



## Out of Order / Into Order

*Creating and Resolving Discontent  
with Our Goals*



### OVERVIEW

When we have a goal, either one we set or is set for us, discontent is created in our human system. As humans, we need to make the picture we hold in our minds match the outside picture. If the internal picture is stronger, we make the outside change and we can stay the same. When the outside picture – the new picture created by the new goal – is stronger, we change our internal picture and grow into the new.

### OBJECTIVES

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

- in order to grow and change, I need to create my own discontent with the present.
- I move toward the strongest picture I hold in my mind.
- I am in charge of creating my future.

*There is no growth without discontent.*

*LouTice*

### KEY CONCEPTS

**Dominant Idea:** The prevailing view; the strongest picture; a ruling view or belief that is primary.

**Gestalt:** Human beings are always working to complete the incomplete, working for closure; discrepancy production, discrepancy reduction; a view that psychological phenomena could only be understood if viewed as organized, structured wholes (Gestalten). The Gestalt point of view challenged the idea that phenomena could be introspectively broken down into primitive perceptual elements, for such analysis left out the notion of the whole unitary essence of the phenomena.

**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.

## NOTES

*Write down your ideas, observations and insights as you work through this unit. Date your entries.*

Dotted lines for writing notes.

### REFLECTIVE QUESTIONS

1. What goals do I have that are not causing me some discontent?
2. Is this because the picture of the new goal is not strong enough, or that I already know how to accomplish the goal?
3. What can I do to make the picture of the new goal stronger, causing significant discontent within me, and drive myself to what I want?

### EXERCISE: Out of Order – What Am I Missing?

We know that our minds desire order. So, either the internal picture changes, or the external picture changes. Sometimes our minds build obstacles to seeing all that is around us. For this exercise, explore any obstacles you may have with each situation. Have you observed other people create solutions to the same challenge? What is the best solution for you, right now?

SITUATION	What am I not seeing?	What solutions have I seen others come up with?	What is the best short-term solution for me while in school?
Lack of Finances			
Lack of Family Support			
Lack of Time			
Challenges with Technology			
Child Care Issues			
Health Issues			
Transportation Issues			

### SUMMARY: Application — Out of Order

Does part, or possibly most, of your decision to enroll in higher education have a lot to do with:

- Wanting new job?
- Wanting a promotion in a current job and more responsibility?
- Wanting a better income?
- Wanting a better life or better opportunities for your children?
- Or simply just wanting an education or skill or trade or certification vs. not having one?

With the very act of enrolling into higher education, you caused a problem for yourself. You decided that you are no longer content with your current job, current income, current level of responsibility, current living situation or current level of education. Instead, you desire to make a change. You want the new opportunities that this education, skill or trade is going to provide for you.

Close your eyes for a moment. What would it look like, feel like, be like as a graduate? What does it look like when you are using your newly acquired skill sets in a new career or at a new level of responsibility? What might your new living situation look like? What new resources and opportunities are you able to provide for your family, or those close to you, because you have completed your training?

Your task is to identify, clarify and repeat that image to yourself over and over so it drives you to complete the task of getting your education. The more vivid the image, the more you are drawn toward it. The more vivid the image, the more you use your mind, deliberately and intentionally, to make it happen and the less you get caught up in the distractions along the way. You realize the parts are pieces of the whole, but not greater than the whole.

## SUMMARY – APPLICATION: Making the Pictures Match

Joining an exercise facility, or enrolling in school, and being successful, are very much the same to our brain. From the moment we enroll and attend our first class, or the first time we show up at the gym, our mind has the job of keeping us in or getting us out. Our mind is asking, “Is this the new expectation?” “Is this the new me?” “Is this going to be the dominant picture?” “Should I begin acquiring new habits, attitudes, and beliefs to support this new goal?”

We begin to use our energy, motivation, problem-solving and creativity to gather information. We look for resources, support, and evidence to match the strongest picture inside of us. The question becomes, is the strongest picture to stay in or get out? Just because we set the goal doesn’t mean our brain will get on board to make it happen. It is through the process of assimilating that goal that our brain shifts into gear to achieve our new goal.

Every time you think about going to the gym or you actually do go, do you find more reasons why you love it? Do you realize how good you feel? Can you tell how much energy you have? Or do you find the opposite? When obstacles occur while you are going to school – child care, transportation, finances, illnesses, or family situations – do you see resources, opportunities, services, and solutions that allow you to overcome the challenges? Or do see the opposite?

There is great power in embracing the strongest picture of you as a graduate and what it can do for you. What percentage of dropouts, from your academic institution, do you think made the decision to leave school because of these reasons?

- lack of finances
- lack of family support
- lack of time
- challenges with technology
- child care issues
- health issues
- transportation issues

This list of seven obstacles probably covers 80% to 90% of the reasons why those students decided that they had drop out. They gave up and couldn’t continue.

Let’s think about the graduates. What percentage of those graduates from your academic institution had those same obstacles along the way to graduation? Experience tells us the answer is “most,” and yet they graduated.

What was the difference between the student who persisted and the student who dropped out? How were some able see solutions and stay in school whereas the others couldn’t? How did some find the drive, energy, problem-solving and creativity to find more time in their days? How did some scrape together a few dollars during tough times? How many walked, rode a bike or hitched

a ride when necessary? And how many managed to find their cousin's girlfriend's sister, who happened to know a lady, who has a brother who dates a girl, who happens to be a wonderful person, loves children and would love to watch their children while they went to school?

The more dominant the picture in your mind of what you expect, the bigger the problem you give your brain. Your brain needs to work to solve it. It wants to make the outside picture match the picture you hold in your mind. Give your brain a chance to take you through to the completion of your education by assimilating your graduation – starting today.