Mindset

YOUR PERSONAL FOUNDATION FOR SUCCESS
Acknowledgments

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Instructor: Presentation Requirements

Lesson Outcome

In this course, you will learn how the Six Personal Perspectives affect your mindset for excelling in this industry: getting on the path to mastery, being learning-based, removing limiting beliefs, staying accountable, moving from "E" to "P" and focusing on your 20 percent.

Timing

This is a one-hour training course. When planning for the timing, allow for 30%-50% of the time for activities. Activities will help the participants understand the purpose and value of the training.

Suggested Activities for This Course:

- Discussions to have participants apply knowledge from course
- Discuss participants’ goals and action plans
- Determine who the people are in the participants’ “box”.

Before the Training Event Preparation

1. Confirm the training dates, location, and number of participants.
2. Ensure you have the following materials:
   a. Instructor Guide
   b. PowerPoint Presentation
   c. Participant Handouts (one printed copy per participant)
   d. Attendance Sign-in Sheets
3. Ensure you have all reference and resource materials:
   a. *The Millionaire Real Estate Agent* (MREA)
   b. The Six Personal Perspectives instructor materials (http://kwu.kw.com/kwu/sixpersonalperspectives)
4. Read and study the Instructor Guide. If using case studies or scenarios, review ahead of time and select the most appropriate cases studies or scenario for your audience. Familiarize yourself with the Participant Handout.
5. Read all reference materials. Take the time to mark or flag the pages referenced in the instructor notes for easy retrieval during the training.

6. Review audio from Family Reunion 2015 on this particular topic to gain further instructor insight on the content.

7. Ensure the room is set up properly (i.e., tables and chairs are arranged to maximize interaction, projectors do not block participants' lines of sight, flip charts are convenient to you and visible to participants, etc.).

8. Test the equipment.

During the Training Event

1. Arrive early. Give yourself plenty of time to get organized.

2. Circulate the Attendance Sign-in Sheet and be sure all participants sign-in.

3. Start on time and stay on track. Keep exercises within their time limits. End discussions when they cease to be productive. Lead participants away from digressions and tangents and back to the lesson.

4. If there are activities in the training, mentor participants during the activities. Walk among groups in class as they work on their activities, and answer questions and offer guidance as appropriate. Ensure participants are on track as they work. Give constructive feedback during the presentations and discussions.

5. Review Questions: Review the content of each lesson throughout the course to reinforce the learning outcomes for that lesson and to connect to upcoming material. As a general rule, review or discussion questions should be asked every 6–8 slides. Avoid YES or NO questions; use open-ended questions to draw participants into the material. Make sure all questions directly relate to and support the learning outcomes.

6. Cover the ground rules quickly with the class prior to starting the presentation.
   a. Participate fully
   b. Share responsibility for learning
   c. Listen when others talk
   d. Respect the opinions and attitudes of others
   e. Turn off cell phones

7. Lesson Outcomes: At the beginning of each lesson, review that lesson's outcomes. Make sure participants are fully aware of the topics to be addressed in the lesson. At the end of each lesson, review the outcomes once again using review questions or an activity/exercise to ensure the outcomes were met.
After the Training Event

Have participants complete a Course Evaluation. Online course evaluations can be found at kwueval.com.
Your Personal Foundation for Success

See how the Six Personal Perspectives affect your mindset for excelling in this industry:

- getting on the path to mastery,
- being learning-based,
- removing limiting beliefs,
- staying accountable,
- moving from "E" to "P" and focusing on your 20 percent.
Step 1: Commit to “Self-Mastery”

Self-mastery is …

… the possession of great knowledge, skills, and habits that make YOU the master of YOU.
Step 1: Commit to “Self-Mastery”

When you commit to achieving self-mastery, you

• Know your goals.
• Know your strengths and weaknesses.
• Know how to work with both your strengths and weaknesses to reach your goals.
Step 2: Commit to the 80/20 Principle

Truth

There is a pattern of predictable imbalance in life.

It is called the 80/20 Principle.
Step 2: Commit to the 80/20 Principle

When we are focused on the 20 percent that matters, we get 80 percent of the results we want.
Step 2: Commit to the 80/20 Principle

High achievers…

…always have a focus, and they use the 80/20 Principle as the method of their focus.
Step 2: Commit to the 80/20 Principle

- Focus with the 4-1-1
- Set SMART Goals
- Create a Powerful Productivity Tool
Step 2: Commit to the 80/20 Principle

Build Your 4-1-1

<table>
<thead>
<tr>
<th>4-1-1 ACTION GOAL WORKSHEET</th>
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<tbody>
<tr>
<td>ANNUAL GOALS</td>
</tr>
<tr>
<td>Enter Annual Goals</td>
</tr>
<tr>
<td>MONTHLY GOALS</td>
</tr>
<tr>
<td>Enter Monthly Goals</td>
</tr>
<tr>
<td>WEEKLY GOALS</td>
</tr>
<tr>
<td>Enter Weekly Goals</td>
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</tbody>
</table>
Step 2: Commit to the 80/20 Principle

Time blocking is…

… dedicking specific periods of time to specific purposes.
Step 3: Move from “E” to “P”

Moving from “E” to “P” means

Moving from an Entrepreneurial Style-Doing what comes naturally

To a Purposeful Style-Doing what comes unnaturally
Step 3: Move from “E” to “P”

Moving from “E” to “P” means

• Moving from an Entrepreneurial Style
• To a Purposeful Style

Moving from “E” to “P” means

Moving from an Entrepreneurial Style-Doing what comes naturally

To a Purposeful Style-Doing what comes unnaturally
Step 3: Move from “E” to “P”

High achievers…

… are always looking for the purposeful way. By doing this, they break through the ceiling of their natural behavior.
**Step 1: Focus**
- Write your goals.
- Focus on the 20 percent.

**Step 2: Find Strategic Options**
- Ask, “How can this be done?”
- Ask, “Are there different, better ways to do it?”

**Step 3: Look for a Model to Follow**
- Attend training that teaches you how to get where you want to go.
- Identify mentors/people who have done it.

**Step 4: Install Systems**
- Time block.
- Practice scripts.
- Create checklists.
- Make sure the systems you install work consistently and efficiently.

**Step 5: Bring in Accountability**
- Measure what you do.
- Keep track with the 4-1-1 Action Goal Worksheet.
- Have an accountability partner.
Step 3: Move from “E” to “P”

Discussion: Break Through Your Ceiling

• Write one of your goals.
  – What are the 20 percent activities you must do to accomplish this goal?
  – How are you going to do this?
  – Is there training you can attend? A mentor who can help?
  – Are there systems you can install? What are they?
  – How will you track your progress? Who will hold you accountable?
Step 4: Make Being “Learning-Based” the Foundation of Your Action Plan

A learning-based individual is…

… an individual who has made the decision to use effective learning as the foundation piece for their action plan to develop their life.
Step 4: Make Being “Learning-Based”
the Foundation of Your Action Plan

Know for Doing’s Sake

IGNORANCE BASED
"I know what I know, and I’ll ignore everything else."

LEARNING BASED
"I know what I know, and there is more to know."

TRIVIAL PURSUITS
LEADS TO KNOW WHERE

KNOWING FOR KNOWING’S SAKE
HIGH FEW SELF-ACTUALIZATION

PRODUCTIVITY (OUTSIDE)
ENLIGHTENMENT (INSIDE)

KNOW FOR DOING’S SAKE

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Step 4: Make Being “Learning-Based” the Foundation of Your Action Plan

High achievers…

… make training, education, and self-development the foundational piece of their action plan to achieve their goals.
High achievers…

… remove beliefs from their thinking that hold them back.
Step 5: Remove Your “Limiting Beliefs”

Discussion: Remove Your Limiting Beliefs

• Think of a time in your life when you had a limiting belief you needed to remove.
• How did you do it?
• What new successes came your way once you removed the limiting belief?
### Step 6: Be Accountable

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<thead>
<tr>
<th></th>
<th>Does’t seek reality</th>
<th>Seeks reality</th>
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</thead>
<tbody>
<tr>
<td>Fights reality</td>
<td>Acknowledges reality</td>
<td></td>
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<tr>
<td>Blames</td>
<td>Owns it</td>
<td></td>
</tr>
<tr>
<td>Personal excuses</td>
<td>Finds solutions</td>
<td></td>
</tr>
<tr>
<td>Waits and hopes</td>
<td>Gets on with it</td>
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</tbody>
</table>
Step 6: Be Accountable

- Accountability is an attitude and an approach.
- Accountability is a tool for changing the results in your life.
- Accountability is a dynamic cycle, not a static concept.
Step 6: Be Accountable

High achievers …

… are diligent about being accountable.
Step 6: Be Accountable

High achievers …

… have someone holding them accountable on a regular basis.
Step 6: Be Accountable

Accountability – The people in Mo’s box
Step 6: Be Accountable

Who are the people in YOUR box?
Your Personal Foundation for Success

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Become a High Achiever

Step 1. Commit to “Self-Mastery”
Step 2. Commit to the 80/20 Principle
Step 3. Move from “E” to “P”
Step 4. Make Being “Learning Based” the Foundation of Your Action Plan
Step 5. Remove Your “Limiting Beliefs”
Step 6. Be Accountable

- I am going to nail it!
- I am going to master this!
- I am going to focus on my Big Rocks.
- I am purposeful about breaking through my ceiling of achievement.
- I am willing to be taught.
- I always pursue learning.
- I unlimit my thinking and my success!
- It’s mine—I own it!
Now that we have discussed this topic, it is time to take action!

**Activity:**
Write down three action items you are going to do when you leave this training. Circle the ONE action that you are going to do first. Create your plan to accomplish this ONE action item.
Thank you for attending. I hope you have learned how important this topic is for your business.

Please complete your evaluation: go to kwueval.com to complete the evaluation.