

BY-PROD-UCT

AUTONOMOUS SUCCESS IN A **BOLD** NEW WORLD

WORKBOOK

Use the video content combined with the exercises in this workbook to set yourself up for success.

The exercises are designed in great detail to specifically bring out your personal BEST.

“Talent may take you to the top, but predictable processes keep you there.”

~Ian Prukner

**BONUS
CONTENT
INSIDE**

T → B → A → R

After I finished writing the Book, it quickly became a best seller. Within the first few weeks I had many people asking me to expand on some, if not all of the concepts, how I had selected these out of many more that I had tried throughout my short climb to success.

At first I was trying to answer all of the questions for everyone, but it became clear to me that I could be or would be spending the next few years addressing them. Through my business, I have learned the importance of time (we all have 168 hours a week), and also how to leverage my time.

And thus this Master Class was born! I combined all the questions I was getting on the materials, and then recorded the proven exercises and lessons I developed helping my own teams grow.

I am looking forward taking you to your next level!

A handwritten signature in black ink, appearing to read '@Gianpiero', written in a cursive style.

BY•PROD•UCT

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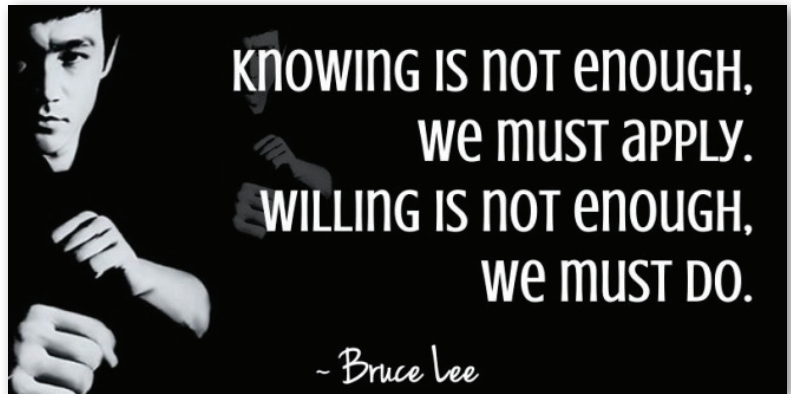
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Front Cover Photography:	Leone Combs
Cover Design:	Aristide Abrahams
Interior Design:	Aristide Abrahams
Video production:	Chimène Abrahams, Alex Jakushevich, Richard Ayres & Aristide Abrahams
Video editing:	Aristide Abrahams
Content Manager:	Richard Ayres & Aristide Abrahams
Workbook Formatting:	Susan Sanderson & Aristide Abrahams
Workbook Content:	Richard Ayres & Aristide Abrahams
Workbook Content Editor:	Susan Sanderson

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Congratulations! You've chosen to *invest in yourself*, to take a deep dive into the BY•PROD•UCT process. The *prerequisite* for the **BY•PROD•UCT Master Class**: Read the BY•PROD•UCT book **BEFORE** you start this Master Class. **If you've not read the book yet, go read it first.** For your convenience, this course includes an e-book formatted for e-readers such as Kindle®, and iBooks®.

This Master Class does not replace the book, but relies on the basic understanding of the BY•PROD•UCT concepts you found in the book.



Throughout this Master Class, you will be taking a deep dive into the concepts, ideas, and examples of the **TBAR** processes and **how and why** they work. If you are willing to put in the work to master these processes, then the outcome of your effort is predictable. The content in this Master Class will work if you are willing to work e.g., do the exercises. They will require **your commitment** in participation. Make a decision **NOW** that you are **committed to do** them, **before you even start**. Each exercise is designed for you to learn **how to apply** the information, ideas and concepts to your **own journey**. **REMEMBER**, if your **actions stay the same**, your **results will stay the same**.

Reading the content alone is not enough. You must act on, and apply the information you're learning. Participation is **KEY**.

The following symbols are used throughout the Master Class and accompanying Workbook, to help you identify the type of exercise or action you need to take.



INPUT:

Input or Reflective Exercise requiring you to express thoughts and share your insights from your experiences.



OUTPUT:

Output or Adaptive Exercise requiring you to share your thoughts, insights or experiences with someone such as a mentor, coach, friend, or third party.



ACTION:

Denotes an item within an exercise, where immediate action is needed.



EXERCISE 1

Process Breakdown Identifying *Limiting Thoughts & Beliefs*

Are you *thinking about* what *you are thinking about*? List three thoughts below that you *need to change*.

1. _____
2. _____
3. _____

Write out *three replacement thoughts*.

1. _____
2. _____
3. _____

Are your beliefs *servng* you? List three beliefs below which *need to be replaced*.

1. _____
2. _____
3. _____

Write out *three replacement beliefs* you want to hold instead.

1. _____
2. _____
3. _____

Write out *three actions* which *need to change* for you to *accomplish your goal*.

1. _____
2. _____
3. _____

Write out *the three actions* which will *replace your current actions*.

1. _____
2. _____
3. _____



EXERCISE 2 • BONUS

We can't change what we aren't aware is holding us back. In his book **"177 Mental Toughness Secrets of the World Class"**, Steve Siebold discusses the idea of four levels of awareness. He relates them to four socioeconomic classes which is really the byproduct of the thinking and belief systems held within the classes.

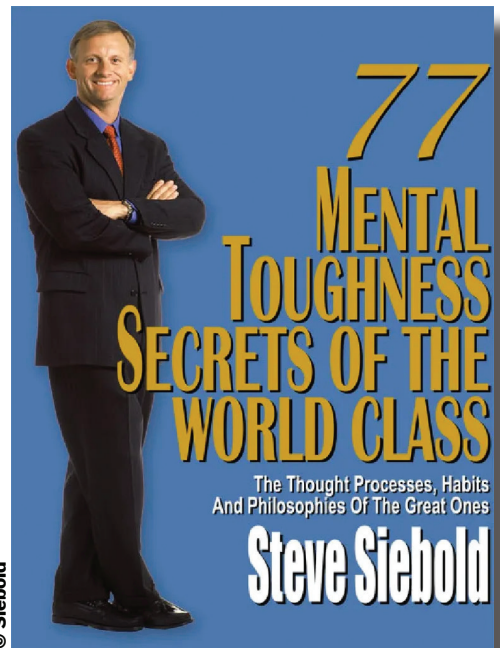
Siebold's four levels of awareness are:

Poverty: People operating at this level of awareness are generally in survival mode and living in a harsh set of circumstances. They generally aren't concerned with long-range planning or creating pathways to a better life; they are simply trying to get by. They spend most of their time reacting to their environment. At this level, there's not a lot of accurate thought occurring about why one is there. It's just accepted as "how it is", and life goes on. There is an underlying victimhood belief which discourages people at this level of awareness from taking control of their lives. They believe the system is rigged against them and completely discount their ability to change their circumstances.

Working Class: This level of awareness is marked by the status quo. This is how we have always done things, and this is how we will do them in the future. This thinking longs for the good old days when our dated skill sets and beliefs were enough. Change and growth are not readily accepted, as people at this level wish for the way things were. Their thinking and belief systems don't adapt well to the changing environments. While they are hard workers, they usually don't see the connection between results and compensation. They typically aren't concerned with raising any higher in life, and nobody around them is, either.

Middle Class: This level of awareness operates at a high enough level to understand that higher levels exist. This is a cause of great frustration. Their primary motivations are comfort and security. They value titles, degrees, and fitting in. They are highly concerned with the thoughts and opinions of others. They tend to operate in a "what's in it for me" sort of mentality. They never spend time critically evaluating the differences in thinking, belief, and action between people at their level and people at higher levels. They attribute people at higher level success to luck, greed, the right family, and opportunities. "Victim" is the watchword for those people who use what they personally didn't have as a reason to stop themselves from developing into everything they are capable to become.

World Class: This awareness level sees things clearly and as they are. They understand people pay for value and solutions. The bigger the problem, the more valuable the solution. They spend their lives in the service of other people and solving people's most pressing problems. They learn to be incredible managers of assets and extraordinary leaders of people. Their ability to see things accurately and consistently allows them to produce the results that have catapulted them to the top of their field, whether in sports, business, or at home. These champions have identified the **Thinking, Beliefs, and Actions** which lead to **Results**.



Which level of awareness do you currently have?

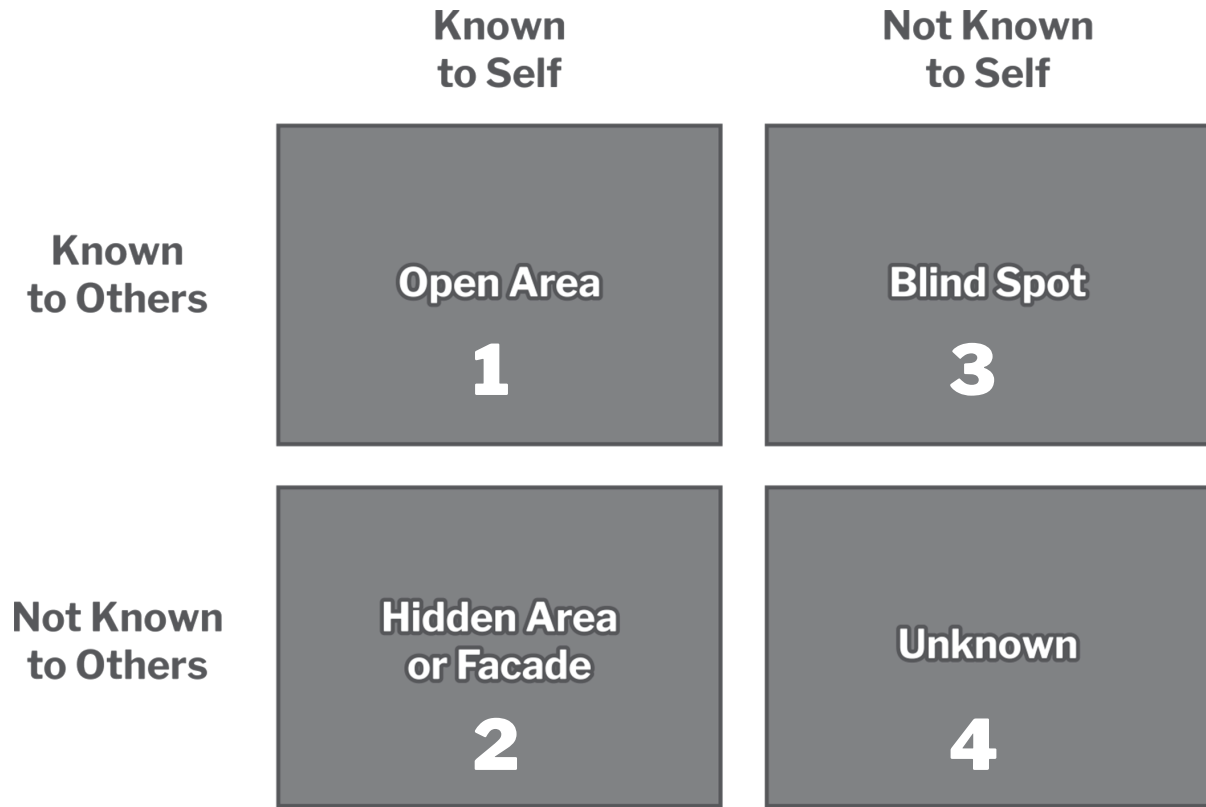
Using the Notes page, write how your level of awareness has played a role in your life thus far.

Read one chapter a day from "177 Mental Toughness Secrets of the World Class" and reflect on it throughout the day





EXERCISE 3



THE JOHARI WINDOW MODEL

What are some examples in your life from Box 1, the **Open Area** that are *known to you AND known to others*?

1. _____
2. _____
3. _____

What are some examples in your life from Box 2, the **Hidden Area or Facade** that are *known to you BUT NOT KNOWN* to others?

1. _____
2. _____
3. _____



EXERCISE 3 (Cont'd.)



Take a few moments and identify three people who are the most influential to you right now. They could be your spouse, family member, friend or a co-worker or someone who knows you well. Approach them with the following questions:

What three things am I aware of which are helping me or hindering me in a great way?" Be specific.

1. _____

2. _____

3. _____

What are three potential weaknesses do you think I may be aware of but am not sure that I actually am? Be specific.

1. _____

2. _____

3. _____



EXERCISE 3 (Cont'd.)

What three things am I aware of which are helping me or hindering me in a great way? Be specific.

1. _____

2. _____

3. _____

Once you've obtained your feedback, take a few moments to consolidate your notes, and write down your top three take-aways in your own words.

Consider the following questions:

Was their feedback insightful?

Did it validate anything you may have already known?

What can you do to improve in this area?

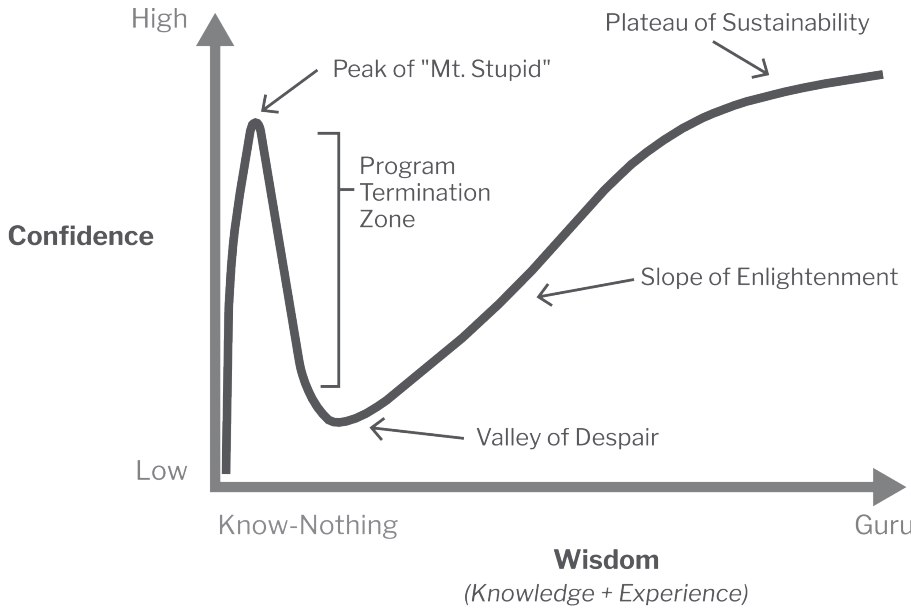
1. _____

2. _____

3. _____



EXERCISE 4



DUNNING-KRUGER EFFECT

Keep in mind that you may not have been aware of the Dunning-Kruger effect at all, or may not have been aware enough to consider that you were guilty of giving yourself either too much credit (Peak of Mt. Stupid) or guilty of quitting something (being in the Valley of Despair).

Provide three examples below where you **quit** something in your life, and now, in hindsight, the “Dunning Kruger Effect” was either **more than likely** or **clearly the reason** why you quit, but at the time you were not well enough educated to understand the “why”.

Example 1:

Example 2:



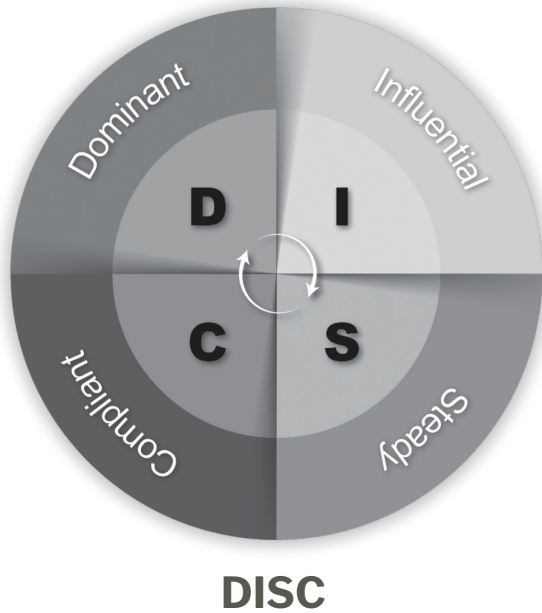
EXERCISE 5

Dominant

Influential

Compliant

Steady



“You can’t improve unless you’re aware of where you are.”
~ Ian Prukner

In this exercise you’re tasked with completing your very own DISC profile assessment.

Completing the DISC assessment provides you with great insight as to who you are (your Natural State) and who you think you need to be (your Adaptive State). Both of these combined is how you function.

If used properly, the DISC profile can be a powerful tool in your journey to self mastery.

As mentioned, there are **two options** for you to complete the DISC assessment:

1. Complete the assessment we used on our team at <http://bit.ly/DISCByproduct>
2. There are plenty of free DISC assessments online. Word of caution: You get what you pay for!

SELF ASESMENT

Once you’ve completed your DISC profile aessment, list your **Natural** and **Adaptive** scores for each one of the DICS peronalities:

	Natural	Adaptive
D		
I		
S		
C		

Ask yourself the following reflective questions:

- What your two highest scores for your Natural State?
- How do they compare to those of your Adaptive State?
- Were your Natural and Adaptive states in the same categories?
- How wide was the gap between the 2 categories?
- What are your conclusions, based on the video content?

Based on the results of your DISC profile, did your assesment validate what you already know about yourself, or did it reveal things of which you were not aware?



EXERCISE 6

One of the most important things we can learn about ourselves is how we handle losing. Contrary to what the general public is taught in schools, losing is not bad. **It's necessary!** Anyone who has ever **achieved** anything **worthwhile** knows that **losing is part of the process** on the road to success.

The difference between winners and losers is this:

**Losers let the loss *define* them,
winners let the loss *refine* them.**

There are two types of “losers”:

Loss Avoiders: Avoiders will go to great lengths to avoid being in a losing situation. They play it safe. They play not to lose, instead of playing to win. They don't venture outside their comfort zone. They will remove themselves from any situation where they might be faced with a loss or the fact that they aren't good enough. They go to great lengths to stay in their lane. Loss avoiders never really go all in because they're afraid of being defined by what's on the other side. Avoiders tend to react to the possibility of loss by removing themselves from it.

Loss Minimizers: Minimizers downplay the win so they don't feel bad about losing. “I didn't really want that thing anyway”, “There is more to life than _____.” Minimizers are always quick to rain on other people's parades, trying to convince themselves and others of the validity of their lack of engagement. “Who needs a house like that anyway?” They excuse their loss by devaluing the win.

Take some time and reflect on the last three most significant losses you've had in your life, and then check whether the loss was because you avoided or minimized.

	Avoider	Minimizer
Loss 1:	<input type="checkbox"/>	<input type="checkbox"/>
Loss 2:	<input type="checkbox"/>	<input type="checkbox"/>
Loss 3:	<input type="checkbox"/>	<input type="checkbox"/>

What do you find in common with these loses? Are you primarily an **Avoider** or a **Minimizer**? In each situation, consider why you choose Avoider or Minimizer.

Now that you have a better understanding of Losing Habits, what would you do differently the next time you are in a similar situation?



EXERCISE 7

When it comes to motivation there are generally *three levels of motivation*:

Level One – Material Motivation: Material motivation is the most basic human motivation. The need for food, shelter, clothing, and other basic material needs provides motivation to you every day.

Level Two – Respect and Recognition: Operating at a much deeper level of human nature, the attainment of respect and recognition from peers and mentors is a much longer lasting and more meaningful type of motivation.

Level Three – Legacy and Purpose: At this level of motivation, the conversation shifts from you and your lives, to the impact you will have beyond our lifetime.

With respect to Material Motivation there are two types of people e.g., either a “**Stick**” or a “**Carrot**” person.

Stick Person: Is *primarily motivated* by the *avoidance of pain*. Their actions are generally in response to some anticipated pain and avoiding it. They learn a new skill, so they don’t lose the job, they are behind on the car payment so they look for additional work. They respond to and move away from negative material outcomes.

Carrot Person : Is *primarily motivated* by the *prize*, the *potential*, and the *possibilities*. The big house, the nice car, and the fancy watch motivate them to earn. The hard body, the way they look in the swimsuit, motivate them to work out.

Based on the example above, are you a *Stick* or *Carrot* person?

Using the example above, list three things that are **Material Motivators** at this point in your life.

1. _____
2. _____
3. _____

Now list three things that are **Respect & Recognition Motivators** at this point in your life.

1. _____
2. _____
3. _____

Lastly list three things that are **Legacy & Purpose Motivators** at this point in your life.

1. _____
2. _____
3. _____



EXERCISE 8

Goals

Goals are really nothing more than thoughts about how we want things to be attached to a timetable for achieving them. But what do we do when we don't hit our goals? The honest truth is, sooner or later, consistently missing goals is what stops people on the path to their dreams.

When we don't hit goals, it's for one of three reasons:

It Wasn't Your Goal: You never owned it. You liked *the idea* of the goal but lacked the emotional buy-in required to see it through to the completion phase. These are sometimes other people's goals for us which we try to adopt as our own.

The Skills Aren't Developed: Many goals are really *just wishes*. They are fantasy where we envision ourselves or our team creating outcomes which our skill sets don't allow us to achieve. Our goals *must be* congruent with our skill sets. When they are not, we have two choices, reduce our goals or grow our skill set.

Delusion: The gap between what we believe it should take and what it actually takes. Many people believe accomplishing their goals will be easier and take less time than it actually will. They believe this because they lack the *ability to accurately assess Cause and Effect*.

Write down the three most recent goals that you've had that were failures, then identify why you didn't achieve them. Was it not your goal? Were your skills undeveloped? Or were you delusional?

1. _____

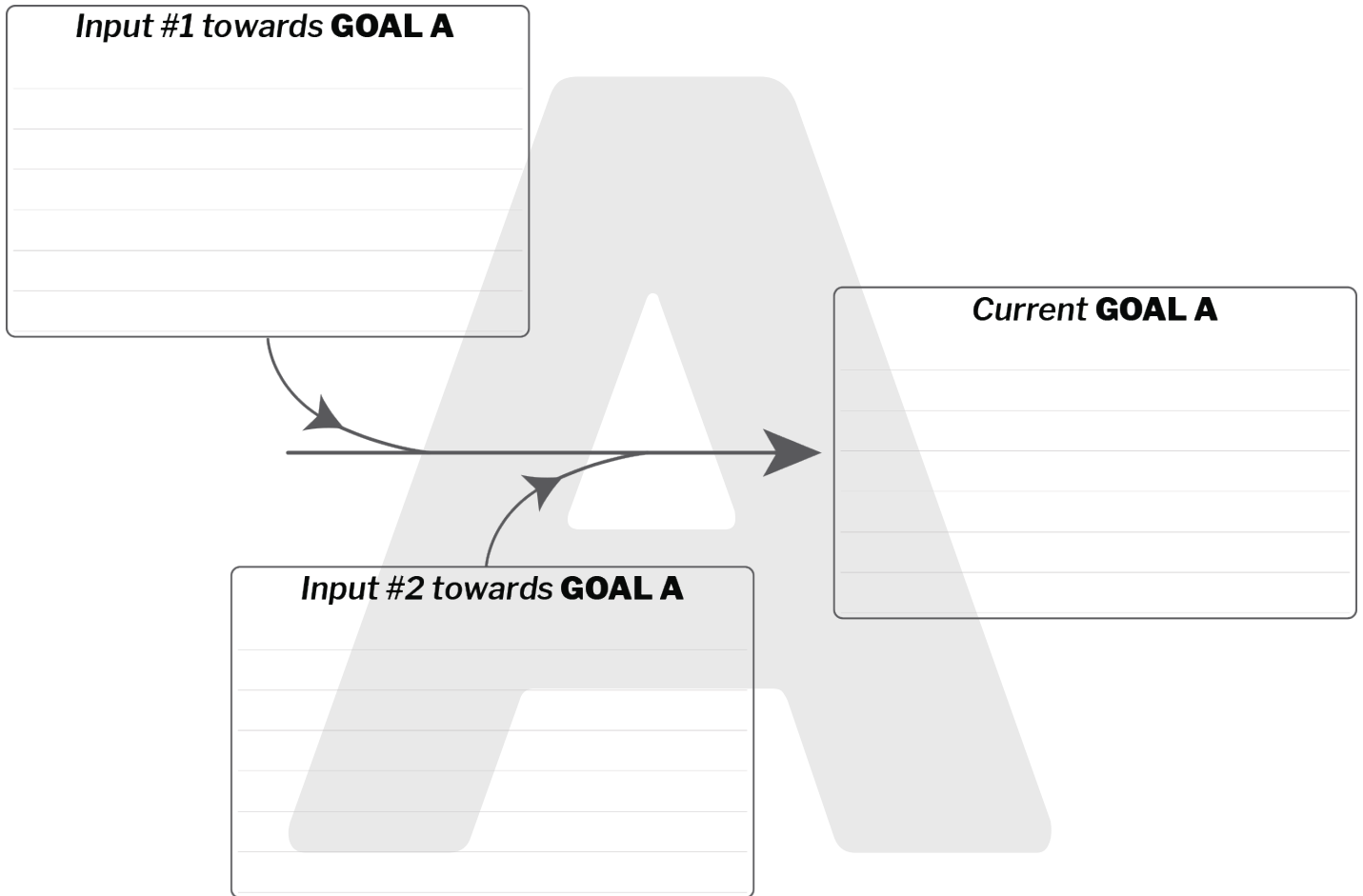
2. _____

3. _____



EXERCISE 8 (Cont'd.)

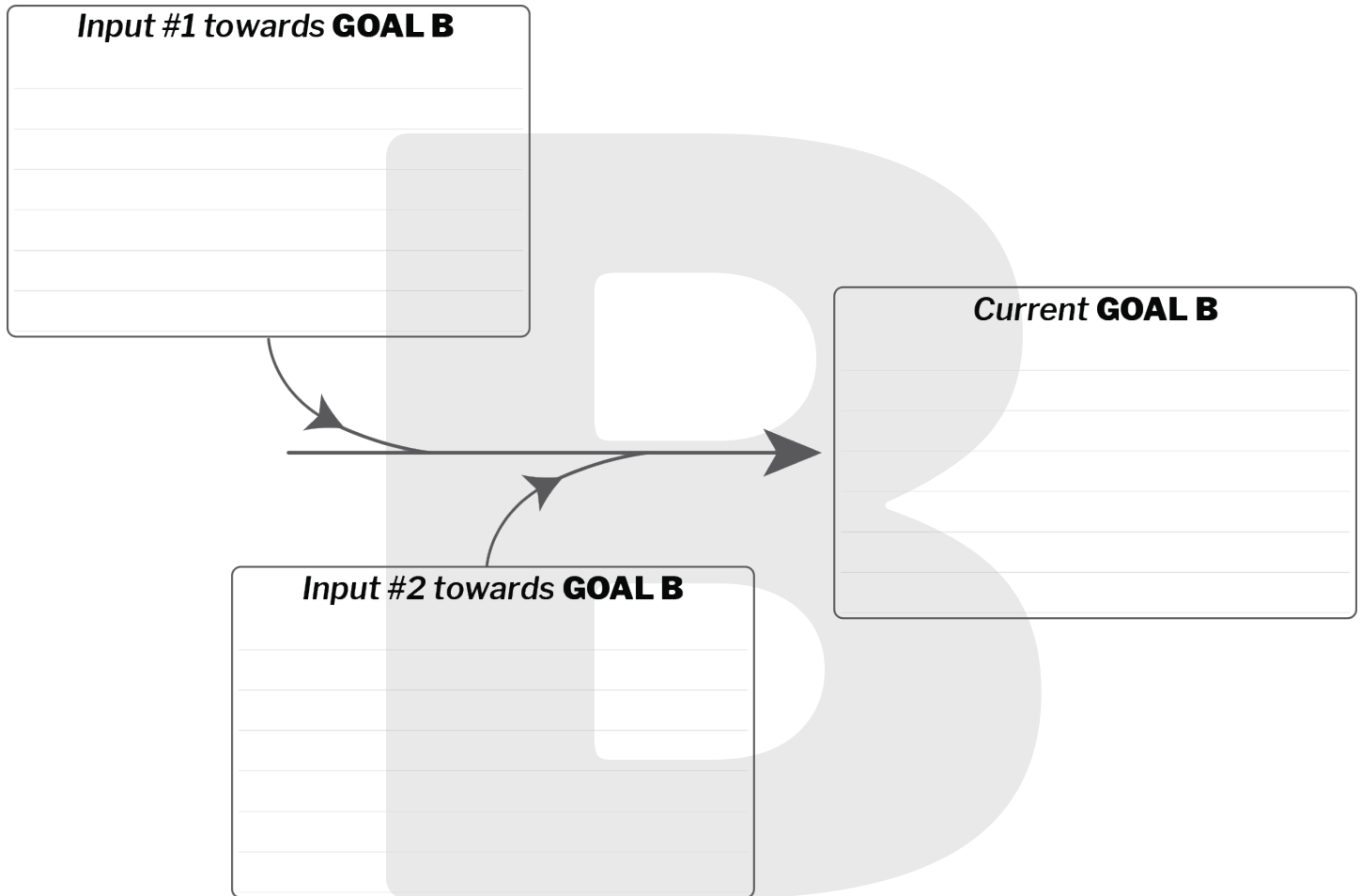
List three **Current Goals** that you have, and then list two input goals for each of those three goals. These “**Input Goals**” are things that if you do them, achieving the goal is the end result.



NOTES

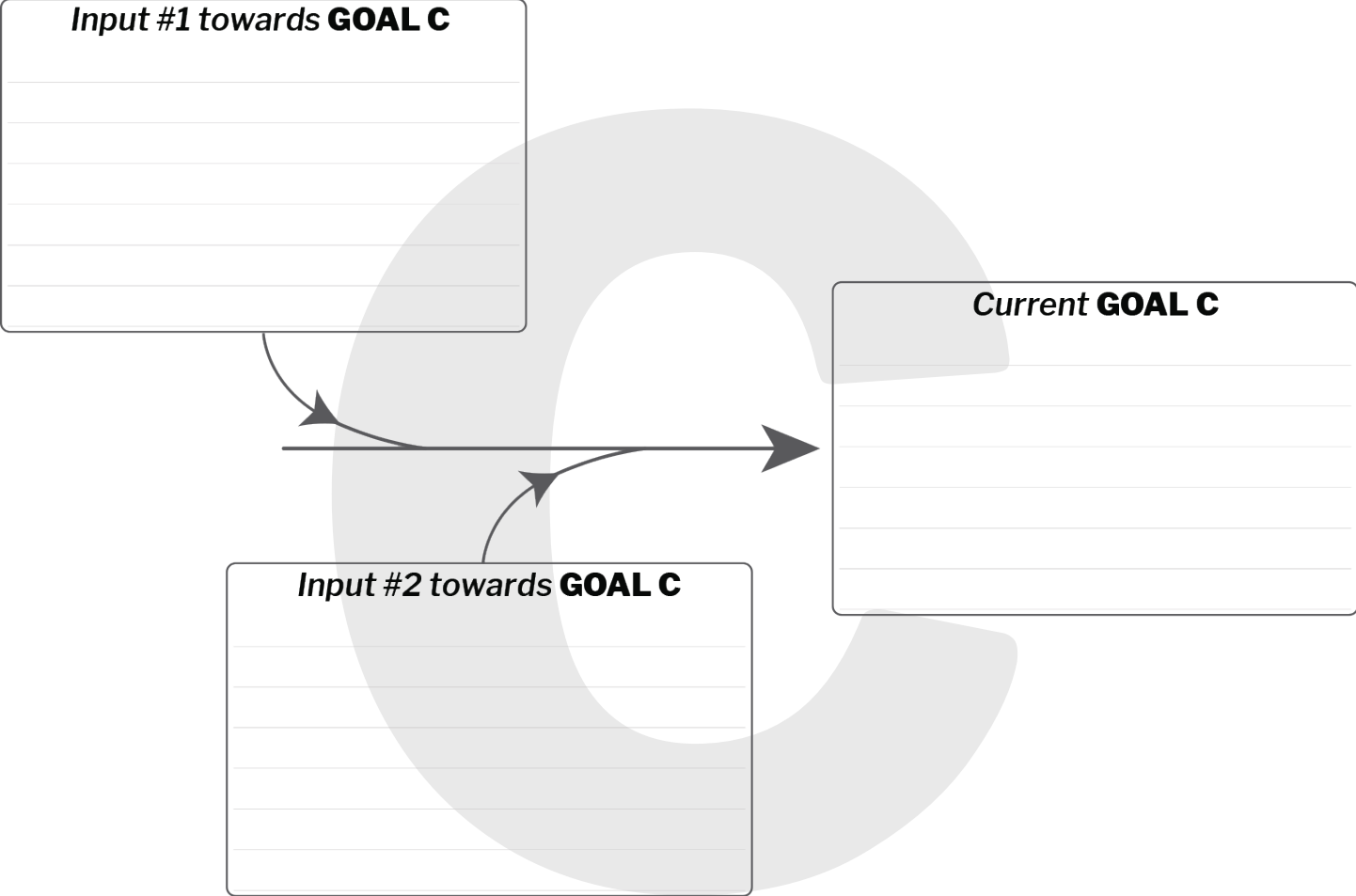


EXERCISE 8 (Cont'd.)



NOTES

EXERCISE 8 (Cont'd.)



NOTES



EXERCISE 8 (Cont'd.)



“Shoot for **the moon**. Even if you miss, you’ll land **among the stars**.”

Les Brown

Struggling On Setting Goals?

Setting a **BHAG** (Big Hairy Audacious Goal) and missing it is better than not setting a goal at all!

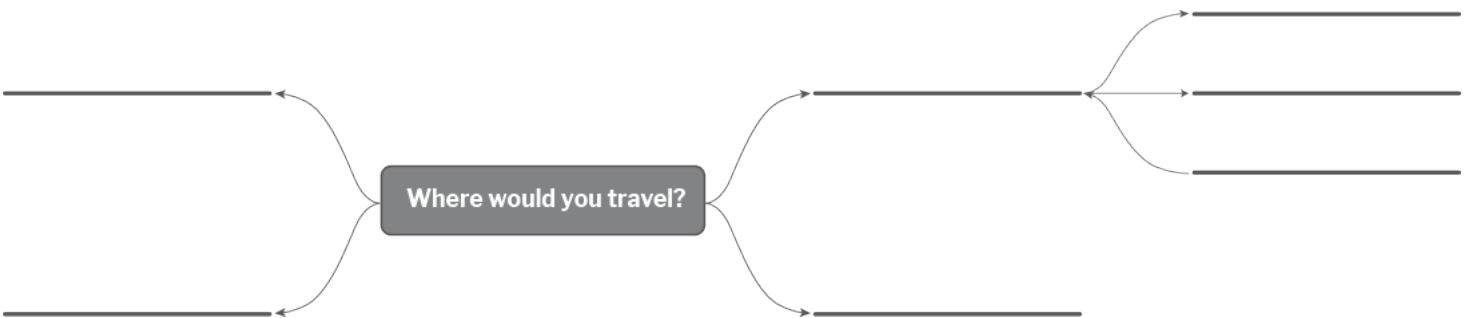
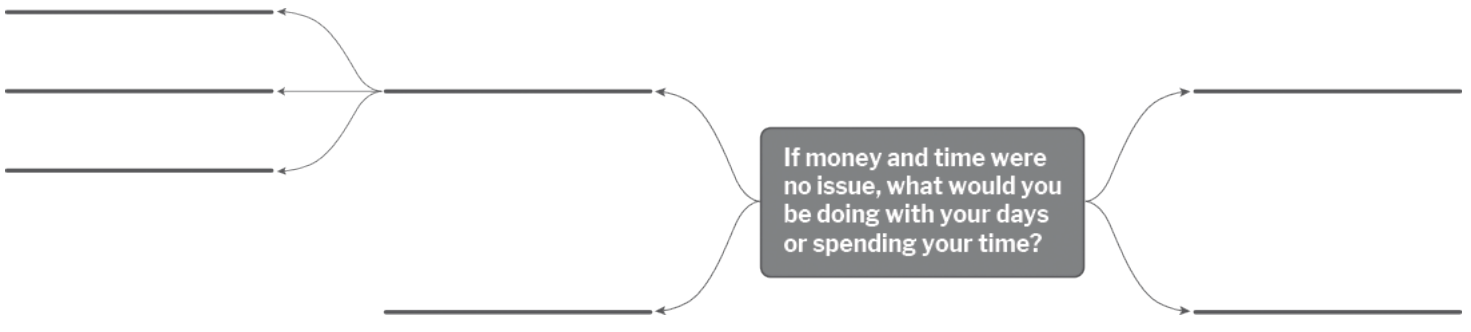
“It is better to aim high and miss than to aim low and hit.”

~ Les Brown

We are thinking all the time anyways, why not guide our thinking in the direction we want to take our lives and **THINK BIG!**

Stop for a second and think about what you REALLY WANT.

Spend time reviewing your wants, writing them, visualizing them, and then use the diagrams below to brain storm your ideas adding as many lines as you need.

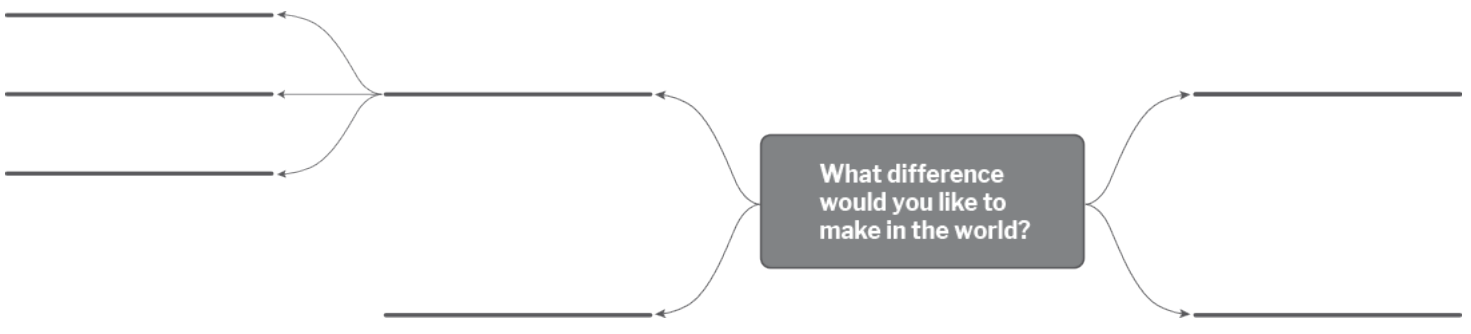
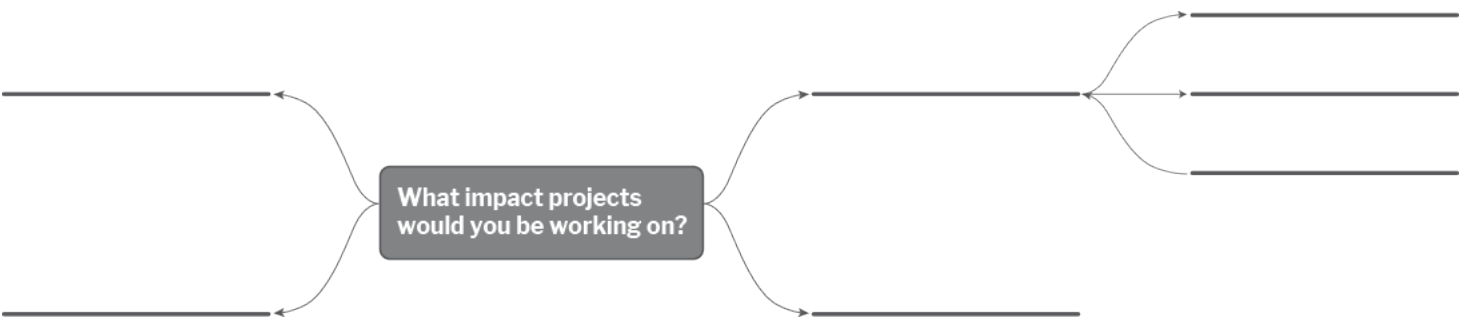
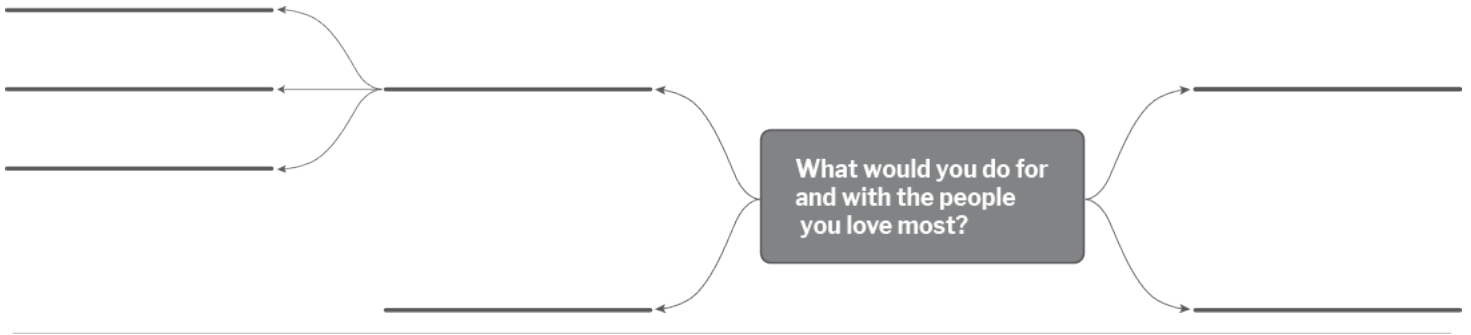




EXERCISE 8 (Cont'd.)

Thought

Identifying *Why Previous Goals Failed*



Now, **THINK** on those things. Spend time **reviewing** them, **writing** them, **visualizing** them. Your thoughts **start the BY·PROD·UCT reaction** in your life. The **higher the quality** of the thought, the higher the **quality of the outcome!**



EXERCISE 9

The **first step to lasting change** is the **recognition, replacement, and reprogramming** of less optimal thoughts and thought processes with **better and more accurate thinking**. This is done through what I call **replace and reprogram**, which is similar to what Napoleon Hill calls the **principle of autosuggestion**.

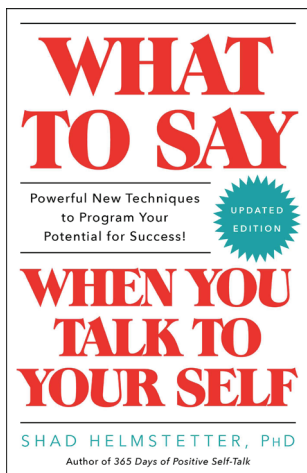
Remember, the subconscious mind **doesn't reason**. It **doesn't evaluate truth or falsehood**; it simply **accepts what you give it**. The process of giving it new information **happens through replacing and reprogramming** the desired **THOUGHT** until that **THOUGHT breaks through your subconscious veil**. Good or bad, helpful or harmful, **any thought repeated often and vividly enough will eventually make its way into your subconscious** and become part of your operating system. Once there, it is **accepted as true** and begins to form its own byproduct as your own **BELIEF**.



The Process for Reprogramming:

To begin the process of reprogramming your thinking, you must follow these steps:

- Identify the thought you wish to replace.
- Create a new, more accurate thought (thought reframing).
- Verbalize it and write it in the present tense.
- Repeat it as many times a day as possible.
- Record a self-talk audio to be able to listen to the statements in your own voice.



If you really want understand **why reprogramming works**, and how to master reprogramming Dr. Shad Helmstetter's book on this process is a great resource.

“Repetition is a convincing argument.”

“As long as you and I allow others to program us in a way that fits their choosing, we are, without a doubt, out of control, captive to the whims of some unknown destiny, not quite recognizing that what hangs in the balance is the fulfillment of our own futures.”

“We control with our own minds most everything in our lives, including our health, our careers, our relationships, and our futures”

~Shad Helmstetter, *What to Say When You Talk to Yourself*



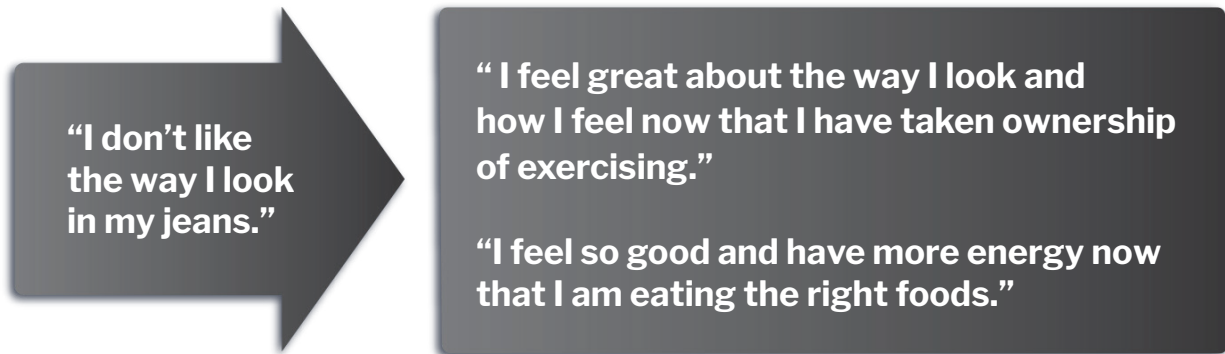
Alright! Are you ready for some **MAGIC** to happen? Time to tie it all together!

STEP 1:

Go back to *Exercise 1: Identifying Limiting Thoughts & Beliefs* and look at your answers.

STEP 2:

Reframe your three limiting thoughts to one (or more) **positive ownership thought(s)**.



STEP 3:

Write out your newly framed thoughts, and verbalize them. **(Yes, you actually have to say them aloud!)**

1. _____

2. _____

3. _____



EXERCISE 10

BELIEF is the thermostat that regulates what you accomplish in life. We act on beliefs; Period. It **does not matter what happens** to you, what **matters is how you respond**. The **BELIEF SYSTEM** is the lens through which you view all of life's experiences. Your beliefs **color how you interpret** the circumstances you are in and the events happening around you. Because **your actions** are always a **byproduct** of your beliefs, it's important to **make sure your beliefs are accurate**.

Write down five **Erroneous Beliefs** that you currently hold.

1. _____

2. _____

3. _____

4. _____

5. _____



EXERCISE 10 (Cont'd.)

Write down five **Limiting Beliefs** that are holding you back.

1. _____

2. _____

3. _____

4. _____

5. _____

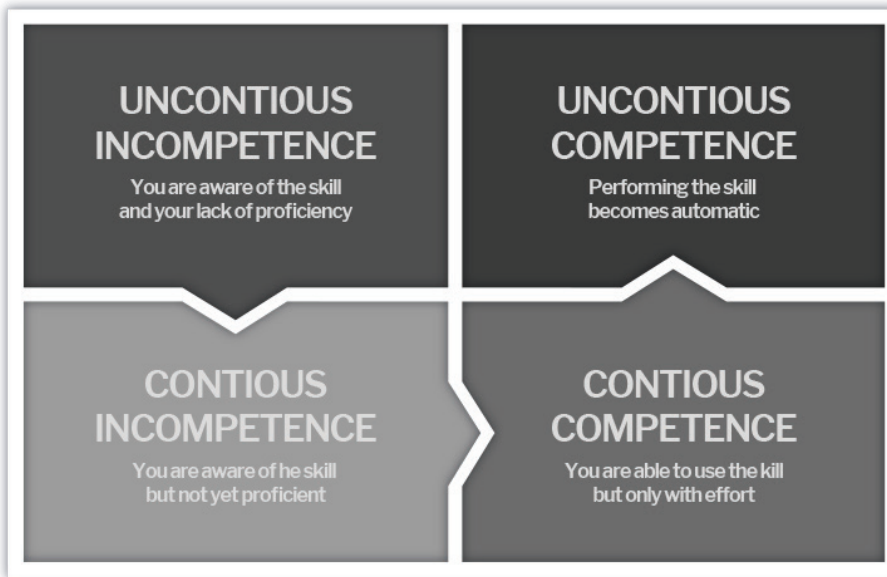
“Know that all the limiting beliefs from your family, your friends, your fears and the world will begin to come up once you start to take action. Move through them. This part of the process is where we begin to grow as individuals into who we were meant to be by challenging all of these limiting beliefs and fears.”

~ Mastin Kipp



EXERCISE 11

Anything **worth doing** is **worth overdoing**. **MASSIVE** action in the **direction of your dreams** is the most direct connection to the life and significance you desire. **Action has, and always will be, the most direct causation of the results you have now**. If you want to change your results, you **must change** something you are doing on a **daily basis**. As we begin to harness and direct our actions, it's important to **understand the four levels at which action occurs** e.g., the **Four Stages of Competence**.



FOUR STAGES OF COMPETENCE

Unconscious Incompetence (UI)

At this stage, you are so new to the action you are taking, that you simply don't know what you don't know. This is unexamined action, or action taken without direction. It's busy-ness; Action for the purpose of action instead of action for the purpose of outcome. At this level, you are unaware that what you are doing isn't working, won't work, and that change is required.

Conscious Incompetence (CI)

At this stage, you realize what you are doing isn't working. There is an awareness that you aren't very good. This is the salesman who can't close and knows something needs to change. Awareness allows you to ask questions about your action, and to seek out better, more accurate action.

Conscious Competence (CC)

At this stage, you are competent in your actions, but they require conscious effort to maintain competence. It requires effort and focus at every step. It's like the new driver who is just learning to drive. Every move must be analyzed and thought through. It is highly inefficient, but it works. You get results, but it takes a lot of effort. Conscious competence is where most people try to interrupt the byproduct process by injecting new actions into the sequence. They consciously choose a new action, trying to override the natural action underneath.

Unconscious Competence (UC)

At this stage, your actions are merely byproducts of the thinking and belief which created them. They are natural. They occur effortlessly for the holder of the habit. When your actions have become habit, you no longer need to think about them, you just do them. They become part of who you are. They take little or no effort to complete.

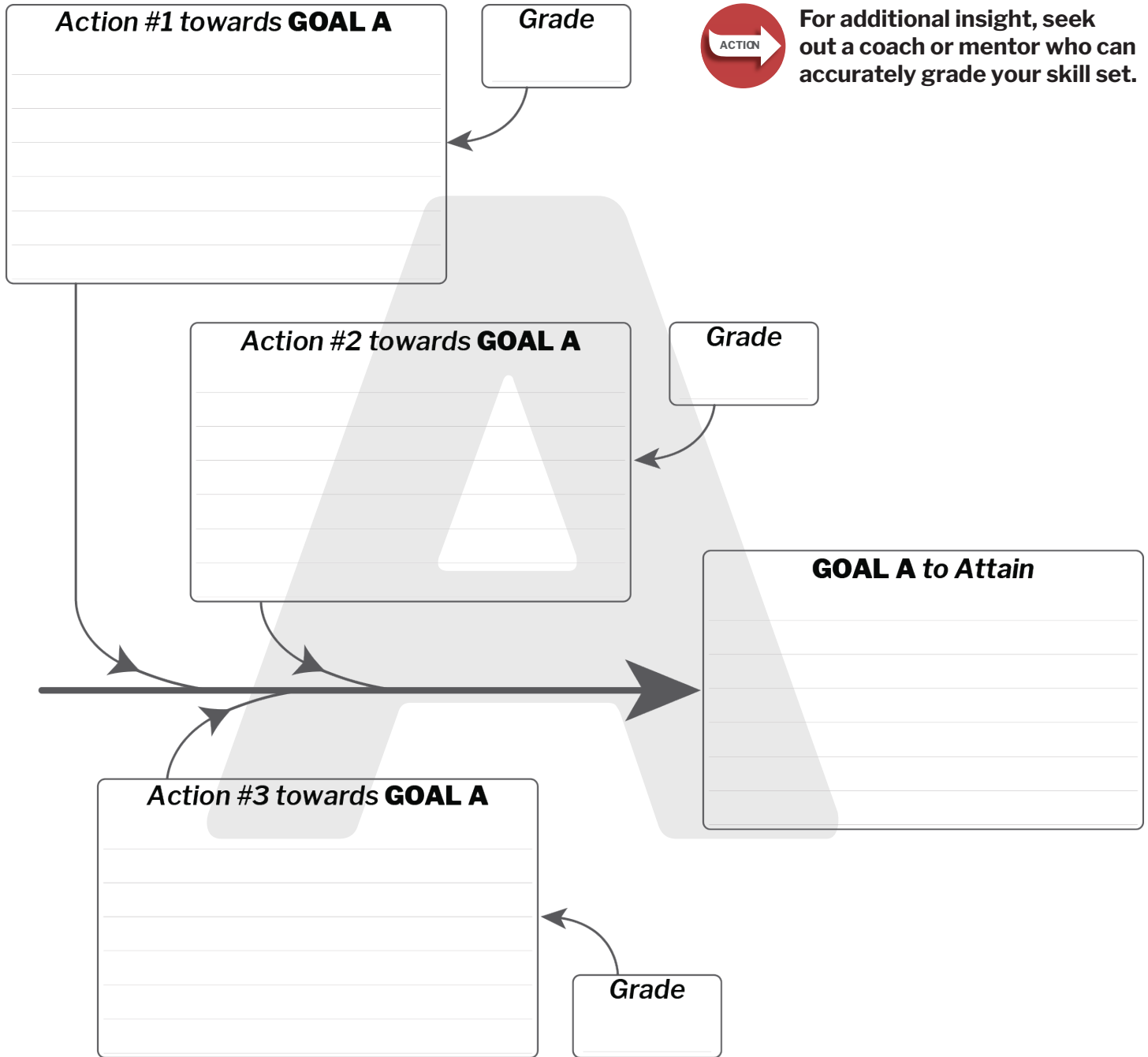


EXERCISE 11 (Cont'd.)

Identifying *your level of competency*

Identify three **GOALS** you would like to obtain. Then determine the three most important **ACTIONS** you need **to take** for each goal in order for you to attain them.

Then using utilizing the **Four Stages of Competence Model**, *self-assess your level of competency* for each skill set by **grading** them as either UI, CI, CC, or UC.

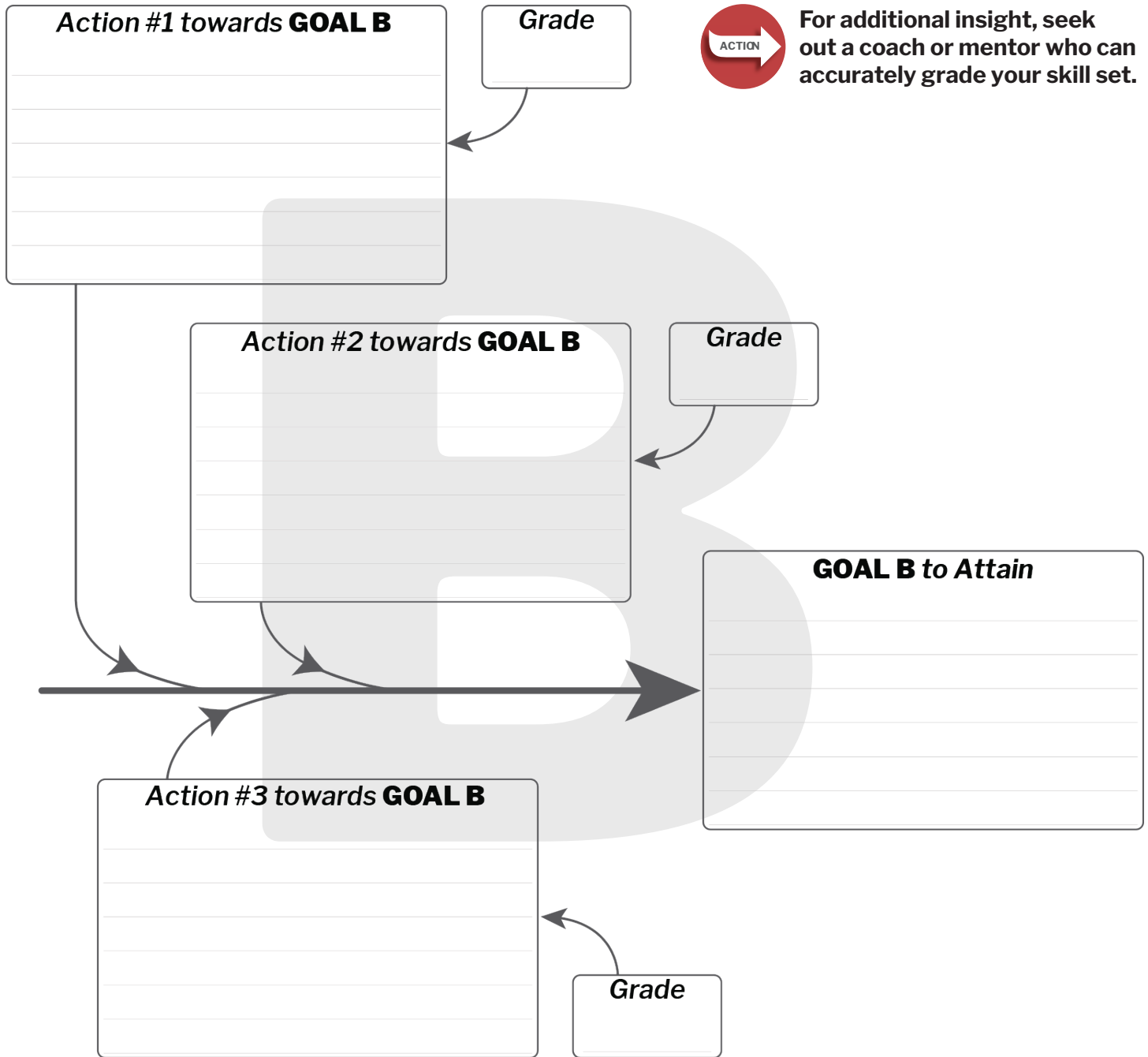




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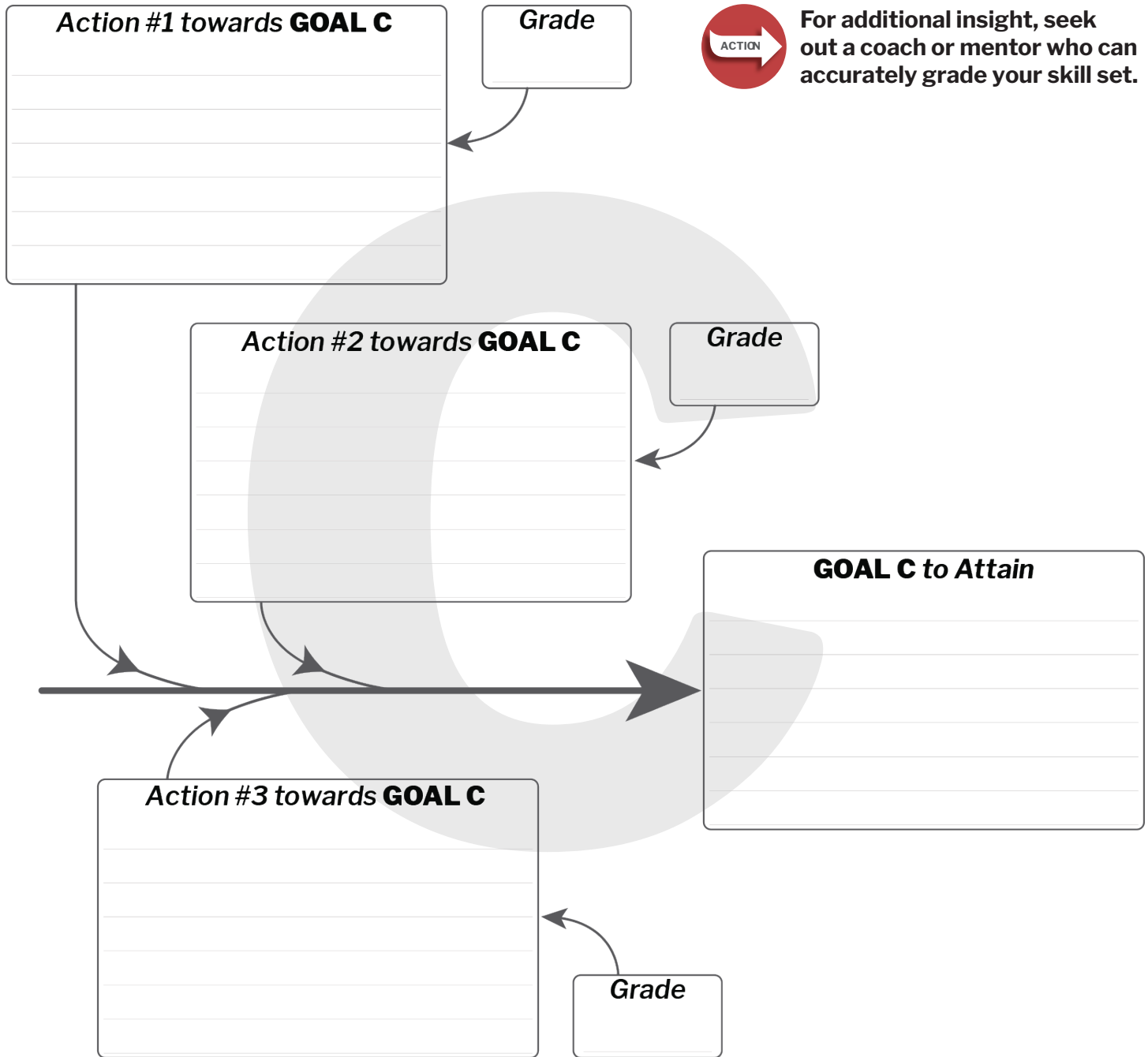
For additional insight, seek out a coach or mentor who can accurately grade your skill set.



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EXERCISE 11 (Cont'd.)

Actions

Identifying your level of competency

Specific **Actions** needed to improve competencies

Process, Precision, or Time issue?

Actions I will take to move myself to the
Unconscious Competence level

Specific **Actions** needed to improve competencies

Process, Precision, or Time issue?

Actions I will take to move myself to the
Unconscious Competence level



EXERCISE 11 (Cont'd.)

Actions

Identifying *your level of competency*

Specific **Actions** needed to improve competencies →

Process, Precision, or Time issue?

Actions I will take to move myself to the
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Specific **Actions** needed to improve competencies →

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Actions I will take to move myself to the
Unconscious Competence level



EXERCISE 11 (Cont'd.)

Actions

Identifying *your level of competency*

Specific **Actions** needed to improve competencies →

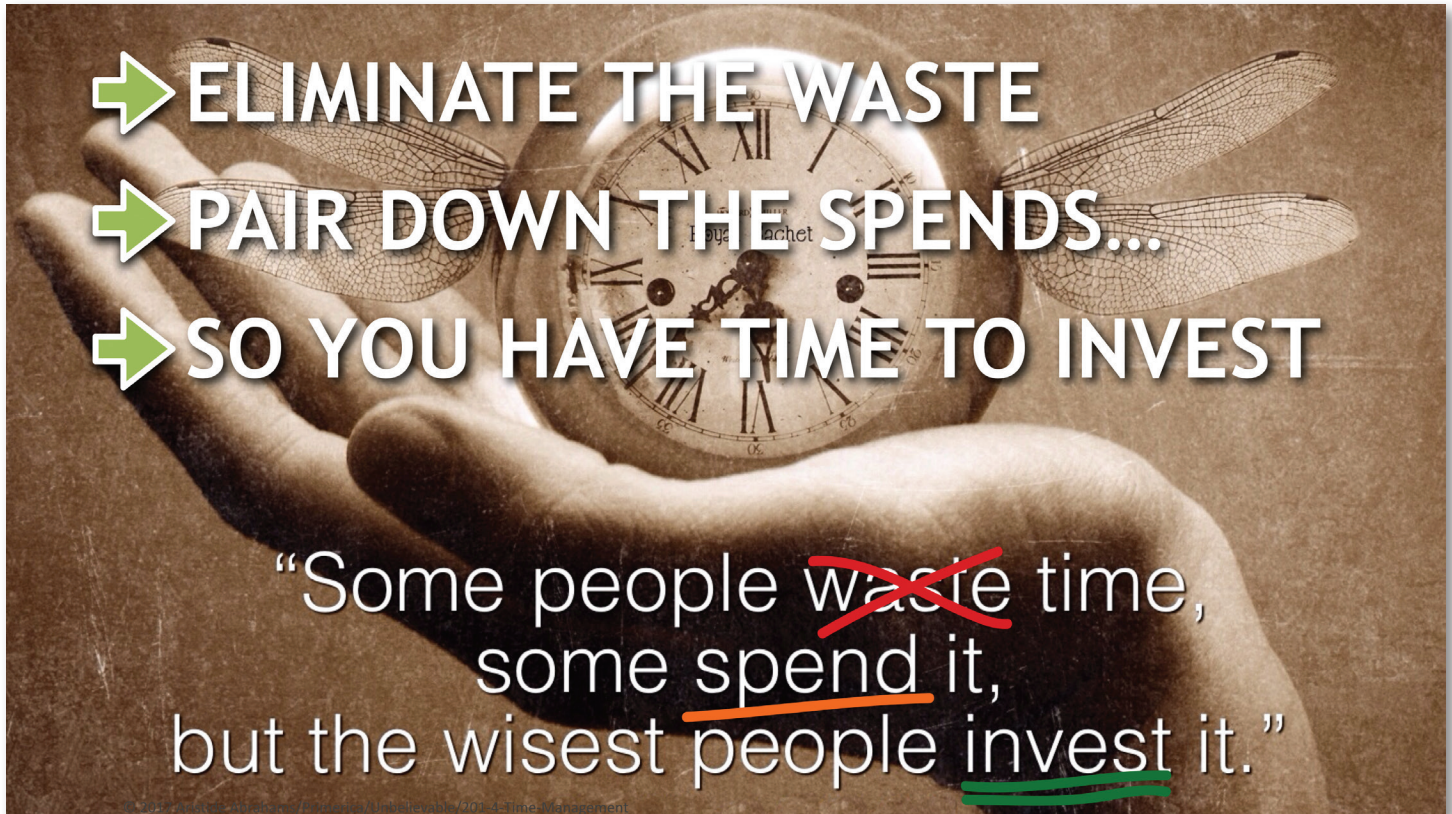
Process, Precision, or Time issue?

Actions I will take to move myself to the
Unconscious Competence level

Specific **Actions** needed to improve competencies →

Process, Precision, or Time issue?

Actions I will take to move myself to the
Unconscious Competence level



Time is the great equalizer. We all have 168 hours a week; what we *do with our time* is what *creates* the separation between the great and the ordinary. When it comes to time, there are ultimately three ways you use your time.

Waste: The first place time can go is to waste. Think about when you waste money, what has happened? We have spent money but did not get anything in return for it. The money *is gone* but we have *nothing* to show for it. This is a **waste of money**. Similarly, when we waste time, we put time into something or someone, but we have nothing to show for it.

Spend: When you spend time, time is traded for something tangible in return. Think about when you spend money at the grocery store, the *money is gone*, but you have food *in return*. When you spend money on a car, the money is gone, but you have a car in return. In the same way, time can be spent or traded for something else of value.

Invest: When we invest money, we put *capital in* with the *expectation* of getting *more out*. An investment creates more of itself. When we invest time, we are putting time into something which *yields more time* than was invested. An example of a time investment would be time put into health and wellness. The time invested here will add years, or even decades, to your life. Time invested is, in turn, yielding more time.



EXERCISE 12 (Cont'd.)

We **all have 168 hours** in a week, but before we can identify where we are **Wasting, Spending, or Investing** our time, we must first look at how our 168 hours is being used as a whole. Most people spend their time in the categories listed below. Take a few moments and write out below how much time you're allocating to each of these areas.

Make your personal timetable as detailed as possible.

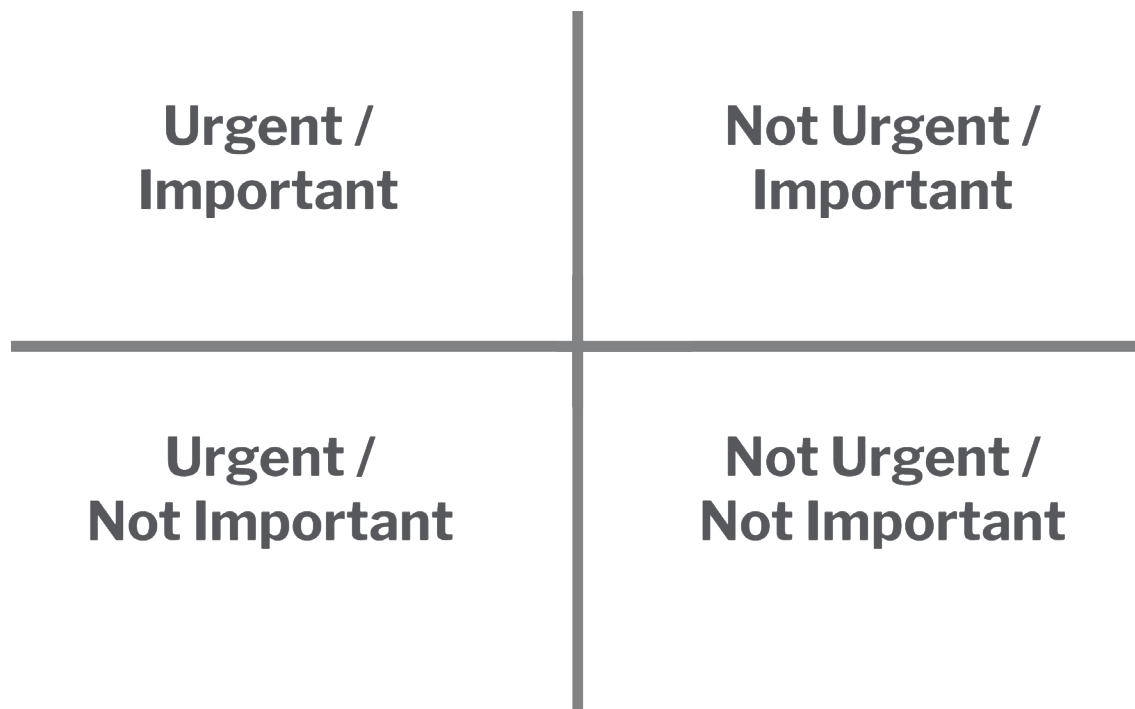
Time Management table:

ACTIVITY	TIME SPEND (hrs)	168 HOURS
Sleep →		
Work →		
Eating →		
Showering/Hygiene →		
Driving →		
Gym →		
Family time →		
Church →		
Errands →		
Entertainment →		
Other item not on list →		
Other item not on list →		
Other item not on list →		
Other item not on list →		
Other item not on list →		
Total Time Spent →	→	Subtract Total Time Spent -/-
	Unaccounted Time	



EXERCISE 13

You can have **ANY**thing you want, but you can't have **EVERY**thing you want, at least at the same time. **Prioritization is the key** to productive lives. Later made famous by Steven Covey, the Eisenhower Matrix is a **massively effective tool** for creating priorities while helping us to **identify and eliminate time wasters**.



Quadrant One: Urgent and Important

These are things which have a **major impact** on the **most important** areas of your life. They are also things with **immediate deadlines**. They are things that can only be **done by you**. If they don't meet all three criteria, they are not important and urgent.

Quadrant Two: Urgent Not Important

These things require **immediate attention** but are **not material** to the outcome of your life. They are things that need attention but do **not require you** to do them.

Quadrant Three: Important Not Urgent

These things are **critical to the outcome of your goals and dreams**. They are **material** to your life's aim. You **must do them**, but there are **no pending deadlines**. These are things that **help** us to be the **best**, most **productive version** of ourselves. They are the tools with which we will erect the skyscraper of success in our lives. Because they are not urgent, they **tend** to be **put off, delayed, or overlooked**.

Quadrant Four: Not Urgent Not Important

These are things with **little to no outcome** on the driving forces of our lives. They also have **no deadline**.



EXERCISE 14

Our **BELIEFS** create our **ACTIONS**. They also *create inaction*. Inaction, as opposed to incorrect action, in my experience, *holds most of the responsibility for a lack of results in our lives*.

As discussed earlier, when we explored the concept of using TBAR to identify and isolate issues within the byproduct process, *failure to take consistent or correct action* is the *byproduct* of *incorrect or inconsistent beliefs*.

Let's examine here beliefs which lead to inaction:

Downplaying the win:

When we believe winning isn't worth playing the game, we become benchwarmers on the field of life. When we downplay the win, similar to minimizing it, we excuse ourselves from having to play. We use these beliefs to excuse and rationalize the lack of results in our life and our inactivity in trying to change.

Blaming others or circumstances:

Believing we aren't in control of directing our future helps to excuse us from taking action to change our reality. While many times things do happen to us outside of our control, we are always in control of how we respond to them.

Rewarding ourselves even when we didn't win:

Why play the game when I can get the prize anyway? Today people live a lifestyle similar to that of people making two to three times what they earn by financing their lifestyle on credit. When we reward ourselves before we have earned it, our motivation to act and to achieve is greatly reduced. Set goals and reward yourself when the goal is achieved.

Worrying about what you can't control while neglecting the things you can:

Many people believe politics, conspiracies, the man, the economy, and other outside factors are the actual limits on their achievement. Instead of taking action to change our lives, we become paralyzed, thinking it doesn't really matter what we do since institution X is really just pulling the strings of life.

Frustration:

All great leaders experience high levels of frustration. Why? Because they are warriors against the status quo. To a leader, the status quo is exactly that—frustrating.

“Inaction breeds doubt and fear. Action breeds confidence and courage. If you want to conquer fear, do not sit at home and think about it. Go out and get busy”

~Dale Carnegie



EXERCISE 14 (Cont'd.)

Write down the top two areas in your life that you are:

Downplaying the win:

1. _____

2. _____

Which **THOUGHT(s)** must I *re-program* to initiate a change for this up the **TBAR** process?



EXERCISE 14 (Cont'd.)

Write down the top two areas in your life that you are:

Blaming others or circumstances:

1. _____

2. _____

Which **THOUGHT(s)** must I *re-program* to initiate a change for this up the **TBAR** process?



EXERCISE 14 (Cont'd.)

Write down the top two areas in your life that you are:

Rewarding ourselves even when we don't win:

1. _____

2. _____

Which **THOUGHT(s)** must I *re-program* to initiate a change for this up the **TBAR** process?



EXERCISE 14 (Cont'd.)

Write down the top two areas in your life that you are:

Worrying about what you can't control while neglecting the things you can:

1. _____

2. _____

Which **THOUGHT(s)** must I *re-program* to initiate a change for this up the **TBAR** process?



EXERCISE 14 (Cont'd.)

Write down the top two areas in your life that you are:

Frustration:

1. _____

2. _____

Which **THOUGHT(s)** must I *re-program* to initiate a change for this up the **TBAR** process?



EXERCISE 15

True champions learn to respect their process.

Amateurs practice until they get it right. Pros practice until they can't get it wrong. Pros understand that they may never love it, but they respect it and understand it is the source of their true greatness. Knowing something is when the information is truly ours. When we own it, we have control and can make use of the knowledge.

“An amateur can be satisfied with knowing a fact; a professional must know the reason why.”

“Amateurs practice until they get it right; professionals practice until they can't get it wrong.”

~unknown

True champions learn to respect their process.

Pros understand that they may never love it, but they respect it and understand it is the source of their true greatness. Knowing something is when the information is truly yours. When you own it, you have control and can make use of the knowledge.

If you really believe you truly know something, there are three questions you must be able to answer affirmatively:

Am I doing this?

When you know by doing, there is no gap between what you know and what you do.

Have I mastered this?

Mastery is when you have developed an unconscious competence. And perform successfully without having to think .

Do I have proof?

Success leaves clues. The outcome of mastery is consistent, predictable results. By default, if you are not achieving the consistent success you desire, you have not mastered the TBAR process; input Thinking, Belief, and Action to produce Results.



EXERCISE 15 (Cont'd.)

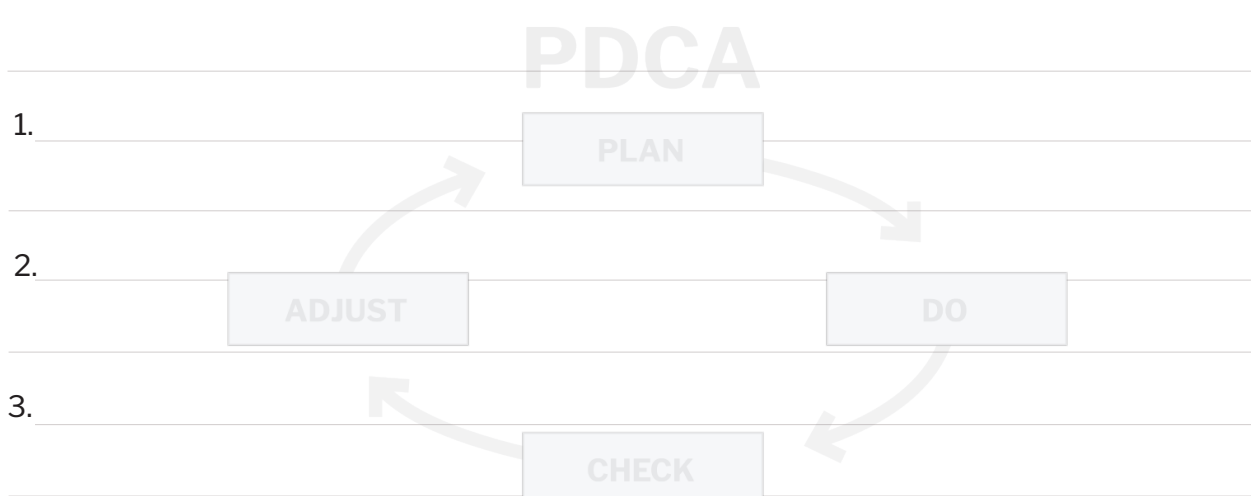
Take a moment and **identify three core competencies** related to your **area of expertise, profession, or a goal you're working to attain**. These three core competencies **are the cornerstone skill sets** which define you as an **expert**.

Now that you've identified the core competencies, take a moment and **evaluate your cornerstone skill sets** using the three questions below.

Am I doing this?

Have I mastered this?

Do I have proof?

	Doing?	Masterded?	Proof?
1. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Over the next 7 days, you're going to drill down on your 3 core competencies. and immerse yourself in those 3 cornerstone skill sets in order to achieve mastery . Focus only on the three competencies and skill sets you listed in the above exercise.



Over the next 30 days, go through and re-read your BY*PROD*UCT book. Read it as many times as you can. Take notes, highlight important parts, and really take your time to digesting the content. This will help you to "Know" the byproduct process and open up the doors to unlimited potential in your future.



Meet with your mentor or coach and evaluate your core competencies and skill sets described in this exercise. Solicit their feedback and take notes.

