



Introduction

The Mastery Principle®

We all have a daily dilemma: **too much to do and not enough time to do it.** The average person over the course of a lifetime has to do a lot of things. We usually take time out of our lives to do a lot of things that we don't want to do.

The average person really hates to do it.

Although the world is full of people who are successful, many of them are not successful because they are not in control of their lives. They are not in control of their time, their energy, and their resources. To bring our lives back under control, we must learn how to control our time, energy, and resources.

habits are the key to good time management.

Good results are not good habits; poor results are poor habits. It is not the results that matter, but the habits that lead to the results. Your habits are what determine your success, but you are in control of your habits.

The right habits are the key to a successful life.

Henry Ford put it this way: "Whether you think you can or you can't, you're right." What you think determines what you do. You usually act in a way that is consistent with your beliefs. To be successful, you must first believe you can do it.

order to achieve your goals, you must take control of your life.

That's what *The Mastery Principle* is all about. Over the next few pages, you will be able to analyze your current habits and see how they are affecting your success. As you do, you'll become more aware of what your current habits are doing to your success and how to change them.

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Version 1.1



Your Overall T e Ma tery Level a d Gra

T e Ma tery Pro le®

Your Overall T e Ma tery Level

Total S ore: 161

Your Overall T e Ma tery Level		
S ore	Level	W at t Mea
6 -79	– Be T e Ma tery	You ave l ted u der ta d o a a t e. You ave a yo ortu te to develo your kll .
8 -115	– rov T e Ma tery	You ave a rov but l ted u der ta d o t e a a e e t. Skill develo e t re a a rorty.
116-185	– ter ed ate T e Ma tery	You ave ba k owled e a d kll or a a t e. So e area eed o t ued develo e t.
186-221	– Co ete t T e Ma tery	You ave tro k owled e a d kll or a a t e. You're o your way to be o a T e Ma ter.
222-24	– Ex elle t T e Ma tery	You are a T e Ma ter. You are ready to a tvely are your k owled e a d kll about t e a a e e t.

Your T e Ma tery Pro le® Gra

Your T e Ma tery Pro le® Gra																																				
Cate ory/Level	5		6			7			8			9			1		11		12		13		14		15		16		17		18		19		2	
Att tude	5	6	7	8	9	1	11	12	13	14	15	16	17	18	19	2																				
Goal	5	6	7	8	9	1	11	12	13	14	15	16	17	18	19	2																				
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Wrtte Co u ato	5	6	7	8	9	1	11	12	13	14	15	16	17	18	19	2																				
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Pro ra t ato	5	6	7	8	9	1	11	12	13	14	15	16	17	18	19	2																				
Tea T e	5	6	7	8	9	1	11	12	13	14	15	16	17	18	19	2																				



Skill Gap Analysis

The Mastery Profile®

The Skill Gap Analysis is a tool designed to help you quickly determine where to focus your training efforts. It shows you:

- rated your **skill level** The Mastery Profile
- ranked **areas to your job**

The Skill Gap Analysis shows your relative skill level area, not your absolute skill. For example, your relative skill level is 12 (with the lowest possible score being 5 and the highest being 20). If your lowest score is 10, then your score of 12 is 20% above the lowest score, which would be the "Low Skill" level. On the other hand, if your score is 12, then your score is 20% below the highest score, which would be the "High Skill" level. As a result, this tool is designed for you to determine the areas of focus for your training and development. **It is not intended to be used to compare your skill level to others.**

Page numbers are listed below for each category to tell you where to find the report or the report data table.

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Sk II Ga A aly

T e Ma tery Pro le®

T e Sk II Ga A aly ow t e relat ve ra k o your k ll rat ea T e Ma tery ate ory, a o are d to ow you ra ked t orta e to your ob. Read o to lear ore about ow to a lly t or ato to bu ld your ow T e Ma tery A to Pla .

T e ate ore are aded d ere tly de e d o were t ey all t e table. Darker ad ea t at you rated your el lower o t o e k ll a d ra ked t e a ore orta t to your ob. You ay be o t tere ted o u o t e e ate ore to rove your t e a a e e t k ll.

orta e ↑ More ↓	orta t • Goal	• Dele ato • Wr tte Co u ato	• Prort e
		• Meet • S edul	• Att tude • Tea T e
	orta t Le • A alyz • Pla • Pro ra t ato		• terru to
	Le Sk II	←————→	More Sk II
	Sk II		



Chapter 6: Habit and Build A to Pla

The Mastery Pro le®

How u do you really wa t to a e your work abt ? De re t e key to u e or a lure. order to a e lo -e tabl ed abt ,you utwa tto a e. So e abt are relat vely ea y to a e; ot er a be extre ely d ult. A le be av or be o e a ue or a ot er be av or, w tur ay be a ue or tll a ot er. t way, you develo abt eque e t at or v orou ode o atter ed be av or.

How lo doe t take to re la ea oort e u a e abt wt a better t e a tery abt? Ma yo your work-related abt a be u e ully a ed t ree day to t ree week . To el ate your el-de eat abt a dre la et e wt el-re or abt , try t e ollow a roa .

1. de t y t e abt you wa tto a e. order to o t t e re e be av or you w to a e, you will ave to a alyze a yo your be av or a d t e tuato w e t e yo ur. Care ully exa e your a u to to ee a yo t e are old you ba k ro a ev t e a e you de re. T e ore you k ow about w at you do, w e you do t, a d w y you do t, t e ea er t will be to de t y t e abt t at are detr e tal.

2. Care ully de e t e ew abt you w to develo . U e t e A to Pla que to ea Cate ory to re ord w at you wa tto a ea d t e to de r bet e ew abt you la to ado t. Be o e t wt your el. Gat er t e or ato you eed to le e t t e a ea d v ualize your el t e ew role. Develo a real t a to la , a d et tarted.

3. Be t e ew be av or a tro ly a o ble. Tell everyo e about t e ew abt you wa tto develo . Set u a rout e to ow t your abt. Put your o ere d you o t e ew be av or . Re e bert e orta e o ue a d ow abt are terrelated. o ble, a e your e vro e tto ve your ew abt o e "re ar" to row .

4. Do ot tray ro t e be av or u t t e ew abt r ly e tabl ed. Ma y eo le ra t e a ew be av or o e o t e t e; o e ra t e a ew be av or o t o t e t e; o ly a ew ra t e a ew be av or all o t e t e. Part-t ea l ato doe t develo ew abt — ew abt o ea are ult o o te t a d er te t ra t e.

You will be te ted a y t e to do t t e old way. Re t t e e t e t ato . So e eo le rato alze dev ato by ay , "Ju t t o e wo 't atter." T e trut t at every t e you tray, you ut tart over a a . T e ore t e you atte tto tart over, t e arder t to a e.

5. A k ot er eo le to el you a e. Few o u ake a t a e wt out t e u ort o ot er . T k are ully about w o t be able to el you. How a t ey el you be t? W at will you a k t e to do? Buld a tro u ort tea arou d you ake ew abt u ea er to a ter.

Re e ber — o u o a ew key area r t. Ma tert e e, t e ove o to a ew ore. U e t e Skill Ga A aly o a e 5 a d t e que to o t e ext a e to de de w ere to tart.



de t y W ere to Be

T e Ma tery Pro le®

1. **W at are your tre t ?** You robably d d better o e area t a ot er .T ere a te de yto o e trate o u o your weak e e t at you or et to elebrate your tre t . Your reate tt e a a e e t tre t are t o e ate ore t at a ear t er t olu o your Skill Ga A aly . Go ba k to a e 5 a d l tea o your to tre t . Take t e to eel ood about t e ! L tt o e ate ore below.

2. **W ere ould you rove?** T e T e Ma tery Pro le® a ex elle t u de or develo ood t e a a e e t be avor . A you look over t o e ate ore w ere you ored lower o kll,t k o t e a o ortu te or rove e t. T e e are t e ate ore t at a ear t e let olu o your Skill Ga A aly . L tt o e ate ore below.

3. **W ate ore do you bel eve are o t r t al your ob?** T e e a ear t e to row o t e Skill Ga A aly . L tt e below.

4. **W ate ore t at you l ted que to 2 a d 3 above do you t k you a o trol t e o t or a e o tea ly?**

5. **A to Pla** . Do t try to a e everyt at o e. You d d t ett e way you are over t, a d you re ot l kely to re a e everyt over t et er. Fo u o t e ate ore

- w are orta t to your ob;
- w you ave le kll; a d
- w you bel eve you a o trol or a e t e o t.

T e ate ore t at tt e r t two r t e a t e d to be t e u er let or er o t e Skill Ga A aly , but you wll wa t to ake ure t at t e ate ore you oo e al o re e t area t at you a o trol or a e. L tt e ate ore t at you wa t to o u o rov r t:

You a d t e a e u ber ore a ate ory your Skill Ga A aly o a e 4. Tur to t e a e ort e two ort ree ate ore you wa t to o u o rov over t e ext ew week . Ma ter t e e, t e ove o to a ew ore ort e ext everal week . T e e ate ory a e wll el you develo your A to Pla .



Attitude

The Mastery Pro le®

The paradox. We ever see to have
enough, yet we have all that we need.
The problem of aorta is not the, but how
we choose to use the available to us. The
key to overcome the external, a d
internal.



What You Think Critical

Remember a word that we learn
in our two primary ways to the
environment. At one end are the "external,"
we do not believe truly that they are
made and here in the world. Although they
may not be able to control everything, they
believe they are at least have some control
over the external.

At the other end are the "external," we do
not believe they are in control or have
control over the external. They feel
surrounded. They usually react to the
environment and day after day about what
is external.

The more you believe you are in control, the
more you will try to control, and the more you
will control. Our efforts are often
frustrated that we are not able to.
However, letting the ability of our
environment over our daily behavior is
desirable. Most of us are probably not in
control of what we believe we are.



Avoid Retreat

Most of us have retreated about what
we did or didn't do in the past.
Retreat are usually not. Having retreated
often early on, unless you let the
future. In any case, retreat are avoidable,
no matter what you do. They often are
because your value is less than you are
older.

There are two lessons we can learn from
retreat. The first is that our retreat are
reversible. We need to think carefully about
what really matters. The second is that
our retreat are partially reversible. For

example, you're not out of control, you
are always going to be later. But you are not
back to an earlier time or a later date
than.

Whenever we are not, we should never let
retreat the way of progress. We
should look back and learn from the past, but
we should always realize that we are free to
achieve the future.

You are a teacher your teacher and your life.
Doing so, you will also learn from the
experience that you do. You
will feel overwhelmed, and the quality of your
life will decrease. Your teacher, and a
you are a teacher, you will create a better
life.



Sel-Dilemma Pay Off

Most of us have discovered that there
is a difference between knowing
what to do and doing it. We know the difference
between the two called dilemma, but
we are not able to resolve it. Sel-dilemma is a
bet between the two of us, even
and the two of us only dream about it.

Sel-dilemma is the key to personal growth.
It releases us from the room of our
allow us to fulfill our lives. In a world where
we often feel we are not in control of
individually,
dilemma is the key to the art of the
world where we are able to achieve.

Where do we find the old key to know
dilemma? Perhaps a good one,
we have a diverse view of the world
that is our future. They are telling us only
that the world is. Each of us is
that our lives. We are the only one who
is looking for the talent that is
achieve the future of our lives.

Remember that you have not read about
attitude. Read the text of the external
is a. Note the data that is not only
and your own attitude.



Key Concepts About Attitude

The Mastery Profile®

- You never see two people who are the same, yet you have all the same feelings. The problem is not a matter of degree, but how you choose to understand it.
- The same people really believe different things.
- Common proverb: Be the best person you can be, then the best person you can be will do it. The worst person will do it.
- Earl Nightingale: "Habits are the key to success. Successful people are the best at doing what they don't like to do."
- Aristotle: "When you choose a habit, you also choose the result of that habit."
- It is not what you know; you usually do not know. Knowledge is what you know.
- Motivation is a word we are used to do. For example, external or internal.
- The key to willpower is "what power." You want to get through to you, you will usually find the best way to do it.
- Self-discipline is what you know you could do, regardless of whether or not you feel like doing it.
- Self-discipline is what you do to think about the discipline.
- Proverb: Not everyone in the world takes the same path.
- Henry Ford: "Whether you think you are, or whether you think you are not, you're right."

My Attitude Plan
<p>How Attitude</p> <p>The old habit () was to be or else:</p>
<p>The new habit () was to develop:</p>
<p>Steps will take to be sure to be truly:</p>
<p>Consequences are the only way to develop new habits. To keep yourself on track for new habits (), will:</p>
<p>What will be the result, a downward spiral or a better life?</p>



Goal

The Mastery Principle®

It's not how you do it, but what we do that counts. To The Mastery Principle, a daily habit that will eventually...

Clear goals are SMART goals. They are Specific, Measurable, Achievable, Realistic, Timed... and written.



Two Approaches

There are only two ways to a goal: the mastery principle. You will either reach your goal or you will not. Our relationship between goal and action. You do it or you don't. If you do it, you'll achieve the goal.

Our goal is to do it every day. It's not about the goal, it's about the action. We have learned to do it. No matter how hard it is, we do it every day. People who don't do it every day are not achieving their goal.



Link Goal To Behavior

Goal should be related to behavior. The goal is to do it every day. The goal is to do it every day. The goal is to do it every day. The goal is to do it every day.

Daily behavior is controlled by routine habits. The habits are our short-term goals. Most of us keep track of the habit until the obstacle is removed. We take care of it over the next few weeks. Be sure that your short-term habits lead to long-term goals.



Develop the Result Habit

Focus on the result, not the process. Set the goal, and then do it.

Remember, it's not how you do it, but what we do that counts. To The Mastery Principle, a daily habit that will eventually... We encourage you to think about the desired result, your key behaviors, and the actions that will lead to the result. These are known as the mastery principle.

To develop the result habit, think about what you are trying to accomplish every year, every month, every week, every day, every hour, every minute. Read your long-term goal every day, and devote time to work on it every day.



The Legacy

The way you live all your time is the legacy you are making. Make your life a legacy. The way you live is the legacy you are making. The way you live is the legacy you are making.

Goals are the key to success. The more goals you have, the more success you will have. The more goals you have, the more success you will have. The more goals you have, the more success you will have.

The total value of a goal is divided into three areas: the goal, the process, and the result. The goal is the most important part of the process. The goal is the most important part of the process.

The goal is the most important part of the process. The goal is the most important part of the process. The goal is the most important part of the process.

Consider what you have read about goals. Review the material to the extent possible. Note any areas that need further attention.



Key Concepts About Goal

The Mastery Principle®

- Determine your long-range goal. Make sure you are a realist when you really want.
- Be sure to set SMART goal: Specific, Measurable, Achievable, Realistic, and Timed.
- Don't try to keep your goal your head; do your best to overcome your obstacles.
- Read your long-range goal at least once every day. You will find a way to sort out all the details at once your way.
- You need short-range goal to know what to do today. You need long-range goal to add continuity and direction to all your short-range goal.
- Consider your strengths. Make sure they will move you toward your goal. Identify your strengths, weaknesses, and what you could do better.
- Set deadline for all your strengths. Estimate the needed and determine the logical start time to avoid late submission.
- For complex strengths, use strengths assessment software to organize and analyze details.
- Focus on your goal at all times. Constantly ask yourself, "Will what I do right now help achieve my goal?" If the answer is "no," then wait to get the job done at all.
- Be sure you have at least one goal every day. Don't quit until you reach your daily goal. Before long you will develop the habit of setting goals and reaching them.
- Develop a detailed long-range personal goal. Strive to balance your time and resources to your life.
- When you do a goal, you may need to modify your goal. As you achieve your goal, be sure to set new ones.

My Action Plan to

Set Goal

What old habits () want to achieve or eliminate:

What new habits () want to develop:

Steps will take to be sure be thorough:

Consider your strengths are the only way to develop new habits. To keep yourself on track for your new habits (), will:

What you will ask to help, and what will ask to do?

My daily, weekly, monthly, and annual goal now include:



Pror t e

T e Ma tery Pro le®

Ba ally, ett rorte ea y. You de de o your oal, a d t e you deter ew a tvte u tbe do e to rea t e oal. T o ea tvte are your to rorte . Do t o et be ore you do a yt el e. T true or all a e t o your l e, ot u t your work. T e alle e to allo ate your t e to a ta a bala e.

You k ow you ou t to do t e t t at are o t orta t—to e valuable a tvte t at o t r b u t e to your oal . But you do 't alway do t t at way. O t e , you r e r e to work at ta k t at you l k e or d t e r e t . You do t e v e t ou t e e a tvte ay o t r b u t e u l e to your oal t a t e o r e d u l t, o l e x a tvte . W e you exa e your a tvte , you w l l r o b a b l y e e e v e r a l w a y w you allo ate t e e e t v e l y .



orta t v . Ur e t

Pror t e r e e r to orta t t . In order to e t b e t t e r r e u l t , you e e d to e d o r e t e d o orta t t a k . U o r t u a t e l y , o t o u a r e t i l l t e a b t o r e o d t o t e u r e y o t t e a d o t e orta e .

orta t t a r e t o e t a t o t r b u t e a t l y to our o b e t v e — t e y a v e v a l u e . T e o r e d r e t t e o t r b u t o , t e o r e orta t t e a t v t y . orta t t a l o t e d t o a v e l o - t e r o e q u e e a d e e t .

Ur e t t r e q u i r e e d a t e a t t e t o . T e y a y o r a y o t r e l a t e to our o b e t v e o r a k e a t o t r b u t o . But ur e t t a r e a r o r e o e l l t a orta t t , o w e l v e o t a t t e o b e t w e e t e u r e t a d t e orta t . Our r o b l e t a t orta t t e l d o u t b e d o e t o d a y o r e v e t w e e k , e t e y a r e r a r e l y ur e t . Ur e t t , o w e v e r , a l l o r o u r a t t e t o — a k e d l e d e a d a d a l y r e u r e e v e r y o u r o e v e r y d a y .

Ma y o u b e l e v e t a t v r t u a l l y e v e r y t w e d o orta t . E v e t a t w e r e t r u e , o t e v e r y t e q u a l l y orta t . S o e t a r e a r o r e orta t t a o t e r . E v e t o u t a y b e a u l t o a d t t , w e e d u o o u r d a y e a e d r e l a t i v e l y u orta t a t v t e .

E v e r y a t v t y y o u d o a o e d e r e e o b o t orta e a d u r e y . G e e r a l l y , a t v t e a l l t o o u r a t e o r e : C r — orta t a d U r e t ; W o r k t o D o — orta t , b u t o t U r e t ; T r v a l W o r k — U r e t , b u t o t orta t ; o r T e - W a t W o r k — e t e r orta t o r U r e t .

O e o t e k e y r l e o r a t e r t e t e t o u d e r t a d t a t y o u w l l a l o t a l w a y a v e t e o r t e o t orta t t , u l e y o u l l t e d a y w t u orta t t r t . Y o u r a l l e e t o d e d e w a t t e o t orta t t a r e , a d t e t o o u o t o e a d o r e o r w o r k a r o u d t e o t e r .



T e Pareto Pr le

W l e a t t e t t o r e a l l o a t e a t v t e a d a o r e v a l u e r o y o u r t e , t w l l b e e l u l t o r e e b e r P a r e t o ' P r l e . I r e d o P a r e t o , a e t e e t - e t u r y o l a r , d o v e r e d t a t a y e t o e l e e t t e r t a l e l e e t u u a l l y o t t u t e a o r t y o t e e t . O v e r t e y e a r t o e t a e v o l v e d t o t e o - a l l e d 8 - 2 r u l e : 8 e r e t o t e v a l u e o e r o 2 e r e t o t e t e , w l e t e r e a 2 e r e t o t e v a l u e o e r o 8 e r e t o t e t e .

T 8 - 2 r u l e a b e r e l a t e d t o t e orta t - u r e t o e t . orta t b u t o t u r e t t e a r e u u a l l y a r t o t e 2 e r e t t a t o t r b u t e t o 8 e r e t o y o u r r e u l t .

R e l e t o w a t y o u a v e u t r e a d a b o u t r o r t e . R e a d t e t a t e e t o t e e x t a e . N o t e a y a t o e e d e d t o l a r y a d a t e r y o u r r o r t e .



Key Concepts About Portfolio

The Mastery Portfolio®

- Think carefully about what portfolio areas to you add about how you develop what really matters. Remember, you will never have time for everything, but you will almost always have time for the most important things.
- 80-20 Rule: 80% of the value of the portfolio comes from 20% of the items, while only 20% of the value of the portfolio comes from 80% of the items. Learn to optimize your portfolio value by focusing on the most important items.
- Most people start with the quick, easy, enjoyable, and fun. Instead, start with the most important things.
- Just because you own something doesn't mean it's important. Some things are too expensive to own and you can't have them.
- Learn to distinguish between important and unimportant things.
- Don't allow yourself to be overwhelmed by the amount of things you own.
- Don't always do the "easy" things. Request that the experience of your own portfolio be a challenge. Learn to say no. Do things, really, and do them well.
- Consistently with portfolio objectives result in a more stable portfolio over the long term. The best way to get portfolio objectives is to focus on the most important things.
- Don't worry about the amount of things you own. Be very careful about what you own. It's not about the quantity, it's about the quality.

My Action Plan

Set Portfolio

The old portfolio was to achieve or eliminate:

The new portfolio was to develop:

Steps will take to be sure be truly:

Complete a day or two are the only way to develop new portfolio. To keep your portfolio, you will:

What you will ask to eliminate, and what will ask to do?

My portfolio next week, month, and year include:



Analysis

The Mastery Profile®

There's a old proverb that tells you do only what you're doing, therefore you'll get only what you're getting. You want better results, you've got to take a different way you do your thing. The trouble that is that you do not really know where our things are.

You are like a lot of people, you think you know more about how you do your thing than you actually do. We really believe our clients are good enough for a accurate assessment to take our advice and we do a very task. The answer is, people often work without the truth. Here's the truth: people are really a terrible self-fulfilling prophecy. Would you expect a doctor to be a nurse without a doctor's license? You aren't a nurse without a doctor's license.



Have Control

It's our ability that determines what we do daily. However, a different understanding of the ability.

Having behavior is a great deal of our life. The behavior of our life. Although we say that we are better than our clients, our clients have demonstrated that we need more certainty about what is actually a fact. Furthermore, because we also expect to be a accurately, we request that you be beyond our control. No doubt about it beyond our control, but there is still a way to do it.

Because we are in control of our life, we understand that our life truly is a fact. We understand that we are the author of our life, our clients would like to be a better. We understand that a knowledge that is a fact to our clients is a fact to our clients, not an external force.

The most important thing you do, all day long, is the way you move toward your goal or the way you do it. Therefore, the way you do it is the way you do it. Therefore, you want to avoid doing it the way you do it.



Keep a Track

Keep a daily log of your activities and the way you do it. By understanding the way you do it, you can create a better way to do it.

You are a lot of things and a lot of things are a lot of things. "What is the way you do it?" Got a lot of things to do and a lot of things to do. Therefore, the way you do it is the way you do it. Therefore, you want to be a better way to do it.



Return to the Way

The Japanese word "kaze" is a lot of things. Kaze is a lot of things and a lot of things are a lot of things. Therefore, the way you do it is the way you do it. Therefore, you want to be a better way to do it.

Every year, the way you do it is a lot of things. Therefore, the way you do it is the way you do it. Therefore, you want to be a better way to do it.

The Master's way is a lot of things. Therefore, the way you do it is the way you do it. Therefore, you want to be a better way to do it.

Consider what you have read about a lot of things. Review the way you do it. Therefore, the way you do it is the way you do it. Therefore, you want to be a better way to do it.



Key Concepts About Analytical Thinking

The Mastery Profile®

- Everything you do either helps you or hinders you. One of your tasks is to take it back to the original state.
- The key to making sure your activities are on track with your goals.
- Keep a record of how you spend your time or at least one week every year. Discover what you do, what you do not, and why you do it.
- Ask others to tell you how you waste your time, or how you could spend your time better. They may see what you don't see.
- Practice makes perfect. Strive for optimal performance.
- Explore opportunities to try out new technologies to treat the role of the individual.
- Regularly examine work procedures or jobs you are doing. What are the tasks involved? What does it take? What are they doing? Can they be eliminated, corrected, or improved?
- Ask your peers, teachers, or team to help brainstorm new ideas. Look for ways to eliminate the obsolete, correct procedures, treat the work, and resolve obstacles.
- Don't forget to read a daily newspaper. Use the newspaper/Ur et or ato o a e 12 a a ude.
- Keep a record of your results. Analyze the data and look for patterns. Are they recurring or unique? Can any of your results be replicated?
- Read widely to stay current in your field, and keep up with the latest news. Many recurring results are caused by poor planning, poor coordination, and poor follow-up.

My Analytical Thinking Profile
<p>The old habits () wait to be corrected:</p>
<p>The new habits () wait to be developed:</p>
<p>Steps will take to be sure being truly:</p>
<p>Consider the ways that are the only way to develop new habits. To keep your role, try to correct (), will:</p>
<p>What role will be taken, and what will be done to do?</p>



Key Concepts About Planning

The Mastery Project®

- To improve your planning, ask yourself the following questions:
 - What are the ultimate goals?
 - What will you do to get there?
 - What are the priorities?
 - How will you evaluate progress?
 - What will you do to stay on track?
 - How will you allow for flexibility?
- Flexibility is the key to successful planning. Allow for unexpected changes like technology, resources, and priorities.
- Be willing to alter your plan when necessary. It's better to have a better plan than a plan that is no longer relevant.
- Prepare a plan for every week. An excellent time to do this is Friday afternoon before you leave work. A good rule is to do it at least once a week. Meet with key people to review the plan for next week, and coordinate priorities and activities. The meeting can be a one-on-one, by telephone, or via email, or in person.
- Make sure your daily "to do" list is realistic and achievable. You run out of time, not work.
- Make sure deadlines and dates are realistic. Don't overpromise.
- Learn to control your workload to avoid burnout.
- Be prepared for a productive start to morning or afternoon. Set yourself up before you leave, so they'll be ready when you get there.

My Approach to Planning
<p>What are the ultimate goals?</p>
<p>What will you do to get there?</p>
<p>What are the priorities?</p>
<p>How will you evaluate progress?</p>
<p>What will you do to stay on track?</p>
<p>How will you allow for flexibility?</p>
<p>Flexibility is the key to successful planning. Allow for unexpected changes like technology, resources, and priorities.</p>
<p>Be willing to alter your plan when necessary. It's better to have a better plan than a plan that is no longer relevant.</p>
<p>Prepare a plan for every week. An excellent time to do this is Friday afternoon before you leave work. A good rule is to do it at least once a week. Meet with key people to review the plan for next week, and coordinate priorities and activities. The meeting can be a one-on-one, by telephone, or via email, or in person.</p>
<p>Make sure your daily "to do" list is realistic and achievable. You run out of time, not work.</p>
<p>Make sure deadlines and dates are realistic. Don't overpromise.</p>
<p>Learn to control your workload to avoid burnout.</p>
<p>Be prepared for a productive start to morning or afternoon. Set yourself up before you leave, so they'll be ready when you get there.</p>



Schedule

The Mastery Pro le®

Many people enter “la” and “schedule” terms easily. Actually, they refer to two different activities. Planning what to do. Schedule describes what to do. Scheduling is like a to-do list.

Scheduling, on the other hand, is not possible. Things do not work out the way they intend to. You might start at 9:00 to a new day. Yet, at least until you schedule will probably work out exactly as planned. The more you work at it, the more you suffer. The more you try to schedule, the more you learn about how to schedule successfully.

Scheduling is a great way to make a plan. Planning is a tool; scheduling is like a clock. Things that are scheduled tend to be a dead end. Things that are not scheduled may even be a waste of time, schedule.



Master Flexibility

The best take on the schedule is to allow every minute of the day. You should not try to fit every day because there are just too many unexpected things that take place in your life. You will leave room for unexpected when you are on track your schedule. For example, not to know that they will be scheduled during the day, but very few actually last or turn out. Remember, things that are a part of your job. Planning for things that leave room for the your schedule.



Schedule Quiet Time

When you work alone, a schedule is a deal breaker. You are alone, you are alone, and you are alone. It is difficult to get things done. The only thing that matters is that you get the job done. The only thing that matters is that you get the job done. The only thing that matters is that you get the job done.

Quiet time is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done.



Get A Early Start

Everyone knows that starting early is a good advantage. However, it is not always the best. It is not always the best. It is not always the best. It is not always the best. It is not always the best.

Starting early is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done.

The key to scheduling is to be able to do it. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done. It is a great way to get things done.



Key Concepts About Schedule

Time Management Pro®

- Little ever a day your life until you create the area or to a schedule at each day.
- Schedule the other tasks for each day. Typically each task area is to do it. Tasks that are scheduled are usually more likely to be done.
- Don't expect to take larger time blocks or other work. Schedule quiet time so you won't be interrupted.
- Prepare to 'grow' schedule before you leave work today. You won't start your day by reacting before you order what really matters.
- Make a list of all tasks that only require a few minutes. When you have little time each day, do one of the small tasks instead of waiting for a few minutes.
- Group related tasks and do them whenever possible.
- Be sure to allow enough time for each activity. Most people are overly optimistic. They don't allow enough time, and they often start late. As a result, their objectives are often not achieved as they need to be.
- Set a limit for everything you do. Try to write it down if allowed.
- Whenever possible, establish a routine. Call ahead or use email to let others know that they will be there.
- Schedule regular time or talk with key people.
- Identify your routine—start each day when you're at your best and when you do your best work. Try to eliminate a desire or obligation that is not necessary, ask for help, or do creative work.
- Schedule time to do things that are important. You won't have to wait for them to be done.

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My Action Plan to Improve Schedule
<p>Things I will do to improve my schedule:</p>
<p>Things I will do to develop my schedule:</p>
<p>Steps I will take to be sure my schedule works:</p>
<p>Consequences of not following my schedule to develop my schedule. To keep my schedule on track, I will:</p>
<p>What will I do to make sure my schedule works?</p>




terru t o

T e Ma tery Pro le®


Realze t at terru to are art o your ob a d t at t ay be your att tude t at eed adu t .W e terru ted, o t o u are at lea t l dly rr tated; we do 't l ke to to w at we're do a d o u o o et el e. S erely try to look at terru to a d ere t way. ead o be u et w e a terru to o ur ,t k o t l ya art o t e ob. You'll be le ru trated a d better able to tay o trol o t e tuat o .

Realze, t ou , t at you will ot a eve total o trol o terru to .W e you work w t eo le, you u t ex e t o e o t e r a t o to be u red table. T e ba dea to a e t t e u o trol lable a d o trol t e o trol lable.

T e key to allow e ou t e your edule or u ex e ted, u o trol lable eve t . you allow lex b lty or terru to , you wo 't be o ru trated w e t ey do o ur. you do 't allow adequate lex b lty your edule, terru to w llo ur a y way, a d your ru trat o level w ll r e.


 **A alyze terru t o**
T e le o t u e u l a r o a or redu terru to to kee re ord . Note w o terru t you, w e t ey terru t, ow lo t take , a d w at t o er . Look or att e a o your terru to . No att e w at t e att e , k ow w at t ut you way a ead. You a 't olve a robe u t l you ave a urately de t ed t.


Everyo e tru le w t terru to . Mo t o u o la about t e , but do l ttle el e. t would be ar better to a alyze t e a d y te at ally work to o trol t e . t e word o t e a e t Greek lo o er , "t better to l to e a d l e t a ur e t e dark e ."


 **Bu T To et er**
So eo your terru to are orta t, but o t are erely rout e. T ey eed to be a dled, but ot

ed ately. To et better re ult , a k eo le to old rout e t e order to d u t e at o e t e.

S edule re ular eet w t key eo le. E oura e eo le to et a o t e t ead o rely o u o o ta eou dro - v t . A le o e - o - o e eet , o e a day or o e a week, ould work ra le your edule.

 **Ta e Tele o e a d E a l**
P o e all a d e a l are orta t. Everyo e k ow t at. Stude ow, owever, t at a y e a l a d bu e all are 't about bu e . Eve all t at tart d u a tto o t e d re to trva. A d too a y e a l are u e e ary, ort ey u er ro o lete or ato t at require urt er lar ato . Do 't let o rt al o ver ato a d e a l e a e d tra t y you ro t e bu e ro to you.

 **L t So alz**
So alz l ke a r : a l ttle el a lot, but too u a be ar ul. We eed to talk to ea ot er. Co u ato t e or a z ato al rea e t at kee everyt work oot ly. T e ue ore a att e r o d e ree. We wa t to o t ue t e e e ary o alz a d to t e u e e ary art. Lear to re o ze your a to or w at t ey are. So alz a be redu ed w t out be o a t o al.

 **terru t o Are Hu a**
A lo a we work to et e r t ere w ll be terru to . T ey are art o your ob, but t at doe 't ea you u t be at t e er y o w a t e ver terru to o ur. Pra t e re ve to a d redu to t e que w e ever you a .

Co der w at you ave u t read about terru to . Revew t e tate e t o t e ext a e. Note a y a to eed to o trol your terru to .



Key Concepts About Meet

Teamwork Principles®

- Clarify the purpose of the meeting. Be sure it really is necessary. One-way communication does not require a meeting.
- Consider alternative to meeting, such as email or online collaboration.
- Explore available software options to treat the meeting as a virtual meeting.
- Whenever you put a meeting on the calendar, make a deadline to complete it.
- Invite only those who need to be there. Be sure you have a clear agenda and let everyone know how to contribute.
- Define the expected results to be achieved or the agenda items.
- Set the meeting agenda. Make sure the meeting is organized to get the most out of the meeting.
- Be prepared for the meeting.
- Set the meeting. Start on time, stay on time, and end on time.
- Allow everyone to have a voice. Encourage participation.
- Stay on track. Resist distractions. Keep the meeting on target.
- Keep the meeting short. You won't accomplish what you set out to do if the meeting is too long.
- Try old meeting formats. Try new ones. Try to do it differently.
- Summarize the results of the meeting. Clarify or review assignments.
- Prepare a follow-up action plan. Note what will be done, who will do it, and when it is due. Give a copy to everyone at the end of the meeting.

My Action Plan

Prepare for the Meeting

What do I want to achieve or elicit:

What do I want to develop:

What will I take to be sure to follow up:

What are the key areas that are the only way to develop the meeting. To keep the meeting on track, what will I do:

What will I ask to elicit, and what will I ask to do?



Key Concepts About Writing Curriculum

The Mastery Profile®

- There are only our thoughts you add to a career or role that do us: duty, delete it, do it, or delay it.
- Analyze your duties to see what a benefit added, oriented, ordered, ordered, or otherwise provided.
- See a different look at curriculum: a tool, read, learn, or train.
- Develop a career or what to read to add what to do or delete.
- To make your career a delete tool curriculum, a key to about everything that is your way: (1) Will really do a job with? The answer "no," do that. The answer "yes," a key next two questions. (2) Will we do it? (3) Will we keep it?
- Develop a system to keep track of details and follow-up on it.
- Develop a standard role; treat it every day you do. So all reports.
- Schedule regular work on your career delete curriculum.
- Possible, a deal is a career or role that do us to do. Do not let a debt outtake a tool.
- Update, email, voice, and fax to help you your curriculum.
- Schedule to read a regular book. Be able to write you to read.
- Learn to read a better.
- Clean out your career delete tool at least once a year. Have a party.

My Action Plan to Improve Writing Curriculum
<p>The old about () what to do or delete:</p>
<p>The new about () what to develop:</p>
<p>Steps will take to be sure be truly:</p>
<p>Consider a different way to develop about. To keep your role truly, will:</p>
<p>What else will ask to do, add what will a key to do?</p>



Dele at o

The Mastery Pro le®

Ma ter dele at o today d ere tt a t u ed to be. H tor ally, dele at o wa a vert al ro e , low dow ward t rou t e a -o- o a d ro o e u er o to or er ta . ert al dele at o ollowed t e low o or al aut or ty t rou t e or a z at o .

Today, wt a row e a o el- d re ted work tea a d qual ty tea , or zo tal dele at o a orta ta vert al dele at o . Hor zo tal dele at o volve dele at to eer or ot er over w o you ave o or al aut or ty. So e eo le beleve t at e t ey ave o or al aut or ty, t ey a ot dele ate e e tvely. T 't true.

T ea u to ro t e a t wa t at or al aut or ty ave you t er t to d tate to eo le: do t or el e. But t wa o ly art ally true. Coer o dd deed br about er or a e, but ot alway ex elle t, - quality er or a e.



A e ta e Aut or ty

A alter at ve ex la at o ay be ore el ul. You ever ave a y ore aut or ty over a ot er er o t a t at er o will to ra t you. Your aut or ty, ot er word , de e d o a e ta e by t e ot er er o . T ea t at t e o ly o d to or dele at o o eo ewll to a e t w at you wa t to dele ate. A e ta e aut or ty doe ot rely o or al aut or ty relat o ; t rele o your ably to er uade o eo e to do o et .



W at Dele at o ?

Dele at o today ea work- ar , w et er vert al or or zo tal. t ea ar re o bly a d aut or ty wt ot er a d old t e a ou table or er or a e.

Re o bly re er to t e oba e t— t e te ded re ult . tal o lude t e obl at o to er or t e a t v t e e e ary to a e v e t e te ded re ult .

Aut or ty re er to t e r t to a t a d ake de o . Su e ul dele at o requ re aut or ty equal to t e re o bly. A ou tabley ea be alled u o to a wer or a to a d de o . tal o le reward a d e alte .



E e t ve Dele at o

For o to u , dele at o volve a dle a. We u t kee w at we wa t to ve u — t e re o bly — a d we u t ve u w at we wa t to kee — t e aut or ty. How well we a dle t dle a deter e our u e dele at .

Dele at o a ower ul tool or e ower eo le. However, t requ re a level o tru t betwe dele ator a d dele atee. Tru t take t e to develo . Dele at o work be t w e t e or a z at o al l ate e a ze e loyee develo e t, row t , ovato , reat v ty, a d u a d ty.

Re le to w at you ave u t read about dele at o a d read t e tate e t o t e ext a e. Note t ea to you a take to rove t e way you dele ate.

Ste or E e t ve Dele at o

1. T ka d la r t.
2. Clar y t e re o bly a d re ult te ded.
3. Sele t t e r t er o .
4. De de o t e aut or ty level.
5. De de o o trol a d e k o t .
6. Create a ot vat e vro e t.
7. Hold t e a ou table.



Key Concepts About Deletion

Technology Professionals®

- General Level of Authority
 - Level 1: Get the facts, 'll do de.
 - Level 2: Submit alternative, 'll do de.
 - Level 3: Recommend alternative, 'll do de.
 - Level 4: Decide, wait or y a roval.
 - Level 5: Decide, a t u le ay o.
 - Level 6: Act, report result.
 - Level 7: Act, report u u e ul.
 - Level 8: Act, report ot eeded.

- Be sure to delete e ou authority to enable e ot er er o to a o l t e te ded result. Re e bert e e t level o authority.

- Consider how you will a a e t e ob before you delete t. you a 't a a e t, maybe you ould 't delete t.

- Consider the behavioral type o t e ot er er o . Adapt your deletion a ord ly.

- Do 't interfere, undercut, overrule, or arbitrarily reverse ot er 'de o .

- Delete t e r t to be wro . U e take a a lear ro e .

- Write out the e r t e t detail o t e deletion. Give t e ot er er o a o y.

- Follow-up doe ot ea breat dow a er o ' e k. Leave t e er o alo e to do t e ob, but a ta re ular e k at r t al o t alo t e way.

- Do 't ly a e t u ward deletion. A k or oluto alo wt roble . Hel ot er lear to ake t e row ood de o .

- to result, but ot o ere e to . There are usually a y way to e t t e a e result. Do 't t t at ot er eo le do t your way. Lear to lve wt d ere e .

My Action Plan How to Delete
<p>The old abt() wait to a e or el ate:</p>
<p>The ew abt() wait to develop :</p>
<p>Ste will take to be sure be tro ly:</p>
<p>Consider y a d e r t e e are t e o ly way to develop ew abt . To keep y el ro tray ro y ew abt(), will:</p>
<p>W eo le will a k to el e, a d w at will a k t e to do?</p>



Pro ra t ato

T e Ma tery Pro le®

Pro ra t ato la ue all o u . More la o a tray, ore drea o u ul led, a d oret e wa ted by ro ra t ato t a by a yot er le a tor. For a y eo le, ro ra t ato be o e a ar ul abtt at a edeter ero ala d roe o al develo e t.



Pro ra t ato Preve t Su e

Su e o e ro do t e really orta tt rt al to obta re ult . E e tal are o t ub e t to ro ra t ato , or we eldo ee to ro ra t ate about u orta tt . we ould o ly lear to t our ro ra t ato ro orta t to u orta t atter , our roble wou d a ear!



W at Cau e Pro ra t ato ?

Pro ra t ato re e t o o e. All o u uer ro tato et e or a ot er. Pro ra t ato do low- rorty a to orta k tead o - rorty o e . Pro ra t ato tra te your de k we you ould be work o t at re ort; wat T we you ould be exer ; av a ot er u o o ee we you ould et ba k to t e o e; all o t e r e dly u to er w o buy very l ttle we you ould be re ar a ale re e tato ort at tou ro e t w o ould buy u ore; avo d o- worker rat er t a tell t e bad ew ; tay away ro t e o e to avo d rt qu a ta e ber' er or a e; a do to t e- o u a tvte wt your ldre be au e o et alway ee " ore ur e t."

Pro ra t ato a be tra ed to t ree a or au e . We te d to ut o

- t t at are u lea a t;
- t t at are d ult;
- t t at volve tou de o .

Yet t e e are t e very t t at o t r bute o t to our u e .

W e we do 't wa t to do o et , we utter arou d wt l ttle t . We try to kee bu y o t at we ave a ex u et at w ll ea e our o e e .

Have you ever ot ed ow utt o a ta k ever ake t d a ear? Po t o to ly ake t wor e. A xety a at you, a d you're ore l kely to et rr table.

No e o u e a e our quota o d ult or d a reeable ta k . T ey do ot ade away by be ored. Eve tually, we ave to roll u our u a d wade to t e . t e ea t e, we u er.



Preve t ve A to

C a your do-t-later ur e to a do-t- ow t e a tery abt require o t ve a to . Do 't de e d your ro ra t ato abt ; a e t e te ad. you ly de e d, de y, or rato al ze t e , t ere o o e or rove e t.

T e o t valuable t you a do we you are ro ra t at to ad t t. A lo a you o t ue to de y or rato al ze your ro ra t ato , you are ot a o to to over o e t. O e you ad t t at you are ro ra t at , you a exa e your tuat o a d deter ew y order to d a te que or o quer your ro ra t ato . t e e d, ro ra t ato — l k e a y roble — a be olved o ly by o t ve a to .

Co der w at you ave u t read about ro ra t ato . Read t e tate e t o t e ext a e. Re ord a to dea or lear to o quer your te de y to ro ra t ate.



Key Concepts About Procrastination

The Mastery Principle®

- When procrastinating, the better you do, the more likely you are to procrastinate again.
- Analyze what causes you to procrastinate. Most procrastinators avoid tasks that are unpleasant, too complex, or overwhelming.
- Don't let emotions be your excuse.
- Take small steps to complete all your assignments.
- Delegate tasks to others if you can.
- Break complex tasks down into smaller steps. Focus on one step at a time.
- Do a small task that will get you motivated to do more.
- Give yourself a reward. Don't put off your reward because you're feeling sorry for yourself.
- Don't be a perfectionist. Sooner is better than never. Remember, you're adding to the result, not to the perfection.
- Don't wait for the perfect mood. Start with your current mood. Tom Hanks said, "Creativity is 99 percent effort, and only 1 percent mood."
- There are only two rules for a successful procrastinator. Rule 1: Get started. Rule 2: Keep going.
- Commit yourself to a task. Set deadlines. Prioritize results over other things. Take ownership of your actions.
- Promise yourself a reward or a consequence. You earn the reward, be sure to take it.
- Yes, you can! Do it now!

<p>My Action Plan</p> <p>Conquer Procrastination</p> <p>The old habit() was to procrastinate:</p>
<p>The new habit() was to develop:</p>
<p>Steps will take to be sure behavior is truly:</p>
<p>Consequences and rewards are the only way to develop new habits. To keep yourself on track for your new habit(), will:</p>
<p>When you will ask to eliminate, add what will make it do?</p>



Tea Time The Mastery Profile®

It's always good to ask the question, "What's the best time of day for you?" But the larger question is, "What's the best time of day for our team?" No one works in a vacuum, and everyone has their own preferences. To ensure a productive work environment, we need to move toward a common goal.

The reality is that we are all individuals, but we are also a team. We are a diverse group of people, each with our own strengths and weaknesses. To be successful, we need to embrace our differences and work together to create a supportive environment for everyone.

Teamwork is essential for success. It requires communication, collaboration, and trust. We need to listen to each other, share our ideas, and work together to solve problems. It's not always easy, but it's worth the effort. When we work together, we can achieve more than we could on our own.

Support Team
The Master are naturally trying to develop a good support team. They realize the value of their partners. And they realize that their partners are not just their employees, but also their colleagues. Whenever you work, there is always a relationship between you and your partner. It's important to build a strong relationship with your partner, and to work together to achieve your goals.

Effective communication is a key to success. We need to be able to express our thoughts and feelings clearly, and to listen to others. It's important to be open to feedback, and to be willing to change our minds when necessary. When we communicate effectively, we can work together more efficiently and achieve our goals more quickly.

No matter how hard we try, even with the best intentions, we will sometimes face challenges. It's important to stay positive and to keep trying. We need to be resilient, and to be able to bounce back from setbacks. When we face challenges, we need to work together to find a solution. We need to be a team, and to support each other through the toughest of times.

of the day, but I'll try to be more productive.

Take Out
One key to developing a good team is to take out the time to work together. It's important to have regular meetings, and to discuss our progress. We need to be able to share our ideas, and to work together to solve problems. It's important to be open to feedback, and to be willing to change our minds when necessary. When we work together, we can achieve more than we could on our own.

We need to improve ourselves, and we need to work together to achieve our goals. It's important to be open to feedback, and to be willing to change our minds when necessary. When we work together, we can achieve more than we could on our own.

Mutual Respect
Mastering the art of mutual respect is essential for success. We need to be able to respect each other's differences, and to work together to achieve our goals. It's important to be open to feedback, and to be willing to change our minds when necessary. When we work together, we can achieve more than we could on our own.

Remember that you have a lot to learn about teamwork. Review the material, and take notes. It's important to be open to feedback, and to be willing to change our minds when necessary. When we work together, we can achieve more than we could on our own.



Key Concepts About Tea Time

Tea Mastery Profile®

- No matter how good you are, you aren't do everything. It's up to you to develop a trustworthiness to help everyone else move forward. Not one of you can do it all on your own.
- Don't wait for someone else to take the first step; a rule is that everyone needs to do you. "It's to be, it's to do."
- Set a good example for others to follow.
- Show people you're setting a direction. Look for ways to have the right leadership to help everyone move forward.
- A key to how you want to be. Change your way. Don't do it all at once. Be better with each other. Do it by working together to get it done. Be sure you're all on the same page and learning together.
- Don't be afraid to ask for help. It's okay to ask for help. It's okay to ask for help.
- Nurture work relationships. Get to know each other well. Talk with them. Listen with them. Share your own.
- Develop the ability to deliver what you promise to do.
- Don't be a leader, a follower, a worker, a board member, a team member, a team player. Do it all.
- Make a plan to be on the same page with everyone.
- Don't be too busy to do the right things.
- Take the time to be a good listener.
- Start earlier. Ask for help earlier. Give everyone the time to advance together.

My Action Plan to Improve Tea Time
<p>Time old about () was to have or else:</p>
<p>Time new about () was to develop:</p>
<p>Steps will take to be sure be truly:</p>
<p>Consider your team are the only way to develop new about. To keep your role, try to do about (), will:</p>
<p>What else will be asked to do, and what will be asked to do?</p>



Conclusion

The Mastery Profile®

By now, you've explored your true nature, a mastery profile, developed a toolbox, and discovered how your team or work group can meet the core effectively. Congratulations!

The key to a tremendous individual and team performance is to follow the five-step approach used or build your approach:

1. Develop a mastery profile, methodology, procedure, or behavior you want to achieve or implement.
2. Develop a mastery profile, methodology, procedure, or behavior you want to develop.
3. Let the team you will take to be sure you be truly.
4. Let the team you will do to keep the ball back to the old matter.
5. Develop a methodology so the you will ask to help you achieve your own approach. Also, develop a methodology so the you will ask to do to help you.

At the end of the day, you are a leader. After you have used the five-step approach, you will determine how to be more successful and more quickly.

Have addressed 12 ways you are a leader. Are you now ready to take a team to the next level? Where do you see it will you be?

- Develop a "Can Do" attitude
- Establish a learning goal
- Know what to do by yourself
- Analyze your team
- Master the core effective
- Know what to do by yourself
- Control the team
- Develop a team that is effective
- Handle the team to achieve
- Reach the team to achieve
- Cooperate with the team
- Develop a team that is effective