

## Chapter 10

### Synergistic Personal Development

#### Purposes

You have been on quite a journey...from Chapter 1 through Chapter 9. Now we are finally at the point where we can review and integrate (a) all that you have read and done, (b) what you have done to better manage your life, and (c) why you have already begun to learn better, think better, and relate better

In the first nine chapters we surveyed in considerable depth a comprehensive group of major personal development and performance improvement frames of reference, concepts, principles, and methodologies. Which of these do you regard as the most important? Self-awareness? Personal goal-setting and planning (goal-orienting behavior)? Or, one of the various methods for “means-orienting behavior,” such as: (a) the principles, methodology (phases and steps) for better learning; (b) the concepts and methodology for more effective problem solving and conflict resolution; (c) the concepts and methodology for more effective communication; (d) the concepts, dynamics, and methodology for behavior adjustment; or (e) the concepts and methodology for better managing your time?

In our view, none of these can be considered to be “the” most important. Why? Because self-awareness, motivation, learning, thinking (analyzing, formulating solutions or plans, and decision making), communicating, and modifying behavior are all interrelated and interdependent. The effectiveness and efficiency of each process is dependent upon the effectiveness and efficiency of the others. Using just one or two of these methods or concepts cannot result in maximized performance and success; but using them all together systematically will.

The details of each concept or method are important if they are to be used most effectively. But it is equally if not more important to understand how they can all be used together in an integrated approach to personal development and performance improvement. Although perspectives on their systematized use have been mentioned throughout the book, the main purposes of this chapter are to (a) summarize and put into perspective the material covered, (b) show how what you have read and done has already improved you, and (c) explain how you can use all the concepts and methods as a comprehensive, integrated personal development system.

#### Recommendations

We suggest that you quickly review Chapters 1 through 9 before proceeding, refamiliarizing yourself with the summary diagrams and tables of each chapter. Then, preview this chapter before reading for detail.

Next, as you read, associate the elements of previous chapters with the overall perspectives offered here. To assist you in this process, we have brought several summary diagrams and tables back to this chapter for your convenience.

Review and think over this integrated system. After it has had an opportunity to really “sink in,” adapt the system to your own needs and “make it your own.” Using and practicing whatever works best for you is very important.

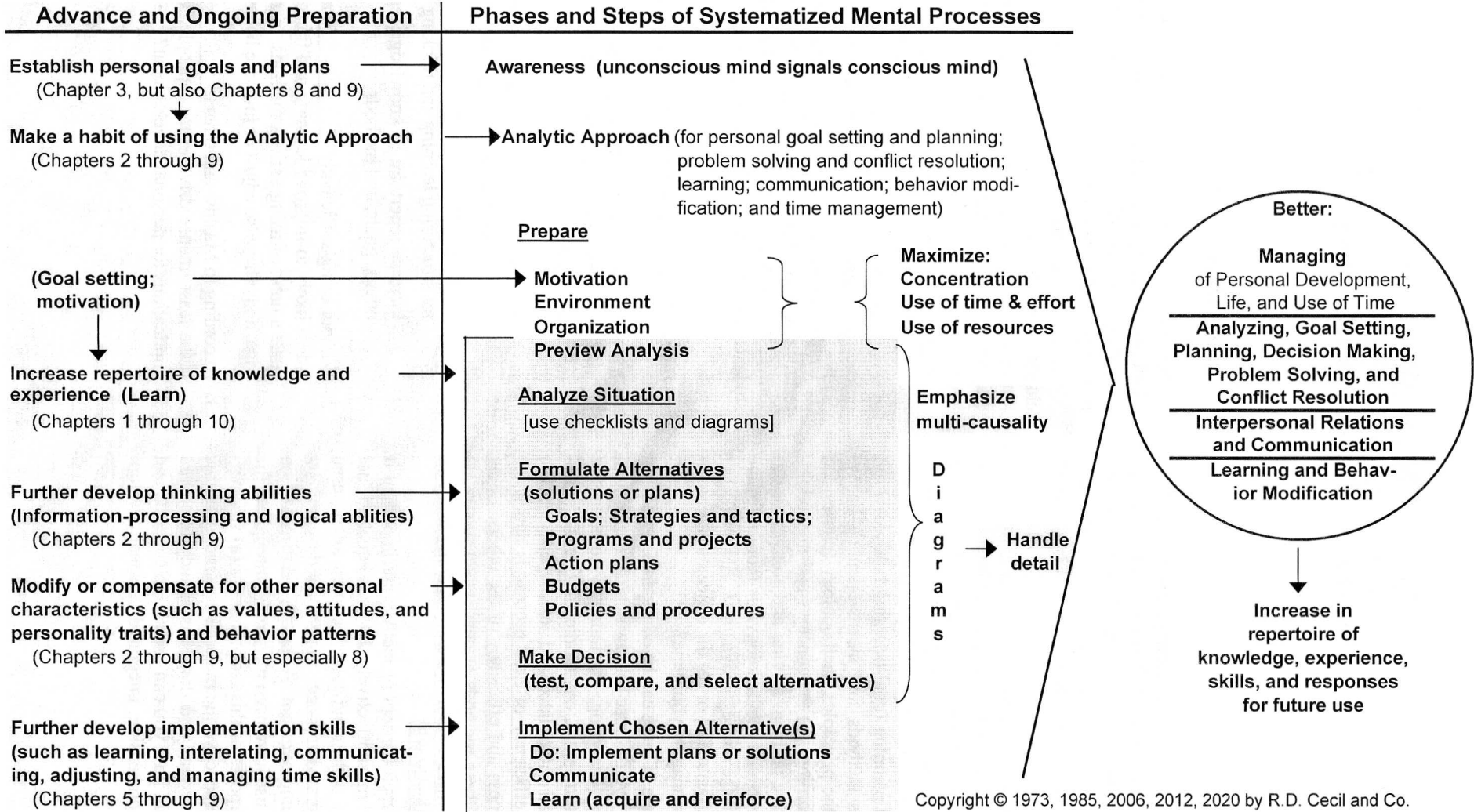
Unlike Appendices A through C, which are relatively technical and could be presented in a “boiled down” lecture format, this chapter should be read and fully discussed by students or participants in classes and programs.

#### Reviewing What You Have Already Learned

1. An integrated or systematic approach to behavior improvement should accomplish which of the following: (check each that applies)
  - \_\_\_ provide principles for improving basic mental abilities involved in learning and thinking;
  - \_\_\_ increase awareness of the need to use methods for structuring learning and thinking situations;
  - \_\_\_ increase repertoire of knowledge regarding self, others, goals, and methods.
2. Without being sufficiently \_\_\_\_\_, an individual is less likely to improve learning and thinking abilities, make a habit of using various methods, increase knowledge, and otherwise adjust or improve behavior.
3. According to Maslow and others, \_\_\_\_\_ - \_\_\_\_\_ is the least intense drive in most people. What are the implications for personal development?

Figure 10.1: Summary of Advance and Ongoing Activities for Continually Improving All Processes

(Indicates Chapters That Contribute, or Have Inputs, to Other Chapters or Processes)



Copyright © 1973, 1985, 2006, 2012, 2020 by R.D. Cecil and Co.

## 4. What are the relationships between:

Self-Awareness and –

- motivation?
- learning?
- problem solving?
- behavior adjustment?

Goal Setting and Planning and –

- motivation?
- learning?
- problem solving?
- behavior adjustment?
- time management?

Problem Solving and –

- learning?
- behavior adjustment?
- goal setting and planning?
- time management?

5. Complex behavior depends to the greatest extent upon our two basic abilities: \_\_\_\_\_ and \_\_\_\_\_ .
6. Which phase or phases is/are common to the approaches for learning and problem solving?
7. Not all problem-solving situations are learning situations. True / False
8. All learning situations should be thinking situations in order to maximize one's efficiency and effectiveness. True / False
9. Because you have completed a personal inventory, view SELF as a system of interrelated characteristics, and view situations as systems of interacting variables, your perception and thought about SELF, others, and the environment will be more meaningful. True / False
10. Behavior adjustment first requires awareness of a problem (i.e., inappropriate behavior). Next, it involves \_\_\_\_\_ - \_\_\_\_\_ to determine the causes and possible solutions. Formulation of solutions should be influenced by knowledge of \_\_\_\_\_ principles, since behavior adjustment amounts to \_\_\_\_\_ .
11. Are all mental processes interrelated and interdependent? What are the implications of your answer for your own personal development and improvement?
12. What could (and should) you do at the beginning of each day to help you use and reinforce knowledge and the use of analytic approaches for various processes?

The two major parts of this chapter (1) review what you learned and accomplished in Chapter 1 through 9, and (2) tie together all the concepts and methodologies into a fully integrated system for personal development.

## What You Have Learned and Accomplished

In Chapter 4 we began providing figures showing Advance/Ongoing ACTIONS/Activities for Improving Mental Processes. Those figures are summarized and integrated here in **Figure 10.1**. The next seven pages take each major Action in its turn, describing (a) **what was covered in each chapter that contributed to it**, and (b) **the various ways in which you have already been changed or improved by it**.

### Establish Personal Goals and Plans

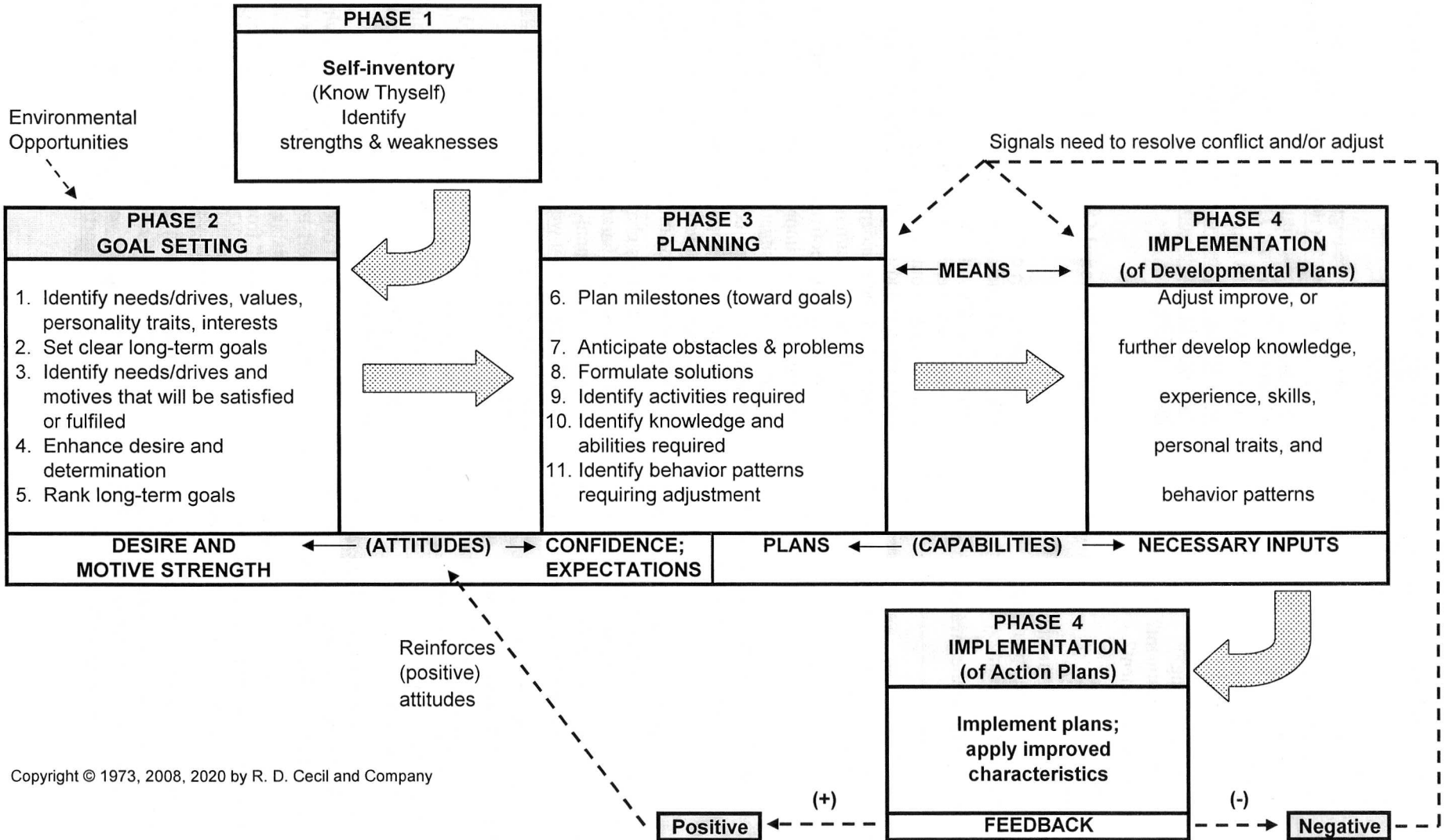
**Chapter 1:** In order to purposefully and effectively develop oneself and improve performance, it is useful to be aware of all the specific inputs to successful performance. Chapter 1 enumerated the following inputs in order to get you thinking about them: general and specialized knowledge; general and specialized skills; experience; behavior patterns and their underlying personal characteristics; the basic abilities for learning and thinking (acquiring and using other inputs); motivation; and principles and methods for structuring and improving learning, thinking, and behavior adjustment situations. It also started you thinking about what the future could look like, how competitive it will be, how more sophisticated skills will be necessary, and how personal development can help you compete for resources and become more successful and fulfilled.

**Chapter 2:** This chapter defined and described many specific personal characteristics and recommended that you fill in the Personal Inventory as you read. By filling in the Inventory, you were performing Phase 1 of the Personal Goal Setting and Planning Process (personal motivation method) described in Chapter 3.

**Chapter 3:** This chapter discussed many principles and factors that affect personal motivation. It also outlined a process (methodology) for formulating personal goals and plans. (See **Figure 10.2** on the next page.) **IF** you filled out the formats provided, you....

- a. began to goal orient your behavior, saving yourself time and effort by not going in many non-beneficial directions (even though life can never be a "straight line" from one point to another);
- b. provided a basis for next means-orienting your behavior in Phases 3 and 4 (acquiring the knowledge, skills, and behavior that will help you to attain the goals you wrote down);
- c. "programmed" your mind to make you consciously aware of important learning and thinking situa-

Figure 10.2: Goal- and Means-Orienting Behavior



tions, so that you will stop to think what you are doing and then do it well (by using the methods you learned);

- d. increased your motivation in subsequent learning, thinking, and behavior adjustment situations;
- e. increased your motivation to make a habit of using the analytic approach and also further developing other inputs to more successful behavior or performance;
- f. began to identify personal characteristics that, using the process in Chapter 8 on behavior modification, you could begin to modify as appropriate; and
- g. perhaps most important, you established a basis for more purposefully **managing your own life**—and began to do so.

If you did not fill out the goal setting and planning formats, you short-changed yourself—and everyone else who may rely on you for various possible reasons.

Chapter 3 related the Personal Goal Setting and Planning Process to the Management/Leadership Process, both of which are virtually the same as the Analytic Approach to Problem-Solving Process.

Chapter 8: This chapter used your Chapters 2 and 3 identification of characteristics that might not be functional for reaching your goals—and used the approach outlined in the chapter—to guide your modification of traits and behavior as you think and feel appropriate.

### **Make a Habit of Using the Analytic Approach**

Chapter 3 on Personal Motivation: As you were taken through the phases and steps of personal goal setting and planning, you were actually using the analytic approach for the first time (while reading this book).

Chapters 4 on thinking, 5 on learning, 6 on interpersonal relations, 7 on communicating, 8 on behavior modification, and 9 on Time Management: All of these chapters walked you through performing the analytic approach, which, with a few changes due to the different contexts in which each can be used, is essentially the same for all. IF you used each process as it was covered, you not only reinforced your knowledge of the process itself, but also were well on your way to making its use a habit. However, like so many other things, knowing something is one thing, while doing it is another; and using the analytic approach both habitually and well takes practice, practice, practice.

### **Increase Repertoire of Knowledge and Experience**

Chapter 1 on the Future and Personal Development: The discussion of the future started you noticing more phenomena that provide a glimpse into what is to come.

Chapter 2 on The Individual: This chapter was a major input to all subsequent chapters. It defined and described many specific personal characteristics: needs and drives; abilities and aptitudes; knowledge and experience; values; personality traits; interests; and goals and expectations. Assuming that you had never before been exposed to such information, it vastly increased your vocabulary for defining and describing not only yourself, but other people as well. You reinforced your memory of these traits when using them in...

Chapter 3 (on personal motivation) to determine how your levels of various traits could be functional or dysfunctional for attaining goals; and

Chapters 4 through 9 to determine how your levels of traits might affect how well you think, learn, interact with others, communicate, modify your own behavior, and better manage your use of time.

Therefore, it is certain that you will never again describe yourself or anyone else in simple, one-word terms. You will be more inclined than ever to see specific characteristics in and about everyone with whom you interact. And you will do so automatically. Very, very few people can say that.

Equally important, you enlarged your vocabulary, making all the information in Chapters 3 through 9 more meaningful, understandable, and better recorded in memory. That will greatly improve your subsequent learning of information on psychology, sociology, interpersonal relations, management, leadership, and so forth. Furthermore, your knowledge of trait descriptions contributed to filling in the Personal Inventory in Chapter 2 (which also strengthened your memory of the vocabulary) and was a major input to doing personal goal setting and planning in Chapter 3.

Chapter 3 on Personal Motivation increased your vocabulary and knowledge of personal motivation terminology, concepts, and methodology.

Chapters 4 through 9 increased your vocabulary and knowledge concerning thinking, learning, relating with others, communicating, modifying behavior, and managing time—and the methods for improving the processes. That knowledge puts you far ahead of most other people.

**Table 10.1: Advance and Ongoing  
Self-Improvement**

X = significant contribution to....  
+ = some contribution to or affect on....

	<b>Chapter 1</b> The Future and Your Development	<b>Chapter 2</b> Individual: A System	<b>Chapter 3</b> Personal Goal Setting and Planning	<b>Chapter 4</b> Analytic Approach
<b>Formulate Personal Goals and Plans</b>				
Increased direction and motivation	+		X	
Manage life and use of time	+	+	X	X
Increased awareness of situations	+	+	X	+
<b>Make a habit of using the Analytic Approach to/for....</b>				
* Analyzing and being aware of SELF		Self inventory	X	X
* Personal goal setting & planning		+	Formats	X
* Problem solving & decision making		+	X	X
* Learning		+	X	X
* Resolving conflicts			X	X
* Communicating			X	X
* Modifying behavior			X	X
* Managing time			X	X
<b>Increased repertoire of .....</b>				
<b>Knowledge</b>				
Vocabulary (terms & definitions)		Traits	X	X
Principles and concepts	+	X	X	X
Analytic Approach for the Process			X	X
<b>Experience</b>				
Using vocabulary/terminology		X	X	X
Applying principles & concepts		X	X	X
Applying the Analytic Approach		+	X	X
<b>Further developing</b>				
Thinking (logical) abilities for analyzing, goal setting, planning, decision making		X	X	X
Learning abilities		X	X	X
<b>Modifying other behavior patterns</b>				
<b>Further developing implementation skills</b>				
Aware of learning & thinking situations	+	+	X	+
Self-awareness & understanding	+	X	X	X
Understanding other people	+	X	+	X
Interpersonal awareness & sensitivity		X	+	X
Learning		+	+	X
Thinking		+	X	X
Communicating		+	X	X
Modifying behavior		X	X	X
Managing time		+	X	X

Chapter 5 Learning	Chapter 6 Interpersonal Relations	Chapter 7 Communi- cation	Chapter 8 Behavior Modification	Chapter 9 Time Man- agement	Chapter 10 Review & Integration
			X	X	
X	+	+	X	X	+
+	+	+	X	Take 10	+
					X
X	X	+	X	X	
X	+	+	X	X	+
X	X	X	X	X	+
X	+	X	X	X	+
+	X	X	X	X	+
+	X	X	X	X	+
X	X	+	X	X	+
+	+	+	+	X	+
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	+
X	X	X	X	X	+
X	X	X	X	+	+
+	+	+	+	X	+
X	X	X	X	X	+
+	X	X	X	+	+
+	X	X	X	+	+
X	+	X	X	X	+
X	+	X	X	X	+
+	X	X	X	X	+
X	X	X	X	X	+
+	+	+	+	X	+

## Further Develop Thinking Abilities

Chapter 2 provided definitions and descriptions of many very specific personal traits. It also recommended filling in a Personal Inventory. To do so, you had to think about yourself—your traits and their levels. IF you did so, not only were you (a) analyzing your personal characteristics, but you were also (b) judging (thinking/comparing) whether or not those traits' levels were functional or dysfunctional for your life, and (c) reinforcing your memory of trait definitions.

Chapter 3 not only outlined personal motivation concepts and principles, it also recommended an analytic approach for performing a personal goal-setting and planning process. Hopefully, you had done the analysis phase in Chapter 2. IF you used the chapter 3 methodology and formats, you (a) used your knowledge of yourself to formulate personal life goals, (b) plan how to reach them, and (c) tested and selected (chose) which plan(s) to implement. Thus, you began to use the analytic approach in conjunction with this book's personal development process.

Chapters 4 on thinking, 5 on learning, 6 on interpersonal relations and conflict resolution, 7 on communicating, 8 on modifying behavior, and 9 on managing time all presented concepts, principles, and vocabulary associated with each topic and process. They also outlined an analytic approach for improving the effectiveness and efficiency of the thought processes involved. Thus, all those chapters (a) reinforced your knowledge of the analytic approach, (b) pointed out how each separate context calls for slight modifications in what is analyzed or considered, and (c) hopefully prompted you to actually perform that process in thinking and learning situations.

In fact, all those chapters encouraged you to apply the method described, thereby increasing your knowledge and experience using the methods. IF you used the analytic approach in conjunction with these chapters, you improved your abilities for (a) class/deductive logic during the analysis phases, and (b) class/deductive and propositional/inductive logic during the planning and decision-making phases.

## Modify or Compensate for Other Personal Characteristics

Chapter 2 first introduced and explained the model, *Figure 2.2*, which illustrates the dynamics of how personal characteristics can become somehow changed as we interact with our environment.

Chapters 3 through 9 all recommended that you consider how (the levels of) your personal traits might be influencing your effectiveness during personal goal setting and planning, thinking (analyzing, goal setting, planning, decision making, and subsequent problem solving), learning, relating with others, communicating, modifying your behavior, and better managing your time (and life). IF you did, in fact, (1) analyze yourself in those terms, (2) set personal improvement goals, (3) formulate plans, and (4) analyze and choose among possible plans for implementation, then you (a) reinforced your knowledge of the related concepts, principles, and methods, (b) reinforced your vocabulary of terminology, and (c) increased your experience applying the analytic approach within the various contexts. Just as important, you also identified what characteristics might use some sort of improvement.

Chapter 8 on behavior modification provided you with learning and behavior modification concepts, principles, and practices that were first introduced in Chapter 2. Using the analytic approach and the same Chapter 2 model (renamed *Figure 8.1*), it described ways to further develop, alter, or otherwise improve the traits and behavior identified in Chapter 3 through 9 as perhaps requiring some type and/or level of modification.

## Further Develop Implementation Skills

Chapters 5 through 9 presented concepts, principles, terminology, and methods for more effective and efficient use of "implementation skills"—such as learning, interacting with others, communicating, modifying traits and behavior, and managing time. IF you used the concepts, principles, and method (analytic approach) described in each chapter, you have probably already seen improvements in the associated skills and behavior.

*Table 10.1* (pages 10-6 and 10-7) summarizes the above discussion. Note that every chapter—even if you simply read it and did not follow up with actually using the chapter's method—contributed something to nearly all the factors in *Figure 10.1* (page 10-2). Furthermore, many if not most chapters were inputs to, or somehow contributed to, the others. In fact, if we were to draw arrows between each chapter that contributed to something that was covered in the others, there would be "arrows all over the place."



### Final Perspectives on Relationships Among the Information and Methods Covered in Previous Chapters

As shown at the ends of chapters that have discussed a methodology, each involved using the analytic approach to structure the process being described. This chapter is no different.

**Table 10.2** on pages 10-10 through 10-13 shows all the methodologies that have been covered. Note that, while the approach is always the same (so that you need not remember all the different methods usually taught for any one of them), the contexts are different. Each context either puts emphasis on different phases or steps, or deals with factors that the others may not. *For example:*

- A. In the analysis phase of problem solving you must consider systems of potentially causal or influential factors.
- B. In the analysis, planning, and decision-making phases of a learning situation you must also consider which mode(s) and method(s) of learning are most appropriate.
- C. The “acquisition” phase of a learning process very often requires the use of phases, steps, and principles of the analytic approach.
- D. In the analysis and planning phases of a communication process you must consider your receivers’ goals, interests, and other traits.

But again, **the approach—the most powerful and beneficial approach—is always the same!**

Now, by this final chapter, you must almost certainly be aware of all these points:

- A. A problem solving situation is a learning situation.
- B. Problem solving is a mode of learning.
- C. To perform thinking and learning situations well, you must apply principles and practices involved in both problem solving and learning. For example, since problem solving involves learning, one

should use learning principles and practices to improve the learning that is occurring through (1) analyzing, (2) setting goals, (3) formulating solutions or plans, and (4) making a decision.

- D. Both problem-solving and learning processes can also involve the communication process.
- E. Modifying behavior is learning.
- F. Learning results in behavior modification.
- G. **All the processes covered in this book—personal goal setting and planning, thinking, learning, interacting with others, resolving conflicts, communicating, modifying behavior, and managing time—are thinking and learning processes.**

This is another way to look at the relationships. Each process in **Table 10.2**....

- a. is related to, and contributes to, the others;
- b. synergistically increases the effectiveness of the others; and
- c. reinforces the use of them all.

[We recommend that you keep the next four pages readily available for future reference and review.]

In short, **all the methodologies can and should be used with each other in order to maximize the effectiveness and efficiency with which each is used.** The above points underlie the power of the integrated or “**synergistic**” **approach** that we have been developing part by part—until we have finally been able to put all the parts together into the whole in this chapter.

We have presented what we were able to describe and explain. Now the rest—the use or practice—is up to you. Just like a doctor’s or lawyer’s practice, in which there is always increasing improvement through continual learning and experience, this is now your practice—your practice of **self management** and **life management**.

We wish you all the best!

**Managerial/Leadership Functions and Process**

*Table 10.2: The Phases and Steps of Structured Processes Covered in Chapters 3 Through 9*

<b>Phase 1: Preparation</b>
Think what doing
Motivation-- importance
Meet in <b>conducive environment</b>
Be <b>organized</b>
<b>Preview</b> (orient participants to situation and process)

<p>What has happened, or what is going on —and why?</p> <p>What needs to be changed, modified, improved, remedied, or perhaps prevented?</p>	<b>Function: Analyze Situation</b>
	<p>Identify system of significant internal and external factors affecting the organization</p> <p>Model situation -- develop diagram(s)</p> <p>Collect Facts (associated with factors or variables)</p> <ul style="list-style-type: none"> <li>* use facts and observations (rather than opinions);</li> <li>* use "working assumptions" as necessary</li> <li>* add facts or data to situation model</li> </ul> <p>Analyze information</p> <p>Formulate <b>criteria</b> for Decision Making</p>

<p>What needs to be accomplished? (desired end results)</p>	<b>Function: Goal Setting</b>
	<p><b>Set Goals:</b> <u>What</u> want to accomplish; end results</p>

<p>How accomplish? (alternative plans or solutions)</p>	<b>Function: Planning</b>
	<p><b>Formulate Plans</b> (<u>How</u> to):</p> <p>Strategies and Tactics; Programs and Projects; Policies and Procedures; and Action Plans</p>
	<b>Function: Budgeting</b>

<p>What course(s) of action should be taken?</p>	<b>Function: Decision Making -- Test /Select Alt's</b>
	<p>Identify possible <b>outcomes</b> of implemented plans</p> <p>Assess realistic <b>probabilites</b> of possible events</p> <p>Analytically <b>test and compare</b>,</p> <ul style="list-style-type: none"> <li>- Identify &amp; compare advantages &amp; disadvantages</li> <li>- Weigh each alternative against criteria</li> <li>- Also test/weigh combinations of alternatives</li> <li>* use appropriate diagrams</li> </ul> <p><b>Select</b> appropriate solution(s) or plan(s) for implementation</p>

<p>Take action; do something</p>	<b>Implementation Functions</b>
	<p><b>Organize; Staff;</b></p> <p><b>Guide and coordinate activities;</b></p> <p><b>Guide evaluation and control processes</b></p>

Chapter 3: Personal Goal Setting and Planning	Chapter 4: Problem Solving / Conflict Resolution
<p><b>Phase 1: Preparation</b></p> <p>Step 1: <b>Awareness / think what you're doing</b></p> <p>Step 2: <b>Describe</b> situation (the need to do personal goal setting and planning to better manage one's life)</p> <p>Step 3: Increase <b>motivation</b>: Determine importance in terms of personal and organizational goals and plans</p> <p>Step 4: Seek a conducive <b>environment</b></p> <p>Step 5: Get <b>organized</b> (materials, references, etc.)</p> <p>Step 6: <b>Preview</b>: do a brief preliminary analysis</p>	<p><b>Phase 1: Preparation</b></p> <p>Step 1: <b>Awareness / think what you're doing</b></p> <p>Step 2: <b>Describe</b> situation -- i.e., the unintended/unexpected events or effects that signalled the problem situation</p> <p>Step 3: Increase <b>motivation</b>: Determine importance in terms of personal and organizational goals and plans</p> <p>Step 4: Seek a conducive <b>environment</b></p> <p>Step 5: Get <b>organized</b> (materials, references, etc.)</p> <p>Step 6: <b>Preview</b>: do a brief preliminary analysis</p>
<p><b>Phase 2: Analyze -- Yourself and Your Future</b></p> <p>Step 7: Estimate your level of various traits (needs/drives; abilities and aptitudes; knowledge and experience; values; personality traits; interests; beliefs, opinions; attitudes, biases,</p> <p>Step 8: Obtain psychological test/measurement results if possible  * use facts and observations (rather than opinions);  * use "working assumptions" as necessary  * add facts or data to situation model</p> <p>Step 9: <b>Analyze</b> information; use test results to better determine (or estimate) trait levels</p> <p>Step 10: Formulate <b>criteria</b> for Phase 4 (Decision Making)</p>	<p><b>Phase 2: Analyze -- Define &amp; Reduce Situation</b></p> <p>Step 7: Do an initial <b>qualitative analysis</b>. Identify <u>system</u> of possibly <u>multi-causal variables</u> involved  * use <u>checklists</u> to augment knowledge of factors  * <u>diagram/model</u> variables and their relationships</p> <p>Step 8: Collect important <b>facts</b> (associated with factors)  * use facts and observations (rather than opinions);  * use "working assumptions" as necessary  * add facts or data to situation model</p> <p>Step 9: <b>Analyze</b> information and identify the real, underlying, multiple causes (in chains of causes and effects)</p> <p>Step 10: Formulate <b>criteria</b> for Phase 4 (Decision Making)</p>
<p><b>Phase 3: Plan -- Alternatives (Solutions) Formulation</b></p> <p>Step 11: Formulate <b>goal(s)/objective(s)</b>: identify the desired end results of implementing solution(s)</p> <p>Step 12: <b>Plan</b>: Identify what must DO to improve, change, Correct, or adjust variables and their relationships  - Formulate alternative sets of strategies/tactics  - Formulate alternative sets of courses of action  - Budget time and resources  * use appropriate diagrams</p>	<p><b>Phase 3: Plan -- Alternatives (Solutions) Formulation</b></p> <p>Step 11: Formulate <b>goal(s)/objective(s)</b>: identify the desired end results of implementing solution(s)</p> <p>Step 12: <b>Plan</b>: Identify what must DO to improve, change, Correct, or adjust variables and their relationships  - Formulate alternative sets of strategies/tactics  - Formulate alternative sets of courses of action  - Budget time and resources  * use appropriate diagrams</p>
<p><b>Phase 4: Decision Making -- Test /Select Alternatives</b></p> <p>Step 13: Identify possible <b>outcomes</b> of alternative solutions (anticipate scenarios/sequences of actions &amp; events)</p> <p>Step 14: Assess realistic <b>probabilites</b> of possible events</p> <p>Step 15: <b>Test and compare</b> alternatives  - Identify &amp; compare advantages &amp; disadvantages  - Weigh each alternative against criteria  - Also test/weigh combinations of alternatives  * use appropriate diagrams</p> <p>Step 16: <b>Select</b> appropriate solution(s) for implementation</p>	<p><b>Phase 4: Decision Making -- Test /Select Alternatives</b></p> <p>Step 13: Identify possible <b>outcomes</b> of alternative solutions (anticipate scenarios/sequences of actions &amp; events)</p> <p>Step 14: Assess realistic <b>probabilites</b> of possible events</p> <p>Step 15: <b>Test and compare</b> alternatives  - Identify &amp; compare advantages &amp; disadvantages  - Weigh each alternative against criteria  - Also test/weigh combinations of alternatives  * use appropriate diagrams</p> <p>Step 16: <b>Select</b> appropriate solution(s) for implementation</p>
<p><b>Phase 5: Implement Chosen Solutions</b></p> <p>Step 17: As implement, monitor and evaluate feedback</p> <p>Step 18: Adjust plans or behavior</p>	<p><b>Phase 5: Implement Chosen Solutions</b></p> <p>Step 17: As implement, monitor and evaluate feedback</p> <p>Step 18: Adjust plans or behavior</p>

Chapter 5: Learning Process	Chapter 7: Communication Process
<b>Phase 1: Preparation</b> Step 1: <b>Awareness</b> / Think what you're doing Step 2: <b>Describe</b> situation -- i.e., what signalled the learning situation Step 3: Increase <b>motivation</b> : Determine importance in terms of personal (and/or organizational) goals and plans Step 4: Seek a conducive <b>environment</b> Step 5: Get <b>organized</b> Step 6: <b>Preview</b> material; <b>Recall</b> and structure preview	<b>Phase 1: Preparation</b> Step 1: <b>Awareness Think what doing</b> Step 2: <b>Describe</b> situation -- i.e., what signalled the need for communication Step 3: Increase <b>motivation</b> ; determine importance in terms of personal (and/or organizational) goals and plans Step 4: Seek a conducive <b>environment</b> Step 5: Get <b>organized</b> (materials, references, etc.) Step 6: <b>Preview</b> : do a brief preliminary analysis
<b>Phase 2: Analyze -- Define &amp; Reduce Situation</b> Step 7: Do an initial, basically qualitative analysis: Given initially-perceived nature of what could learn, * What principles of learning could be involved * What mode(s) might be appropriate * What method(s) might be appropriate Step 8: Identify for further consideration: * principles to apply; and * mode(s) and method(s) to use. Step 9: Formulate criteria for decision making in Phase 4	<b>Phase 2: Analyze -- Define and Reduce Situation</b> Step 7: Describe situation that requires communication Step 8: Identify what needs to be improved, changed, done Step 9: Identify <b>receiver(s)</b> Step 10: Analyze receiver(s): their knowledge, attitudes, traits * Identify receiver factors that could affect their attention, reception, interpretation Step 11: Analyze <b>own characteristics</b> , attitudes, skills, and how they could affect the communication process. Step 12: Identify non-personal/environmental factors that could affect communication effectiveness Step 13: Derive <b>criteria</b> for Phase 4 (Decision Making)
<b>Phase 3: Alternatives Formulation</b> Step 10: Formulate learning goal(s) Step 11: Formulate (alternative) strategies/tactics, programs/projects and action <b>plans</b> * which <b>principles</b> could apply * which <b>mode(s)</b> could use * which <b>method(s)</b> could use Step 12: Budget time and resources * use appropriate diagrams	<b>Phase 3: Alternatives Formulation</b> Step 14: Formulate communication <b>goals or objectives</b> Step 15: Formulate (alternative) strategies/tactics, programs/projects and action <b>plans</b> to persuade/influence re: * <b>Receiver(s)</b> * <b>Contents</b> of communications (ideas, feelings) * <b>Mode(s)</b> utilize (verbal, nonverbal, combination) * Where, when, facilities, equipment Step 16: Budget -- account for costs (if any) * use appropriate diagrams
<b>Phase 4: Decision Making -- Test /Select Alternatives</b> Step 13: Identify possible <b>outcomes</b> of alternative solutions (anticipate scenarios/sequences of actions & events) Step 14: Assess realistic <b>probabilities</b> of possible events Step 15: <b>Test and compare</b> alternatives - Identify & compare advantages & disadvantages - Weigh each alternative against criteria - Also test/weigh combinations of alternatives * use appropriate diagrams Step 16: <b>Select</b> appropriate solution(s) for implementation	<b>Phase 4: Test, Compare, and Select Alternative(s)</b> Step 17: Identify possible <b>outcomes</b> of alternative solutions (anticipate scenarios/sequences of actions & events) Step 18: Assess realistic <b>probabilities</b> of possible events Step 19: <b>Test and compare</b> alternatives - Identify & compare advantages & disadvantages - Weigh each alternative against criteria - Also test/weigh combinations of alternatives * use appropriate diagrams Step 20: <b>Select</b> appropriate solution(s) for implementation
<b>Phase 5: Acquisition (Implementation)</b> Rule 1: Consciously focus <b>attention</b> Rule 2: Keep an <b>open mind</b> Rule 3: Use proper study habits	<b>Phase 5: Communicate (Implement Chosen Plans)</b> Step 21: <b>Communicate</b> as planned (write, speak, show, do) Step 22: Obtain and evaluate <b>feedback</b> Step 23: <b>Revise</b> communications as appropriate
<b>Phase 6, 7: Reinforcement -- Immediate/Subsequent</b> Principle 1: Use notes and diagrams Principle 2: Use "mechanical aids" Principle 3: Conscious involvement, association, evaluation Principle 4: Anticipate uses of the information, skill, or behavior Principle 6: Review the information, ideas, etc. * Test recollection; discuss what learned * Use or practice what learned	Copyright © 1973, 2006, 2020 by R.D. Cecil and Company

Chapter 8: Behavior Modification Process	Chapter 9: Time Management Process
<b>Phase 1: Preparation</b> Step 1: <b>Awareness / think what you're doing</b> Step 2: <b>Describe</b> situation -- i.e., the need to improve, modify, or further develop personal traits and behavior Step 3: Increase <b>motivation</b> : Determine importance in terms of personal (and/or organizational) goals and plans Step 4: Seek a conducive <b>environment</b> Step 5: Get <b>organized</b> (materials, references, etc.) Step 6: <b>Preview</b> : do a brief preliminary analysis	<b>Phase 1: Preparation</b> Step 1: <b>Awareness / think what you're doing</b> Step 2: <b>Describe</b> situation -- i.e., the need to better manage and use one's time Step 3: Increase <b>motivation</b> : Determine importance in terms of personal (and/or organizational) goals and plans Step 4: Seek a <b>conductive environment</b> Step 5: Get <b>organized</b> (materials, references, etc.) Step 6: <b>Preview</b> : do a brief preliminary analysis
<b>Phase 2: Analyze -- Define and Reduce the Situation</b> Step 7: In light of Chapters 2 through 7, re-analyze Self. Review Chapter 3 goal setting and planning formats; re-consider what characteristics most need improving. * use <u>trait descriptions</u> (Table 6.1 on page 6-2) * use Figure 8.1 to help <u>diagram</u> traits' relationships Step 8: Collect important <b>facts</b> (relating to characteristics) * <b>seek professional guidance (recommended)</b> * add facts or data to a model (diagram) of Self Step 9: <b>Analyze</b> information; identify characteristics to improve Step 10: Determine learning <b>method(s)</b> and <b>mode(s)</b> to use. Step 11: Formulate <b>criteria</b> for Phase 4 (Decision Making)	<b>Phase 2: Analyze -- Define and Reduce the Situation</b> Step 7: Identify (list) the activities in which you engage. Step 8: Collect information. (Log the amount of time you spend while engaged in Step 7 activities.) * use facts and observations (rather than opinions) * add facts or data to a <b>model (diagram)</b> of Self Step 9: <b>Analyze</b> how you are using time. a. how much time doing which things b. who is initiating most of your tasks or activities c. how you are wasting time d. what you should be doing, but are not Step 10: Formulate <b>criteria</b> for Phase 4 (Decision Making)
<b>Phase 3: Plan -- Alternatives (Solutions) Formulation</b> Step 12: Formulate <b>goal(s)/objective(s)</b> : identify the desired end results of implementing well-considered changes. Step 13: <b>Plan</b> : Identify what must DO to improve, change, correct, or adjust characteristics and their relationships - Incorporate how will use method(s) and mode(s) - Incorporate professional recommendations - Formulate alternative (sets of) plans Step 14: Budget time and resources * use appropriate diagrams	<b>Phase 3: Plan -- Alternatives (Solutions) Formulation</b> Step 11: Formulate <b>goal(s)/objective(s)</b> : identify the desired end results of implementing well-considered changes. Step 12: <b>Plan</b> : Identify what you must DO to improve, change, correct, or adjust characteristics and their relationships. * Formulate alternative (sets of) plans * use appropriate diagrams Step 13: Budget time and resources * use appropriate diagrams
<b>Phase 4: Decision Making -- Test/Select Alternatives</b> Step 15: Identify possible <b>outcomes</b> of alternative solutions (anticipate scenarios/sequences of actions & events) Step 16: Assess realistic <b>probabilites</b> of possible events Step 17: <b>Test and compare</b> alternatives - Identify & compare advantages & disadvantages - Weigh each alternative against criteria - Also test/weigh combinations of alternatives * use appropriate diagrams Step 18: <b>Select</b> appropriate solution(s) for implementation	<b>Phase 4: Decision Making -- Test/Select Alternatives</b> Step 14: Identify possible <b>outcomes</b> of alternative solutions (anticipate scenarios/sequences of actions & events) Step 15: Assess realistic <b>probabilites</b> of possible events Step 16: <b>Test and compare</b> alternatives * Identify & compare advantages & disadvantages * Weigh each alternative against criteria * Also test/weigh combinations of alternatives * use appropriate diagrams Step 17: <b>Select</b> appropriate solution(s) for implementation
<b>Phase 5: Implement Chosen Solutions</b> Step 19: As implement, monitor and evaluate feedback Step 20: Adjust plans, traits, or behavior	<b>Phase 5: Implement Chosen Solutions</b> Step 18: As implement, monitor and evaluate feedback Step 19: Adjust plans, traits, or behavior

