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## Context for the Course: WHY?



### OVERVIEW

“Why am I taking this course?” It’s a fair question to ask. As students, we want to know that what we are learning is going to pay off for us down the road. We are investing in our futures and everything needs to count toward the goal of graduation and getting the career we want. This can be a stressful time in life. But, what if it doesn’t have to be? What if we can find a way to reduce the stress, uncover past obstacles to our success, and streamline our thinking to ease the way? That’s what this course is all about.

### OBJECTIVES

*By the end of this unit, I will understand:*

- the importance of self-discipline, as I begin my college education.
- grittiness is a personal asset as I look at each course on my schedule.
- how willpower helps me grow into my goals.

*Set your goal, and grow into it.*

*LouTice*

### KEY CONCEPTS

**Assimilate/Assimilation:** The incorporating of an idea or thought into the subconscious; the absorption or process of incorporating something external into one's body or cognitive processes; making new visions a part of our lives; e.g., one learns and can behaviorally manifest mastery of fundamental mathematical processes.

**Goal(s):** A sought end that may be actual and objective, or internal, subjective and operational; conceived future; distal goals are end-results, targets; proximal goals are near-term means to the end-result.

**Goal-Setting:** The act of establishing what we want.

**Habit:** A learned act; a pattern of activity that has, through repetition, become automatic, fixed, and easily and effortlessly carried out.





## SUMMARY

**WHY** is The Pacific Institute curriculum and this course important in setting up your education?

- In a University of Pennsylvania study, “Self-discipline predicted academic performance more robustly than did IQ. Self-discipline also predicted which students would improve their grades over the course of the school year, whereas IQ did not.” Their conclusion verified that self-discipline has a bigger effect on academic performance than does intellectual talent. [Duhigg, Charles, *The Power of Habit: Why We Do What We Do in Life and Business* (pages 131)]
- In a study conducted at West Point, researchers found that grittiness – which they defined as the tendency to work strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress, rather than IQ or standardized test scores – is the most accurate predictor of college grades. [Duhigg, Charles, *The Power of Habit: Why We Do What We Do in Life and Business* (pages 123-124)]
- With more than 137,000 current employees and more than one million alumni, Starbucks is one of the nation’s largest educators. At the core of their education is willpower. They have identified it as the cornerstone habit for individual success. [Duhigg, Charles, *The Power of Habit: Why We Do What We Do in Life and Business* (pages 131-132)]

It is rarely, if ever, that students do not succeed because they don’t have the aptitude, or capability of learning the material. Rather it is because they lack:

- the self-discipline to attend classes or log-in daily, turn in the assignments when due, or make studying a daily habit;
- the grit to keep going during tough times like juggling finances while going to school, handling family obligations, relying on various or inconvenient modes of transportation, experiencing technical difficulties, balancing childcare, and possibly lacking a strong support group;
- or the willpower when faced with a subject you don’t particularly enjoy, a teacher that’s not the greatest, or other students who are distracting rather than cooperative partners in education;
- Or just the willpower to get what needs to be done, when “I just don’t feel like it at this moment.”

When you assimilate the goal of completing your education, you will learn how characteristics like self-discipline, grit, and will-power are a natural by-product of deliberately and intentionally growing yourself into your goals.



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## Context for the Course: WHAT?



### OVERVIEW

“What results should I expect from this course?” We can expect to get mental technology that will serve us in everything we do from this point onward in life. The courses we will take to obtain the careers we want typically cover the hard skills we will need to succeed with prospective employers. However, the one thing that powers up those hard skills will be the way we think. And in this course, we learn how to think effectively to help us get where we want to go.

### OBJECTIVES

*By the end of this unit, I will understand:*

- that intellect can only take me so far along my career path.
- the value that soft skills – self-awareness and relationship skills – bring to an employer.
- each of these soft skills are easily learned and applied to all aspects of my life.

*Self-reflection is not selfish;  
it is necessary for continuous growth  
toward who we want to be.*

*LouTice*

### KEY CONCEPTS

**Belief(s):** An emotional acceptance of a proposition, statement, or doctrine.

**Goal(s):** A sought end that may be actual and objective, or internal, subjective and operational; conceived future; distal goals are end-results, targets; proximal goals are near-term means to the end-result.

**Self-Regulation:** Adhering to and following an internal standard.







## SUMMARY

**WHAT** result should you expect from the understanding and application of this curriculum? Albert Einstein cautioned, *“We should take care not to make the intellect our God. It has, of course, powerful muscles, but no personality. It cannot lead. It can only serve.”*

Researchers and authors Daniel Goleman, Richard Boyatzis, and Annie McKee analyzed data from close to 500 competence models from global companies (including IBM, Lucent, PepsiCo, British Airways, and Credit Suisse–First Boston), as well as from healthcare organizations, academic institutions, government agencies, and even a religious order, to determine which personal capabilities drove outstanding performance within these organizations.

They then grouped capabilities into three categories:

1. Purely technical skills such as accounting or business planning
2. Cognitive abilities such as analytic reasoning
3. Traits showing emotional intelligence, such as self-awareness and relationship skills

Their findings – the “rule of thumb” as they call it – hold that emotional intelligence (EQ) contributes 80% to 90% of the competencies that distinguish outstanding from average. [Goleman, Boyatzis, McKee (2013) *Primal Leadership: Unleashing the Power of Emotional Intelligence*]

Your academic institution has made the commitment to help you develop hard skills (technical skills that are necessary for your chosen career path) but also (and more importantly) the soft skills (EQ/Emotional Intelligence) necessary for both the completion of your education and to maximize your success within your career.

Emotional intelligence is based on elements that include:

- First, self-regulation. As human beings, we self-regulate at our belief level not necessarily our potential level. Our intention is to help you self-regulate much closer to your true potential.
- Second, self-awareness. In order to make the changes, adjustments or modifications needed to achieve your goals, it is first necessary to truly become self-aware of your starting point in relationship to your goal. Our intention is to help you understand what might be blocking you, what you may have locked onto, or possibly the habits, attitudes or beliefs that no longer apply to the person you intend to be.
- Third, motivation. You want the drive, desire, passion that comes with having a clearly defined and accurate purpose. Goals that excite help you put life on a want to, choose to, love to basis rather than coercing or forcing yourself. It is our intention to show you how you can use your mind most effectively to grow yourself into your goals and not throw yourself into them.
- Fourth, empathy. It’s about putting yourself in someone else’s shoes, being able to see from the other person’s perspective. You want to have a good grasp of your own emotions while being considerate of others’ emotions. It is our intention that you will understand how your

historical memories, negative emotions, and hurtful self-talk are inhibiting the release of your potential and how you might be coaching yourself and those you care about the most backward, away from your goals rather than toward them.

- And finally, adeptness – being highly skilled, proficient, developing an expertise. It is our intention that you not only understand how your mind works, the process of setting and migrating toward your goals, but also it is our intention to compel you to apply that knowledge to your life and toward getting the education and the career that you desire. [Goleman, Boyatzis, McKee (2013) *Primal Leadership: Unleashing the Power of Emotional Intelligence*]

# 2

## Context for the Course: HOW?



### OVERVIEW

There will be a lot of useful information taught in this course, information that we can apply not only along our path to graduation, but to every part of our life, from here forward. For most of us, it is easiest to learn something new gradually, step by step, applying what we learn as we go. Learning how to think effectively is no different from learning how to add, subtract, multiply and divide – step by step, and applying it as we go forward.

### OBJECTIVES

*By the end of this unit, I will understand:*

- the difference between a fixed mindset and a growth mindset.
- how a growth mindset allows me to release more of my potential.
- that my brain is not carved in stone, but can learn, unlearn and relearn as often as I need it to.

*I am smart. I am capable.  
Give me the opportunity and I can learn anything.*

*LouTice*

### KEY CONCEPTS

**Goal(s):** A sought end that may be actual and objective, or internal, subjective and operational; conceived future; distal goals are end-results, targets; proximal goals are near-term means to the end-result.

**Mindset:** A pattern of thought.

**Performance:** An act or behavior of any kind.







## SUMMARY

**HOW** are we going to deliver this curriculum?

We are going to lay out scientific research, psychological concepts and timeless principles in step by step, concise segments. Following each segment, you will be presented with application ideas, reflective questions, and exercises so you can put the concepts into practice.

How will you get yourself to practice? We're going to encourage you to have a growth mindset, not a fixed mindset, in order to release your potential.

Dr. Carol Dweck, of Stanford University, describes the fixed mindset as the consuming goal is proving yourself, over and over. You believe your intelligence, personality, and qualities are carved in stone, never to be changed. Every situation calls for you to confirm your personality, character, and intelligence. Every situation is evaluated. Will I succeed or fail? Will I look smart or dumb? Will I be accepted or rejected? Will I feel like a winner or a loser?

On the other hand, this growth mindset is quite the opposite. It is based on the belief that your basic qualities are things that can be developed through your efforts. Effort is the ultimate key and effort doesn't take aptitude or intelligence. It only takes effort. In a fixed mindset, effort is seen as a sign of weakness. If the world sees me as putting forth effort, I must not be smart. I must not be capable. Although each of us is very different in our talents, aptitudes, interests, or personality, everyone can change and grow through application and experience. [Dweck, Carol Ph.D. (2006) *Mindset: The New Psychology of Success*]

How can we be confident that you'll choose a growth mindset? We have science on our side. Dr. Michael Merzenich, often called the Father of Brain Plasticity, explains Plastic Brain Change this way:

- Through our senses of sight, smell, touch, taste, and feel we take in information which is then translated into patterns of electrical impulses that engage the brain. As a skill is developed, the brain creates specific neural pathways until it becomes stronger, faster, more reliable, and more specific to each new task.
- Within our young brain as a baby, toddler, or an adolescent, our plasticity switch is largely left "on" because almost every experience is new. Our brain is a sponge, but as the newness of the information becomes more routine and consistent, the brain resorts to more controlled action. The neural pathways have been developed. So, as our brain matures, it undergoes physical and chemical changes that increase the power of the OFF switch.
- Dr. Merzenich offers a humorous insight: If our brains were constantly changing based on "new" information – in other words if our brain didn't turn off the ON switch – the importance of certain experiences (like sitting) would be highly over-represented in the brain. Since most of us spend a lot of time sitting down, an enormous area in our brains would become dedicated to information from our rear ends, which isn't exactly the best possible use of our brain resources! [Merzenich, Michael Ph.D. (2013) *Soft-Wired: How the New Science of Brain Plasticity Can Change Your Life*]

Here is the most important conclusion for us. Because we have a plastic, not carved in stone brain, we can re-wire, which means learn, unlearn, and re-learn if we choose to turn the switch back ON. How do we do that? By creating circumstances which are largely within our control. First, paying careful attention. Second, focusing on a task or goal. And third, through the positive evaluation of our performance in a goal-directed behavior.

You have enrolled. You have decided that further education is necessary for the job you want, the income you want, the life you want. If that stays within your attention, if it has your focus, and you allow yourself to practice and assimilate the information to come, your brain will be on board.

# 2

## Context for the Course: WHO?



### OVERVIEW

Like the ripple effect of a stone being dropped in a pond, this education will ripple out into all areas of life – as individuals, students, and professionals – as well as home, family and leisure. Throughout this course, as we learn the concepts and principles of effective thinking, we will apply them to our goal of graduation, as well as our ultimate goal of living a successful life.

### OBJECTIVES

*By the end of this unit, I will understand:*

- graduation is within my grasp.
- my intent to achieve graduation fuels my energy, drive and creativity to get around any obstacles in my path.
- that by the time I finish this course, I have the soft skills necessary to perform well in my chosen career path.

*Everything we do in life ripples out beyond ourselves.  
Let's make them positive ripples.*

*LouTice*

### KEY CONCEPTS

**Create/Creativity:** The quality of being creative; the ability to create.

**Energy:** A force that drives one to a goal.

**Goal(s):** A sought end that may be actual and objective, or internal, subjective and operational; conceived future; distal goals are end-results, targets; proximal goals are near-term means to the end-result.





## SUMMARY

**WHO** will be affected by the outcome of your understanding and applying this education? You, the individual. You, the student. You, the professional.

**You the individual:** Your relationships, with your family, with those you care about most will be reflected in how you speak to yourself, how you speak to others, and how you apply goal-setting and assimilating in all areas of your life. Your friends and family will see a change in you as you become more confident, self-assured, and deliberate in your thoughts and your actions. When you understand how your mind works, and you deliberately put it into action, you will find yourself causing goals in all areas of your life. As you continue to do so, it begins to snowball and you approach new goals with more excitement, energy, and drive. It's a great cycle to be on.

**You the student:** You chose to return to school most likely for many reasons, with the idea of a new career, new income, possibly a promotion or more responsibility. But ultimately, it was with the expectation for a better life for both you and your family.

Even through the brief Introduction segments of what is yet to come in the curriculum, you should be convinced that you are most likely fully capable (from an aptitude standpoint). Therefore, if you do not succeed in getting the education you intend, it won't be the hard skills that will let you down, but rather your soft skills. Since you are capable, then you need to focus on making yourself comfortable.

You want to get comfortable with the "new you" that you intend. As the education and process unfolds throughout this curriculum, apply it. Keep the goal of your education solidly in front of you. Keep focused and pay careful attention to where you are going. Unfortunately, life happens. Adversity and obstacles will show themselves along the way. Just know that the creativity, effort, energy, drive, and problem-solving to overcome, get around or go through, will come. It won't be because you need to know "how" you are going to get past those obstacles at this very moment. By keeping the goal of an education in front of you, you will create the how.

**And finally, you the professional:** The soft skill abilities that will drive you toward your education are also the characteristics that employers want most when hiring. Consider the following Top Five Characteristics:

- O\*NET (U.S. clearinghouse of occupational information) [<http://www.onetcenter.org>]
  - Critical Thinking
  - Complex Problem Solving
  - Judgment and Decision-Making
  - Active Listening
  - Computers and Electronics
- From Research organizations like National Association of Colleges and Employers [<https://www.naceweb.org>]
  - Ability to work in a team
  - Ability to make decisions and solve problems
  - Ability to plan, organize and prioritize work
  - Ability to communicate verbally with people inside and outside an organization
  - Ability to obtain and process information

- From job sites like Glassdoor [<http://www.glassdoor.com/blog/8-traits-employers/>]
  - Comfortable confidence
  - Willingness to listen and learn
  - Adaptability
  - Flexibility
  - Self-reliance
- Career Attraction [<http://www.careerattraction.com/become-the-perfect-job-applicant-15-traits-employers-look-for-when-hiring/>]
  - Leadership-oriented
  - Resilient
  - Candid
  - Competitive
  - In-control
- From Magazines like Forbes® [<http://www.forbes.com/sites/meghancasserly/2012/10/04/top-five-personality-traits-employers-hire-most/>]
  - Professionalism
  - High-energy
  - Confidence
  - Self-monitoring
  - Intellectual curiosity
- And US News and World Report [<http://money.usnews.com/money/blogs/outside-voices-careers/2013/09/10/5-employee-qualities-on-every-employers-wish-list>]
  - Empathy
  - Mentoring
  - Interpersonal Skills
  - Self-direction and initiative
  - Flex and adaptability

The skill sets most wanted by employers are also the skill sets that will get you through your education in the first place. Daniel Robbins reports that companies are now looking at the emotional aspect of intelligence of applicants and employees in deciding whom to hire or whom to keep and whom to let go. According to studies, EQ predicts higher performance three times better than IQ.

If you are not convinced yet, it's not just in hiring. Daniel Goleman, Richard Boyatzis and Annie McKee found that when star performers were matched against average ones in senior leadership positions, about 85% of the difference in their profiles was attributable to emotional intelligence factors rather than to purely cognitive abilities like technical expertise.



## TO SUM IT ALL UP....

The technical, analytical skills that you will receive through your academic institution will satisfy the price of entry into your field of study. However, it does not make an employee superior in terms of performance. It is the understanding and application of your soft skill, emotional intelligence abilities that will propel you, not only through your education, but also your career.

The application of the curriculum and process unfolded for you depends mostly on your soft skills, not your hard skills. It is our intention that through the understanding and repeated practice of the principles, in the segments to follow, that you will grow as an individual, as a student, and as a professional.

## SO, ARE YOU READY TO GO?

