

## Chapter 3

### Personal Motivation

#### (Personal Goal Setting and Planning)

##### Introduction

Goal-orienting behavior involves the goal-setting and planning techniques of personal motivation methods. We deal with personal motivation methods at this point for several major reasons:

First, all people tend to strive for satisfaction of immediate needs and desires at the expense of future best interests. Goal setting and planning limit and compensate for this human tendency. They “future-orient” behavior by channeling perception, thought, and effort toward ultimately fulfilling objectives.

Second, to accomplish any activity most successfully, one must initiate, concentrate, and sustain attention and effort on that activity. Concentrated, sustained attention and effort depend upon one’s motivation level. Personal motivation necessary for all important activities can be increased through goal-setting and planning.

Third, establishing specific goals and detailed plans does not necessarily result in more successful, satisfying attainment. Reaching one’s goals also necessitates acquiring the means through which success is achieved. The “means” include the inputs discussed in Chapter 2: improved personal characteristics; more appropriate behavior patterns; further developed mental skills (involved in learning and thinking); further developed general and specialized knowledge; further developed specialized skills; expanded experience; and the methods for acquiring and using all inputs. Behavior adjustment, learning, and thinking are all subjects of Chapter 4 through 10, which deal with “means-orienting behavior.” Increased personal motivation now will increase your desire and effort, which are necessary for learning and using methods and tools of subsequent chapters.

Fourth, you can know various principles and methods backwards and forwards, but still not use them purposefully and effectively. Purposeful, conscious use improves effectiveness and efficiency in any learning, thinking, or behavior adjustment situation. Simply put, you will do anything better if you stop to think about what you are doing and how to do it better. Personal goal setting and planning activities input information into memory. Your mind can then use that information to increase awareness of important learning and thinking situations, and increase the probability that you will stop to think what you are doing and how to do it better.

In short, to systematically improve mental processes and behavior in general, motivation methods must be incorporated with other methods. Integrated use of many methods maximizes the efficiency and effectiveness of each, and compensates for the limitations of each’s separate, unsystematic use.

Personal motivation techniques are keys to more efficient and effective behavior or performance, and greater success in any role. They have been used in one form or another by literally hundreds of thousands of successful individuals to increase desire, motive strength, and self-confidence. Here, however, we go several significant steps beyond standard motivation methods. We discuss serious aspects of these techniques that are often not pointed out. These include methods for “means-orienting behavior” that assure that personal motivation techniques will work.

It should be mentioned that, since these principles are “universals” for improving performance in any role, they are easily translated into leadership and management techniques that are widely applied within organizations.

## Recommendations

Reminder: Preparation Phase Steps:

1. **Awareness – Think what you’re doing** and how to do it well
2. **Increase Motivation** – Why is this important to you?
3. **Seek a conducive learning environment**
4. **Get organized** – get everything you’ll need together
5. **Preview the material** – for gist, key words and ideas
6. **Recall and structure Preview impressions**

Complete the goal-setting and planning exercises when and as you are instructed. Give them the attention and thought that you deserve. If you do not do them, you will be cheating yourself out of at least ten times the benefit you will derive from simply reading the chapter.

You might wish to think about and practice these principles for a week or two before going to the next chapter.

## Reviewing What You Already Know

1. The psychological basis of motivation is the preference for, or the expectation of \_\_\_\_\_, and the avoidance of \_\_\_\_\_.
2. What personal characteristics and/or external influences motivate one’s behavior? How?
3. What is the importance of goal setting? What does one increase?
4. Why state or formulate goals in very specific terms?
5. Why is planning important? What does one increase?
6. What does a Personal Inventory have to do with goal setting? With planning?
7. One plans “stages of attainment” or “milestones” (short and intermediate-term goals) in order to balance \_\_\_\_\_ and the \_\_\_\_\_ of success, so that the chance of worthwhile \_\_\_\_\_ is maximized.
8. What is the importance of identifying the activities one will have to accomplish in order to reach short, intermediate, and long-term goals?
9. What are three reasons why goals and plans should be written down:
  - a.
  - b.
  - c.

10. Personal Motivation methods rest upon two fundamental propositions:

*Proposition 1* (Goal-Orientation of Behavior)

$$\text{_____} + \text{_____} + \text{_____} = \text{Increased Desire \& Motive Strength}$$

*Proposition 2:* (Means-Orientation of Behavior)

$$\text{Increased Desire \& Motive Strength} + \text{_____} + \text{_____} = \text{Attainment \& Achievement}$$

[ M E A N S ]      Fulfillment

11. Following a Personal Inventory, which is PHASE 1 of the personal motivation technique, there are three more stages. PHASE 2 is goal setting. PHASE 3 is planning. PHASE 4 is implementing plans for acquiring the means—that is, learning necessary inputs and otherwise adjusting behavior. In which phases do the following steps occur? (Some may occur in more than one stage.)

- |  |   |
|--|---|
| <p>___ plan milestones</p> <p>___ enhance desire and motive strength</p> <p>___ learn necessary information</p> <p>___ identify behavior patterns and traits needing adjustment</p> <p>___ adjust to feedback</p> <p>___ identify important needs, drives,</p> <p>___ use improved abilities and other behavior patterns</p> | <p>___ identify knowledge and abilities need</p> <p>___ set clear, specific long-term goals</p> <p>___ anticipate obstacles</p> <p>___ rank long-term goals in order of importance</p> <p>___ formulate solutions</p> <p>___ identify activities required</p> <p>___ improve abilities to learn and think</p> |
|--|---|

12. How do personal goal-setting and planning improve one’s efficiency and effectiveness in learning situations? In thinking situations? In situations providing opportunities for improvement of personal traits?
13. Behavior adjustment amounts to \_\_\_\_\_.
14. For what reasons should goals be adjusted?
15. Which should be changed or influenced first, attitudes or abilities?
16. Why is means-orientation of behavior necessary to effective goal-orientation of behavior?

## What “Motivates” Us ?

A “motive” is that which prompts, induces, or urges us to behave. Think back to your personal inventory for a moment. What characteristics prompt or urge you to behave?

Obviously, these motivators are our basic needs and drives. Their satisfaction or fulfillment require that we interact with the environment. Even if we are stimulated by something in the environment, our responses will be integrated within the context of some combination of these urges.

Values and interests are also motives or motivators. Our value systems represent things and activities that are important to us because we experience positive feedback from them. They developed through interaction with the environment. So did our interests. As we have been interacting with our environment, we have experienced both positive and negative feedback. If feedback stimuli were positive, we experienced pleasure. Pleasant emotional reactions were associated with activities, people, objects, and ideas—and became attitudes of some importance to us.

We are also motivated by our own recognition that we have accomplished some activity successfully. Knowledge of progress or achievement stimulates further activity or effort. It reinforces our own self-images. On the other hand, lack of progress, achievement, or success can dishearten and frustrate.

All of the above motivators are intrinsic (internal) in nature—that is, they develop or occur within us due to the satisfaction experienced while we are accomplishing some activity of value or meaning to us.

Can we also say that forces or factors in the environment are motivators? Yes, in a manner of speaking, for these motivators are of an extrinsic (outside, external) nature. Our needs, drives, motives, values, and interests are influenced by them.

Praise and blame are extrinsic, external, or environmental incentives. They tend to be most effective coming from persons held in high esteem. For example, we are more flattered by an intelligent person who says we are bright than hearing the same thing from someone we think is rather stupid. Reactions to praise and blame (or reproof) differ. For instance, praise seems to stimulate average and inferior individuals, whereas reproof is generally more effective for above average or superior individuals. However, most persons are more effectively motivated in the long-term by associations of pleasant emotions with their behavior—pleasant emotions which stem from praise and other forms of positive feedback.

Rivalry, too, is a motivator. However, competition between individuals can be undesirable, because it may breed resentment, excessively competitive spirit, or jealousy—regardless of who was successful and who was not. Rivalry between groups can also be stimulating, but may require control for the same reasons as above. The successful are rewarded or praised, whereas the unsuccessful experience negative feedback. However, the unsuccessful may persevere in the activity in order to re-establish their personal and/or social images.

Rewards and punishments constitute forms of positive and negative feedback which can influence behavior. We all use them at one time or another to influence children, employees, friends, and others. However, they can be the least desirable forms of “motivation” in certain respects. They are often difficult to apply at the right time, for the right reason, or in the right amount.

Have you noticed how all extrinsic and some intrinsic motivators are related? Praise, rewards, winning in competition, and knowledge of progress are all forms of positive feedback that result in satisfying, behavior-reinforcing emotions. On the other hand, blame, punishment, reproof, losing, and lack of progress all constitute negative feedback that can result in frustration, anxiety, and other unpleasant emotions. However, negative feedback can urge one on if, for example, self-image or social image is jeopardized. Thus, both positive and negative feedback can be motivators, the former being the most effective over the long run.

But feedback occurs after the fact. Are we not also motivated by our expectations of pleasure as we begin an activity? Very definitely. In fact, it is our expectation of pleasure or satisfaction of needs, drives, or motives that often prompts us to interact with the environment in the first place. Keep in mind, though, that we are also motivated by fear of physical harm, harm to self-image, and harm to social image. But the direction of motivation is away from the object or activity—“avoidance” rather than “approach.”

Thus, people and activities in the environment can urge us to do or not to do things. Are these environmental forces really “motivators?” Opinions vary. We look at it this way: Needs, drives, and motives such as desire for social approval, reinforcement of self-image, or needs to dominate, excel, achieve, influence, overcome, or acquire will all work together to cause us to interact with the environment. Therefore, whether or not we respond to environmental stimuli, and how we respond, will be a direct result of our own needs, drives, values, interests, and goals—not someone else’s. Perhaps, then, it is more appropriate to say that we are motivated directly by our own needs, drives,

Proposition 1

$$\begin{array}{ccccccccc} \text{Perception} & + & \text{Imagining the} & + & \text{Increased} & = & \text{Increased} \\ \text{of Goal(s)} & & \text{Satisfaction} & & \text{Expectation} & & \text{Desire and} \\ & & & & \text{of Attainment} & & \text{Motive strength} \end{array}$$

( D e s i r e ) + ( M o t i v e S t r e n g t h )

Proposition 2

$$\begin{array}{ccccccc} \text{Increased} & & & & \text{Attainment,} \\ \text{Desire and} & + & \text{Plans + Capabilities} & = & \text{Achievement,} \\ \text{Motive Strength} & & \text{( M E A N S )} & & \text{Fulfillment} \end{array}$$

values, interests, and goals (intrinsic motivators), but *are influenced* by environmental factors (extrinsic motivators). Another summary perspective to keep in mind is that the psychological basis for motivation in all cases is our preference for, or anticipation of pleasure or satisfaction, and the avoidance of pain or unpleasant emotions. Thus, we can formulate the two propositions above.

Before reading on, consider for a moment what motivates you the most. Physiological drives? Security needs? Social needs? Your self-image? Self-actualization? Power? Achievement? Particular values? Certain interests? Which of these did you mark highest on your personal inventory? Satisfaction of which of these gives you the most pleasure?

How about environmental influences (extrinsic motivators)? Which of these “motivates” you the most? Praise, rewards, or winning? Or blame, reproof, punishment, losing, or guilt?

Your answers to these questions should generate some significant insights about yourself.

**Basic Principles of Personal Motivation Methods**

We are urged into interaction with the environment to satisfy needs and drives, and to fulfill motives that are important to us. But much of our behavior is not directed toward a specific result or outcome. The interaction between needs and drives and environmental influences tends to push us here and pull us there rather aimlessly—like a wind-up toy going every which-way as it bumps into things in its environment. Thus, we expend a great deal of mis-directed thought, attention, and energy—unless we know where we want to go, who or what we want to be, and what we want to have.

Statements of desired, expected, or intended outcomes or results that will bring satisfaction or fulfillment are our goals. Goals, too, are motivators, because they are specific expressions of needs, drives, values, and interests. If we enter into interaction with the environment with a specific goal in mind, we tend to concentrate and sustain attention and energy upon an activity to which we attach significance, meaningfulness, or importance. Behavior, therefore, becomes more purposeful, efficient, and effective—more goal-oriented.

By what else besides needs, drives, values, and interests are our goals affected? Our knowledge and experience—what we have seen, read or heard about, or have imagined. We cannot want what we have not perceived, experienced, or imagined. For instance, if you had never seen or heard of a TV set, or had never conceived of an object which could bring the world into your home, how could you want one? Similarly, if you had never seen, heard of, or experienced a happy home, would you hardly know the difference? What we can perceive or imagine being desirable is what we want for ourselves, and this depends to a great degree upon what we have experienced.

How much do we want what we have perceived or imagined is the next question. The strength of desire for something, or the strength of motivation toward something, depends upon several factors. One is the intensity of underlying needs, drives, values, and interests. Another is our perception and expectation of how much fulfillment or satisfaction its attainment will bring—or “how much good it will do us.” A third factor is our expectation of whether or not we can attain what we want. What are such expectations based upon? Our own perceptions of our abilities to behave successfully enough to attain or achieve. Does this mean, then, that we will want something less if we do not believe we have the abilities to attain it? Not necessarily. It

often happens that we want even more what we do not think we can have. However, if we assume that our abilities are inadequate and cannot be improved upon, we do tend to restrain desire and striving behavior because effort is regarded as more or less futile. Desire, then, may be high, but motive strength toward what is desired can be relatively lower. This, in fact, is a good example of the approach-avoidance conflict. Desire (approach) is in conflict with avoidance of negative or failure feedback.

Therefore, increasing desire and motive strength depends upon (a) one's perception or imagination of specific goals, (b) perception or imagination of the satisfaction or fulfillment their attainment will bring, and (c) increasing the expectation of being able to attain them. Thus we have a proposition which underlies most personal motivation techniques—Proposition 1 above.

This is partially what we mean by goal-orienting behavior. Only you can accomplish these basic steps. In various chapters of this book, however, we try to help you increase your expectations of attainment or achievement of your goals. We try to dispel any possible misconception that you might have had that your abilities and other characteristics are fixed and unimprovable. As we often point out, heredity and environment are not the sole determinants of behavioral capabilities—at least they do not have to be. You can further improve upon or develop your capabilities within inborn potentials. Therefore, you can expect to achieve greater satisfaction or fulfillment through improved performance in various roles. Consider for a moment the implications for your own life.

Even though one may be highly motivated to go after what he wants, he must still know how to go about getting it. If one has specific targets (goals) to shoot for, then he knows where to aim. But life is not like shooting a gun. Because it is full of obstacles and conflicts, one must chart or map his way from his present starting point to his destination. This means planning each step of the journey. It also involves recognizing the abilities and other characteristics required for getting him where he wants to go, being what he wants to be, or getting what he wants to have. And it means actually improving or adjusting characteristics so that one can attain or achieve. Thus, he must both goal and Means-orient behavior—which is indicated by Proposition 2 above.

Many personal motivation methods stop at goal setting. Many of those are simply “psych-jobs” to get someone all “hyped up” are “raring to go.” Some also discuss planning. A few may go on to identify characteristics and behavior patterns necessary to attain or achieve goals. One of our purposes in this book is to go one significant step further.

All the chapters that follow deal with “means-orientation of behavior.” They provide tools for improving the learning of skills, information, and more appropriate behavior patterns, and for improving problem-solving and decision-making capabilities. Learning and thinking capabilities are, you will remember, the basic capabilities that are absolutely necessary for improving performance in any role and for coping with life's challenges.

*Figure 3.1* on the next page shows the four fundamental stages of the personal motivation method.

STAGE 1 (Personal Inventory) helps you KNOW YOURSELF—that is, to define yourself in terms of many specific, interrelated characteristics, paying particular attention to strengths and weaknesses. You must do this on paper so that you can keep track of all the specific characteristics you bring to the self-improvement situation.

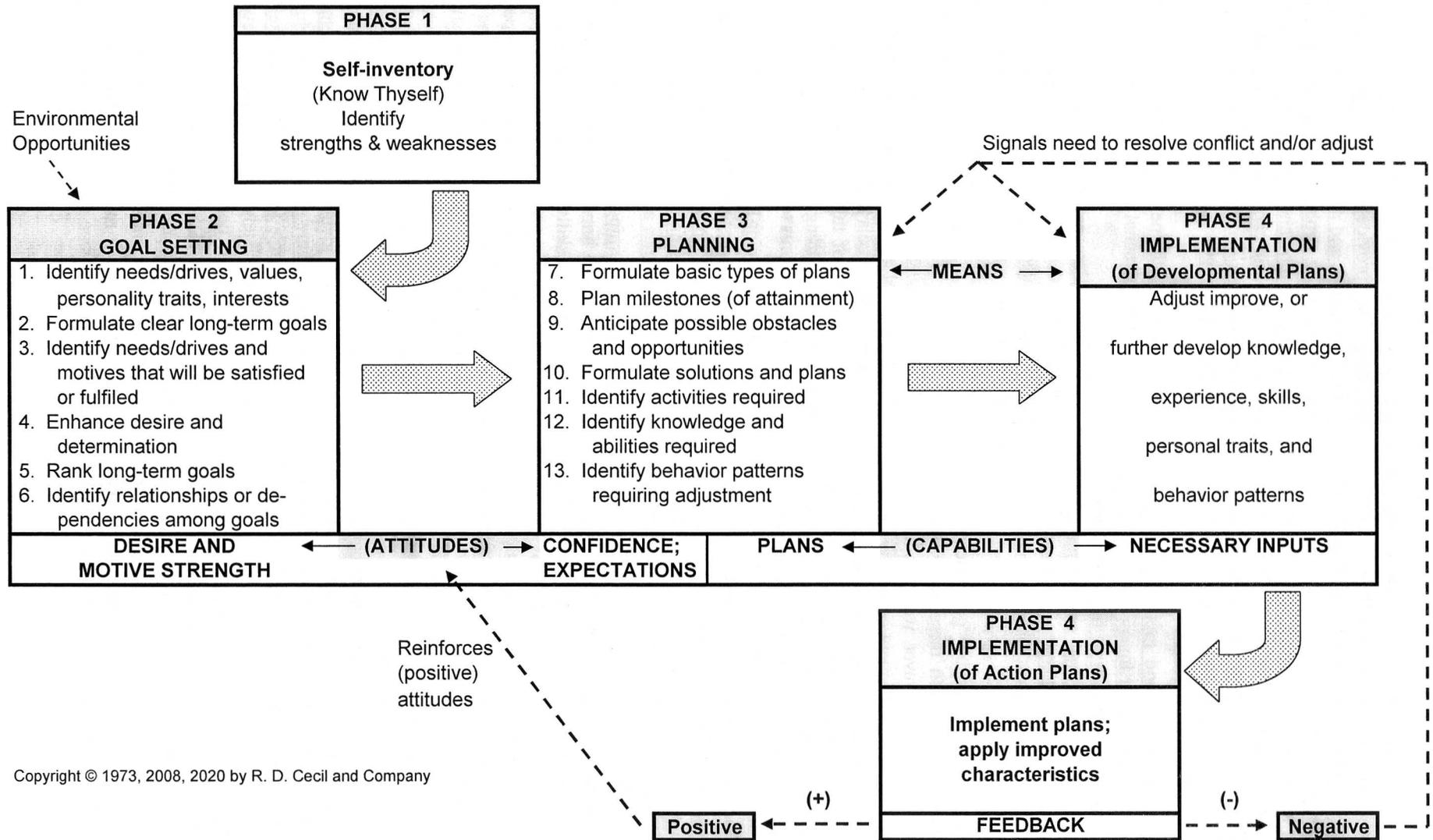
STAGE 2 (Goal Setting) involves the re-evaluation of needs, drives, values, and interests, and the formulation of specific long-term goals that will best fulfill or satisfy them. The several steps of this phase are designed to increase desire and motive strength, both of which are necessary to get one where he wants to go.

STAGE 3 (Planning) involves identifying the steps you will take and the milestones that must be reached successfully on the way to reaching long-term goals. And, you identify the abilities and other characteristics required for successful performance and attainment.

STAGE 4 (Learning and Behavior Adjustment) involves beginning to improve or further develop the necessary characteristics, skills, knowledge, attitudes, and behavior patterns. This is a part of implementing your plans. As you interact with the environment, you will experience positive feedback which will reinforce desire and self-confidence. You will not, however, be able to anticipate all problems before-hand. You are bound to make some mistakes and experience some negative feedback when behavior has been inappropriate. Such conflicts result in problem-solving situations. But because you are more aware of yourself, can better identify behavioral problems, can find better solutions, and are more able to adjust behavior effectively, you will be able to turn mistakes into self-improvement. After appropriately adjusting, further developing, or otherwise improving behavior, you will have reinforced desire, motive strength, self-confidence, and capabilities for attaining or achieving your goals.

Some experts contend that, to increase motivation (change attitudes), one must first change or improve behavior. Others say that one must change attitudes (motivation)

Figure 3.1: Goal- and Means-Orienting Behavior



first so that one will want to adjust behavior. Our experience has shown us that it is most effective to do both at the same time. If there is no increase in desire and motive strength toward goals, there is little incentive to learn more appropriate behavior patterns or further develop knowledge and skills. Behavior adjustment is learning, and motivation is one of the most significant factors that influences learning. On the other hand, by increasing abilities to attain or achieve at the same time, you increase and reinforce desire and motive strength—partially because the expectation of attainment is increased. Moreover, by improving capabilities, one also increases the probability of positive feedback that will reinforce desire, motive strength, self-confidence, and expectation of ultimate attainment. What we are saying, then, is this: not only must motivation be increased, but it also must be reinforced through more successful behavior—otherwise motivation (positive approach attitudes) will dwindle through lack of reinforcement. Thus, effective motivation and behavior adjustment each require the other. Each must influence the system we have been calling SELF at the same time. Each must reinforce the effects of the other. Goal- and means-orienting behavior are both necessary.

<u>Motivation</u>		<u>Behavior Adjustment</u>
Increased Desire & Motive Strength through Goal Setting and Planning	contribute to reinforce	Acquisition of Capabilities for Attaining or Achieving through Means-Orienting Behavior

Pages 3-27 through 3-39 are the formats developed for you to use as you complete the chapter. To make it easier to use them, and to keep your goals and plans private, you may want to remove them from the book. They are designed to make goal-setting, planning, and behavior adjustment processes as easy as possible for you. This is not, however, an exercise that will take, say, an evening if it is to be done most effectively. It takes some thought; but this thought can prove to be the most beneficial of your life. Those who have gone through this exercise express the wish that they had done it much, much sooner. They are honestly overwhelmed at the difference it has made in their lives. And these people have not been “losers.” They are successful corporate executives, salespeople, housewives, parents, teachers, and conscientious students, among others. It has worked for them, and it will work for you.

We recommend that you set aside at least several evenings to finish reading this chapter and complete the formats.

Do not do it all at once. It is much easier to take things step by step. Follow the instructions as you read. Do not work ahead of the reading, which explains each step and its importance. If you believe that you already know your goals and plans, you should have no trouble filling in these formats. We think you that will find, as others have, that completing the formats will require more thought than has been previously given to personal goal setting and planning. Give this opportunity the time and thought that you and those you care about deserve. You will be glad you did.

If you are a teacher, instructor, manager, or supervisor who wishes to have her students or personnel use this chapter, you must use this exercise yourself before you can help others use it. If time is a problem for you, keep this fact in mind: you will be wasting valuable time and energy in the long run if you do not take the time now to apply yourself to this method.

- \* Actually, we recommend removing the goals and plans format pages from the book so that you can place them side by side, making their completion much easier.

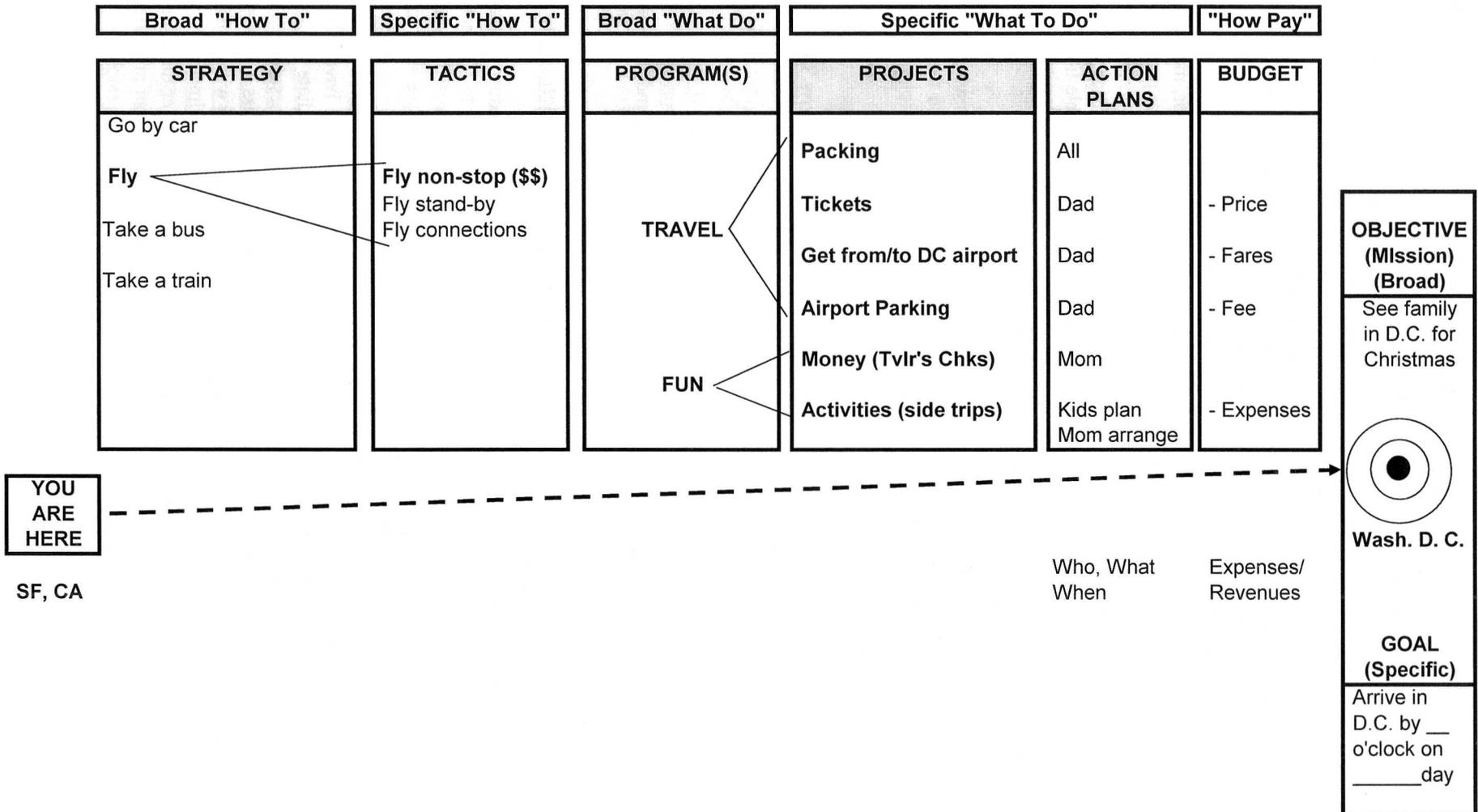
### **PHASE 1: Know Thyself**

Did you fill in the Personal Inventory Format in Chapter 2? If you did not, you might as well read no further until you do. The Personal Inventory is one of the most important learning activities one can perform. You will be using that information throughout this and subsequent chapters.

### **PHASE 2: Goal Orienting Behavior**

Human beings all have a tendency in day-to day life to behave rather aimlessly. That is to say that purposeful behavior is “now oriented”—is directed at satisfying immediate needs and drives. Some people even idolize this spontaneity or planlessness. You have undoubtedly made some now-oriented mistakes in your life that have somehow jeopardized your future. We all have. So you know from your own experience that immediate satisfaction can be inconsistent with your long-term best interests. Behavior can continue to be now oriented unless it is overridden by a recognized future goal or purpose with which you associate even greater satisfaction or fulfillment. Therefore, to be truly purposeful, and to give greater direction to behavior so that it will become more efficient and effective, you must start by taking the following five steps.

Figure 3.2: Example of Travel Goals and Plans



### **Step 1: Consider Your Basic Needs, Drives, Values and Interests**

Using your answers on your Personal Inventory, rank your needs and drives in terms of their relative motivational strength, from the strongest (7) to the weakest (1). To help you rank them, also consider your value system. What has become important to you reflects your needs and drives. Using your answers on your inventory, rank your values, also, from the strongest (6) to the weakest (1). You should also consider your interests and whatever goals you currently have. These, too, reflect needs, drives, and values. In addition, consider the experiences and successes that have given you the most satisfaction. This step should help you identify which motivators will bring you the greatest satisfaction and fulfillment. This is not the easiest judgment to make. Most of us have never really thought about these factors in depth before. That is one reason to do it now—by filling in the left side of page 3-27.

### **Step 2: Goal Setting (Formulating Goal Statements)**

First, take a look at *Figure 3.2*, which is a simple, self-explanatory diagram of relationships among the following results of a goal-setting and planning process:

objectives; goals; strategies; tactics; programs; projects, action plans; and even budgets

On page 3-27 of the 13-page fill-in format at the end of this chapter, we have listed eight main areas of life through which you can fulfill and satisfy your needs, drives, values and interests. These are career, home and family, financial, education/development, social, leisure, physical and health, and spiritual. The order mentioned is not the order; it is an order. We chose this order because we hope that many pre-high school and high school students will read this book or take the course. Since they are at a point in their lives where obtaining the best education they can will give them roads to many of life's opportunities, we have placed education at the top for their sakes. You can alter the order to reflect your personal preferences in Step 5, "Rank Goals."

Under each of these main areas, write down clearly and specifically your ultimately fulfilling long-term goal. In other words, what end result will constitute success or fulfillment in each of these areas. It will help to consider not only the strength of needs, drives, and other motives, but also what you have experienced or imagined that you might desire.

Be as specific as possible. Write down clearly what you want and other appropriate specifics such as the desired quantity or amount, where it must be, etc. Also, indicate by what specific point in time (time limit) you want to have achieved or attained each goal. For example, don't simply write down that you want to have a happy home life, have a successful career, make a comfortable income, and have a group of close friends. Instead, write down specifically that you want, for example: the position of (Marketing Manager) at a salary of (\$100,000) in (Blank) company in the \_\_\_\_\_ industry by age (40); to live in (Pleasant Acres) neighborhood in a (\$150,000) home, (two) children through college, and evenings and weekends at home with your wife by age (60). The more detailed and specific your goals the better. Obviously, some goals such as home life and spiritual life will be difficult to describe or quantify, but do it as best you can.

As mentioned above, success or fulfillment in life means different things to different people. Here are a few examples.

- A. The stereotypical male may want to start with career or financial goals, perhaps because of childhood influences such as a father's role as the only family "breadwinner." Stereotypical males, especially in our materialistic society, tend to be higher in the economic value and/or the political value than the "average woman," and, therefore, tend to be more career- or financially-oriented.
- B. On the other hand, many women, because of their childhood rearing, female mothering and nesting instincts, generally higher level of the social value than men, and generally greater interest in relationships, might want to start with home and family goals. However, still other women, because of many "modern" influences and considerations, might be more inclined to start with career.
- C. Those who are relatively high in the theoretical or intellectual value might tend to start with education.
- D. Very religious people would very likely put spiritual or religious goals at the top.

For a moment, consider that career choices can largely depend on one's interests. Especially if you have taken an occupational interest measurement test, you probably have a rather good idea of which type of career would be most rewarding for you. As Mark Twain said, "Find a job you enjoy doing, and you'll never have to work a day in your life."

In addition to the points raised above,, this step is extremely important for these reasons:

- A. Formulating goals makes you think about what your life means to you. Most of us don't take the opportunity to stop at some point in time to determine what is really important to us in the long run.
- B. It makes you think about the future—what things could be like in a decade, two decades, or more as the world around you keeps changing at a faster and faster rate.
- C. Setting a time limit for attainment helps make you commit yourself to the goal, and gives you a yardstick for evaluating your performance and progress as you strive for each goal.
- D. Writing down specific goals is a visual and motor experience that will be better recorded in memory than your internal thoughts about them. If your goals are not recognized and recorded in memory, your unconscious levels of integration cannot use them to filter perceptions and channel behavior most effectively (goal-orientedly). Thus, you will be “programming” your mind for more goal-oriented perception and behavior.
- E. Listing specific goals enables you to interrelate them and foresee and resolve possible conflicts among them. It will help you identify which goal(s) may have to be sacrificed for another, and what their order of importance to you really is.
- F. You can't imagine the satisfaction you will gain from attainment of a goal unless you consciously formulate the goal in detail and crystallize it in your mind.
- G. The more clearly and specifically you define goals, the better and more easily you can define the necessary steps or actions for getting there. You can't chart a course for an unknown or vague destination.

Obviously, Step 2 takes some thought. However, it will prove to be extremely worthwhile. We suggest that you consult with your family as you do this step. Their lives are involved, too, and you have a responsibility to them as well as to yourself. Discussion now can help minimize conflicts later. Do Step 2 now. The format is on page 3-27.

### **Step 3: Identify the Needs, Drives, Values, and Interests That Will Be Fulfilled**

Write down the combination of needs, drives, values, and interests that will be satisfied or fulfilled by the attain-

ment of each goal. This will help you rank these goals in order of importance to you in Step 5. Do Step 3 now.

### **Step 4: Increasing Desire and Motive Strength**

Because you very likely have not formulated and written down specific goals before now, you probably have not visualized in detail, for example, that home that you want or what an ultimately fulfilling career would be like. But thinking about specific goals helps to cue recollection of the more desirable and emotionally satisfying things you have perceived, experienced, or imagined.

*Examples:* If you can project yourself into the future using what is already in memory, you can picture yourself in that career position you want and imagine the satisfaction you will feel when you attain it. Or, you can see yourself living in that home you want and imagine your pleasure as you enjoy its warmth and comfort. Or, you can picture your children graduating from college and imagine the pride you will feel. Or, you can see yourself having lost 20 pounds and having given up smoking—and imagine how much better you will feel when you have.

Projecting your thoughts and feelings into the future is highly important because:

- A. The more you can imagine attainment, the greater your desire for it becomes. Why? First, you are motivated only by what you can perceive or imagine. Second, the more you imagine what future satisfaction will be like, the less satisfied you become with what you are, where you are, and what you have now. In fact, dissatisfaction with your present circumstances is really the motivator. If you feel that your needs and drives are fulfilled in your present circumstances, there is little to motivate you in other directions. Satisfied needs are not motivators. If you do happen to feel this way, ask yourself whether or not you have “compromised with life” to the point where you are willing to accept less from life than what you could possibly attain. Such “self-satisfaction” can be your worst enemy—and may indicate a relatively low need for self-actualization.
- B. Contemplation of goal attainment also generates positive emotional reactions as you imagine future feelings. If you will continuously imagine the satisfaction you will experience, these emotional reactions will tend to become attitudes associated with the goals. We cannot overstress the importance of positive, compelling attitudes. Without a doubt these are strong motivators. It is also important to remem-

ber that since goals and associated attitudes are recorded in memory, unconscious levels can better filter and select sensitivities connected with them. The stronger the attitude, the more likely that your unconscious mind will select related perceptions for conscious awareness and purposeful behavior. This is also what is meant by “goal-orienting behavior.”

- C. Your emotional reactions to imagining goals’ attainment also gives you an insight into the relative importance or satisfaction you will derive from each. This insight will help you to rank your goals in order of importance to you. (Step 5).

Do Step 4 now. Picture in your mind’s eye what the attainment of each goal will be like and how it will feel. This will increase your desire and motive strength.

**Step 5: Ranking Goals in Order of Importance**

Next, you should rank the goals in these six main areas of life in terms of their relative importance to you. Mark the highest “6”, and the lowest “1.” This will probably not be an easy judgment to make, but it, too, is extremely important for several reasons:

- A. It will make you foresee and resolve some of the conflicts among them. It will help you recognize which goal(s) may have to be sacrificed for another, which might have to be attained before others are attained, and what the order of priorities is. Conscious ranking of goals and resolution of conflicts is necessary, because it will be difficult to attain all of them with equal success. Arriving at any one of them may require tremendous expenditure of energies. You can have what you really want the most, “but you can’t have everything.” Something must be sacrificed somewhere—and here is where you decide which goals are worth the sacrifice, and which will take a second seat to higher priorities. Lest what we have just pointed out sounds somewhat negative, let us be quick to add that, not only can you attain what you want the most, but you can also have more of everything else that you want for yourself.
- B. Specific goals, once written down, help the unconscious mind filter perceptions and influence behavior. However, if there is a situation in which various stimuli relating to several goals (and many drives) are competing for attention, which will the unconscious be most likely to select? The ones related to the goals you record now as being the most important. The ones related to the goals with which you

**Table 3.1: Highest Educational Level and Associated Lifetime Earnings** (2019 - in 2009 dollars)

Highest Educational Level	Lifetime Earnings
Less than High School. . . . .	973,000
High School Diploma. . . . .	1,304,000
Some College, No Degree . . . . .	1,547,000
Associate’s Degree . . . . .	1,727,000
Bachelor’s Degree . . . . .	2,268,000
Master’s Degree . . . . .	2,671,000
Doctoral Degree . . . . .	3,252,000
Professional Degree . . . . .	3,648,000

associate the most pleasure and the most positive attitudes. In effect, by ranking your goals in order of importance, you are “programming your mind”—telling it when to pay attention to which and in what order.

- C. All of the above factors help reduce mental stress that arises from competing stimuli. You will tend to focus on important activities and information in the environment rather than on trivia. This is a powerful, effective means of reducing “information overload.” You will also filter out awareness of trivial problems, which will allow you to concentrate attention and thought on those that are more related to the attainment of your goals. Again, this is what we mean by goal-orienting behavior. You are making it more purposeful, efficient, and effective than ever before.

With the above points in mind, do Step 5 now. Use the format provided on page 3-27.

**Step 6: Identify Possible Relationships or Dependencies Among Types of Goals Over Time**

When you think about it, reaching goals in one area may depend on also making progress toward goals in other areas. Especially with regard to the relationships between financial, career, and educational goals, take a good look at **Table 3.1**. The table shows the median lifetime earnings by the highest level of education one has attained. It makes it very obvious that the higher the level of education, the greater the earnings—and (a) the more avenues to lifetime opportunities, and (b) the greater the ability to afford a very comfortable life style. On the other hand, remember that, while money can buy comfort, it does not necessarily buy

Figure 3.3: PHASE 2 -- Worksheet for Means-Orientation of Behavior

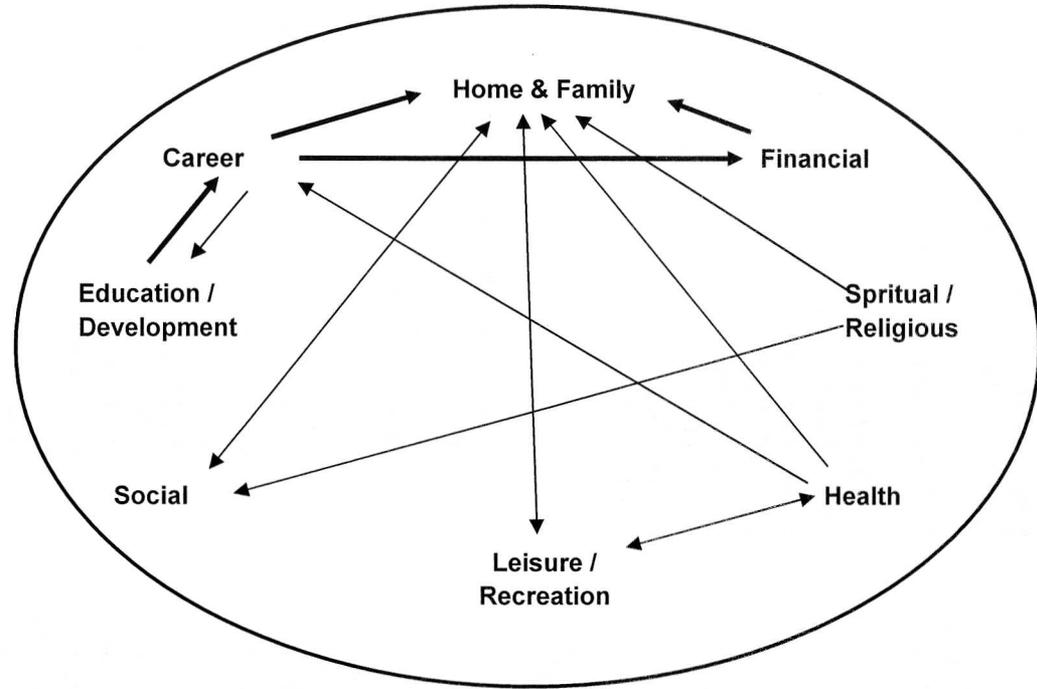
STEP 6: Relationships and Interdependencies Among Goals

Indicate important relationships between areas with arrows pointing from one area having some significant impact on another. Use heavier lines to indicate great(er) impact.

This page only provides an example. **Actually fill in Page 3-29.**

You can design your own way of showing relationships if you wish--using any letter-size blank sheet of paper.

EXAMPLE ONLY



Another way: **Show Relationships Over Time**

Time Line →

	(Next) 1 - 5 Years	6 - 10 Years	11 - 15 Years	16 - 20 Years
Education	Student now			
Career				
Home & Family				
Financial				
Social				
Leisure/ Rec.				
Health				
Spiritual				

happiness. In fact, many very wealthy people have discovered that, to be happy, one's life must have real meaning—in some fulfilling way.

Can you think of other such relationships?

**Figure 3.3** is an example of how someone might fill in Page 3-29 of the worksheet. Note that education is a major factor for getting good jobs that yield the financial resources for taking care of one's family and home. Using Page 3-29 of the worksheet, do Step 6 now.

At this point you have completed PHASE 2. Perhaps you already knew that goal setting is important. We rather suspect, however, that you were not quite aware of how important. We grant that this exercise is not easy. Nothing worthwhile ever is. However, if you have done it conscientiously, the results will be far beyond your expectations. What you have just accomplished is increasing your desire and motive strength and channeling them in specific directions. Stop to consider for a moment the differences between your past successfulness and what it can be now. Do you now wish that you had done this exercise much earlier?

### **PHASE 3: Means Orienting Behavior**

Will motivation get you where you want to go? Not by itself. There is more to getting there. True, you have “wound yourself up” and put yourself the right track. But, you cannot just point yourself toward a specific spot and expect to head straight for it. Life (interaction with the environment) throws curves at you, detours you, and puts in ups and downs on the road to attainment.

So, to get where you want to go at all efficiently or systematically, you must plan the journey and chart the course.

Will desire and a plan get you where you want to go? Possibly. But there is still more to it than goal setting and planning. If you do not have the necessary abilities and other behavior patterns, it is more than likely that you will not be completely successful in attaining goals. This means that you must recognize what it takes to achieve each goal, and then actually improve or adjust those characteristics that are somehow inadequate. Thus, both planning and behavior adjustment give you the means for attaining your goals.

Means orientation of behavior begins with Step 7 and continues through Step 13. Pages 3-31 through 3-51 provide formats for you to use as you read about and accomplish these steps.

### **Step 7: Formulate Plans for Reaching Major Goals**

**Table 3.1** (page 14) provides definitions and examples of personal goals and various types of plans. **Figure 3.3** “personalizes” the table even more by providing a simple, self-explanatory, diagrammatic example of how you might formulate personal plans for reaching several major goals.

Page 3-31 is a worksheet for (1) formulating broad strategies, (2) translating them into more specific tactics, (3) translating the strategies and tactics into broad programs, (4) translating programs into more specific projects, (5) translating programs/projects into even more detailed action plans, and even (6) “dollarizing” your plans to develop budgets (projected “ballpark” cash inflows and outflows). **Table 3.1**, **Figure 3.3**, and worksheet page 3-31 should give you quite enough information to do Step 7 now.

### **Step 8: Plan Stages of Attainment or “Milestones”**

Set short term and intermediate term goals. These are the stages of attainment or milestones that you recognize having to accomplish on the way to each long-term goal. Again, the more clearly you defined each long-term goal, the more easily and clearly you can identify the necessary sequence of steps for getting there.

For example, if your career goal were to be a marketing division manager of a company that produces and sells product “X,” you must consider your company's (and other companies') promotion paths to that position—i.e., salesman - regional sales manager - national sales manager - division marketing manager.

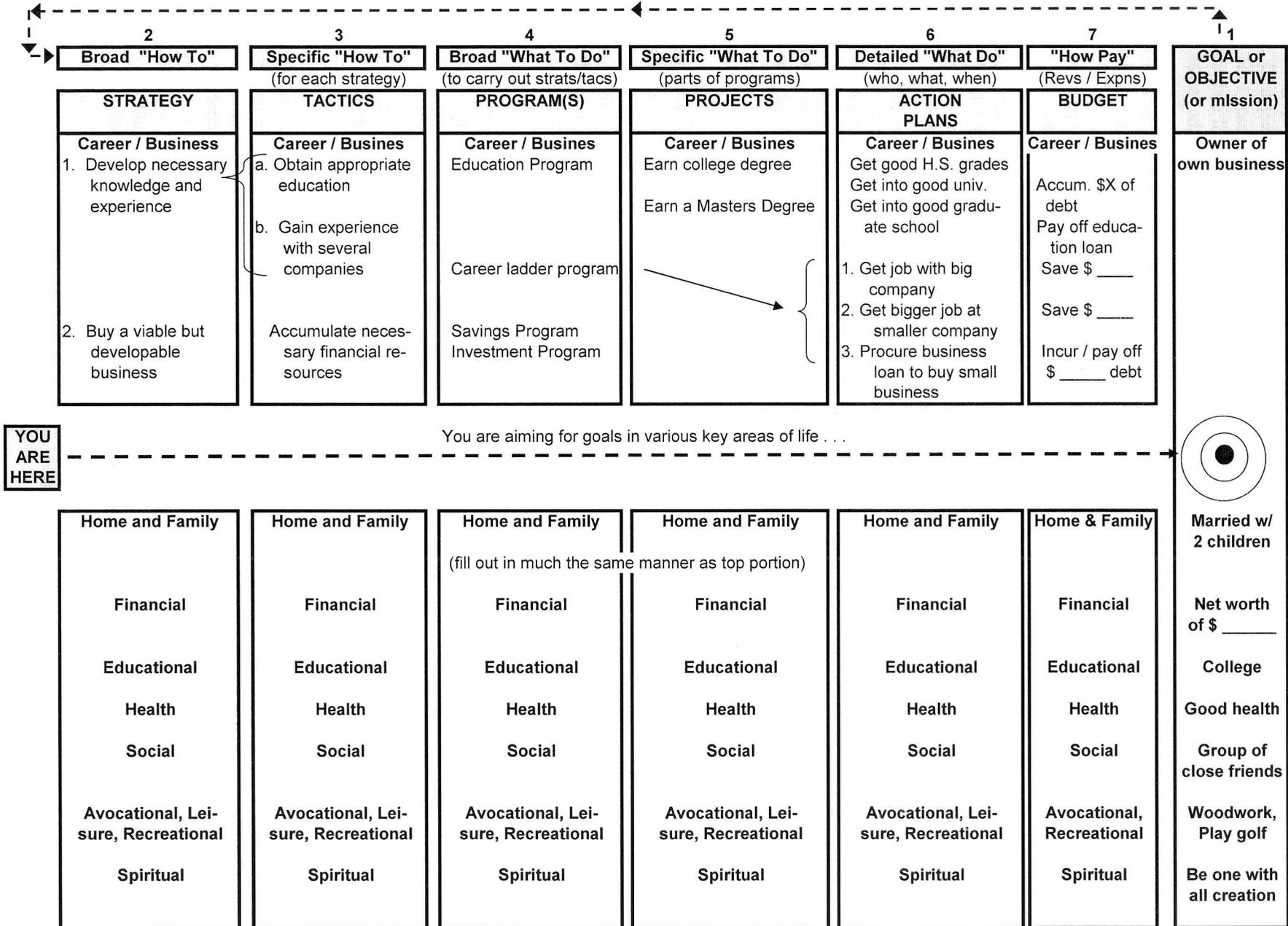
While recognizing the steps that must be taken, plan stages of attainment or milestones that are reasonably possible for you to reach in specified time frames (i.e., top salesman by end of year 2 - regional sales manager by end of year 4 - national sales manager by end of year 9 - marketing manager by end of year 15, your milestone goal by age (\_\_\_)). Your estimates of milestones could be somewhat influenced by previous “track records” of those who have already traveled this or other routes.

As these stages are reached in specified time frames (which are one way to measure your performance and progress), self-confidence and motivation will be positively reinforced. This is similar to the “knowledge of progress” mentioned earlier. This step is as important as any other in the method, but for different reasons:

Table 3.2: Definitions and Examples of Personal Goals and Plans

	Definition	Example(s)
<p><b>Goals / Objectives</b></p> <p><b>Objective</b></p> <p>↓</p> <p><b>Goal</b></p> <p>Operating/Performance Resources/Structural (inputs)</p> <p>↓</p> <p><b>Strategies and Tactics</b></p> <p>"Grand" Strategy</p> <p>↓</p> <p>Sub-Strategy</p> <p>↓</p> <p>Tactic</p> <p>(inputs)</p> <p>↓</p> <p><b>Programs and Projects</b></p> <p>Program</p> <p>↓</p> <p>Project</p> <p>↓</p> <p>Action Plan</p> <p>(inputs)</p> <p>↓</p> <p><b>Budgets</b></p> <p>Program/Project Budgets</p>	<p>A <b>broad aim or desired end</b> that remains in effect year after year with little change.</p> <p>Statement of a <b>specific aim or desired end result</b>. A goal statement includes:</p> <ol style="list-style-type: none"> <li>performance parameter (measurement <u>yardstick</u>),</li> <li>desired performance level (<u>benchmark</u> on yardstick)</li> <li><u>time frame</u> (or date of desired results)</li> </ol> <p>Statement of the <b>broad What To Do</b> in order to reach one or more goals. A broad approach -- for example: stable growth; accelerated growth; rebuild/retrench; some combination.</p> <p>Various ways to carry out a "grand strategy."</p> <p>Statement of the <b>specific What To Do</b> in order to carry out a strategy. A more specific approach (within a strategic context). Can be offensive, defensive, or preemptive.</p> <p>Overall name given to a rather large or complex <b>group of projects</b> (grouping of activities) for actually carrying out strategies/tactics. A <b>broad How To</b> for actually carrying out strategies.</p> <p>Name given to a <b>more specific, smaller or narrower set of activities</b> involving one or more groups of people (within the context of a larger or more encompassing program).</p> <p>The <b>most specific How To for carrying out a project</b> -- or -- a <b>step by step plan</b> for implementing a project. Specifies <u>what</u> actions are to be taken by <u>whom</u>, <u>when</u>, and <u>in what order</u>, so as to coordinate different individuals' or groups' tasks.</p> <p>Conversion of <b>programs/projects into dollar terms</b> (increasing revenues; increasing/decreasing costs; etc.)</p>	<p>Achieve sufficient finances to raise a family, provide for them, send the children to college, and retire comfortably. Live a comfortable and meaningful life.</p> <p>Be earning an income [<u>parameter</u>] of at least \$50,000 a year [<u>benchmark</u> or desired level] by the time I'm 30 years old [<u>time frame</u>].</p> <p>Develop myself so as to be able to advance in an organization and earn an increasing income.</p> <p>Get good education. Develop personal skills. Develop job-related knowledge and skills</p> <p>Get on-the-job training. Take special technical courses. Take supervisory or management courses.</p> <p>Personal development program. Job development program.</p> <p>Personal development project. Job/technical training project. Supervisory/managerial training project.</p> <p>(Sequences of activities by persons/groups are usually shown on diagrams illustrating both individual and/or group activities over time.)</p>

Figure 3.4: Simple Example of Personal Goals and Plans Relationships



A. If you were to aim, say, for national sales manager by the end of year 7 (instead of 9), you could be biting off more than you can chew. If you did not make it by year 7, what effect would this have on your self-confidence and motive strength? Very possibly a negative feedback effect, which would cause frustration and possibly diminished incentive to forge ahead. Thus, you want to set stages of attainment or milestones that challenge you somewhat, but also have a reasonable probability of attainment. Without challenge, the reward and personal satisfaction experienced would not be as great. But, if there is too great a challenge, the reward and personal satisfaction may be greater, but there may be a smaller chance for being successful and being rewarded. Thus, there would be a higher probability that you would be unsuccessful and experience negative feedback, anxiety emotions, and diminished incentive. Therefore, pick milestones that balance challenge and probability of success, so that there is a reasonable chance for worthwhile reward and reinforcement. If you give this step appropriate thought and set stages of attainment wisely, you can expect to experience more positive than negative feedback. Reinforced desire and self-confidence will help you form a “success attitude” which will keep urging you on. This is why it is said that “nothing succeeds like success.”

An additional perspective on this topic: Some persons have a higher “need for achievement” than others. To understand the implications of your need for achievement, picture a basket in the middle of a room. Into this basket you are asked to toss softballs to see how many you can get in. Where would you stand in relation to the basket? Close up? All the way across the room? Somewhere in between? Those with a high risk-taking nature tend to stand far from the basket, where there is little probability of success, but great reward for success when it comes. Low(er) achievers or risk-averse persons would stand quite close, where success is inevitable, but there is less reward since it is so easy. High achievers, on the other hand, will stand somewhere in between, where there is a challenge and a reasonable chance of reward. High achievers require challenge and reward or reinforcement. Which of these types are you? How will this affect your planning of attainment stages? If you require too much challenge, and set your attainment stages too high, you will be reducing the occasional positive feedback that reinforces drive and self-confidence.

B. We have given you a three-pages-wide format so that you can see and better keep track of which milestones are to be attained in each time period. Stages of attainment in one area will undoubtedly affect attainment of milestones in other areas. For example, buying a certain home or putting your children through college can depend upon your financial status. However, your net worth and cash available may depend upon attaining certain career milestones—i.e., the next higher position at \$ salary. In turn, career may also depend upon social contacts. On the other hand, social contacts may depend upon career position and financial status. All the areas are related—life is a system of related activities. It is highly important that you identify what milestones should or must be attained before the others can be attained. It will help to pick your most important goal and arrange other stages of attainment around its stages of attainment. Arranging the work sheet as we have will enable you to see and think about these relationships more clearly. And, it will help you adjust stages of attainment in each area accordingly. Furthermore, it will help you to resolve conflicts among your milestones before they occur.

C. Writing down specific “sub-goals” has the same advantages as writing down specific long-term goals. It helps you increase desire and motive strength toward goals; it helps form a commitment to your goals and plans; and it helps program your mental processes for more purposeful, efficient, effective behavior in the short and intermediate time periods.

Now use pages 3-33, 3-35, and 3-37 under Step 7. First, write in a concise statement of your long-term goal in each area (from Step 2) in the column for the appropriate time period for attainment. Next, write in a concise statement under “Year 1” regarding where you are right now. Then, write each stage of attainment or milestone under the appropriate years between now and ultimate goal attainment. You could fill all columns (Years 1 through 30) for some areas—i.e., you might write in a desired year-by-year increase in your financial position. This would help you budget for a home, your children’s college education, etc. Or, you might fill in three or four important milestones in, say, your career area. How many entries you make for each area depends upon the number of milestones you identify as being appropriate or important or useful. Use pages 3-33, 3-35, and 3-37 as your calendar or “battle plan” for goals’ attainment. Keep them readily available for occasional reference. Do this step now.

**Step 9: Anticipate Possible Environmental Problems, Obstacles, Conflicts—and also Opportunities**

A good salesperson would not walk into a customer's office without first planning her presentation. She knows she will be more effective if she recognizes her customer's needs and problems, and anticipates any questions or objections in order to be ready to answer them. Neither would a top-notch company executive walk into a Board of Directors meeting without first anticipating and preparing for their questions. In like manner, you must anticipate possible environmental problems, obstacles, and conflicts that might deter attainment of your milestones. There are several other reasons:

- A. Planning (thinking) ahead enables you to recognize problems and start to obviate or even solve them before they happen—if possible. But you cannot solve problems or begin to reduce their adverse effects unless you first anticipate or recognize them.
- B. Recognizing possible problems helps indicate what activities must be accomplished to solve the problems and get to the goal or “sub-goals.” Recognizing necessary activities gives you a frame of reference for determining what abilities, knowledge, or other characteristics will be necessary for reaching milestones.
- C. Because your subconscious mind has access to reasoning and memory areas, it can think deductively to help solve problems without your conscious effort. This often results in the “flash of insight” that we have all experienced. However, this process is aided by consciously anticipating and defining potential problems, writing them down and recording them in memory, and then letting your subconscious mind go to work on them. Thus, you can greatly increase the power, efficiency, and use of your mind.
- D. Because you have anticipated potential obstacles in advance, and have written them down, your subconscious levels of integration are more likely to signal conscious attention when signs (stimuli) connected with the problem begin to occur. This enables timely conscious thought and purposeful use of problem-solving methods.
- E. Conscious thought is more effective because you can reason inductively as well as deductively at conscious levels. Inductive thought is necessary for considering uncertainties or unknowns of the future and the possible outcomes of various alternative solutions. But again, a problem must be recognized before it can be solved effectively—and the subcon-

scious helps aid that recognition if it has been “programmed” to do so.

Here are some possible conflicts that might be encountered which may stimulate your recognition of others:

- A. Career milestones could be affected by: (a) your company being bought out; (b) the product you make or sell becomes obsolete; (c) a new boss; (d) intense competition for the jobs you want; (e) not wanting to move to a new location; (f) college or advanced degree requirements for certain jobs—etc.
- B. Financial position could be affected by: (a) recession; (b) company going out of business; (c) loss of property; (d) sickness in the family; (e) your portfolio of investments proved to be too risky—etc.
- C. Social attainment could be impaired by: (a) change in financial status; (b) change in geographic location; (c) your child's misadventures—etc.

Opportunities often arise, also. Many can be the opposites of the problems mentioned above. The questions are, (a) what might they be, and (b) what can you start doing now to position yourself to take advantage of them?

If you have any information now that may indicate potential problems and opportunities, you should identify them now. Regard anticipated obstacles and conflicts as challenges that can be overcome—not as road-blocks. Regard possible opportunities as challenges for which to be ready. Do Step 9 now (pages 3-39, 3-41, and 3-43).

**Step 10: Formulate Solutions to Problems and Plans for Taking Advantage of Opportunities**

Having recognized potential environmental obstacles, conflicts, or problems, you now have the opportunity to arrive at alternative solutions to each of them. This will help you smooth the way to attainment of milestones. But this step is also important for these reasons:

- A. You can begin to implement the best of your alternative solutions and perhaps eliminate the conflict before it occurs.
- B. Performance is greatly improved when you have anticipated what to expect and are ready for it.
- C. You are less likely to be caught off guard and without the time to reach effective solutions and implement them effectively.
- D. Because solutions and the activities involved are written down and are better recorded in memory, the subconscious is more likely to make you aware of

opportunities for implementing phases of your solutions.

- E. You can better identify the abilities, knowledge, and other characteristics you will need to accomplish activities that will get you to each milestone.
- F. You increase self-confidence in the knowledge that you are prepared.

Solutions are the same as plans. So, before going on, we should direct your attention back to **Figure 3.3**. We want to remind you that “planning” can be broken down into formulating the following as organizations would do: (a) (alternative) **strategies** for attaining each goal; (b) the translation of strategies into more **specific tactics**; (c) the translation of strategies/tactics into (broad) **enabling programs**; (d) the translation of programs into more **specific projects**; (e) the translation of projects into even more **specific action plans** (which indicate who should do what, when, in what order, and in conjunction with what actions of other people who might also be involved); and (f) translating programs/projects into **budgets** by identifying costs (outflows of money) and income (inflows of money). The examples in **Figure 3.3** should be a big help to you. However, use them as guidelines rather than just copying them.

Do Step 10 now, using pages 3-39, 3-41, and 3-43. Taking into account the possible conflicts you identified in Step 9, write down concise statements of your versions of the various aspects of plans mentioned above (and shown in **Figure 3.3**). If a solution should be implemented over several time periods before the conflict is anticipated, write it down that way—across time periods.

### **Step 11: Recognize Activities Required**

Steps 8, 9, and 10 have been the groundwork for helping you to recognize several types of activities you will be accomplishing.

First are the activities involved in getting to each milestone. These include solving problems, thinking, learning, persuading, “politicking,” expending physical and mental effort, and otherwise implementing solutions (plans). For the moment we are most concerned with these particular activities. However, getting to each milestone will also involve such activities as acquiring information, special abilities, and general characteristics that will be necessary to arrive at milestones. [We discuss how to bring about changes or improvements in certain characteristics in Chapter 8.]

Second are the activities you will be accomplishing once you arrive at each milestone. Because there is a tendency not to identify specifically where you want to go (are

going), you may have overlooked activities you would be accomplishing in a new position or situation. If, for example, you were aiming at becoming a marketing manager, you could anticipate that you will be doing the following: (a) coordinating the national sales effort with (b) the advertising department with (c) the research division with (d) the planning department with (e) the distribution and warehousing system; and also (f) monitoring costs, revenues, and profits; (g) training and developing your subordinates; (h) solving problems, making decisions, and establishing procedures; (i) processing and learning complex information; (j) analyzing budgets and financial figures; (k) meeting and interacting with customers, heads of other functional areas, and corporate directors; and so forth.

Writing down these various activities is important because:

- A. It provides a basis for determining the characteristics, abilities, and knowledge that must be acquired to attain goals successfully, and then to perform successfully once the milestone has been reached. This, in turn, becomes the basis for identifying which of your characteristics and behavior patterns must be adjusted or improved upon. One cannot improve performance most effectively without knowing what to improve.
- B. Recognizing the activities you will be accomplishing also helps you to start budgeting your time, energy, money, and other resources in order to get where you want to go most successfully. There is hardly a single business organization that doesn’t do this fifty times better than the average person.

So now consider where you are going, what specific activities must be accomplished to get there, and what specific activities will be required of you once you do get there. If you don’t know or can’t quite imagine what activities these may be, do some research and find out if you can. Write the activities in the appropriate time periods. If they extend across time periods, write them in that way. Do Step 11 now, using the formats provided on pages 3-45, 3-47, 3-49.

### **Step 12: Identify Special Knowledge, Abilities, and Characteristics Required to Accomplish the Necessary Activities Successfully**

#### **12A. Special Knowledge and Abilities**

Here you must determine what it takes to accomplish Step 9 activities in terms of specialized knowledge, experience, abilities, and skills.

Special necessary knowledge and abilities can change as you move from one milestone to the next. Using our earlier example of a salesman aiming for an executive position:

**Salesperson:** knowledge of (a) customers' needs and problems; (b) product line; (c) sales techniques such as making presentations and closing a sale, etc.

**Regional Sales Manager:** knowledge of (a) salespersons' characteristics; (b) customers in the region; (c) management techniques such as accounting and budgeting, etc.

**National Sales Manager:** (a) knowledge of regional managers' characteristics, and more advanced management techniques such as information and control systems; (b) ability to work with numbers and statistics; (c) sharpened abilities for learning more complex information; (e) more sophisticated interpersonal and managerial skills and concepts; (f) improved problem-solving and decision-making abilities; (g) and perhaps a college degree—among many other special abilities and knowledge factors.

**Marketing Manager:** (a) knowledge of sales, advertising, market research, strategy and planning methods; (b) more sophisticated managerial style and knowledge of advanced management concepts or methods; (c) an increased knowledge of accounting procedures, financial analysis, planning and budgeting; and (d) perhaps even a business administration degree at the undergraduate or graduate level—among many other abilities and knowledge factors.

Moving toward your goals in other areas may mean learning more about your children's characteristics, using particular equipment at work or at home, health and dieting principles, religious precepts, etc. As you pass milestones on your way to long-term goals, the types and amounts of knowledge and abilities change and increase. Instead of having to "know more and more about less and less" (as research scientists are often accused), you really need to know more and more about more and more—and be able to accomplish more complicated activities. If you don't know what and how much you will have to know and be able to do, find out. You might, for example, page through Tables of Contents of books on subjects that relate to the activities you will be accomplishing. It is difficult, if not impossible, to "know what you don't know" unless you make an effort to find out.

This step is important because it will help indicate what behavior patterns (repertoire of knowledge and abilities) will need improvement or adjustment. Successful behavior

and goal attainment will depend upon learning specialized abilities and additional knowledge. Remember, too, that improved behavior results in more positively reinforcing feedback. This step also gives you the opportunity to record the sequence in which various abilities and knowledge factors will have to be learned.

So, identify the special skills and knowledge factors you will need as you strive for and attain your short-term, intermediate-term, and long-term goals. Write these requirements in the appropriate time periods. Do Step 12A now, using pages 3-45, 3-47, and 3-49.

## 12 B: General Characteristics

Here again you consult the list of activities you identified in Step 11 to now define general characteristics required to attain milestones and long-term goals. Earlier you looked at your present roles, estimated levels of characteristics required, and then compared the results to identify strengths and weaknesses. However, if you were to adjust behavior to meet only your present requirements, would that prepare you to accomplish or attain long-term goals? No. So if behavior is to be adjusted or improved most purposefully, it must be adjusted or improved within the context of short, intermediate, and long-term goals.

We have provided a shortened personal inventory format on page 3-51 for you to fill in. First, however, review your milestones or stages of attainment. Then, pay particular attention to your long-term goal in each area of life. Next, review the activities required to attain and accomplish short, intermediate, and long-term goals. Pay particular attention to the activities involved once you have attained these goals. These are the activities you must be able to accomplish successfully—and adjusting the required abilities and other characteristics as soon as possible will be to your distinct advantage. Improved behavior patterns are always useful to you and usually cannot be developed too soon. This is why the format has not been arranged in time periods as before.

As you fill in this page, keep in mind that, for example, high academic intelligence may be required for certain activities or circumstances, but can be somewhat of a liability in others (i.e., sales of simple products). Or, a high theoretical value could be an asset in certain situations (problem-solving), but a liability in others (i.e., appreciation of art or adherence to certain religious beliefs). Or, high conscientiousness can be an asset in some social situations, but a liability when working for and with others.

We strongly urge you to refer to pages 2-12 through 2-32 of Chapter 2 (which describe personal traits) as you fill in page 3-51. Determine what behavior patterns are appropriate when. In general, you will want to increase abilities to the highest level required. However, your personality characteristics should be “balanced”—that is, in most cases, not too high and not too low. The levels of values for successful attainment of goals in various areas of life can be conflicting. One way to resolve any conflicts is to look at your first and perhaps second most important long-term goals, and judge other value levels in terms of them. Obviously, this will require a good deal of thought, but it is well worth it. Do Step 12 B now.

**Step 13: Identify Which Present Characteristics Require Adjustment or Improvement**

Having recognized which characteristics and behavior patterns are required to attain goals most successfully, compare these levels with your present levels (from your personal inventory or from your scores on psychological tests). If you recognize a characteristic requiring adjustment or further development, mark an “X” in the “Need to Improve or Adjust” column.

Recognizing and writing down characteristics, special knowledge factors, and skills requiring adjustment has recorded this information in memory. Therefore, as important opportunities arise in which you can purposefully adjust or improve behavior patterns, unconscious and conscious levels will be more likely than ever to focus awareness on those situations. Furthermore, you can now more purposefully plan your daily activities to include personal improvement of behavior that will lead to better performance and greater success in many roles

**PHASE 4: Implementation and Adjustment to Feedback**

Steps 7 through 13 represent your plans for attaining your long-term goals. You can use these formats as your calendar. They show basic milestones. They show the sequence of activities that you will have to accomplish as you make your way from each milestone to the next. Furthermore, they outline the sequence of activities involved in acquiring the necessary inputs for achieving each stage of attainment. Therefore, what you have been developing are a “map and timetable for goal attainment.” Refer to it often. Review the activities and when they should be initiated. Then implement them.

At regular intervals, such as monthly, compare your actual progress with your timetable. If you have set reasonable stages of attainment, have planned well, and have conscientiously improved capabilities and behavior patterns necessary for successful attainment, you will be bound to experience a sequence of successes. Thus, there will be regular reinforcement of desire, motive strength, and self-confidence. In effect, you have built into your plans many opportunities for satisfaction, reward, and reinforcement. Regular reinforcement of motivating attitudes will maintain goal-directed behavior.

Nevertheless, just like the best laid plans of mice and men,” your plans, improved capabilities, and best efforts will not always result in successes. Not all problems and uncertainties can be accounted for during the planning phase. There are many forces within the environment that are beyond our control or influence. Moreover, further development or improvement of our capabilities cannot make us perfect by any means, even though abilities are channeled toward fulfilling goals more effectively than ever.

Therefore, there will be some negative feedback as well as positive feedback as you strive for goals’ attainment. Whereas positive feedback will reinforce motivating attitudes, negative feedback can be discouraging.. But reaction to negative feedback can become more constructive. Since you have accepted yourself as you are, have resolved to improve upon weaknesses, and have less need to rationalize or use other defense mechanisms, you will become more aware of both successful and problem behavior—and be better able to correct for mistakes. When you sometimes behave inappropriately or inadequately, you will now be able to adjust whatever needs adjusting more rationally, purposefully, and constructively than ever before. Remember: we learn and improve through environmental contradiction (negative feedback) as well as reinforcement (positive feedback).

Some self-improvement and motivation programs would have the individual ignore, sublimate, or repress awareness that any inappropriate responses had been made. Some would definitely have the individual completely block out emotional reactions such as self-doubt. Our approach is somewhat different. We mentioned earlier that if you foster, cling to, and protect a blind belief in yourself, your behavior may eventually become so inappropriate that goal attainment becomes more difficult if not nearly impossible. Making the same mistakes over and over again without recognizing them for the sake of self-image and positive attitudes does not get behavior improved or adjusted. On the other hand, we do agree that dwelling on the loss of a single battle does not help one win the war.

Therefore, the point is to (a) recognize errors and resulting disappointment or other unpleasant emotional reactions, (b) restore self-confidence, desire, and motive strength through purposeful improvement of behavior, and (c) proceed to your goal with heightened resolve—in the knowledge that you will not make the same mistake again. In short, learn how to better plan and adjust, and then believe in your increased capabilities for coping with conflict and adjusting behavior accordingly. A blind belief in yourself is not appropriate for attaining long-term goals. Our experience has been that systematic, conscientious goal and means-orientation of behavior is much more successful in the long run than simply “keeping yourself psyched up.”

New opportunities or challenges occur at an increasing rate as technologies progress and life becomes more complex. New fields of endeavor are born, new problems require solutions, and new avenues for self-expression and fulfillment present themselves. One should be constantly sensitive to these environmental factors and changes. Goals, plans, and behavior should be adjusted accordingly to take advantage of these forces. But otherwise, goals, plans, milestones, and so forth should not be altered or raised until they are attained. If they are lowered for any of the many possible reasons, the “reach or stretch” is removed, deflating incentive to strive for self-actualization and fulfillment.

### Summary

Goal- and means-orientating behavior methods are “secrets” that few individuals use to their fullest advantage—both consciously and unconsciously. They are quite serious, powerful tools, which, when used conscientiously, result in more purposeful, functional, and successful performance that leads to greater success and personal fulfillment.

**Table 3.3** on page 3-22 summarizes the steps recommended in this chapter. It indicates that goal setting enhances desire and motive strength (attitudes), and that planning increases both self-confidence and capabilities for attainment of long-term goals and milestones. Furthermore, it again points out that motivation (or positive attitudes) can only be reinforced through successful behavior. Acquiring success-enabling behavior patterns and characteristics involves means-orientation of behavior—or the actual learning of necessary information, skills, learning and thinking abilities, learning and thinking methods, and the improvement or further development of specific traits and behavior patterns. Equally as important, it reminds us that negative

feedback must be dealt with constructively through problem solving and behavior adjustment (further learning).

Goal-setting and planning have other important benefits that relate to learning, thinking, and behavior adjustment. First, writing down specific goals actually records in memory that which we expect, intend, or desire to occur. This recorded information is compared at both unconscious and conscious levels with actual results. If actual results do not compare with goals or expectations, a problem situation is recognized. Since obstruction of an important goal has occurred, the problem itself is seen as important. This not only increases the probability that we will stop to think what we are doing and how to do it better, but it also increases concentrated, sustained attention and effort on the problem situation.

The same principles apply to behavior adjustment and learning, which are essentially synonymous. By recognizing and writing down what needs to be learned or adjusted during the planning steps, we again input important information into memory. Both unconscious and conscious levels will use this information to signal attention to a learning situation previously designated as important. The chances are increased that we will stop to think what we are doing and how to do it better, and attention and effort will be concentrated and sustained.

Improving or further developing other inputs requires a great deal of personal motivation. Learning and using the methods of problem solving and learning that we discuss in coming chapters will be enhanced by the fact that you have increased your personal motivation level at this point.

These and other relationships among various principles and techniques will be discussed further in later chapters.

We recommend that you review **Table 3.3** occasionally. More important, though, we strongly suggest that you refer to your personal goal-setting and planning formats at regular intervals, and that you begin each day by considering your short, intermediate, and long-term goals and the plans for attaining them.

If even at this point you are not enthusiastic about these goal and means-orientation methods, **you have not used the exercises effectively—if at all.** If you have not, you will never appreciate what they can do for you and for others. Your conscious and unconscious processes—such as perception, thought, learning, and overt behavior—will not be goal-directed. You will not be as efficient as effective in the performance of your various roles as you could be. And success in these roles and the satisfaction and fulfillment that result will not be maximized.

**Table 3.3: The Analytic Approach (Process) for  
Personal Motivation (Personal Goal Setting and Planning)**

	<b>PERSONAL MOTIVATION</b>	<b>BENEFITS</b>
	<b>Preparation Steps</b>	(as at the top of Page 3-2)
<b>Who am I and who do I want to become —and why?</b>	<b>Analyze (SELF)</b> Analyze personal characteristics and behavior. Analyze (interactions with) the environment.	<b>Know Thyself</b> (where you are starting)
<b>Where do I want to go in life, and what must I do, or what might I do—and how— in order to reach my goals in life?</b>	<b>Set Goals and Plan</b> <b>Set Goals:</b> what accomplish <b>Formulate Plans</b> (how to): alternatives involving: Strategies and Tactics, Programs and Projects, Action Plans  <b>Budget</b> resources	Increased Desire and Motive Strength  Increased goal- and means-oriented capabilities and self-confidence
<b>What course of action should I take?</b>	<b>Make Decision(s)</b> Analytically test, compare, and select among alternative [sets of] goals and plans	Anticipate various scenarios regarding how your future might unfold given your goals and plans
<b>Take action; do something</b>	<b>Implement Plans to: Reach life goals</b>	More successful, goal and means oriented, fulfilling behavior

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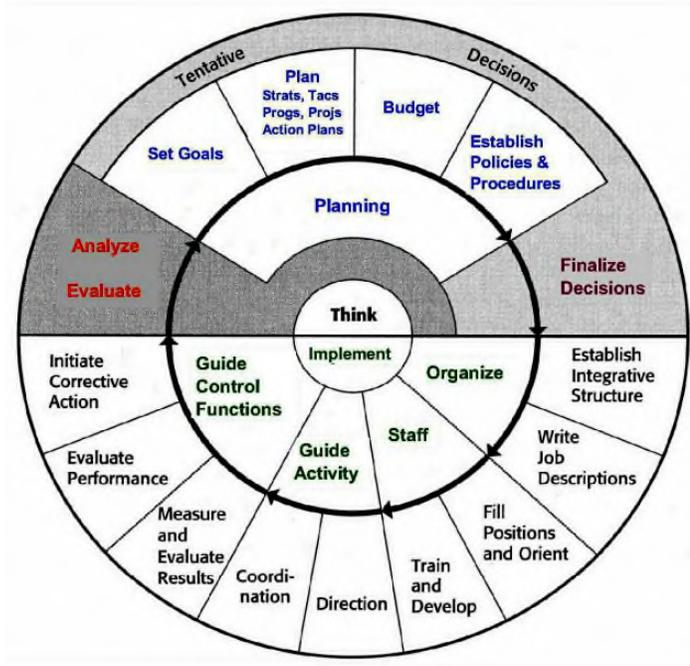
Now take a good look at *Table 3.3*. It also summarizes what you have been doing in this chapter and why. Remember it. Summary tables in subsequent chapters are very similar. They all show that **using the Analytic Approach—whether for personal motivation, planning, problem solving, decision making, learning, behavior modifica-**

**tion, and time management—is a powerful methodology for doing nearly everything most effectively and efficiently.**

Now please jump to page 3-24.

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Figure 3.5: The Management and Leadership Functions and Process



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Figure 3.6: The Personal Life Management Functions and Process



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## A Final, Major Perspective

*Figure 3.5* on the facing page is one of the most important models in R.D. Cecil and Company's management and leadership training program. It illustrates the major functions that make up the management and leadership process (sequence in which the functions are performed). Note that it begins on the left with Analyzing. Next, moving around from left to right, it shows the Planning functions: Goal Setting; Planning (formulating [alternative sets of] Strategies/Tactics, Programs/Projects, Action Plans; and Budgets). During the Decision Making function, organizational personnel choose which of the (sets of) Goals and Plans to implement. After doing the thinkwork, managers, supervisors and their personnel implement chosen plans relating to these functions: (a) Organizing (the organizational structure and people's job descriptions); (b) Staffing (hiring, orienting and training personnel); (c) Guiding (and performing planned) Activities; and (d) Reviewing and Evaluating Performance (to determine where there needs to solve problems or make better plans).

We are not giving you a seminar in management. However, if you now look at *Figure 3.6*, you can see that. . .

**by performing the analysis of yourself, and by formulating personal goals and plans, you have actually been starting to manage your own life. This means that you can begin to more purposefully develop yourself and begin becoming what you have the potential to become.**

Nonetheless, if you are a teenage student living at home with your family, this does not mean that you no longer must listen to and obey the rules established by your mother and father. But it does mean that **you can now start to take a more active role in your further development.**

### Postscript to Parents and Teachers

Although children and adolescents know relatively little about life roles, possible areas of fulfilling activity, life's conflicts and problems, and so forth, this does not mean

that goal setting and planning will be wasted on them. On the contrary, those activities are most beneficial for many of the reasons previously discussed. Here are some suggestions.

1. Help them learn more about their various specific characteristics and the concept of SELF as a system of many interacting traits and behavior patterns. This will increase their self-awareness, understanding, and ability to adjust or improve their own behavior.
2. Goal setting helps channel energies and tends to decrease "flow-oriented-activity" typical of the young. Formulating future goals begins to establish the "future-orientation" necessary in adult behavior. Simplified formats can be used. For example, writing a personal autobiography for their future age levels can be fun, and it encourages them to project self-image and needs into the future.
3. Encourage them to plan ahead—that is, to recognize obstacles to goal attainment, to identify necessary activities, and to identify what they will need to know, adjust, or further develop.
4. Help them develop the habit of considering the consequences of their actions and the implications for their future. Remind them to ask themselves, "What will happen if I ... , and how will this affect my future?" Keep in mind that, because the brain is becoming increasingly hard-wired up to the mid-twenties, the region of the brain for exercising propositional logic is not yet fully developed.
5. Point out obstacles, conflicts, and problems regarding their goals' attainment—in order to give them the benefit of your greater number of years' experience. However, make it explicitly clear to them that they may not encounter the same problems, and that what you may not have accomplished successfully can possibly be accomplished using better knowledge, techniques, and ingenuity than you used. They may not use your advice in all instances, but their repertoire of information and viewpoints for personal learning, problem solving, and decision making will be increased and available.
6. Teach them the principles of goal and means orientation of behavior as they are able to understand them. This will enable them to become more active factors in their own further development.



**PHASE 2: Worksheet for Goal-Orienting Behavior** (use pencil to fill in)

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MORE - - - - ->

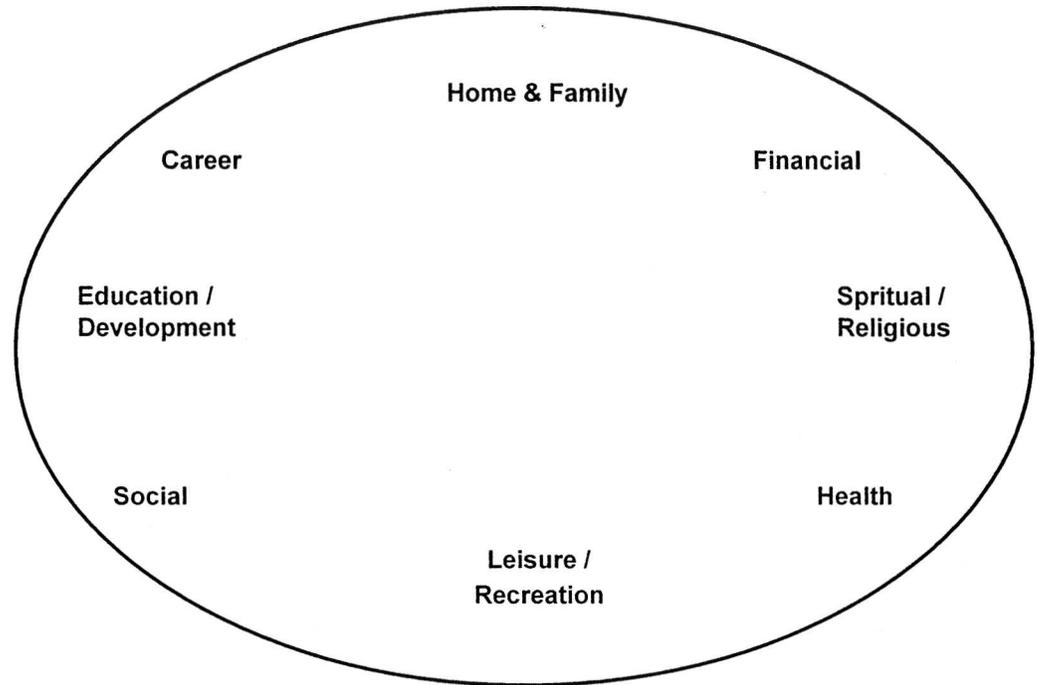
STEP 1		STEP 2		STEPS 3 and 4	STEP 5
Rank Order	Motive Factors	Specific, Ultimate <u>Long-Term Goal(s)</u> in each Major Area of Life: (Use pencil so that you can make changes or updates later.)	Specify Time Limit (yrs. from now)	List Needs, Drives, Values Satisfied -- and Imagine the Satisfaction	Rank Goals in order of Importance 8 Hi - 1 Lo
5 Hi - 1 Lo	<b>Needs &amp; Drives</b>	<b>Education / Development</b>			_____
		Educational Level Attain			
		Other Personal Development			
_____	Physiological	<b>Career / Business</b>			_____
		Industry / Company			
	Security	Position / Job			
		Employed / Own			
		Salary / Wages			
	Social	Retirement			
		<b>Home and Family</b>			_____
	Ego / Self-Image	Spouse / Partner			
		Children			
	Self-Actualization	Home: Type, Value			
Location/Neighborhood					
Life Style					
7 Hi - 1 Lo	<b>Values</b>				
_____	Economic (Money)	<b>Financial</b>			_____
		Savings / Check Account			
		Investments / Property			
_____	Political (Power)	Insurance			
		Net Worth			
_____	Social (Altruistic)				
_____	Theoretical	<b>Social</b>			_____
		Memberships			
		Social Work			
_____	Aesthetic (Beauty)	Neighbors / Neighborhood			
_____	Religious (Spiritual)	<b>Leisure / Recreation</b>			_____
		Main Activities			
		Avocation(s)			
_____	Achievement	<b>Physical Health</b>			_____
		Activities			
<b>Important Interests</b>					
1.		<b>Spiritual / Religious</b>			_____
2.		Activities			
3.		Beliefs			

**STEP 6: Relationships and Interdependencies Among Goals**

Indicate important relationships between areas with arrows pointing from one area having some significant impact on another. Use heavier lines to indicate great(er) impact.

**Fill in this Page 3-7.**

You may design your own way of showing relationships if you wish. Use any letter-size blank sheet of paper.



Another way: **Show Relationships Over Time**

Time Line  $\longrightarrow$

	(Next) 1 - 5 Years	6 - 10 Years	11 - 15 Years	16 - 20 Years
Education				
Career				
Home & Family				
Financial				
Social				
Leisure/ Rec.				
Health				
Spiritual				

**PHASE 2: Worksheet for Means-Oriented Behavior**

**STEP 7: Basic Plans (Strategies / Tactics; Programs / Projects)**

Action Plans →

	Broad Strategy(ies)	Specific Tactics	Broad Programs	Specific Projects
<b>Education / Develop't</b>				
Educational Level Attain				
Other Personal Developmnt				
<b>Career / Business</b>				
Industry / Company				
Position / Job				
Employed / Own				
Salary / Wages				
Retirement				
<b>Home and Family</b>				
Spouse / Partner				
Children				
Home: Type, Value				
Location/Neighborhood				
Life Style				
<b>Financial</b>				
Savings / Check Account				
Investments / Property				
Insurance				
Net Worth				
<b>Social</b>				
Memberships				
Social Work				
Neighbors / Neighborhood				
<b>Leisure / Recreation</b>				
Main Activities				
Avocation(s)				
<b>Physical Health</b>				
Activities				
<b>Spiritual / Religious</b>				
Activities				
Beliefs				



















CHARACTERISTICS	STEP 12B CHARACTERISTICS REQUIRED IN AREAS						STEP 13 BEHAVIOR ADJUSTMENT INDICATED	
	Financial	Home & Family	Social	Career / Business	Physical/ Health	Spiritual	Present Level	Adjust ("X")
<b>Needs and Drives</b>								
Physiological								
Security								
Social								
Self-Image / Ego								
Self-Actualization								
<b>Abilities and Aptitudes</b>								
Academic Intelligence								
Practical Intelligence								
Social Intelligence/Insight								
Spatial Thinking								
Clerical Speed & Acc'cy								
Vocabulary								
Selling Aptitude								
Physical Coordination								
Reading								
Creativity								
Leadership								
Communication								
Learning								
Thinking								
Behavior Adjustment								
<b>Physical Traits</b>								
Appearance								
Health, Energy								
<b>Values</b>								
Theoretical								
Business / Money								
Social (Altruism)								
Political (Power)								
Aesthetic (Beauty)								
Religious / Spiritual								
<b>Personality Traits</b>								
Self-Confidence								
Self-Sufficiency								
Dominance/Assertiveness								
Adaptability								
Conscientiousness								
Responsibility								
Sociability								
Emotional Stability								
Self-Control								
<b>Interests (Specify):</b>								