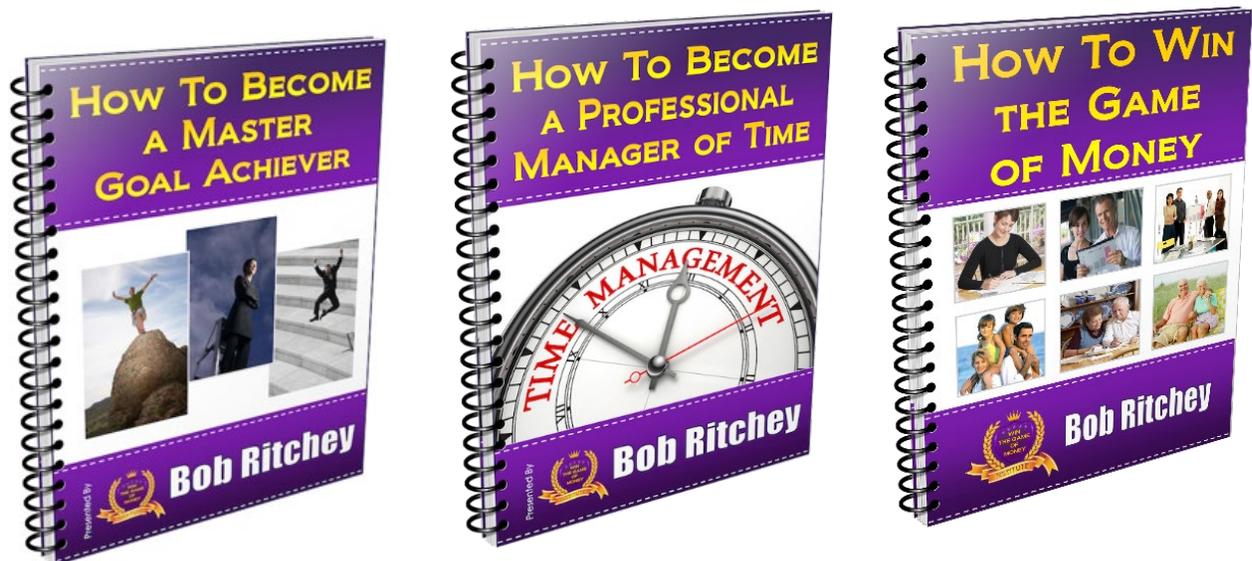
Each student will have a SKILLS FOR SUCCESS binder where they will place the seminar information as they receive it and will become part of their personal library.

Skills for Success provides the following content:

There are 10 Sessions and each Session has 2 Units. Each Unit consists of Projects and there are a total of 65 Projects.

Each Unit also comes with a Unit Divider Page and two Vignettes as supplemental material.

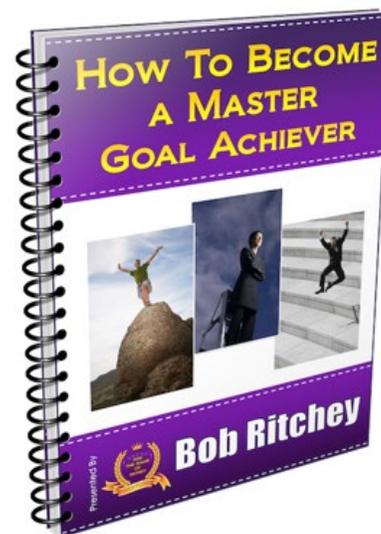
Students will also have access to three online seminars to help them in the pursuit of personal and financial success.



HOW TO BECOME A MASTER GOAL ACHIEVER

SEMINAR AND GUIDEBOOK

This insightful training reveals the goal-setting secrets of some of the world's highest achievers and how you can set goals that will motivate you to take the action you need to live a more balanced, fulfilled and successful life.



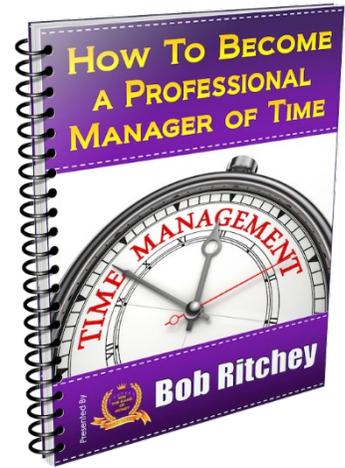
In this seminar, you will discover:

- The steps you must take on the road to success before you start setting goals;
- How to develop the potential that lies within you;
- The steps necessary to develop your ability to sustain effort, control attention and concentrate energy;
- How to develop a goal setting mentality to get you started on your path to success;
- A step-by-step learning process that will show you how to effectively set and achieve goals;
- Why you must set goals in at least six major areas of your life to attain maximum happiness;
- How to become a self-starter. Not only is it possible, it is your responsibility.
- How to use the power of visualization and affirmation to create the mental daily reminders of the targets you want to accomplish;
- The key differences between a wish, a New Year's resolution and a goal and how it affects the results you get in life;

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HOW TO BECOME PROFESSIONAL MANAGER OF TIME SEMINAR AND GUIDEBOOK



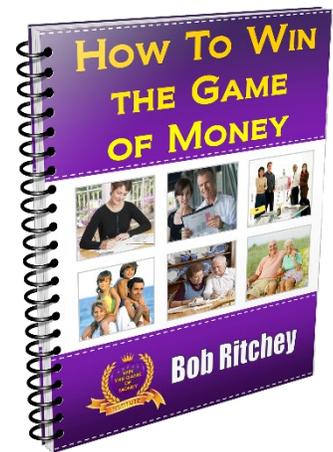
- What actions the successful manager of time takes that the unsuccessful manager of time does not;
- The importance of your Belief Window and a new Definition of Intelligence;
- Understanding Time Management, Event Control, and Planning;
- How to become proactive instead of reactive by planning each day and prioritizing the events for that day;
- How to develop an important trait for success – character;
- The difference between Urgencies and Priorities;
- That you can either spend your time or you can invest your time and return a great ROI (Return on Investment);
- How to develop your own personal Productivity Pyramid and the importance of determine your Governing Values;
- Your biggest challenge to achieving success – getting out of your Comfort Zone and how you can accomplish it;
- How to construct a productive day that will be your building block to an extraordinary life;
- Three very simple and easy rules that will help you become a more organized person without getting overwhelmed.
- A great strategy to help you overcome procrastination, which will increase your productivity, accelerate your progress and improve your self-esteem and overall personal pride and satisfaction;
- The tree natural laws that deal with behavior changes and the four essential steps of creating a habit.

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FINANCIAL INTELLIGENCE EDUCATION

Included in the Skills for Success curriculum will be Financial Success Education. Students will be introduced to a video seminar entitled: **HOW TO WIN THE GAME OF MONEY.**



GOALS FOR THE “WIN THE GAME OF MONEY SEMINAR”

- To try to make some changes to “Your Belief Window” about Financial Success!
- To explain why the rich are rich and the poor and middleclass are not.
- To introduce some terms and ideas to make you more financially intelligent.
- The three types of income and the three most powerful financial terms.
- “Rich Dad – Poor Dad” and “The Cash Flow Quadrant”
- Your “FINANCIAL BATHTUB.”
- To learn about the Game of Money and how to keep score.

A few years ago I was invited to present my seminar to two classes at each South High School and Shafter High Schools in Kern County, California. The following is the results on an evaluation form for the seminar.

Win the Game of Money Presentation to 2 classes each at South and Shafter High Schools	Not at all	Fair	Somewhat	Very Good	Excellent
Was the presentation interesting?	0	1	20	57	40
Was the presenter knowledgeable?	0	0	1	22	93
Was the information presented in a clear and understandable way?	0	1	4	34	77
Will the information presented be of use to your financial success?	1	0	15	33	70
	Poor	Fair	Good	Very Good	Excellent
How would you rate the presentation?	0	2	12	56	42

Education is more important today than at any other time in history. We have left the industrial age and entered the information age. Because of this, the value of one’s education continues to increase. The question today is: Is the education you receive in school adequate to meet the challenges of this new economy that you enter?

SOME IMPORTANT DEFINITIONS

- **SUCCESS:** The progressive realization of a predetermined worthwhile dream or goal. When opportunity meets preparedness. To become a rhinoceros.
- **AMBITION:** The size of your goals.
- **MOTIVATION:** An inner drive that compels you to take action to reach your goals.
- **ACHIEVEMENT:** The accomplishment of tasks that move you closer to your goals.
- **HAPPINESS:** The feeling of self-worth you receive as you move closer to your goals.
- **MONEY:** A measurement of the quality and quantity of service or product you provide society. The cost to replace you. Individual and company.
- **NETWORTH:** Your assets minus your liabilities. What you keep, not what you earn.
- **WEALTH:** When your assets minus your liabilities is a large number.
If you were to quit your job today, how long could you maintain your lifestyle before you would have to go back to work?
- **MILLIONAIRE:** When your net worth is one million dollars or more. Cash flow of \$100,000+
- **FINANCIAL INDEPENDENCE:** Creating enough income independent of your time, so that you can choose to work or not work and have the lifestyle that you want for your family.
- **ENTREPRENEUR (CAPITALIST):** Someone that participates in the free enterprise system by starting and owning their own business.
- **DEBT:** Owing money. There is good debt and bad debt. Bad debt is on personal liabilities. Good debt is on assets that create more cash flow than the cost of the debt.
- **LOTTERY:** A voluntary tax paid by people that are not good in mathematics.
- **INSANITY:** Doing the same thing over and over and expecting different results.

**Failure is a few errors in judgment repeated
every day.**

**Success is a few simple disciplines practiced
every day.**

It's easy to become successful.

**The reason most people are not successful -
it's easy not to be successful.**

It's called neglect.

**Successful people do what unsuccessful
people are not willing to do.**

**NEXT I WOULD LIKE TO SHARE TWO OF THE MOST IMPORTANT
IDEAS I HAVE LEARNED OVER MY 80 YEARS.**

A NEW DEFINITION OF INTELLIGENCE

Some years ago the Gallup Organization did a study of success characteristics of wealthy Americans. One of the qualities of success that they discovered was the factor of intelligence. However, in the study, intelligence was not defined as a matter of high I.Q. or good grades in school. Rather, intelligence was defined as “a way of acting.” In short, if you act intelligently, you are intelligent and if you act stupidly, you are stupid, irrespective of your grades or your I.Q.

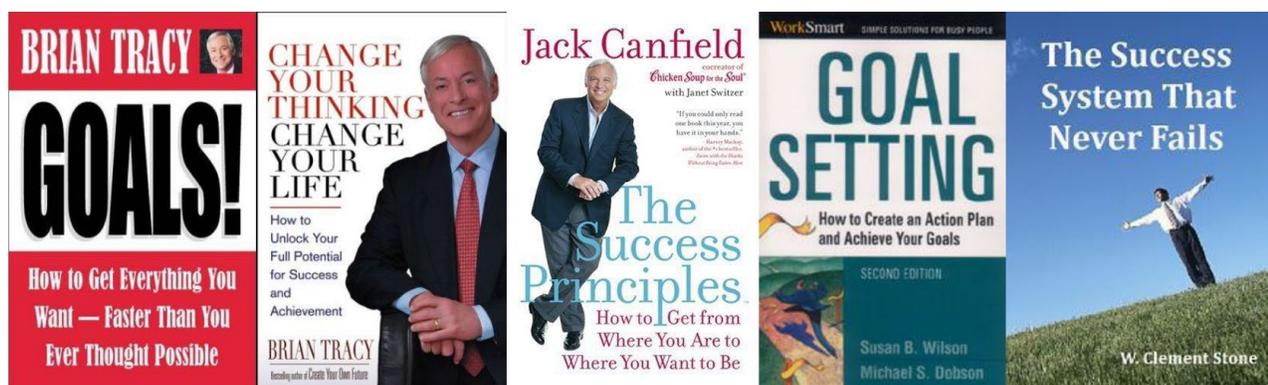
Now here is the question, “What is an intelligent act?” How can you determine whether an act is intelligent or not, either for yourself or someone else? The answer is simple. An intelligent act is anything that you do that moves you toward a goal of your own choosing. An unintelligent act is anything that moves you away from a goal of your own choosing. And, everything counts.

Everything that you do that is consistent with your goals, is by definition, an intelligent act and everything that you do that is inconsistent with you achieving your own self determined goal is a stupid act. You must therefore resolve from this moment forward, to think and behave intelligently with regard to your goals.

You can obtain everything that you desire by acting intelligently.

Everything that you do counts in some way. Everything either helps or hurts. Everything is either moving you toward your goals or moving you away. Everything either adds to the quality of your life or detracts from it. Everything counts.

Resolve to act intelligently!

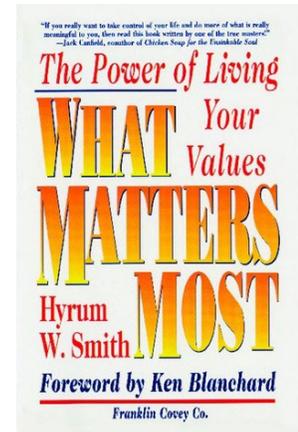


WHAT'S ON YOUR BELIEF WINDOW?

Hirum W. Smith from the book "What Matters Most"

We don't see things as they are, we see things as we are." – Anais Nin

"As the happiness or real good of men consist in right action, and right action cannot be produced without right opinion, it behooves, above all things in this world, to take care that our own opinion of things be according to the nature of things." – Benjamin Franklin



The changing of long-standing negative behaviors is difficult to achieve. Many of the decisions that we make and how we behave in different situations is caused by what is written on your **BELIEF WINDOW**.

You cannot actually see your Belief Window because it's invisible, but we all have one. It is figuratively attached to your head and hangs in front of your face. Every time you move, the window goes with you. You look at the world through it, and what you see is filtered back to you through it.

Your belief window helps you make sense of the world around you. It influences the way you perceive others, the way you read situations, and the feelings you have about yourself. And if there is information you do not wish to "see" or acknowledge, you use your Belief Window to filter it out and keep it away from you.

The tricky thing about the Belief Window is that you have placed perceptions on it which you believe are absolutely true, whether they reflect reality or not. For example, your experiences and social feedback may have caused you to believe that you are smart, stupid, beautiful, ugly, competent, incompetent, creative, or dull – regardless of whether they are true. And because you believe them, you unquestioningly act as though they are.

As you can see, the Belief Window exerts a powerful influence on our actions and behavior. That's why changing our behavior is sometimes such a difficult task. Erroneous perceptions on our belief Windows can be a major detriment to our efforts to get our action more consistent with our most deeply held values.

Until we realized that we view the world through our Belief Windows and that it constantly filters our experiences, we will continue to think that we see life "as it really is." But unless our Belief Window truly reflects reality – things as they really are, not as we wish they were or think they should be – we find that we can easily fool ourselves and potentially damage our chances for success in any activity we undertake.

One of the most important things we can do is make sure our Belief Window is as clear as possible and truly reflects what is happening in our life. Ask yourself, "What is on my belief Window with regards to my beliefs about (health, money, financial success, strengths and weaknesses,)" Do you recognize that some of the things you've placed on it may be incorrect? In doing so you will have achieved the critical first step in freeing yourself from erroneous self-ideas and self-talk that may be impeding your progress.

Everyone has a mix of correct, incorrect, and debatable beliefs on their Belief Window. All of them influence behavior. The key is to identify the beliefs on our Belief Window and change those that are incorrect or inadequate.

Belief Windows Define Our Limits and Set Our Capabilities

The beliefs on our windows set parameters for our success and happiness

Your Belief Window Influences Your Actions

For each belief on your window you subconsciously create mental rules that govern your behavior. These rules are "if-then" statements that translate your beliefs into actions. More often than not, these rules exist only at a subconscious level, but they do exist.

Results and Feedback

What are the results of your behavior? And, more important, will those results meet your needs? If the results of your behavior do meet your needs, you could say that you have a correct perception on your Belief Window. If they do not, this suggests that you should take a closer look at both your needs and the belief you are using to try to satisfy them. But how do you really know whether or not your needs are being met by a certain belief? Well, the only way you can know for sure is to put the behavior to the test of time. Results often take time to measure.

The process of amending our beliefs happens all the time. It's called experience.

Results Often Take Time to Measure

The results of many of our actions may take years to become evident. Sometimes we can operate on any incorrect assumption, get lucky, and manage to beat the odds. For this reason it is often wise to perform two tests on some of our beliefs—one through our own experiences and one through the experiences of others.

Growth is the Process of Updating Your Belief Window

We might say personal growth is the process of challenging and updating what is on your Belief Window. The first step is accepting the possibility that some of the things on your window are wrong. The willingness to do this is a sign of maturity.

Using the Belief Window to Change Behavior

There are four human needs: *to live, to love and be loved, to feel important, and to have variety in our lives.*

Please understand that when any of our basic needs are not being met, all of our energy automatically flows to meeting that need. We start putting beliefs on our window that we think will help us meet those needs. If we put a belief on our Belief Window that drives behavior that works short-term but destroys in the long term, will we continue the behavior? Yes, we will, or at least many of us will, unless we decide to recognize and take control of the needs and beliefs that are underlying that behavior. When you witness a pattern of behavior, you can tell what's on the Belief Window.

I did not come here to tell you what belongs on your Belief Window. That's none of my business. I came to tell you that you have a Belief Window. You have the same needs I have, and you're putting things on the Belief Window every day that you think are going to meet your needs. Are you man enough to take that window off, put it on the table, and find out if those beliefs are correct?

The Belief Window places responsibility for behavior right smack on the individual where it belongs. I believe that there arrives a point in time when we must take total responsibility for our behavior. You are responsible for what stays on your Belief Window. The thing that separates you and me from the rest of the animal kingdom is that we can change our Belief Window.

We all have needs. We all have Belief Windows. We have set up internal rules based on those beliefs, and these drive our behavior. The trouble is that we tend not to measure the results and ask the change-initiating question: ***“Will the results of this behavior meet my needs over time?”***

Take the time to examine closely what is on your Belief Window. If you find beliefs or perceptions that are hindering you and holding you back, remember that they can be changed for beliefs that will serve you better. The closer your belief and perceptions are to reality, to things as they really are, the more successful you will be in meeting life's challenges and in living in accordance with what matters most.

GOALS FOR “SKILLS FOR SUCCESS”

Students will develop a better understanding of themselves, their attitudes, habits, strengths, and weaknesses.

Students will improve their understanding of others.

Students will develop better human relations.

Students will improve their communication skills.

Students will learn how to motivate themselves to greater achievement.

Students will set specific, definite goals.

Students will gain more enthusiasm.

Students will gain more self-confidence.

Students will learn to organize work and time.

Students will learn to solve problems and make decisions.

Students will learn the differences between failure and temporary defeat.

As their life progresses, students will probably be filling out applications for college or creating resumes for employment. As a student of Skills for Success, they will be able to list items that most other individuals will not such as obtaining instruction in:

- Communication Skills
- Human Relations
- Goal Setting
- Time Management
- Problem Solving
- Leadership Training

SKILLS FOR SUCCESS

COURSE DESCRIPTION:

Through total personal involvement in group interaction projects the students will experience an effective “whole person” approach to self-learning and self-growth. The students will find enriching new dimensions in human relations, leadership, goal setting, self-management, communications, personality, and achievement. The course is entirely positive in approach. It builds the students up, shows them their strengths, and concentrates on the positive aspects of their thinking and behavior. It stresses personal responsibility, the importance of making one’s own choices as to which attitudes, positive or negative, shall prevail in their relationships with other people.

OBJECTIVES OF THE COURSE

The essential purpose of Skills for Success is to help individual students create positive attitudes and overcome negative attitudes which prevent them from realizing their vast inner potential, and which affect adversely all of the vital aspects of their relations with others, with friends and family and with themselves. There are practical techniques for developing a more pleasing personality, building expectations, confidence and belief, making a self- analysis and evaluation, improving the self-image, realizing the need for a purpose in life, finding meaning in life, setting life goals, making productive use of time, changing attitudes towards school, understanding others and resolving people’s conflicts, learning group dynamics and effective communication.

PROCEDURES

Skills for Success is facilitated by a Presenter who guides the process using a structured, disciplined model and a sequential set of content materials in a Facilitation role, not as a trainer, teacher, lecturer, speaker, mediator or discussion leader.

EVALUATION

Assessment: Self-evaluation and group evaluation in relation to knowledge, understandings, attitudes and feelings previous to the experience. Program coordinator and assisting faculty member(s) help participants with this assessment.

SKILLS FOR SUCCESS COURSE CONTENT

1. Effective Communication.
 - a. How attitudes affect your communication.
 - b. Feedback, assumptions, crutches, challenges, and frustrations of communication.
2. The Dynamics of Attitudes
 - a. Positive versus negative attitudes
 - b. Your three emotional positions that control your thoughts and actions.
3. Managing Your Mind.
 - a. Learn to react positively to any situation.
 - b. How to manage your mental and emotional forces.
4. Understanding People.
 - a. How your perception of people affect your emotions.
 - b. Handling people problems.
5. Your Personality.
 - a. Learning to relate to others.
 - b. Knowing and giving to others what they need.
6. Good Human Relations.
 - a. Three ways of handling any human relation problem.
 - b. How groups influence your attitudes and actions.
7. Attitudes and Leadership.
 - a. Your personality inventory analysis.
 - b. Determining what others think of you.
8. Motivation.
 - a. The power of believing.
 - b. Six mental steps to motivation.
9. Goals and Self-Management.
 - a. How goals affect your happiness, success, fulfillment.
 - b. Setting goals... goal affirmations.
 - c. Attitudes toward time.
10. Developing Self-Confidence.
 - a. Expanding your consciousness of life.
 - b. Charting the rest of your life.

PROJECTS FOR SKILLS FOR SUCCESS

PROJECT #	PROJECT NAME
SESSION 1 COMMUNICATIONS	
UNIT1	COMMUNICATION SKILLS
1	Communications Questionnaire
2	Underline The Correct Answer
3	Act Like A Listener
4	Let's Look At Listening
5	Underline The Correct Answers
UNIT 2	PROBLEMS OF COMMUNICATION
6	Communications - Chart 1
7	Group Discussion Of Communications Exercise
8	Communications - Chart 2
9	Your Attitude Towards Communication
SESSION 2 ATTITUDE AWARENESS	
UNIT 3	UNDERSTANDING YOURSELF
10	Puzzle Discussion
11	Personal Effectiveness Grid
12	Who Are You?
13	Strengths And Weaknesses
14	Evaluating Strengths And Weaknesses
UNIT 4	REMOVING PERSONAL ROADBLOCKS
15	Personal Direction Questionnaire
16	Inner Directed - Outer Directed People
17	How You Hypnotize Yourself Into Failure
18	Self-Image Notes
19	Helping Others Get A Bigger Dimension Of Themselves
20	My New Self-Image
SESSION 3 MIND MANAGEMENT	
UNIT 5	SELF-CONFIDENCE
21	Developing Self-Confidence
22	Somebody's Bugging You!!
23	Communication Of Emotions
UNIT 6	SELF-DISCOVERY AND AWARENESS
24	Transactional Analysis
25	Your Programmed Emotional Responses
26	Affirmation Practice
27	Understanding Ourselves
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SESSION 4 UNDERSTANDING	
UNIT 7	UNDERSTANDING OTHERS
29	People Problems
30	More About People Problems
31	Understanding People
UNIT 8	THE KEY TO GOOD HUMAN RELATIONS
32	Persons And Nonpersons
33	Discussion Of Persons And Things
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SESSION 5 PERSONALITY	

UNIT 9	MAKING YOUR PERSONALITY PLEASING
35	Making A Friend By Being One
36	Making Your Personality Pleasing
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37	Human Relations Problems
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UNIT 11	GETTING THROUGH TO PEOPLE
38	Interpersonal Relationships
39	Handling People Problems
UNIT 12	PROBLEM SOLVING SKILLS
40	Reach For The Aspirin
41	Rules For Solving Problems
	SESSION 7 GROUP DYNAMICS
UNIT 13	HOW YOU COME ACROSS TO OTHERS
42	Personality Inventory Analysis
43	Communicating Your Personality
44	Personal Values
45	Group Decision-Making
UNIT 14	GROUP DYNAMICS
46	Life's Little Problems
47	Group Dynamics
	SESSION 8 BELIEF
UNIT 15	THE SECRET OF MOTIVATION
48	Overcoming Fear
49	Attitudes Towards School
50	Discussion on Belief
UNIT 16	SIX MENTAL STEPS TO MOTIVATION
51	Six Steps To Motivation Power - Step 1: Quit School
52	Step 2: Make The Decision
53	Step 3: Benefits Of Belief
54	Step 4: Reject All Negative Thoughts
55	Step 5: Five Ways I Can Do A Better Job At School
56	Step 6: Use Positive Affirmations And Self Images
	SESSION 9 ANTICIPATION
UNIT 17	HOW OUR EGO SPEAKS TO OTHERS
57	Ego Hang-Ups
58	Getting Your Opinions Across To Others
UNIT 18	SETTING GOALS
59	Determining A Purpose
60	Personal Responsibility
	SESSION 10 PERSONAL DEVELOPMENT
UNIT 19	TIME MANAGEMENT
61	No Handout
62	Time Analysis Worksheet
63	Attitudes Towards Time
UNIT 20	EXPECTATIONS
64	Expectations
65	What Loving Your Neighbor Is All About

SKILLS FOR SUCCESS UNIT SESSION DIVIDERS

Each of the ten Skills for Success sessions start with a divider introducing the subject that will be covered. Following are three examples.

Session #	TITLE
1	EFFECTIVE COMMUNICATIONS - LISTENING TO OTHERS
2	THE DYNAMICS OF ATTITUDES
3	MANAGING YOUR MIND - USING BASIC AFFIRMATIONS
4	ANOTHER GREAT ATTITUDE - SELF-CONFIDENCE
5	PERSONALITY - HOW TO BE LIKED BY OTHERS
6	GOOD HUMAN RELATIONS - TEN RULES FOR UNDERSTANDING OTHERS
7	ATTITUDES AND LEADERSHIP - YOUR IMAGINATION
8	MOTIVATION - BELIEF - THE SECRET TO MOTIVATION
9	ANTICIPATION - HOW TO SET GOALS
10	PERSONAL DEVELOPMENT

UNIT #2 THE DYNAMICS OF ATTITUDES

You are about to start on the most exciting journey of your life. This adventure into your inner attitudes can be a turning point that will give you an entirely new dimension of your thinking and your life.

Life has an unlimited amount of success, happiness, joy and fulfillment waiting for you. You can experience this abundance, however, only to the degree that you recognize and accept it. This awareness process is dependent on your mental attitudes, the ways that you think.

Rollo May, the famed psychologist, said, "The more self-awareness a person has the more alive he is." Awareness of your inner self will give you a deeper understanding of your life and the unsuspected stores of energy, ability, and perception that you possess.

Awareness through interaction and sharing with others is one of the purposes of **SKILLS FOR SUCCESS**.

Growth is another objective. Only to the extent that you grow does your life really become fulfilled. Stop growing and you will, for all practical purposes, stop living.

There are many other objectives - inner strength, personal effectiveness, increased ability to relate to others, a greatly expanded achievement and productive capacity, personal management capability, and other characteristics that enable you to fulfill your life experience to a vastly greater extent than you may have previously been aware.

How is this done? Is not really done to you or for you. **SKILLS FOR SUCCESS** makes it possible for you to do it all for yourself. This self-dependence and development of your inner resources is based on several principles. Here they are.

1. Your mind works like a computer. The computer (mind) determines how you function in relationship to your environment (school), people, and self.

2. The output (your life) of the computer (mind) depends on the input or manner in which it is programmed. This programming is done by your attitudes (ways that you think about people and things).

3. Your attitudes, therefore, "programmed" into the computer (mind), control your behavior, feelings, inner self, and outer personality. These characteristics determine your reactions to others and others' reactions to you.

4. A healthy mind can, in most cases, choose attitudes. You have been so programmed, consciously and unconsciously, that you have lost to a degree, at least, this power to choose. (In spite of the fact you know your attitudes are wrong, you are unable to change.) **SKILLS FOR SUCCESS** will strengthen this power to choose your attitudes in any set of circumstances.

5. Many of these attitudes about yourself and what you can accomplish are negative. They form "resistors" in your computer. One purpose of the **SKILLS FOR SUCCESS** is to remove the "resistors" or build circuits around them.

SKILLS FOR SUCCESS will help you search your memory system for those attitudes that are acting as resistors, holding you back, retarding your effectiveness, causing others to respond negatively towards you, and keeping you from achieving complete fulfillment in your life experience.

6. By using new attitudes for programming your computer (mind) you will experience immediate changes in all parts of your life - your feelings, your physical well-being, and your personality. New plateaus of achievement will be reached, your effectiveness in your daily work will be greatly increased, and your ability to gain favorable responses from people will be enhanced. Life will flow effortlessly and naturally, without the previous discord, frustration, or strain.

UNIT #4 ANOTHER GREAT ATTITUDE – SELF CONFIDENCE

You have been discussing attitudes towards yourself and the importance of obtaining self-confidence. You may have realized that:

- 1. It is rather difficult to meet yourself face-to-face and evaluate your inner attitudes about yourself.**
- 2. It is especially difficult to discuss your feelings about yourself with others.**
- 3. If you can bring your self-concept into the open, it could be a valuable first step in analyzing who you are, what you can do, and where you are going.**
- 4. When asked to list your strengths and weaknesses you may have discovered that you listed more weaknesses than strengths.**
- 5. Perhaps your attitudes about yourself are being affected more by your weaknesses than by your strengths.**
- 6. You may have taken for granted many of the strengths and natural abilities you have and ignored them in your day-to-day thinking about yourself**
- 7. People who succeed in life build on their strengths and ignore their weaknesses.**
- 8. People who fail do so often, by dwelling on their weaknesses, analyzing themselves into ruts, saying, “What’s the matter with me?” Or “Why can’t I do anything right?” They end up lacking confidence in themselves.**
- 9. The way you verbalize affects the way you think and act. Words have a hypnotic effect on you. What you are today is, really, the way you have hypnotized yourself with words all of your life.**
- 10. By the words you use people get their first impressions of you. People judge your intelligence, your capability, your personality by your words.**
- 11. Words are the bonds of interpersonal relationships. They are the links of mutual understanding. By words you mold the feelings for others and yourself.**
- 12. Your mind and body react to words. Kipling said that words are the most powerful drugs used by humanity.**
- 13. Words are either your masters or your servants. They control you or you control them. The choice is yours. Your mind, your life, your body, your day-to-day existence, whether it be brilliant success or dismal failure is determined by words.**
- 14. When you use negative words they become your masters. They cause you to do negative things.**
- 15. Words used positively build up your self-confidence, your success, your day-to-day living, even your health.**

UNIT # 5 PERSONALITY - HOW TO BE LIKED BY OTHERS

You will get what you want out of life only if you are able to get along with people. Getting along with others means that they like you and will do things for you. In other words, they react positively to your personality. Your personality is nothing more nor less than your attitudes in action. It is the way you communicate your thoughts about others and yourself. Here are some pointers to remember to make your personality pleasing, one that creates positive reactions in others:

- 1. To have a friend, you must be one.**
- 2. The greatest hunger that people have is to be needed, wanted, and loved. Help create those feelings in others.**
- 3. Don't try to impress others. Let them impress you.**
- 4. Be kind to people. You can't always love them, but you can be kind to them.**
- 5. Learn to like yourself. Others will respond to you the way you respond to yourself.**
- 6. Be enthusiastic. Nothing significant was ever achieved without enthusiasm - including deep, rich human relationships.**
- 7. Be positive. Positive people attract others; negative people repel others.**
- 8. Do things to make people feel important. Write a letter. Give a compliment. Say, "Thank you." Praise. Encourage. Support. Cooperate.**
- 9. Sticking up for your "rights" is great, but do you always have to be right? Letting the other person be right once in a while will keep friendships warm.**
- 10. Be a good listener. You can have a greater effect on others by the way that you listen than by the way that you talk.**
- 11. Unless you can say something worthy about a person, saying nothing.**
- 12. Call a person by name. Use it often in your conversation.**
- 13. Communicate cheerfulness. Smile. Be pleasant. Talk about the brighter things in life.**
- 14. Avoid arguments.**
- 15. If you're going to make fun of someone, make sure it's you.**
- 16. Help people like themselves. The greatest compliment someone can give you is to say, "I like myself better when I'm with you."**
- 17. Be genuinely interested in others. Get them to talk about themselves. Ask for their opinions, ideas, and viewpoints.**

SKILLS FOR SUCCESS VIGNETTES

Each of the Sessions are supplemented with Vignettes for students to study.

	THE DISCIPLINE OF READING
	GOOD GRADES THROUGH DISCIPLINE
1	THE INVITATION OF GROW
2	TURNING WEAKNESSES TO STRENGTHS
3	MUTUAL TRUST
4	MOTIVATING PEOPLE
5	THE WARM FUZZY STORY
6	HELP OTHERS BECOME SUCCESSFUL
7	THE CHALLENGE OF CHANGE
8	REMEMBER TO SMILE
9	NOTES FROM THE BOOK JONATHAN LIVINGSTON SEAGULL
10	THE DIFFERENCE CAN BE ENTHUSIASM
11	HOW TO HANDLE PROBLEMS
12	ACHIEVING SECURITY
13	PERSONAL RESPONSIBILITY
14	WORK
15	TAKE ACTION
16	ATTITUDE ENRICHMENT
17	DISCOVERING OPPORTUNITY
18	THE PYGMALION EFFECT
19	ONWARD AND UPWARD

Following are two examples of Skills for Success Vignettes:

SKILLS FOR SUCCESS – Vignette 4

MOTIVATING PEOPLE

You spend all of your life motivating people, getting people to do things for you.

As an infant your life depends on getting others to care for you. As an adult your success largely stems from your ability to get others to do things.

There is a rule that you can follow that will enable you to achieve these objectives, in other words, to be a good motivator.

Here it is:

TO THE EXTENT THAT YOU GIVE OTHERS WHAT THEY WANT THEY WILL GIVE YOU WHAT YOU WANT!

The secret of the rule is that you must give others what they want first. Then they will give you what you want. Most people do not discover this; this is why motivation of employees is said to be the number one business problem in America today.

Most people try to apply the rule backwards. The employer says, “Let the individual put forth the extra effort then I’ll give the raise.”

One spouse thinks, “I wouldn’t be so grumpy around the house if my mate showed a little more love and affection towards me.”

The sales manager waits until the salesperson achieves a high standard of performance before recognition is given.

But, you see that’s supplying the rule backwards. That’s like saying, “I’m going to wait until you give me what I want then maybe I’ll give you what you want.”

You must give others what they want first. This is the key to motivating others.

And what do others want? It isn’t money or personal benefits that people want most. It’s what is called “psychic satisfaction.”

People will work harder for “psychic income” than they will for momentary income. Here are some ways you can help people satisfy these “psychic needs.”

PEOPLE NEED TO FEEL IMPORTANT

It is believed this is that as many as 90% of the things we do are prompted by a desire to feel important. Unfortunately, most of a person’s experiences communicate exactly the opposite message: “You’re a born loser.”

The kids called Joe “Pee Wee.” The teacher tells him he’s stupid and lazy. His mother nags him about his sloppy appearance. He’s told that he sure doesn’t have the ambition and spirit the kids had when father was a boy. He doesn’t make the football team. Girls don’t like them. Nobody thinks he’s important.

Now you come along. You want to motivate Joe. So you make them feel 10 feet tall. You overlook his crooked nose and big ears and keep telling him he's got the greatest smile in the world. You become the coach that he thinks he could have been the star quarterback. You're the one that sees him being the president of the company.

You become a lot of people to him, the people he wanted to impress but didn't.

You see him as a worthwhile human being loaded with an untapped potential and you go out of your way to express this attitude. Here are ways you can do it.

GIVE PRAISE

During a recent conversation a psychologist mentioned, "Raising children is not so difficult if parents would realize one thing. Children need constant praise. When the children cut their meat right - great! Praise them! When they tie their first shoelace great! Praise them! Even if they are just good all day - great! Praise them! The human psyche seems to move and feed on praise and attention."

People never really grow out of that constant need for praise and appreciation.

One study of a number of large corporations revealed the number one reason why people quit their jobs was because, as they put it, "No one appreciated what I did." William James, the best-known of American psychologists, said that the desire to be appreciated as one of the deepest drives in human nature. So get in the habit of being "praise minded." The way people dress, act, do their jobs, and express themselves as personalities can all be characteristics for some words of praise from you.

Perhaps your own family and friends would be a good place to start.

GIVE PEOPLE STATUS

Cars, homes, and clothes are examples of status symbols. People use the symbols to show others how important they are.

There are many such status symbols you can use to make others feel important.

For example, a person's own name is the sweetest sound in the world. Use it often.

People like to see their pictures on the wall, a title after their names, and surroundings that give them a little prestige.

The more status and prestige you can build into jobs the more motivated people become.

Just treating people with courtesy is a way of giving them status. John Wanamaker, the merchant, once said, "Courtesy is the one coin we can never have too much of, nor ever be stingy with." Following that philosophy helped bring him wealth and fame.

Remembering birthdays, anniversaries, and another's interests and hobbies is a way of giving a person's status.

COMMUNICATE

People like to know what is going on. They want to be told about problems, objectives, and “inside information.” They feel recognized and important when they are kept constantly informed.

GIVE SECURITY

People need more than financial security. They need boss security, leadership security, people-to-people security.

People look to you for “psychic security.” For example, they must know that you like them, respect them, understand them, and accept them not only for strong points but also for their weaknesses.

They want you to be fair. They must see that you have integrity and a set of values that they can depend on. Your standards must be ones that stimulate the best in others. Unethical conduct, dishonesty, favoritism, undercover deals never motivated anyone to higher levels of achievement.

People must see that you settle issues and make decisions on the basis of fact and logic rather than emotion. Yes, you must make decisions. People will be grateful for that. They dislike indecision, passing the buck, and putting off things that are important to them

People like to see you stand behind them when they are right and not to anger easily when they are wrong. They want you to be mature, realistic, and objective rather than temperamental.

They want you to lay your cards on the table, let them know where they stand. They want you to be honest with them. They are confident then, feel secure, in their relationship with you.

PEOPLE NEED YOU

So people need people. They need you. They need you to give them what they want and need, psychic satisfaction.

And when you give them what they want they will give you what you want.

And that’s what motivation is all about. It isn’t something you really do to other people; it’s something they do to themselves.

But you give them the reasons, the stimulants, for motivating themselves. And that makes you a motivator, a person who gets things done through others.

SKILLS FOR SUCCESS – Vignette 6

HELP OTHERS BECOME SUCCESSFUL

The formula for success is not too complicated. To become successful in life you have to get things done. There are only three ways that you can get something done:

1. Do-it-yourself
2. Get help
3. Give help

The first way, doing it yourself, is a good way to get something done but it's rather limiting. You can only become as successful as your own time and effort will allow. Studies have shown that those achieving outstanding success have generally done it by expanding their efforts through others.

That means that they have learned to get things done by getting help or giving help.

The “idea of giving help” is particularly interesting because it is a concept that is often overlooked. It means that you can get things done, become successful, by helping others get things done.

In other words you become successful yourself by helping others become successful. The sales manager becomes successful by helping his salesman become successful. The salesman become successful when he helps his customer become successful

The employee becomes successful only when he helps his company or his boss be successful. This must have been what one fellow had in mind who said to his manager, “I’m going to work hard to make you so successful that you’ll get promoted; then I’ll be in line for your job!”

So, getting some rules for helping others become successful is important for your own success. Here are some ideas of ways you can make others more successful.

1. REMOVE ALL NEGATIVE THOUGHT

You must clear your mind of envy, jealousy, and fear that others will get ahead of you. What if they do? They will probably bring you along with them. This happened to a salesman we know named Dick. Dick helped Tom, a new salesman, get some good accounts, learn the product line, and become a good salesman. So good, in fact, that Tom became the sales manager. And Tom and Dick continued to give Tom his best efforts. Sales records were set. Tom was made vice president.

And then Tom appointed Dick as sales manager. What if Dick had been envious of Tom and allowed himself to hold back and feel sorry for himself? He would still be one of the salesman instead of the sales manager.

So your interest in helping others must be genuine. It must be free from the feelings of self-pity, envy, or jealousy of the other person’s success. To achieve a sincere attitude of helping others be successful follow these guidelines:

- a. Do not help people merely for your own selfish gain.
- b. Do not help people simply to get them to do things for you.
- c. Do not help people just to win their favor.

2. EXPECT OTHERS TO BE SUCCESSFUL

An amazing phenomenon has been uncovered in recent years by a behavioral scientist in relation to the powerful influence of one person's expectations of another's behavior.

Studies have shown that the doctor who expects his patients to survive has a higher survival rate than a doctor who has a more pessimistic attitude.

The coach who expects his team to win has a better win record than the coach who expresses doubt and lack of confidence.

The study in San Francisco indicated the effect of a teacher's expectations on children. Children in the elementary grades were tested. The teachers were then given the names of children who would be the "academic spurters." These were the children who would show the unusual intellectual gain in the year ahead.

At the end of the year a survey was made and it was discovered that the forecasts were correct. The children designated as "spurters" not only showed the intellectual gains were also described as showing above average success potential, were happier, more curious, and more interesting than other children.

Then it was disclosed how the "spurters" were selected in the first place.

They were picked completely at random! But because the teachers expected them to be more successful they tended to live up to expectations.

Overwhelming evidence now indicates that the same phenomenon takes place in the world of business. Subordinates will generally fulfill the role that is molded by the manager's expectations.

Studies show that this is particularly true of young people starting their careers. Their attitudes, responses, and behaviors throughout their business careers are strongly influenced by what the first manager expects of them and the way he treats them.

The powerful influence of your expectations on another's behavior is a rather awesome responsibility. It means you should always hold in your mind the worthwhile characteristics of an individual and treat the individual accordingly. Build a picture in your thoughts of what the person can do and become.

Help people become what they are capable of becoming! That's the key! Ralph Waldo Emerson said it this way: "Our chief want in life is somebody who shall make us do what we can!"

The next rule is a step in that direction.

3. BECOME A TALENT SCOUT

Whoever you are, wherever you might be, there are talents to be uncovered in people around you. Give encouragement to the talents you see in others. Complement them, assure them, stimulate them to make the best possible use of their potential abilities.

In order to fully appreciate the contribution you can make by doing this you would have to see a few of the thousands of people whose lives have been altered by others encouragement.

You have to be an employment interviewer and talk to the widow who said, "My husband always told me I had a knack for remembering people's names. He said that I should be a receptionist. Now that he is gone, I will have to work, so I decided to try to get a job as a receptionist."

She was placed in the bank. Within a short period of time, she had memorized the name of every customer of the bank and called them by name! The president of the bank said he received more favorable comments about her from customers than about any other one service of the bank.

Or you would have to hear the now famous actor and admit: "When I was 18 years old, a man put his hand on my shoulder and said he believed in me. He thought I had talent. He changed my life from delinquency and waywardness to one of ambition."

A highly respect elected public official remarked, "I never would have gotten out of private business if a good friend had not convinced me that I had the leadership and ability for public service.

Isn't this the way that you would like to have people talk and think about you? Wouldn't you like to be the person who helped them build a successful life?

Become a talent scout among people and put your discoveries into words of encouragement!

Perhaps all these rules and the concept of helping others become successful boils down to just one thing. You must acquire the attitude of believing in others; have faith and confidence in the nobler characteristics of others.

If you want to be a giant among people and have a profound effect on them and the direction of their lives, then develop the ability to believe in people. If you do, people will return your gift a thousand fold; they will fill your cup with joy, friendship, love, recognition, and priceless contributions to your own success and happiness!

SKILLS FOR SUCCESS

THE DISCIPLINE OF READING

A successful person does that which the unsuccessful person is not willing to do!

Skills for Success is packed with valuable information to help you become a better person – a more successful person. But like any educational opportunity, it will only work for you if you make a commitment to study the information that we provide.

We learned an important formula years ago:

POTENTIAL – COMMITMENT = ZERO

**Lifelong learning, lifelong reading is the minimum requirement
for success in any field today.**

What is the best investment you can make for your success?

Stocks and mutual funds, real estate, gold and silver?

We believe the best investment you can make is in **your own personal growth and development!**

Lifelong learning, lifelong reading is the minimum requirement for ultimate success!

If you were offered \$1000 for each book you read in the next 3 months, off a designated list, how many books would you read? Successful people will tell you that they have read dozens of books that have been worth more than \$1000 to them in the knowledge they learned.

After you finish school, you are responsible for your education. From the moment of graduation onward, you are responsible for buying your books, planning your courses of study, learning your subjects, and continually upgrading your skills. It's not the responsibility of anyone else. You are in charge. It is it's all up to you.

You are solely responsible for maintaining and increasing your value through continuous reading.
There is no other way.

Becoming a proficient and persistent reader may not be easy to do, but it's certainly possible.

If you are not a good reader, make a decision, right now, that you are going to go any distance, pay any price, overcome any obstacle, and spend whatever amount of time and money it takes to become an excellent reader. If you do not know how to read particularly well, stop everything else that you're doing outside your schooling and dedicate yourself to reading. Spent every spare minute reading as if your future depends on it, because it does.

The future does belong to the competent. Those who know more will always win over those who know less. The more you read, the better you get. The more you learn, the easier it is for you to learn. And the more you challenge your mind, the smarter you get.

These are the practices of most of the successful people in America. The cumulative effect of the quality of your life can be amazing.

Never skimp on education. It is one of the most damaging things you could ever do.

Many people do not read very much. Fifty-eight percent of adult Americans never read a nonfiction book from cover to cover after they finish school. The average American reads less than one book per year. In fact, according to a Gallup study of the most successful men and women in America, reading one nonfiction book per month will put you into the top 1% of living Americans.

Some things in life are optional, and some things in life are mandatory. Taking your next vacation to the Caribbean is optional. Building a personal library and becoming an excellent reader is mandatory.

This is no longer something you can choose to do or not do. It is absolutely, positively essential and indispensable for your success. It takes regular, persistent reading and studying for you to improve, to move to the front of the line. It is not optional.

If you spend 30 minutes reading every day, your whole day is set off right.

People are surrounded by so many distractions, especially television, radio, and the internet, that they just never get around to doing any serious reading. They are so busy and caught up in day-to-day activities and amusements that they put off reading and then never get around to it. If continued, this pattern could have devastating consequences. Some people don't read because they are simply lazy.

It may take a week, a month, or a year to become a better reader. It may take even longer. But it doesn't matter. Your becoming an excellent reader will kick open doors of opportunity for you that you cannot now imagine.

Get some good bookshelves, and begin categorizing your books by subject. Have a section on sales. Have a section on management. Have a section on family and child raising. Have a section on personal motivation and success.

Once you've bought a book, read it with a red pen in hand, underlining and making notes at every key point. If you read a book twice, use a different color pen to underline points you may have missed the first time.

REMEMBER!

The best investment you can make for you and your family is to invest in your own personal growth and development.

SKILLS FOR SUCCESS

GOOD GRADES THROUGH DISCIPLINE

The following introspective questionnaire deals with a basic human problem. It is the problem of a person who is working below his potential and knows it. Perhaps this will help you determine where you are now, and having done so determine where you'd like to be.

_____ 1. What is your primary goal in this class?

On a scale of 1 to 10 determine to what extent you know what it is you want out of this class.

1 Rather vague idea.

10 You know exactly what you want and when you want to achieve it.

_____ 2. How much do you want it?

On a scale of 1 to 10 determine to what extent you want to achieve this goal.

1 A little bit.

10 Enormously.

_____ 3. How much do you expect to pay to achieve this goal?

On a scale of 1 to 10 determine what you will pay.

1 Occasional effort if it doesn't interfere with other plans.

10 A high price for a high goal. Includes work, make sacrifices, endure setbacks. You won't be able to afford the luxury of laziness or the delights of frequent distractions.

_____ 4. Are you willing to send the right signals to your subconscious mind?

On a scale of 1 to 10 determine what kind of thoughts you are going to channel into the subconscious.

1 Fear thoughts, worry thoughts, failure thoughts.

10. Positive thoughts that lead you to your goal.

_____ 5. Are you willing to fail temporarily?

On a scale of 1 to 10 determine how you feel about failure.

1 You give up at the first setback.

10 You keep picking yourself up and returning to the fight long after most people have given up.

_____ 6. Do you believe in the power of thought to change things?

On a scale of 1 to 10 determine the strength of an idea that is taken root in the human mind.

1 There is no power in thought.

10 The most powerful force in the world.

_____ 7. Do you ever build a case against yourself?

On a scale of 1 to 10 determine how you feel about yourself?

1 You look at yourself from a worm's point of view.

10 You look at yourself from God's point of view. You are his child. You are important to him.

_____ 8. Do you short-circuit yourself with alibis?

On a scale of 1 to 10 determine your attitude.

1 You say you are too dumb, too busy, you have a job, you're out for sports, you have a boyfriend or girlfriend, you like TV. All of the above excuses reinforcing the three deadly characteristics: inertia, self-doubt, aimlessness.

10 You look for the circumstances you want and if you don't find them you make them.

SKILLS FOR SUCCESS COMES WITH A 45-PAGE COORDINATOR GUIDE BOOK WHICH GIVES DIRECTIONS ON HOW TO PRESENT EACH PROJECT.

THE ROLE OF THE COORDINATOR - PART ONE THE RESPONSIBILITY

During the time ahead you are likely to be a part of the change that will take place in many participants' lives. In some cases this will be very small: in other cases it may be quite dramatic.

In either case, it may not be apparent. But you can be certain it is happening. It is happening to the "inner person". That is where all change starts.

It goes from there to the "outer person" - to the personality, relationships with others, to circumstances, and destinies. And much of that occurs after the Skills for Success program is completed.

But you will be part of the seed, the root, of the real inner change. And that is a rather awesome responsibility, isn't it? Awesome, but exciting!

Perhaps you have never had such an effect on others as you will have during the program you are about to conduct. This is pointed out at this time, because as you read your instructions your function will not seem too profound. In fact, it is rather simple - no speeches, no teaching, (as you may think of "teaching"), no lengthy research, or settling of issues, no authoritative roles. But as a coordinator you become the best kind of teacher - a moderator of insight, change and growth - "teaching" that answers come from within.

But this is not a program of surface skills or compiled knowledge that can be taught by usual methods. This is a depth experience that can be enhanced by your example and leadership.

It is your personal attitudes and the mood you set that will determine the results for the students. Your seriousness of purpose, your personal planning, your conformance to the program structure, and your keen interest and enthusiasm are a few of the characteristics that will affect changes of considerable depth in your members.

Your members are going to react to the material and experiences the way they see you react. If you demonstrate belief, confidence in the ultimate worth of the program, strict conformance to schedules, and maintain your role as a leader, they will react accordingly.

If you abandon your role as a leader, let the students run the show, change the schedule, start and end haphazardly, or conduct a unit with no advance planning, then the total program will deteriorate.

So your personal interest and enthusiasm, dedication of time for planning, complete familiarity with each unit, and leadership in conducting the program as it is conceived and laid out will be an invaluable contribution to the lives of your students. Conform as closely as possible to your Coordinator Outline. You undoubtedly will have many ideas for things that can be injected into the program. Save these ideas. You may want to project the program beyond the units outline. Please do not improvise, or change the outline as you go along, or inject other materials that you may have been exposed to in other areas.

Please adhere, especially to the flow of the program.

DO NOT REARRANGE OR WORK AHEAD. DO NOT CHANGE THE ORDER OF THE PROJECTS. THE PROGRAM WAS STRUCTURED IN A MANNER IN WHICH IT IS IN ORDER TO ACHIEVE SPECIFIC PURPOSES.

PART TWO - GROUP MANAGEMENT

Although the participant's skills, techniques and, and knowledge will be improved in some areas (particularly human relations and communication), **the basic purpose of Skills for Success is to change and develop attitudes.** One very effective method of changing behavior is by changing attitudes. Once a proper foundation of attitudes is established other characteristics of success - motivation, creativity, persuasiveness, leadership, effective personality and human relations skills all follow.

Attitudes of your participants are best cultivated by involvement of the individuals in discovering attitude patterns within themselves. The basic method used by Skills for Success to achieve the participant's growth and insight is the "small group involvement."

Preparation

Each student will be given a three ring binder with their name on it and 10 dividers. As they progress through the projects and receive Unit Dividers and Vignettes, they will place them in their binder, building their **SKILLS FOR SUCCESS HANDBOOK** to take home with them and keep for the future.

How to Set Up the Room

An ideal class size would be 20 to 30 participants.

At the end of each Session, the participants should be assigned to a new group so as to allow each individual to interact with all of the other students as they progress through the projects.

The best seating arrangements for Skills for Success is to have several small round tables placed around the room ideally with 5 students at each table. (Maximum of 6 and minimum of 4 based on the number of participants)

Because you will be having small-group activities, this approach often works best. During whole-group discussions, some participants will need to turn their chairs to see and participate. Then during small-group activities, they will need to turn back to interact with others at their tables.

How to Select Team Leaders

Many of the projects in Skills for Success require a Team Leader. Throughout the program, you may wish to select new Team Leaders, so that everyone has an opportunity to lead their team's discussions and report their team's conclusions. There are several ways to do this.

One way is at the beginning of a unit, on the count of three have everyone in a group point at the next Team Leader of their choice. Count to three. The person with the most fingers pointing at him or her is the next Team Leader. Then rotate clockwise for each new Team Leader for the rest of the unit.

The students are divided into groups of no fewer than four and no more than six members. Close friends should be encouraged to sit in separate groups if possible.

Projects are then assigned to the groups to be discussed or carried out in a specific time.

During the program, expose each student to his many variations as possible. One way to do this is for members to number around the room, numbering after the same number of groups that exist. Members have a number one set with group number one; members with number two sit with group number two, etc. This process may be done after each unit or two so that the members will be mixing with different ones.

A Group Leader should be appointed for each project. At the beginning of the unit you might want to have each group number individually around their groups. Then appoint each “number one” in each group to start as the unit as Group Leader. Then go to number two, etc. If such random selection has not given each member an opportunity of becoming Group Leader by the end of the second or third unit, then they should be appointed. Try to shift the responsibility of Group Leader around as much as possible. Each group leader is assigned a group project to conduct. Each member of the group has a copy of the project in their workbook for reference and future personal use.

Each Group Leader reads the project materials aloud as the other members follow along on their sheets. There may be a tendency for the group leader to shun this responsibility and ask each member of the group to read the project and then discuss it. Stress the importance of the group leader reading material for these reasons:

1. Better retention
2. Focuses attention
3. Assists those with visual or reading difficulties
4. Builds confidence
5. Gives each a leadership role

In most of the projects the Group Leaders are required to make a report summarizing the conclusions or discussion of the group.

The Group Leader should be asked to stand, face the members, and give a brief report. If allowed to do so, the Group Leaders will remain sitting to make the report. Do not let them do so. Keep in mind that one of the benefits and growth experiences of the program is involvement in discussions, summary reports, and facing the members of the group in presentation situations. Do not let your members get lax about conforming to the program.

There is only one minute allowed for each Group Leader report. Unless you maintain this as an absolute requirement your Group Leaders will take longer and you will not have sufficient time for your projects.

To terminate a Group Leader report, use a simple phrase such as, “O.K., thank you very much.” Natural pauses in the normal speaking pattern will allow you to interject and terminate the report. It is advisable that you not comment on Group Leader reports, but conclude each of them in a warm, consistent manner.

For groups larger than 12, not every group can make a report on every project. The coordinator may call only three or four Group Leaders to make a report on a project.

There’s one final suggestion for group management. At times the members seem to be “hung up” without answers or clear cut agreement. They might look to you for “answers.” Do not allow yourself to be drawn in. They are simply indicating that they find themselves perplexed. This is a part of growth. Life sometimes has no easy solutions. But it is in the search that discovery is made and a new insight found.

PART THREE: THINGS TO REMEMBER

1. Start on time: end on time. If you start waiting for the stragglers before you start, each session will start a little later. You are then, really teaching them to be late. If the members know you start the minute you are scheduled to start, they will learn to be prompt. The ones who are not would be late regardless of when you started. The material for each unit could be stretched into three times the length schedule. But then it would start dragging. Keep it crisp and moving. Conform to the schedule. If the members always wish they had a little more time, you will retain their appetites for the program. It is designed with this in mind.

2. **You are a coordinator - not a facilitator.** Do not preach, lecture, or inject your own thinking. Do not top off discussions and reports with your own opinions. Members will then feel they are competing with you. This will stifle member thoughts and discussion.

3. Do not project the “boss image.” Lead; do not scold, embarrass, or make jokes about any member even if the viewpoint expressed is different from the group or yours.
4. Learn the names of the members. Mix with the members. Call them by name.
5. Get the members to mix. Build a cohesive spirit in the group. Make the individual problems the group problems. If an individual asks you a question, respond by asking, “That’s an interesting question. Do you mind if I ask the other members for their impression?” Become an example of correct attitude rather than an authority. Turn all the questions in the class projects. The growth will then be the members!
6. Start on time; end on time. You will not have time to complete your projects unless you do.
7. Do not get into any “contest” with the members about who is right or wrong.
8. Help each member to identify with other members. This is a part of understanding and growth. It is done through group involvement of common problems. Do not overpower or in any way restrict this.
9. Be the first one at the session location. Check out the facilities. Arrange your material so you are fully prepared to conduct the session.
10. Be the image of what the program instills. Be enthusiastic, cheerful, positive, and considerate.
11. Start on time; end on time.
12. Keep in mind your purpose is to expand the confidence, attitudes, depth, motivation, and maturity of the student. Every action, every thought of yours should be dedicated to these objectives.
13. Avoid abrupt commands such as “stop!” Comments such as, “Let’s get started,” or “The time is up,” imply a more casual leadership style. Remember the students will resent being given any orders or told what they can or cannot do. Your conduct should be persuasive rather than autocratic.
14. Do not wonder about the group’s eavesdropping or sitting in to observe the discussion. Participation by a coordinator in group discussions should be avoided.
15. Do not let the Group Leader report run over minute. Be gentle but firm on this.
16. Start on time, end on time. Have a pleasant journey!

PART FOUR: DISCRETIONARY TIME

There are times you may finish early. If your groups are small and they seem to race quickly through the project, you can stop them as they are done. If in these cases, you finish early and have time at the end of the session you can start the groups on other discussion questions.

Here’s some you may use for discussions:

1. Can a person be happy all the time? Why or why not?
2. What are some of the negative attitudes that keep creeping into your mind and keep you from being happy all the time? What have you done to control them?
3. Sigmund Freud believed that feelings of guilt played a large part in human behavior. How do you feel about this? What are some of the things about which you feel guilty in relation to school, the way you spend your time, your relationships to other people? How do you get rid of these negative feelings?
4. What attitudes that you have studied so far would have the greatest influence on happiness?
5. What do you wish for? What are the differences between wishes and goals?
6. In what ways is your imagination or fear holding back your actions? In what ways can you exert more action to improve your attitude?
7. In what ways do you live in the past?

SKILLS FOR SUCCESS

THE FIRST DAY OF CLASS

Welcome the students and tell them a little about yourself

Have each student introduce themselves and tell a few items about them.

Hand out the Binders with 10 tabs for Skills for Success.

Have them insert: _____ . INC on the front outside cover of their binder and then read together.

CLASS INTRODUCTORY MATERIALS

Coordinator Comment: *Entrepreneurs are special, unique individuals composed of a very small percentage of the population. Most adults are employees, people who work for companies or businesses and trade their time for money. Other people are self-employed, people that individually provide a service or product. Entrepreneurs are people who identify a need and then build a business to provide services or products to meet that need. They are risk takers, willing to get out of their comfort zone, to help people. The more people they help, the more successful they become. They are obeying the Law of Generosity.*

HAND OUT AND DISCUSS:

- **GOALS FOR SKILLS FOR SUCCESS**
- **SKILLS FOR SUCCESS COURSE CONTENT**
- **WHAT'S ON YOUR BELIEF WINDOW?**

Coordinator Comment: *The primary purpose of Skills for Success is to help you determine the current beliefs that you have on your Belief Window, and then replace some of those beliefs and introduce new beliefs that will increase your chances of success not only as an entrepreneur, but more importantly, as an individual that will be successful in all areas of your life.*

- **A NEW DEFINITION OF INTELLIGENCE**

Coordinator Comment: *During your time in Skills for Success we are going to teach you how to become A Master Goal Achiever and How to Become a Professional Time Manager. As you learn and apply these skills, you will be doing something that 95% of the population don't take the time to do – determine their future by setting goals, developing plans of action, and then applying time and effort to move to attain those goals. **YOU WILL BECOME MORE INTELLIGENT THAN 95% OF THE POPLULATION.***

- **RHINO SUCCESS NOTES**

Coordinator Comment: *The mascot for Skills for Success is very unusual: it is a Rhinoceros.*

One of our goals is to help you change your Belief Window to include some of the positive traits of a rhinoceros. We suggest that you get a picture of a rhino and place it where you will see it every day.

- **LET'S DEFINE SOME IMPORTANT TERMS**

Coordinator Comment: Next I would like to define some words that pertain to your personal, entrepreneurial, and financial success. Ask the group to define each of the words and discuss, then give the Skills for Success definition for them to write down. The definitions are also stated on the next page.

- **GOOD GRADES THROUGH DISCIPLINE**

Coordinator Comment: This next questionnaire is designed to have you think about and then answer each of the 8 questions regarding not only your Skills for Success class, but also all the classes you will taking in your formal education.

START SESSION #1 UNIT #1 COMMUNICATION SKILLS

SKILLS FOR SUCCESS EVALUATION FORM

Date _____ Name _____

How would you rate the Skills for Success Program?	Poor	Fair	Good	Very Good	Excellent
--	------	------	------	-----------	-----------

Was the information presented in a clear and understandable way?	Poor	Fair	Good	Very Good	Excellent
--	------	------	------	-----------	-----------

Will the information presented be of use to your personal and financial success?	Poor	Fair	Good	Very Good	Excellent
--	------	------	------	-----------	-----------

How would you rate the Goal Setting Program?	Poor	Fair	Good	Very Good	Excellent
--	------	------	------	-----------	-----------

How would you rate the Time Management Program?	Poor	Fair	Good	Very Good	Excellent
---	------	------	------	-----------	-----------

How would you rate The How to Win the Game of Money Seminar.	Poor	Fair	Good	Very Good	Excellent
--	------	------	------	-----------	-----------

What areas of Skills for Success did you find most interesting? _____

Do you feel that you have become more successful during the class? _____
 How and why? _____

Have you made positive changes to your Belief Window? _____
 In what areas? _____

Do you feel that you have personally become more intelligent? _____
 How and why? _____

THE FOLLOWING IS PLACED ON THE BACK OF THE STUDENT'S BINDER

WHEN YOU ARE A GROUP LEADER

During the Skills for Success program you will have several opportunities to be a Group Leader and practice getting others to talk and lead them in a meaningful discussion.

You may feel ill at ease trying to conduct an interesting meeting or holding a conversation in a group.

These feelings stem from the false belief that the only way you can get along with or impress others is by the things you say. Actually, if you can get others to talk instead of you talking:

1. They are more favorably impressed by you.
2. They enjoy themselves more.
3. Their opinions and behavior are more apt to be changed.
4. They grow and develop to a greater extent.

There are several simple rules to follow that will help you to be more skillful in getting others to talk and maintaining control of a conversation. By using these as a Group Leader your group will get more out of the projects you handle.

1. Ask “open ended questions.” These are questions that cannot be answered by “yes” or “no”. “What are your thoughts about this?” Or “How do you feel about that?” are examples of open ended questions. They get people to talk.
2. Wait for a response. Do not feel you have to fill the silences. If you wait for a response the participants will take the initiative to talk rather than looking to you to make conversation.
3. Get everyone to participate. Do not let one person monopolize the entire discussion. Get everyone to join in by directing questions to the ones holding back.
4. Keep control. Hold to the subject. Do not let the conversation stray to unrelated subjects. Do not get “hung up” on a small point for a long time. Keep the group moving along on the project.
5. Give recognition. If you are impressed with the remark or insight offered by another say so. People talk when encouraged to talk. Avoid “putting down” another because that person’s opinion is different than yours. Do not criticize or make fun of another. This tends to inhibit response.
6. Keep yourself out of it as much as possible. Do not dominate the conversation and use the group leader role simply to explain your own ideas and experiences. Let everyone express themselves.
7. Find the key points and summarize. Your report should be no longer than one minute. Do not go over everything your group talked about. Summarize. Do not give your own opinions about the project. Report the conclusions of your group.
8. Remember that a good listener listens for ideas first and details second. While you are a Group Leader during Skills for Success practice good listening habits. Listen and report on ideas and conclusions. Extract the real meaning from the discussions. Report on that. Summarize. As a Group Leader feel free to participate in the discussion but practicing listening should be your first priority.

AN EXAMPLE OF SOME SKILLS FOR SUCCESS PROJECTS

COORDINATOR INSTRUCTIONS

SIX MENTAL STEPS TO MOTIVATION

SESSION 8 UNIT 16

Projects #51-56

NECESSARY MATERIALS

PROJECTS 51 – 56

HANDOUT “TAKE ACTION”

*PROJECT 51 - STEP NUMBER ONE: QUIT SCHOOL.

A. Time: 5 - minutes

B. Ask group leaders to read the introductory material and work only on Step No. 1 and make a report on that. 5 - minutes

C. **GROUP LEADER REPORTS** – 5 - minutes

D. **COORDINATOR COMMENT:** *So the first mental steps leading to believe is to resolve to go to work each day for the next week is if you had quit your job the day before, and are going to a brand new job. Have the “first day” attitude all week long. And, after all, isn’t that really what your situation is? “Tomorrow is the first day of the rest of your life.”*

* PROJECT 52 - STEP NUMBER TWO: MAKE THE DECISION

A. Time: 5 - minutes

B. **GROUP LEADER REPORTS** 5 - minutes

C. **COORDINATOR COMMENT:** *Abe Lincoln said that people are just about as happy as they make up their mind to be. The same is true of belief. You only believe in something if you make up your mind to believe. So the second step leading to an attitude of belief is to make the decision to believe.*

* PROJECT 53 - STEP NUMBER THREE: BENEFITS OF BELIEF.

A. Allow 3 - minutes for members to individually write out the beliefs as suggested in the project.

B. Ask each one to stand and read what he or she has written, only if there are 20 or less in the class. If there are more than 20 in the class, have them read them at their tables.

*** PROJECT 54: STEP NUMBER FOUR: REJECT ALL NEGATIVE THOUGHTS.**

A. Time: 5 - minutes.

B. GROUP LEADER REPORTS 5 – minutes

*** PROJECT 55 – STEP NUMBER FIVE: WAYS I CAN DO A BETTER JOB**

A. COORDINATOR COMMENT: *The fifth step to motivating belief is to map out a success program. Perhaps with renewed mental outlook there are things you would like to do. So, each of you write down on the sheet that has been given you five ways you can do a better job, or how you can improve yourself for the job you are now doing. Be as specific as possible. I will ask you to read them after you have completed them. You will have five minutes to make your list.*

B. Have each member read what they have written, if there are 20 or less in the class. Otherwise have them read and discuss at their tables. 10 - minutes

*** PROJECT 56 – STEP NUMBER SIX: USE POSITIVE AFFIRMATIONS AND SELF-IMAGES.**

A. Time 10 - 15 minutes (depending on whether Group Leader reports given.)

B. GROUP LEADER REPORTS. (Optional. 5 - minutes if used. If Group Leader reports are not given, you may allow an extra five minutes for discussion)

*** WRAP-UP UNIT**

HANDOUT VIGNETTE #15 “TAKE ACTION”

END OF UNIT #16

SIX MENTAL STEPS TO MOTIVATION POWER

(Project 51)

The first step to personal successes is belief: belief in yourself, your abilities, in what you want to accomplish. Believing deeply in something is the key to a purposeful, stimulating life. Without it there is no motivation to succeed. How to achieve belief and motivation is the subject of the following unit. We will go through six mental steps that will help stimulate your mind to belief and motivation.

The purpose of this project is not necessarily to sell you on the importance of school. But as long as you are enrolled it certainly would be easier to face with the right attitude. Too many students are coming to school with an attitude of resentment and drudgery.

Learn how to believe in whatever you do; be as successful as possible in anything you attempt or are involved in. Have pride in what you do. Success then becomes a habit, a way of living and being productive.

STEP NUMBER 1: QUIT SCHOOL

Yes, quit school. But only mentally. Now you have nothing to do during the day so let's say you decide to come back to school. Your attitude should be similar to the one you had when school started in August. Discussed for the next few minutes how your attitude would be different than it is today. How about your level of interest, enthusiasm, ambition on the first day of school? Is it any different from the attitude you have today? How? How hard are you going to work on the first few days of classes? Have you continued applying yourself like this?

Group leader reports.

STEP NUMBER 2: MAKE THE DECISION

(PROJECT 52)

We have mentioned several times in Skills for Success that you as an individual have the power to choose your attitudes in any situation. That is your greatest power - to choose your thoughts.

In order to believe in anything; yourself, your school, your religion, your purpose in life, you must make the decision to believe. You must say to yourself, "I choose to believe in the following things."

Many people find this very difficult to do. They hold back, afraid to give their all. They do not want to make a total commitment - mentally or physically.

Discuss: 1. Why is this? Is it true of you? Is it true of successful people?

2. If you decide not to believe in what you are doing, who is the big loser - you or the world you live in?

3. If you choose not to believe in school who loses - you, your teachers, your parents, who?

STEP NUMBER THREE: BENEFITS OF BELIEF

(PROJECT 53)

Your behavior is patterned by doing things that fulfill your needs, your wants, or that will benefit you. If you don't know the benefits and rewards of what you are doing, your belief will not be very strong. Good thoughts and good actions bring good results. Write down three ways you would benefit personally by believing deeply and what you are trying to accomplish at school and becoming motivated to do the very best job you know how to do. You'll be asked to read what you have written.

- 1. _____

- 2. _____

- 3. _____

STEP NUMBER FOUR: REJECT ALL NEGATIVE THOUGHTS

(PROJECT 54)

Group Leader read: No matter what you do or believe in, there will be some negative characteristics you will be faced with. If you allow these negative things to affect your thinking they will become resistors in the computer of your mind and will affect its output - in this case, your motivation. You must learn how to face unpleasant situations and people without it affecting your belief, otherwise you will find that your thinking becomes sour about everything you do.

Step Number 4, then, is to reject all negative thoughts about school. In the next few minutes each group discuss the negative thoughts about school, your classes, teachers, other students, activities, or your own feelings. These will represent the typical thoughts and reactions which you must remove from your mind.

Group leader report.

STEP NUMBER 5: FIVE WAYS I CAN DO A BETTER JOB AT SCHOOL

(PROJECT 55)

1.

2.

3.

4.

5.

STEP NUMBER 6: USE POSITIVE AFFIRMATIONS AND SELF IMAGES

(PROJECT 56)

Group Leader read: Belief then is one of the key factors in your personal success at school, and your future work, in life. Your belief can be reinforced by the use of positive affirmations and improving your self-image. First of all determine who you are. Identify yourself and your abilities in relation to school. What can you do now to improve your believe in what you are trying to accomplish at school? What will you start doing today or tomorrow as evidence of your belief?

1. Each person start by using the words “I am”, “I can”, and “I will” to explain his new belief and actions. Let’s start with the person to my left.
2. What sort of positive self-image should you have at school?
3. What positive affirmations can you use?
4. What changes do you expect will occur in the way you act and the way that others will act towards you by applying the information you have been discussing?

SKILLS FOR SUCCESS – Vignette 15

TAKE ACTION

The story is told of the woman who was stalled at the intersection, unable to start her car. The light changed from red to green and then back to red. In back of her an impatient motorist began honking his horn. Finally the woman got out of the car, walked back to the man and calmly said, “If you will get my car started, I’ll be glad to keep honking your horn for you!”

DO MORE THAN HONK YOUR HORN

There are a lot of “horn honkers” in this world. There are very few who would get out and get the car started.

It doesn’t take a lot of brains or talent to sit back and find fault or criticize; companies are filled with people who are honking about all the things the company can do to make their jobs easier.

At one company’s sales meeting the salesman spent most of the afternoon talking about the advertising the company should do, the brochures the company should mail out, the new products the company should develop, the customer complaints the company should handle, and a host of other things the company should do.

Finally one salesman stood up and said, “It seems to me that all we’re doing is sitting around trying to find ways of not going out and making calls. Maybe where overlooking one thing. We’ve been hired to work. That what’s pays off. We’ve got to go out ourselves and take some action to get things done!”

ACTION! That’s the key!

That’s the word that separates the “car fixer” from the “horn honker.” The person of action is the one who does something about a problem instead of sit back and complain and condemn.

As the familiar saying goes: “It’s better to light one candle than to curse the darkness!”

In an article describing astronaut Gordon Cooper, a boyhood friend recalled him as a “doer rather than a dreamer.” “Even as a child”, the friend said, “Gordon was too busy doing the stuff of which others’ daydreams are made.”

The ancient Greeks proclaimed that one of the great virtues was “action”.

There is nothing as inspiring and motivating as a man of action; on the other hand there is nothing so discouraging and frustrating as a man of indecision and inertia.

We were told about the vice president of one company who resigned his position because, he said, “During the last year I kept some notes of our executive committee meetings. I made 104 suggestions or programs I wanted to get started. Each required the go-ahead from the company president. To date no action has been taken.”

So he quit. He was frustrated. He was in an environment where he saw nothing happening. He was smart enough to know that not all of the 104 suggestions could be used. But he wanted to see some of them acted on one way or another. And he refused to follow or be associated with a person who stifled action

This man was expressing a reaction that is important for you to understand if you aspire to be a leader.

To lead you must act! To earn the respect and confidence of others you must be a person of action!

MAKE THINGS HAPPEN

It is been said that people are generally divided up into three different types: (1) those who make things happen, (2) those who watch things happen, and (3) those who don't even know what's happening!

Down through the ages famous philosophers have pretty much agreed that action to make things happen is what living is all about.

As Oliver Wendell Holmes advised, "Life is action!"

HOW ABOUT YOU?

If, right now, you're thinking someone else should take some action so I can do something. That's the problem. Everyone is waiting for everybody else to do something.

And where do you stand? What can you do, right now, to get things going? What actions can you take to make the world a little bit better place in which to live? What can you do to develop your own talents and abilities?

Aristotle said, "We learn by doing." Only in taking action do you learn.

What can you do to help out the next person? What can you do to move your company ahead? How can you do to a better job?

And, most important, what are you doing about your Skills for Success development? How about all those aspirations and goals? Are you putting them into ACTION? Go back and review the program often.

Then get concerned with some of the things you can do every day to make your life a worthwhile adventure. Act! Become known as a person of action - someone who makes things happen!

Sweep out the cobwebs of lethargy, despair, and doubt with action!

"Doubt, of whatever kind, can be ended by ACTION alone!" says Thomas Carlyle.

Action! That's what living is all about! It's a "do-it-yourself project."

SKILLS FOR SUCCESS

OUR LAST PROJECT

PROJECT 65 WHAT LOVING YOUR NEIGHBOR IS ALL ABOUT.

1. Time: About 25 minutes is the suggested time, let them take as much time as they need to finish it.

2. GROUP LEADER REPORTS 5 - minutes

3. Hand out "Onward and Upward". Ask each Group Leader to read it out loud.

Have students fill out the evaluation form for Skills for Success and turn in.

C. END OF UNIT 20 AND END OF COURSE.

WHAT LOVING YOUR NEIGHBOR IS ALL ABOUT (Project 65)

This is the last project of Skills for Success. One of the things you might have found during the course is that people who were strangers when the class started are now close friends and people who were your friends have become better friends.

There is a reason for your feeling this way. It is an old four letter word that most people are hesitant to talk about. It is called "love". You have shared inner feelings, thoughts, and your private self with others and received warm and genuine responses. You have expressed your fears, your problems, the real you and found understanding. Others have helped you discover you. It is only natural that you would want to cling to this and to them. For that is what living is all about. But it is also what loving is all about. Why are we so afraid of it? Why are we reluctant to extend ourselves and experience it? Let's talk about that.

1. What is love? Sigmund Freud described love as an "attachment" and suggested that you have many loves. What are your thoughts about this?
2. All mystics in all religions have preached the "love thy neighbor" theme. What does this actually mean? Sitting in your living room developing an emotion about your neighbor? Helping someone? Being kind? Sharing? What are your thoughts?
3. Why is love so often unexpressed? Why are people so reluctant to even talk about it?
4. It is known that the death rate of infants increases when there is no love. How about adults? How do they act, what are their lives like without love?
5. Extending love and friendship involves emotional risk. What are they? What are the risks of being misunderstood? What are the limitations of communication in expressing love? Are the risks more imagined than real? What part do negative assumptions play?
6. Most of us are never loved or treated the way we think we should be. In what ways have you experienced this? How has it affected your attitudes or the ways you have treated others?
7. In what ways do people use love to manipulate others? What do you think of this? How does it affect relationships?
8. Your attitudes of love and trust towards others in school and family life should be shown by permitting yourself to be known - disclosing yourself to others. What would be some of the potential problems and/or rewards that may result by exposing your real self - your inner thoughts and feelings?
9. It has been said that to love one must learn to love many? What is meant by this? Explain why you would agree or disagree.
10. How does love create some of the negative emotions such as fear, jealousy, dejection, etc.? How does it create the positive emotions such as hope, joy, enthusiasm, etc.?
11. For some reason we are rather ashamed or try to cover up our desires to love and be loved. Why? How does this affect our relationships with others?
12. How can you extend the feelings you have experienced in this course and discussed in this project into all of your future relationships, lifestyle, and living experiences?

SKILLS FOR SUCCESS – Vignette 19

ONWARD AND UPWARD

It is time to say “Farewell”! These are the final words of Skills for Success.

You have read and listen to over thousands of words invested dozens of hours of time in group discussions. Whether this is time “invested” or time “spent” is now up to you. If you look on these final words from us as a beginning, rather than ending, it will have been time invested. For you now have the rest of your life to reap the returns of the time you invested in this program.

If you have opened your mind and heart to the concepts set forth in the program you will now see yourself and your life ahead in a bigger dimension. You will realize that your limitations and barriers to personal effectiveness are self-imposed.

You will have created an appetite for continued development of your mind, attitudes, and talents. There are many ways in which this can be done. Books, evening courses, and self-study programs, are a few of the ways.

YOU GET OUT WHAT YOU PUT IN

From here on it's up to you.

You know, by now, that life is in the mind. You will experience what you create in your thoughts. Making life a fulfilling, exhilarating experience is dependent on the amount of diligence and effort you put forth to build a positive set of attitudes.

It's a simple but obvious fact of life. You only to get out of it what you put in.

At the beginning of Skills for Success you were reminded of the importance of thought - the magnifying influence, in fact, that just one thought can have on the course of your existence. But thoughts, you were told, could be “lost forever unless captured by pen or purpose.”

Hopefully, you have been holding onto some of the more vital impressions by writing them down. Now, for them to have any meaning, they must be molded into purpose. Go over your material and start putting all of the printed and self-composed ideas to work.

YOU LEARN WHAT YOU LIVE

Your life will be shaped by what you are and do. You will learn what you live. For the principles you have talked and thought about in Skills for Success to bring results they must be practiced. You should sort them out and learn them by living them one at a time.

KEEP GROWING

If there were two rules for success in making your life a positive, exuberant experience they would be these:

- 1. Get started**
- 2. Don't quit**

Skills for Success should be a starting, not stopping, point for your positive direction in life. There is that within you that seems to be always pushing you on, wanting you to do better and make use of the boundless potential you possess. Fulfilling this instinct will have to be worked out by you. It is an individual thing. It may mean conforming to deeper, more demanding values, ideals, or dreams. Or maybe you'll just read worthwhile books and talk with people who seem to have put it all together.

Whatever the route of your pursuit, don't quit. Stay at it.

And keep it simple.

FAITH. HOPE. LOVE.

Attitudes are not very confusing when reduced to those three. Keep in front of your mind when you're striving for positive attitudes. And avoid the opposites - those negative thistles of fear, doubt, and hate.

Again get started. Don't quit. You will never be completely perfect. But life will be an incredibly more glorious adventure if it extends from positive attitudes rather than thoughts of indifference and pessimism. Continue your journey of self-improvement and development. You are fashioned to be dynamic, ever-changing, with an unlimited reservoir of ability and mentality. Keep growing, expanding, reaching! The best day in your life is today! And better days, yet, lie just ahead- if this is your choice!

THANK YOU

And now - thank you! If you allow this program in its words to be useful to you then we have been in service to you. For this we are grateful! The greatest privilege we have as we pass through this life is being of service to another.

Now you have the opportunity of experiencing the same privilege. You can touch the lives of those around you by demonstrating the cluster of attitudes you have been developing.

Perhaps these words written by Stephen Grellet, a French born Quaker, who died in 1855, should now become your objective:

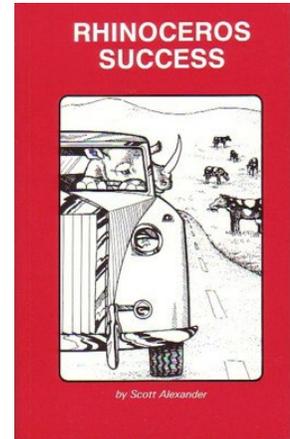
“I shall pass through this world but once. Any good, therefore, that I can do, or any kindness that I can show to any human being, let me do it now. Let me not defer nor neglect it, for I shall not pass this way again.”

Keep exploring? Keep discovering? Keep working? Keep striving? Keep growing? So that each day you can enter into your log of the course of your life the same immortal words that Columbus wrote in the log on the Pinta as he faced danger, storms, hunger, mutiny, and fatigue in the uncharted Atlantic.

“This day we sailed on!” - Bon Voyage!

SUCCESS IS BECOMING A RHINOCEROS!

The following are excerpts from Chapter one of the book **RHINO SUCCESS** by Scott Alexander.



THE ART OF CHARGING

The secret of success is, naturally, becoming a rhinoceros. In fact, my wish for you is that you wake up tomorrow morning as a full grown, six thousand pound rhinoceros! Imagine the look on your spouse's face in the morning, finding you in the bed. Oh, it is fun being a rhinoceros.

No more sleeping in until the last possible minute. You are now a rhinoceros! The sooner you get that into your head, the sooner you will achieve more during your rhinoceros life.

GET CHARGING MAD

The first order of the day as a rhino is to charge. Hopefully, you have something to charge at. You must have some goals that will add purpose to your life as a rhinoceros. If you have been getting up every morning, to work all day, just to buy yucca-yucca bushes for dinner and pay the rent, then it is time to get mad. It is time to get disgusted! It is time to say, I have had ENOUGH of being a lazy cow grazing in the pasture day after day! I am fed up with doing nothing, seeing nothing and accomplishing nothing! I woke up this morning as a rhinoceros! I am going to sacrifice the security and complacency of the pasture and live a rhinoceros life of excitement and adventure in the jungle. I am going to be a rich rhino.

GET MAD! Who is going to argue with an irritable, disgusted, angry, three-ton rhinoceros? You will get what you want. Just CHARGE it down! Vow never to go back to that pasture again. Forget your lazy cow buddies. Get out and meet new rhinoceros friends. Charge!

ALWAYS CHARGE MASSIVELY

Charge massively and you will have massive success. How else does a rhinoceros charge, but massively? By being a rhinoceros, you are almost guaranteed success! When you take on a challenge, you don't approach it like a scared prairie dog, ready to leap back into its hole at the slightest sign of danger. You say, "DAMN-THE-TORPEDOES!" You give it all you have got, never letting the possibility of failure cross your mind.

TWO-INCH THICK SKIN

Luckily for you, you've got that two-inch thick rhinoceros skin, because with you damn the torpedoes charging, you occasionally catch a torpedo or two. Never mind, you are a rhinoceros. Your skin is so thick, you hardly feel them. They might knock your breath out once in a while, but you are right back on your feet, ready to charge again and madder than hell!

THE REAL SECRET OF SUCCESS

Before I discovered rhinoceros success, I was confused. Now I firmly believe that if you are a rhinoceros, you are almost guaranteed success. Get charging!

BE ALERT FOR OPPORTUNITIES

As a rhinoceros, you are always alert. You have to be alert in the jungle. That's why cows and sheep are not found in the jungle. They couldn't survive.

RHINOCEROS FUEL

What is it exactly, that turns a lazy, contented, do-nothing cow into an energetic, powerful charging rhinoceros? And what keeps that rhino charging? Why doesn't he quit raising a ruckus

in the jungle and relax in the quiet pasture as a cow. What is it that drives him? There is no such thing as perpetual energy. Something is supplying the power that makes him continue of charge day after day. It seems to be self-generating. It never runs down. What causes such great motivation?

Well, you are a rhinoceros. You figure it out! Being a rhinoceros, you are after something, right? What are cows after? Apparently, not much. Why aren't the cows after all you are after? They have brains. They have legs to move around on. They have ears and eyes and horns just like you do. Can't they see all the possibilities of life? Can't they sense all that there is waiting for them. Can't they see all that there is to do, all that there is to experience and all the places that there are to visit? What is it you have that they don't?

YOU BELIEVE IN SUCCESS!

That's right! Belief! Cows just don't believe they can achieve and consequently, they don't even try. They don't even give it one good charge! They see all the opportunities floating by them, but believe that lucky breaks are for some few, handpicked rhinos.

They say, "We are cows. We cannot charge. There is no use even trying."

Cows will tell you that they are being realistic. But we know the truth. Either they are plain ignorant, lazy, or they are trying to rationalize their failure.

SUCCESS IS YOURS

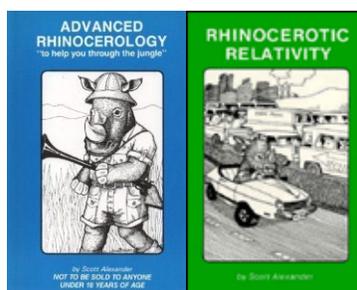
Success is there for anyone who will get off his or her butt and charge it down! You know that. That's why you are a rhinoceros. You know and truly believe that whatever you want, you can try to get it and your chances are excellent that you will get it. You imagine it as being yours. You can taste the victory of achieving it. It is your belief that fills you with an enthusiasm to charge, despite the torpedoes. You are a charging rhinoceros because of your overflowing enthusiasm generated by your belief: your belief that you can do it all and see it all. It makes being a rhinoceros so enjoyable and that's why rhinos are fun to be around.

RHINOS ARE NATURALLY HIGH

So keep believing. Keep charging. Imagine yourself reaching your goals. You KNOW you can do it because you are a rhinoceros! Your enthusiasm will keep you charging. CHARGE! CHARGE! CHARGE! If your batteries ever seem to wear down, you will know what happened. Your belief will have waned. Keep believing in yourself. You have to. No one else can do it for you. It has to come from inside you. Believe and succeed!

Other chapters include: Rhinoceros Training, How To Be The World's Happiest Rhinoceros, Be An Audacious Rhino, Develop Rhinoceros Persistence, How To Be A Rhinoceros In All Aspects of Your Life: Financial, Work, Family, Physical, Social, Spiritual; Rhino Games, Be Prepared For Rhinoceros Problems, and Become A Rhinoceros Today.

Scott has written two other books, ADVANCED RHINOCEROLOGY and RHINOCEROTIC RELATIVITY. All three are fantastic



ABOUT BOB RITCHEY



I am a California native and received a Bachelor of Science Degree in 1964 with a major in mathematics and a Master of Education Degree in 1965 from Miami University in Oxford, Ohio. I moved to Bakersfield, California, in 1965 to teach mathematics at West High School. I also coached football and basketball for several years.

As I was teaching I continued my formal education to obtain 90 units past my Bachelor's Degree. During this time I discovered that there was two major areas of education that I had not been taught – Personal Growth and Development and Financial Success education. I never had formal classes on how to be successful and how to become financially independent.

I started dedicating time in learning about these two areas and then decided to develop an elective high school course entitled “Skills for Success” which I taught at West High School in the late 1970s.

I started investing in real estate in 1976 and obtained a real estate license in 1977. In 1980, I retired from teaching and received my real estate broker's license. My Skills for Success program was put on the shelf.

In 2020 I was asked to become a board member of Matrix Entrepreneur Academy in Bakersfield and to recreate my Skills for Success material to be used in the their curriculum.

I have now decided to offer my program to any institution or group who see value in the material at no charge.

Bob Ritchey

The following is an article that I wrote that was printed in the Bakersfield Californian newspaper.

COMMUNITY VOICES: Recognition and Solution

• **By Bob Ritchey - Jul 15, 2020**

As I watch TV news and read The Bakersfield Californian, it is quite evident that our city and our country seem to be faced with a lot of important challenges. These include high crime rates, drug and alcohol addiction, poverty, homelessness, criminal justice reform, discrimination, high school dropout rates and willful disobedience in schools.

My belief is that none of these areas are the problems; they are symptoms of just one problem.

If you go to a doctor with pain on your right side, nausea and vomiting, poor appetite, fever and chills, these would be symptoms that something is wrong with you.

Would a professional doctor just give you medicine to treat your symptoms – pain pills, aspirin, etc.? No, that doctor would be guilty of malpractice. A good doctor would run tests, and if they determine you have appendicitis, they will initiate the cure by operating and removing your appendix.

For 14 years, I was a math teacher at West High School. Algebra and geometry are required for college admission because they teach students the process of problem solving. I learned and taught that there are two steps to being successful in math and life: to be able to recognize what the problem actually was and to determine and apply solutions that would lead to a correct result.

I required my students to write two words at the top of each homework and test paper: recognition - solution

Recognition: define what the actual problem is.

One of the challenges I see in today's world is that our political leaders, from national to local, are not going to ever correct the problems that we face. Most of them are focused on symptoms instead of the problem that is causing the symptoms.

I have a solution to suggest. Several years ago I read an outstanding book by Hyrum W. Smith titled "What Matters Most – The Power of Living Your Values." Chapter 10 is titled "What's on Your Belief Window?"

Smith writes that when we are born, we have an invisible belief window attached to our head and it hangs in front of our face. We look at the world through it and what we see is filtered back to us through it. We place perceptions on it which we believe are absolutely true, whether they reflect reality or not. Some of these perceptions have to do with the development of our character and the values we believe in. Our self-image is greatly affected by our beliefs. Everyone has a mix of correct, incorrect and debatable beliefs on their belief window.

According to Smith, we have four basic human needs: to live, to love and be loved, to feel important and to have variety in our lives.

We can develop our beliefs from various sources: family, friends and associates, teachers, media, religious and other organizations, etc.

Our belief window exerts a powerful influence on our actions and behavior. One of the challenges is that results often take time to measure. But we can learn through the experiences of others.

All of the items that I listed above are not the problem. They are evidence that individuals have incorporated behavior based on the belief that their actions in these areas will meet one or more of their basic needs.

The beliefs on our windows set parameters for our success and happiness. What will be the results of our behavior? Will those results meet our needs over time? The key is for society to work together to help people, especially youth, to change those beliefs that are incorrect or inadequate. To incorporate actions that lead to happiness and fulfillment, not sorrow and remorse.

Remember Recognition - Solution.

Bob Ritchey is a former math teacher, retired real estate investment broker and founder of Win the Game of Money Institute.