

ACTIVATING A COMPETITIVE DRIVE: A TRAINING PROGRAM CREATED
TO BUILD A FOUNDATION FOR POST COLLEGE SUCCESS

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PREFACE

The motivation for this thesis came from how I dealt with many of my life circumstances and my late entry to playing sports. I did not start playing sports or become really active, until high school. From as long as I can remember, I always had a strong work ethic because of being behind everyone else in sports. A majority of my peers started playing sports and very active when they were really young. I did not have that opportunity because my parents were divorced and had little time and resources to put me in sports. Also, my sisters were really interested in their books and my brother just liked to play video games. As a result, I really had no exposure to sports or an active lifestyle early on, which resulted in me having a chip on my shoulder to compete or I would have stayed behind.

My early circumstances are no excuse for not excelling though, this is what made me who I am today. I was blessed with one great opportunity when I lived with my grandmother for a couple of years; she took me to karate every week! That is when I learned I had potential in athletics, because when we tested for our next belt everyone was copying me. I was actually ahead of my peers for one small period of time; fast forward to high school when I was behind my peers. I did not run as fast, I was not as strong, and I really did not know any fundamentals in sports. At some point I realized, I had to work hard and not waste time on the missed opportunities of the past and focus on the future. At this point in time I took it upon myself to never miss a weight room day and always tried to focus the most in practice. I had to focus on what I could control and that was when I started to thrive. As a result, I made all the varsity teams my senior year and proved to myself that I could compete at the same level of my peers.

After high school I enlisted in the Air Force and that really helped me set myself apart from the crowd. This all started with the work ethic that I developed from being behind in high school sports. Once I entered the Air Force I was focused, I stayed in the gym, I knew my *why*, and I excelled at every job I held. This experience resulted in me earning a full ride scholarship to a university and a spot to commission as an Air Force Officer. Attending college and becoming an Air Force officer were always dreams in the back of my mind, but I could not see a direct trajectory to getting there. However, working hard and staying focused on opportunities ahead of me kept that vision alive and helped me create the path to achieve those dreams.

Now that I am in college and three years of work experience, I am bothered when I hear college students whining and complaining about their excuses on why they cannot achieve success. It seems as though some college students have lost or never had a that drive to better themselves with the opportunities at hand and a competitive drive is what will help students stay focused and achieve more. Finding their competitive drive may help them find their path like it did for me. When I was behind everyone else in sports that is when I started reading motivational books and watching motivational videos to help keep me going. I did not know their purpose until I started to achieve small wins in my own life by following the different skills I learned from these books and videos. **This thesis is for those ready to take action after college and want to compete again and learn how to activate that competitive drive.**

ABSTRACT

College is a tough time in the lives of millions each year; some students have to balance classes, jobs, and extracurricular activities. This balancing act on the path to graduation can be very stressful and can leave students feeling like they have no control and are not prepared for life post-graduation. Research shows that college graduates are not prepared to face work place challenges (Lykins, 2013). Also, research concludes that generation Z are not able to fulfil their full potential because they are still seen as novice in the workplace (Chillakuri and Mahanandia, 2017, p.1). However, it is in times of adversity where students can experience the major growth opportunities. One way for students to learn how to manage these challenges is to listen to motivational speakers and read self-help and leadership books to help build their strengths. However, these books and speakers do not often follow a skills-based training curriculum. Therefore, after synthesizing and coding 40 top motivational and leadership books, five central themes were extracted to create a skills-based training program for success. The training program developed in this thesis is tailored toward college students and the challenges they experience. The skills taught in the training program are representative of the five themes found from the thematic analysis: be present and know your why, take intentional actions toward your goals, take ownership of all your circumstances, persevere through all roadblocks, and compete against yourself. The training can be used to help college students develop skills that will allow them to have more confidence in their ability to follow their why, determine useful habit and compete for the work that keeps them happy

INTRODUCTION

A recent study shows that Millennials (born between 1982-1996) now comprise more than one-third of the American workforce (Fry, 2018) and according to a study done by the American Psychological Association, 77% of Generation Z are college-going students (Chillakuri & Mahanandia, 2018). Therefore, the workforce will continue to change with these two new generations rapidly entering it and soon comprising the majority of the American workforce. With most of Generations Z being children of Millennials it is not uncommon for them to share similar traits, “like being loyal, thoughtful, responsible, and determined” (Chillakuri and Mahanandia, 2018). Also, these generations were born or grew up with technology and have been interactive from an early age, which is why some say the “digital majority is here” (Lane, 2006, p.1), and is going to be a strong part the workplace. Lastly, these generations care about their search for meaning and how they can volunteer for good causes (Trunk, 2007). That is why it is not a surprise they these generations expectations of the workforce are different than those of previous generations. Though these generations search for meaningful work, they have spent the majority of their lives communicating through technological mediums, which has created problems related to communication, relationships, and critical thinking that will also impact the workforce and their personal well-being.

Millennials tend to believe that the office cultures should “adapt to them, rather than the reverse” (Mui, 2001), which is causing them to feel uneasy about the workspace. Forty percent of Millennials did not even think they were entering the workforce with the sufficient skills needed to succeed (Lykins, 2013). Also, almost three quarters of hiring

managers complain that Millennials “lack adequate work ethic” (Pianin, 2014, para. 3). In a report by Universum, they found that 30% of Generation Z “fear failing in a leadership role” (Ang, 2017, para. 2). The younger generations’ problems come from expecting an immediate shift in the workforce that the older generations are not accustomed to or willing to provide. This tension in expectations is leading to a downfall in their own self-confidence and their ability to lead and maintain a competitive drive. With little exposure to this problem before entering the workforce it is vital that a solution is found, and students give themselves a chance to succeed after college. Universities are the place where these tensions can be addressed, and drive can be taught.

This lack of a competitive drive stems from a limited leadership development in these two generations, a result of academia treating students as customers to be “milked for money rather than minds to be cultivated” (James, 2015, para. 1). A Mckinsy study showed that, “only one out of four employers believe that traditional universities are doing an adequate job of preparing graduates for the workplace” (James, 2015, para. 1). These findings reinforce the claim that college education is not enough to prepare graduates for the demands of work, life, and an ever-changing society (*College Learning for the New Global Century A Report from the National Leadership Council for Liberal Education & America's Promise*, 2007). A college education is not providing the personal development and soft skills (communication, relational, assertiveness, etc.) training that students now need to survive and thrive in industry. Past generations developed these skills prior to college, and they continued to practice these soft skills throughout college in their everyday lives. Technological dependency has created an under-practiced generation of young people who need to learn and practice these skills. What is missing is

a course or training that prepares the next generation to have the confidence to face challenges on their own and compete for what they want.

This training should focus on personal development, emotional intelligence, communication, relationship skills, and other areas usually found in self-help books. This missing educational element may affect their work ethic and how successful they believe they could be, which is why a self-help training program could prove beneficial to college students or recent college graduates. With an overwhelming number of new employees being Millennials and the rise of Generation Z entering the work force, a training program that created more confidence in their lives could help. Only 36% of students in a survey said, “they believed they had the skills and knowledge to be successful in their careers” (Bauer-Wolf, 2017, para. 4). A training could help increase this percentage and compliment their college education.

People are more effective and perform better if they understand their strengths and what their motivations are (O’Neil and Sun, 2012). Also, employers are seeking people who are self-aware and know how to be productive (Eikenberry, 2012). That is why the skills associated with these areas should be taught before making the transition into the workforce since many Millennials were not confident and competitively driven when entering workforce and are scared leading it and the same will happen with Generation Z. Those who know how to push themselves with confidence are more capable of taking change of situations and influence others (Zimmerman, 1993). So how do these generations currently learn to become more effective and self-aware since their college education did not provide this training? One way is reading a variety of self-help books and watching motivational videos, but these sources do not necessarily focus on

“how” to develop these skills. Also, having to balance work, studying and socializing how are students going to read through so many books, watch hours of videos, and practice these skills on their own? That is why there is a strong need for a skills-based training program that helps students build their competitive drive so they can succeed in the workforce and in life post-graduation.

Students would take this training program sometime during their final two years of college and it would utilize the most beneficial parts of self-help books and the parts most related to the post-graduation transition. The self-help industry is valued at 9.9 billion dollars annual and rising (LaRosa, 2018), but does not always focus on specific generational needs. By conducting a thematic analysis of top self-help books, I was able to identify the most powerful and repetitive topics, skills, and ideas that these books were outlining and adapt them to college student needs. These topics are an excellent foundation for a competitive drive training program because it is what a majority of the top-selling authors are all affirming. The training program proposed in this thesis is a needs-based program that focuses on the themes that emerged from the thematic analysis of top best-selling self-help books.

The training program is a six-hour experience that will enable students to think more critically and begin the process of finding their competitive drive. This training will help college students become more effective in life and build that competitive drive to be successful upon entering the workforce. It was essential to create a training that would embrace the overarching needs of college students but will also enable participants to create unique paths because each participant will have different personal needs. However,

the skills required to create these personal pathways are the same for everyone, just being performed in different contexts.

The goal of this thesis is to provide college students with a training program that will help them make a smoother transition into the workplace and life post-graduation by activating their competitive drive. Research supports the claim that these two generations are not as prepared and only one in four employers believe they are ready for the workforce as Mickinsy study showed (James, 2015). In the following chapters, you will read what a majority of these top-selling authors are saying is similar and can be categorized into five themes. These themes include: being present and knowing your why, being intentional with your actions, taking ownership of your circumstances, persevering through any challenges, and then ending with understanding the importance of competing against yourself. By researching these topics and the skills associated with them, a needs-based training program was created.

CHAPTER 2: REVIEW OF THE NINE CHOSEN SELF-HELP BOOKS

In this chapter, I will define self-help and introduce the self-help and leadership books that were selected for this thesis. When I started reading self-help books in high school and continued doing so throughout my college years, I never grasped the magnitude of their knowledge until faced with challenges, just like the ones many college students experience. Since traditional students may not have had to face many problems or setbacks before going to college; it would make sense for colleges to have a curriculum to help students learn how to build their confidence to better handle life's many challenges. Those books along with many motivational videos have helped shape my perspective and have confidence in myself when faced with various challenges throughout my college experience. I argue that by synthesizing best-selling self-help and leadership books, a training curriculum to prepare students to overcome challenges can be built and properly adapted to a college audience.

Self-Help

Merriam-Webster Dictionary defines self-help as, "the action or process of bettering oneself or overcoming one's problems without the aid of others" (Hacker, 2011). "Without the aid of others" is an important concept, because motivation and drive sometimes have to come from within. You have to be the one to ignite that fire from within and reach your goals. Therefore, in this thesis, self-help is how one uses existing resources to enable them to live a productive and confident life.

Again college is the time that many students face more significant challenges on their own, and a training program for self-help would be beneficial. For example, when I started reading self-help books, I was always adding another way to solve various

problems to my knowhow and strengthened my own drive. When I started reading more of these books my life turned around, and I found myself more confident and prepared to face any challenge. That is why if college students were exposed to formal training on self-help it could benefit them and their mindset moving forward.

After reading 40 books, I have identified nine that pertain to a college-based audience based on my research and experience. The nine books were chosen based on their connection and benefit to helping college students activate or build a stronger competitive drive. In this thesis, competitive drive is defined as the motivation to be the best version of oneself. As mentioned before in the Mckinsy study, universities are not preparing student enough to thrive in the workplace (James, 2015). Therefore, the nine books also are books with the best foundational tools on how to survive more independently. This is key for college students because after college they could be thrown to the wolves with no skills to survive. However, if they can learn how to compete and take on this challenge, they will be more likely to survive the workplace and its various new challenges.

The Nine Books

I have selected the nine books that helped me have a better college experience to help support my training program. I was able to strengthen my confidence during turbulent college moments, through the lessons I learned from these nine books. Because when facing new challenges, it may be hard to figure out an effective way to overcome. This is the main reason to create a training program to help with college student confidence. Also, while reviewing these books I found that they shared common themes for activating a competitive drive, that will be explained in the next chapter. There are many areas in the self-help category, but I focused on the ones that are the most relevant

for a college audience who may not have much work experience yet. Next, is a quick introduction and summary of each of the nine books.

***Can't Hurt Me: Master Your Mind and Defy the Odds* by David Goggin.** This book is written by a retired Navy Seal who has completed the toughest Armed Forces schools like SEAL training and Ranger School. He also is known for completing more than 60 ultra-marathons, triathlons, and ultra-triathlons (Goggin, 2018). In this book, Goggin's shares his life story and hardships so that the reader can understand that it is possible for anyone to defy their odds. Also, he shares ten challenges that will help readers keep themselves more accountable and motivated to get after their goals. Well-known stand-up comedian and podcast host Joe Rogan is quoted on the back cover saying, "I firmly believe that people like him can change the course of the world just by inspiring us to push harder and dig deep in everything we do." Goggin is a no sugar-coating type of individual, he lives for the recognition of no one. He also has one million Instagram followers and is following no one else back because he lives and breathes what he teaches, about strengthening your mind and maintaining focus at all cost. Overall, his mindset and teaching would help college students have a stronger outlook and confidence in themselves.

***The Power of Habit* by Charles Duhigg.** The importance of habits in self-help is a topic seen in many books of this genre. However, not all books that introduce habits help explain how they work at the core. That is what Charles Duhigg (2012) was able to do in this *New York Times* Bestseller. He describes how patterns work in a three-step process with a cue, routine, and then reward. Also, he claims that it is possible to change your habits by just substituting one of those three steps. This is key for my training

program because building good habits are a part of living more effectively. Furthermore, habits tend to be a topic in many self-help books. Habit forming is a critical concept to own and understand especially for college students that may not know how to form and maintain great habits yet.

***The Power of Now* by Eckhart Tolle.** This number one *New York Times* Bestseller outlines the foundation that everyone should have navigation through the trails of life and the simple importance of the now. However, understanding the power of the present is a trait that seems to be overlooked with students today (Tolle, 1997). Oprah's review said that, "it can transform your thinking.... The result? More Joy, right now!" And who could be a better represented of joy than the lady infamously known for being a huge giver. Reading *The Power of Now* for the first time was when I noticed a dramatic shift in my thinking. The book discusses the power of the staying present, resistance, and observing your mind. Those skills make up a strong positive mindset that could conquer small and significant challenges. Therefore, if college students knew the concept of living in the present, they would have a head start to achieve any goals they have.

***The Subtle Art of Not Giving a F*ck* by Mark Manson.** Manson's (2016) *New York Times, Globe and Mail* Bestseller is one of the most exciting books I have read, because of his no "bullshit" perspective. Manson takes a very different approach to self-motivation and the meaning of life. He is very clear that "not everybody can be extraordinary-there are winners and losers in society, and some of it is not fair or your fault" (Manson, 2016, p.100). His straight forward approach is helpful because it conveys the message that not everything is going to go the way you think and not everyone is

going to be famous. However, once those things are understood a college student will be on their way to a better and more useful life.

***Extreme Ownership* by Leif Babin and Jocko Willink.** In this number one *New York Times* Bestseller, two decorated Navy Seals take their stance on how to be a better leader. *Extreme Ownership* is another book that gives 12 principles that great leaders should follow. With their combat experience and real-world examples, the credibility of their principles is easy to embrace. So how does a leadership book tie into self-help? This book is all about how to take ownership of your decisions, and that is what makes the difference in one's life. There are those who do not know the importance of having that ownership and could fall far behind their peers. This skill of ownership could improve a college students' life and leave them at an advantage.

***Grit: The Power of Passion and Perseverance* by Angela Duckworth.** Grit helps the reader understand what it takes to have great achievements. Dan Heath (2016), coauthor of *Made to Stick*, *Switch*, and *Decisive* states on the back cover, "this book will change your life. Fascination, rigorous, and practical, Grit is destined to be a classic in the literature of success." Not only do I agree with Heath, but I understand that *Grit* has the potential to help people make significant shifts in their lives. This book makes a great argument on how effort is more important than talent when seeking achievement. This is another great topic that adds on to how to become more active. A trait that is key when in college because at times one may feel they are not as productive as they could because they do not understand having grit.

***The Motivation Manifesto* by Brendon Burchard.** Written by number one *New York Times* Best Selling Author Brendon Burchard (2014), *The Motivation Manifesto*

gives new life to those who read it. He is able to help people gain more personal power with nine declarations. "A vibrant, genuine, and purposeful life is the right of all humankind," is the first sentence in this book (Burchard, 2014, p. 3). He said this because most of us forget that we are meant to live big and not small. When I read this book, I was able to develop more skills that kept me confident in my own life. The book reassured me and led me to reevaluate the power of presence. Also, it will enable college students to have a stronger sense of purpose going through life.

***The 7 Habits of Highly Effective People* by Stephen R. Covey.** With over 25 million copies sold, *The 7 Habits of Highly Effective People* have been read and used by many businesses across the globe. However, this book is also used for personal growth. Covey (1989) shares seven habits that focus on one's independence and interdependence. Since it is vital that both are working hand-in-hand to be more effective, just as I mentioned before, habits are essential to evolving in life, and Covey does a great job explaining seven habits that all should embrace. In turn those habits of effective people serve as a great foundation builder for students on their way to entering the workforce.

***Start with Why* by Simon Sinek.** With more than one million copies sold this bestselling author's book *Start with Why*, is another great perspective shifter. This book gives examples of "how great leaders inspire everyone to take action" as stated in the title (Sinek, 2009). This is not just another leadership book but one that inspires the reader to want to be more. Also, it helps the reader to understand how to communicate their why and the importance of it. This book lays a strong and inspirational foundation for anyone that reads it. In my training, the first step is going to be finding your purpose or why because without that guiding light it is easy to be led in the wrong direction. This may be

the most important concept for college students, because if they are not led by a why it is hard to see them going in the best direction.

This chapter gave a preview of all nine books used in this thesis. Having a preview of each book will help the reader better understand the message if they have not even read these books. After coding the nine books and extracting five themes a lot of great content was established. These five themes should be beneficial for college student to read about and most importantly it is the core of the training program.

CHAPTER 3: METHOD AND RESULTS

In this chapter, I will provide an overview of how I identified the connecting themes from the nine chosen motivational and leadership books focused on in this thesis. I also present each theme with support from the books and my own interpretation of what they mean. I will give an example to help connect the themes to activating your competitive drive. Even though one could easily read all of the books listed, finding and connecting themes is where I focused my research. Finally, this is the most useful section because it is what will be taught in the training. The five themes described in this chapter are: being present and knowing your why, taking intentional actions toward your goals, taking ownership of all your circumstances, persevering through all roadblocks, and competing against yourself.

Method

I have always been interested in motivational and leadership books for the past ten years. My free time is spent reading many of these types of books. After reading 40 books, I realized that many of them had connecting themes. Upon rereading what I thought were the most relevant and relatable books to help college students compete, I took time to identify and extract these common themes.

Identifying the themes required conducting a thematic analysis by looking at each book closely and figuring out what the author was trying to say and seeing where other authors overlapped. Not only that, but motivation and leadership books are very closely tied so most themes were easily identified. I used qualitative methods to perform open coding looking for commonalities among all the books. After completing open coding, I started to connect, collapse, and combine themes through axial coding. Completing this several times, five central themes emerged that most of these books discussed. Now I will

present the five themes and how they can help college students gain and maintain a competitive drive for post college success.

Results: Explanation of Themes

Be present and know your why. Every future achievement is going to depend on the actions one takes today. To have a competitive drive, it is critical that your current state of mind is in the moment and not focused in the past or the future. Since the past and the future hold no strength like the actions of today do; not realizing this you may find yourself less productive and lost. Being present also includes starting each new day with why you started it in the first place. Knowing one's purpose is the foundation to achieving anything worthwhile and keeps you aligned with your goals. Knowing your why and being present is the first steps towards activating your competitive drive; however, the skills to do this must be taught and practiced.

Tolle and DiCarlo (2016) stated that, "nothing ever happened in the past; it happened in the now. Nothing will ever happen in the future; it will happen in the now" (p. 50). It is clear that the present moment is all we have to work with and embracing that idea can be your first win. Burchard (2014) says that "the day is meant to be ours, and our purpose within it is to live as who we truly are and enjoy the full terrain of life's freedom..." (p. 3). Today is ours not tomorrow, not yesterday, but today is what we have! Remembering that will keep us grounded and focused for action and not just dreams. For, "humankind's main motivation is to seek and experience Personal Freedom" (Burchard, 2014, p. 4). The only way to gain that freedom is to stay present and focus on what can be done now. Stay focused on today and have a "why" to guide your present actions, so they can be more purposeful.

Deciphering ones why will help you keep the end in mind and with continuing moving forward in the right direction (Covey, 1998). Without a why clearly envisioned it will be hard to keep a deeper desire for anything you want to pursue. As Goggins (2018) said, “that means rehearsing answers to the simple question that is sure to rise up like a thought bubble: ‘Why am I here?’ If you know that moment is coming and have your answer ready, you will be equipped to make the split second-decision to ignore your weakened mind and keep moving” (p. 122). The power of knowing one’s why is something that gives back immediate benefits, because now you have a reason to keep going anytime you want to stop. Understanding and outlining one’s why is critical to fueling one’s competitive drive for initial takeoff.

Just as Sinek (2009) said, “remember, people don’t buy WHAT you do, they buy WHY you do” (p. 64). Maintaining a strong sense of why will not only keep you motivated but it will increase the likelihood of others supporting your passion. People want to know that you are pursuing something that has a purpose and that the nature of your goal is special (Duckworth, 2016). When you are in a leadership position it will be easier to get others to follow because you are led by a why. Jocko and Babin (2017) said that “leaders must explain not just what to do, but why. Only when leaders at all levels understand and believe in the mission can they pass that understand and belief to their teams so that they can persevere through challenges, execute and win” (p. 78). It would be harder to persevere through something and win if one was not starting with their why. Therefore, starting with a why is first in igniting that competitive drive in you.

The importance of a why is only actualized when one figures out how to let it lead their daily decision making. On one hand, a life without why could spiral in so many

different directions because the guiding light is not clearly identified. Then when one has a clearly stated why they know their direction because they have a purpose to it. Knowing your why is as bright and clear as the sun in the sky on a clear day. Not only is it important to have a why but it should be meaningful and relevant to one's life. Also being present and just doing what you can that day is key to not over think or stressing over situations. My why in life is all the people I told, "it is possible to achieve anything with hard work" and that is my motivation for giving my all to training for races that I compete in. This is what drives me, so when I even have the smallest thought of throwing in the towel, I think back to that. Knowing your why only powerful if one firmly believes in it and lives it out each day.

Take intentional actions toward your passion. After understanding your why and staying in the present, it is time for immediate action. That means focused and intentional action of what one has control over. Just as I did when behind in sport, I had control over the effort to move forward. Without deliberate action, the journey towards your goal does not have the momentum to survive after takeoff. The ones who reach their goals have a plan of action and ensure it is focused. That is why we started with finding our why because it confirms we are being deliberate about the right things. Being intentional is the second step to achieving your competitive drive.

Burchard (2014) stated that, "greatness belongs to those who have mastered the ability to focus relentlessly on their ambitions and act decisively toward them" (p. 63). Without actions goals are nothing, they will only be achieved when you decide to act! Once you realize what you want, it is now your responsibility to make it happen (Covey, 1998). We have to choose what actions will get us closer to our goals and then continue

to insure it is aligned with our why. Sinek (2009) stated that, “every instruction we guide, every course of action we set, every result we desire, starts with the same thing: a decision” (p. 15). However, this decision cannot be one of impulse, it has formulated and embraced by deliberate actions, so that it will not go to waste. This formulated method is taught in the training.

Being intentional means creating new habits that help with your purpose. Ruiz and Mills (1997) said that, “taking the action over and over again strengthens your will, nurtures the seed, and establishes a solid foundation for the new habit to grow” (p. 74). Without this constant action it will be hard for those new habits to stick. However, if our reason behind these actions are conditioning our impulses that opportunity for growth becomes greater (Burchard, 2014). With progress comes adversity but by choosing your battles you will put yourself in the driver’s seat and have more control.

Manson (2016) said that, “real, serious, lifelong fulfillment and meaning have to be earned through the choosing and managing of our struggles” (p. 37). Stating that once you learn how to pick what means most to you, all the other struggles will not be a priority any more, leaving you in full control. As Goggin’s (2018) bluntly stated it, “when you find yourself having frivolous conversations or becoming ensnared in activities that don’t better you in any way, move the fuck on. If you audit your life, skip the bullshit, and use backstops, you’ll find time to do everything you need and want to do” (p. 251-252). One has to differentiate from action and actives that are helping and hurting progress. There are no excuses when you have the opportunity to pick and choose your battles. It is on you to be deliberate about the next step and then take action on it!

“Uncertainty is the root of all progress and all growths” (Mason, 2016, p. 135). Reducing uncertainty is hard but you have to know what you want and the steps it takes to reach that final destination. If that means research, focus, and extra attention, then do it! Waiting around and hoping something is going to happen is what the average minds are doing, and we are not here to be average. Tolle (1999) said that, the great part of human pain is unnecessary, it is self-created as long as the unobserved mind runs your life” (p. 33). A key to being deliberate is controlling the parts of your mind you already mastered or are comfortable with. However, with practice we can learn to “find comfort in the uncomfortable, and true mastery in life” (Burchard, 2014, p. 82). It is all up to you to choose what you are willing to fight for, this way more time is actually fulfilled with useful activities and not aimless distractions.

Take ownership of your circumstances. After intentional actions there might be times when you fall short or do not stay on track. The key to controlling that, like mentioned before, is to worry about the things you can control. However, whatever outcome happens, you are responsible for it or to fix it. That means when you fail there is no passing the blame, only holding yourself accountable. One has to know that the discipline comes from within, and consistently taking ownership will help strengthen that competitive drive from the inside. Take complete ownership and responsibility and in the end, you will feel and become more empowered. Also, making yourself more likely to compete for what you really want.

Burchard (2014) said that, “enlightenment comes when we realize happiness is a choice sadness is a choice, anger is a choice, love is a choice” (p. 54). Taking ownership is first about knowing that you choose your battles and have to live with the outcomes.

“You are responsible for your reality. Decide what you want of the world and go make it happen” (Burchard, 2014 p. 139). It is time to take the initiative and focus on what you want, and own that the decisions are in your control. Compete and decide how badly and what you are willing to sacrifice for your goals.

This is going to become a major asset when you are the one leading or just leading yourself. It is pivotal to set the standard for yourself to follow and having the ability to choose to give more effort and leave your comfort zone. Jocko and Babin (2017) said, “if substandard performance is accepted and no one is held accountable- if there are no consequences- that poor performance becomes the new standard” (p. 54). Whichever way you choose to strive for excellence or live with poor performance, that is on you and you are responsible for any result. However, one might sleep better at night knowing they gave their all to the opportunity at hand.

To achieve anything worthwhile you have to take complete ownership for all of your actions. Ruiz and Mills (1997) said that, “when you are impeccable, you take responsibility for your actions, but you do not judge or blame yourself” (p.31). This only occurs when you start to feel good about the decisions you make and if you are going in the right direction. However, if a bad decision is made one has to be brave enough to make the next one better. You are choosing and overcoming your battles. Just as Manson (2016) stated, “when we feel that we’re choosing our problems, we feel empowered” (p. 91). That power is going to continue to drive you closer to your goals and help with keeping that competitive drive. However, “we don’t always control what happens to us. But we always control how we interpret what happens to us, as well as how we respond”

(Mason, 2016, p. 94). It is our responsibility to choose how to respond, since everything is not going to go the way we might have imagined.

Covey (1989) stated that “if you are an effective manager of yourself, your discipline comes from within; it is a function of your independent will” (p. 157). This is all about owning everything you do and becoming stronger from making those decisions. Goggin (2018) made a clear case about ownership when he said, “you aren’t missing out on opportunities, making shit money, and getting evicted because of America or Donald fucking Trump or because your ancestors were slaves or because some people hate immigrants or Jew or harass women or believe gay people are going to hell. If any of that shit is stopping you from excelling in life, I’ve got some news. *You are stopping you!*” (p. 69). In the end, remembering that it is on you to fix your circumstances will help you break any weak and excuse drive thoughts out of your mind. Also, it will continue to add fuel to that competitive drive as it is guided towards your dreams.

Persevere past all and every roadblock. Taking ownership outlined why you should own up to all the outcomes and how it will empower you. However, it is not just about owning up to mistakes, it is also about pushing through the really hard times and staying consistent. Great things take time, practice, and patience. The main goal is to not stop, because once you stop you have to start all over again. The key to persevering is remembering your why and your purpose for starting! We have to find and reinvigorate our motivation constantly and keep going to win. This is why we compete in the first place, to be able to break through the tough times. We should get excited to face

adversity because we know how to persevere through any obstacle. This is not easy but there are key soft skills that can assist you with this and addressed in the training.

When we face obstacles, we have to remember our ownership step and that we choose this path. So as Manson (2016) said, “learn to sustain the pain you’ve chosen. When you choose a new value, you are choosing to introduce a new form of pain into your life” (p. 158). If from the start of any new challenge you see it as you are choosing it, then it will be easier to go through because it was your choice. Welcome the pain and embrace the suck for the time being, is what will continue to move you forward. Burchard (2014) stated that we, “must see struggle as positive and necessary for our growth and ability to innovate and serve” (p. 136). If we maintain that positive mindset in hard times, we give ourselves a chance to compete and grow. This growth can only happen though if we are challenged and take it on full force.

Understanding that opportunities are disguised as hard work, will help you choose and go through the right battles. Angela Duckworth (2016) found that “grit is a predictor of who made it through and who did not” (p.10). She also discovered that, “gritty people typically stick with their commitments longer than others, it seemed like the major advantage of grit was, simply, more time on task” (p.117). The more grit you have, the more likely to stay on it and in the end win. Grit is just another word for perseverance, so work on your grit! As Eric Thomas (2008) one of the world’s top motivational speakers, said in his video, “if it was easy everyone would do it.” You must choose the hard battles and fight through until you win.

Duckworth (2016) said that, “sometimes it looks like people with great self-control aren’t working hard – but that’s because they’ve made it automatic” (p.52). Once

you choose your battle and decide to fight you have to keep competing over and over so those strong habits can form. After time and new strong habits form, you will have an arsenal of mental warriors ready to help you win. Duckworth (2016) also added that if you want to be great at something you have to “overextend yourself” (p.45). Since college is not the time to take it easy and after one hard challenge there just may be another one waiting, you have to be ready to fight. Therefore, continue to form great habits and it will become easier to overcome new challenges. As Ruiz and Mills (1997) said, “practice makes the master. Everything you have ever learned, you learned through repetition. You learned to write, to drive, and even to walk by repetition” (p.86). The will to fight is not enough you have to have the will to prepare and then you will succeed.

Duhigg (2012) stated that, “willpower is a learnable skill, something that can be taught the same way kids learn to do math and say, ‘thank you’” (p. 134). This is not an impossible skill to learn but it will take time and effort; something that can be started in the training program. Your mind has to stay focused and committed to your goals. You have to fulfil your opportunities while you still have them. Goggins (2018) said it best, “remembering what you’ve been through and how that has strengthened your mindset can lift you out of negative brain loop and help you bypass those weak, one-second impulses to give in so you can power through obstacles” (p. 139). Knowing your why, taking intentional action, and having ownership over which battles you take on will enable you to persevere through life’s challenges. Giving yourself the best opportunity to obtain whatever your heart desires will propel that competitive drive needed to get you through the hard times.

Compete against yourself. Nothing mentioned above is about you competing with others because it all starts with you. It is important to be in competition with yourself, so that personal mental barriers can be dismantled. The focus has to deliberately be on yourself and tailed to how you can improve and not comparing your journey with others' journeys. It is you against you! The question has to be asked, how satisfied you will be when your time is up, and the dirt is thrown over your casket? Competing against yourself is about focusing on what you have control over, and that is you.

Manson (2016) said that, “without death, everything would feel inconsequential, all experience arbitrary, all metrics and values suddenly zero” (p. 195). I think it is important to remember we are using our mortality to help keep us grounded and focused on the things that actually matter in life. Goggin's (2018) stated that, “if you want to be one of the few to defy those trends in our ever-softening society, you will have to be willing to go to war with yourself and create a whole new identity, which requires an open mind (p. 219). Again, he said, we are not at war with others but with ourselves. This is not about anyone else but the journey of self-discovery; something college students are not receiving in their formal education. Everyone has the ability to write their own story and make it as glorious as they can imagine. What are you going to do now that you know you have the power to create your story?

Your fulfillment with life will come from competing with yourself. Sinek (2009) said that, “when you compete against everyone else, no one wants to help you. But when you compete against yourself, everyone wants to help you” (p. 223). How great would it be to follow your dreams and have people around to support it? This is what happens when you compete with yourself, people are more likely to support someone at war with

themselves and not others. I personally like to compete in obstacle course races but only to beat my previous time and get better in my own mind. When I compete with myself the pressure is off, and I end up ahead of others just by being focused on me. However, to really be great you have to give extra effort. Ruiz and Mills (1997) said, “.... if you always do your best there is no way you can judge yourself” (p. 77). It is your time to compete with yourself and give that needed effort to improve.

Competing with yourself is a war with just you. However, in this war you know who the winner is going to be! The key to satisfy this skill is to not be worried about anyone else. We are all on our own unique journey through life so always trying to compare yourself with others will just take you off course. Focus on being a better you, the best you, the you that is in the dreams that prevent you from sleepless nights!

Summary of Themes

Covey (1989) stated that, “you can make certain that whatever you do on any particular day does not violate the criteria you have defined as supremely important, and that each day of your life contributes in a meaningful way to the vision you have your life as a whole” (p. 105). Just as mentioned before, what do you want to be remembered for? These five themes are all about having life your way and being remembered on one’s own terms, but it will take competing for! As the great mind behind Apple Inc’s success, Steve Jobs said in his Stanford University commencement address, “remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart” (Jobs, 2008). Activating your competitive drive is all about living and doing what your heart desires before you die. While you are alive is the opportunity to take at your shot at your dreams! So, compete for it, you have nothing to lose.

In the end, starting with being present and finding your why is the launching point of your competitive drive. After that drive appears take intentional actions and take ownership of those actions to fuel that drive. Then, when challenges arise one must know how to preserve through it. Finally, remember that this is competitive with oneself will help you get the support from people around you. Having a strong competitive drive will help take students to the next level after they graduate. Especially when it is time to leave that safety net of just going to school, now is the time to really compete for the life you always wanted.

The five themes that were extracted and expanded upon were used to create the training program for college students. Using these themes are important because they come from some of the most forward-thinking books in leadership and motivation. Hopefully reading this section and the training program college students can see the benefit of self-help and be on their way to activating that competitive drive.

CHAPTER 4: TRAINING PROGRAM

The training program included at the end of this thesis is what will help college students activate their competitive drive. In the previous chapter I defined the different themes and now we can put them to work. The themes were used to create learning objectives for this training program. Each theme is representative of one of the main topics of the different training modules. Each module focuses on three different skill-based learning objectives.

The learning objectives are:

At the end of this training session trainees will be able to:

- articulate their why and demonstrate how they can stay in the now
- demonstrate their knowledge of intentional action and why they should take complete ownership.
- describe the power of perseverance and why they should only compete with themselves.

This chapter contains the entire training manual and is organized into several sections. All of the supporting documents and materials for this training are included. The training manual is typically bound and provided as a stand-alone document with all of the documents included in this chapter. The following sections and documents are included:

- *Training Proposal*: Describes the trainer's background, outlines the training, describes the expectations, and previews the training content
- *Training Audience Summary*: Identifies the audience and overviews the need for the training

- *Task Analysis*: The detailed, comprehensive, step-by-step outline of the skills and behaviors used to create the training
- *Needs Assessment*: Identifies and measures the needs of the trainees and their level of competence for each skill
- *Learning Objectives*: Describe what the trainees are expected to learn from the training
- *Module One Welcome and Finding your “Why”*: Finding ones “why” and demonstrating how they can stay in the now
- *Module Two Intentional Action and Ownership*: Demonstrate knowledge of intentional action and taking ownership
- *Module Three Preserve and Compete Against Yourself*: Describe the power of perseverance and competing with oneself
- *Module Four Conclusion*: Review the training
- *Training Evaluation*: Final analysis of the training and its effectiveness.
- *Training PowerPoint Slides*

Training Proposal

TRAINING CONCEPT

Jason Cathey's Activating a Competitive Drive Training Seminar is a needs-based training for college students to prepare them for post-graduation success. This training uses experiential learning and skills-based techniques to help students identify and reach their goals. Jason Cathey studied management at Texas State University and during his time in college he recognized what students were not learning in the classroom.

Inspired by top selling motivation and leadership books he created this training to bridge the gap between classroom and board room. Trainees will explore steps and skills that will enable them to activate their own competitive drive, so they can be prepared for work place success.

TRAINING OBJECTIVES

Upon completing Jason Cathey's Activating A Competitive Drive Seminar, trainees will understand how to:

- articulate their why and demonstrate how they can stay in the now
- demonstrate their knowledge of Intentional action and why they should take complete ownership.
- describe the power of perseverance and why they should only compete with themselves.

TRAINING BUDGET

Supplies/Materials	# of Trainees	Cost per Trainee	Total Cost
Trainer/ Curriculum Development Monday: 1,000 (6 Hours)			\$1,000.00
Supplies and Materials	30	\$20.00	\$600.00
Total			\$1,600.00

BIOGRAPHY

Jason Cathey graduated Texas State University and earned his bachelor's in management. He is an active duty Air Force member and has been intrigued by leadership studies. While at Texas State he completed an undergraduate thesis on Activating a Competitive Drive.

Mr. Cathey's researched how generation Y and Z may be underprepared to enter the workforce upon graduation from college. With the help from top motivation and leadership books, he was able to create a training program tailored to helping college students achieve their goals.

Upon graduating Texas State, Mr. Cathey was commissioned as an Officer in the U.S. Air Force.

Training Audience Summary

College Students face Stress

The purpose of college is to graduate and get a job or go for another degree. Going through that journey to the degree comes a lot of setbacks and adversity. Because unlike high school your parents are not with you. Also, the course work is hard, and everyone is held to a high standard. It is the time in many students lives they finally step up to the plate and figure out how they are going to navigate life. However, I want to focus on the latest generations being Generation Y and Z.

Generations Y and Z

A recent study shows that Millennials (people born between 1982-1995) now comprise more than one-third of the American workforce (Fry, 2018) and according to a study done by the American Psychological Association 77% of Generation Z (people born between 1996-2015) are college-going students (Chillakuri and Mahanandia, 2018). Therefore, the workforce will continue to change with these two new generations rapidly entering it and soon comprising the majority of the American workforce. With most of Generations Z being children of Millennials it is not uncommon for them to share similar traits, “like being loyal, thoughtful, responsible, and determined (Chillakuri and Mahanandia, 2018). Also, these generations were born or grew up with technology and have been interactive from an early age (Lane, 2006). Which is why some say the “digital majority is here,” and is going to be a strong part the workplace (Lane, 2006). Lastly, these generations care about their search for meaning and how they can volunteer for good causes (Trunk, 2007). That is why it is not a surprise they these generations expectations of the workforce are different than those of previous generations. Though these generations search for meaningful work, they have spent the majority of their lives communicating through

technological mediums, which has created problems related to communication and relationships that will also impact the workforce and their personal well-being.

Millennials tend to believe that the office cultures should “adapt to them, rather than the reverse” (Mui, 2001). Which is causing them to feel uneasy about the workspace. Forty percent of Millennials did not even think they were entering the workforce with the sufficient skill needed to succeed (Lykins, 2013). Also, almost three quarters of hiring managers complain that Millennials “lack adequate work ethic” (Pianin, 2014). And, in a report by Universum, they found that 30% of Generation Z “fear failing in a leadership role” (Ang, 2017). So, the younger generations problems come from expecting an immediate shift in the workforce that the older generations are not accustomed to. Which is leading to a downfall in their own self-confidence and their ability to lead. With little expose to this problem it is key that a solution is found, and students are not being left behind.

Why this Topic

I choose this topic because too many times in life we are at fault to not stepping up to the plate with a positive mindset. Since I was in high school, I have indulged myself in motivational and leadership books. They have helped me stay positive and always strive for more. Every time I have been let down or told no, the skills I learned in these various books have helped me move on and reach my goals no matter the setback. And that is all about having a competitive drive to keep going forward no matter what obstacles arise. I want other people to have that ability to overcome anything and know that there is a way to win. This connects with college students because this may be their first time facing a major or minor setback alone. Plus, college might be their opportunity to get that first big job!

Expectations for the Training

This training is expected to promote that competitive drive to succeed and the ability to be more effective in work and life. We tend to talk ourselves out of pushing the boundaries because we don't have all the tools to succeed. However, that will change with the training program. It will teach us how to better think about situations and have more control over life and school. This training is all about expanding the mind to think positive in tough situation and become more action based, instead of just going through the motions. The life people dream about all starts with activating that competitive drive.

Task Analysis

Immediate Purpose: To add purpose so that you are more competitive in life.

I. Be Present

A. Identify your Why

1. Determine your why.
 - i. Identify what you think your life purpose is at this time.
 - a. Assess what motivates you to accomplish tasks.
 - b. Identify what you are good at doing.
 - c. Write down where you see yourself in the future.
 - ii. Identify what you will sacrifice everything for.
 - a. Write down what you want to accomplish.
 - b. Write down what you would do if you knew you couldn't fail.
2. Support your why with reason.
 - i. Identify what you want out of life before you die.
 - a. Make a bucket list.
 - b. Make another list of things that could happen soon.
 - ii. Identify what your dreams for the future are.
 - a. Write the thoughts that keep you up at night.
 - b. Keep your thoughts focused on one or a few similar dreams.
 - iii. Outline where you see yourself in 5, 10, and 15 years.
 - a. Write down goals for 5, 10 and 15 years.
 - b. Keep the goals short and simple but in the same direction as your why.

B. Figure out what your passion is.

1. Identify what you care about.
 - i. List the things that mean the most to you.
 - a. Write down what you think you can't live without.
 - b. Write down what you wouldn't want to leave your life.
 - ii. Identify what you give the most time to.
 - a. Make a list of everything you do for a week.
 - b. Identify what things are moving you forward or are a waste of time.
 - iii. Identify what you want to give more time to.
 - a. Evaluate if it beneficial or could be doing something more useful.
 - b. List things you should be giving more time to.
2. Identify what in life excites you.
 - i. Identify what will get you out of bed on a bad day.
 - a. Write down that things that make you happier.
 - b. Write down things that make your mood worse.
 - ii. Identify what makes you happy when you do it.

- a. List the activities that make you happy and playful.
 - b. List activities you could do that will make you happen and playful.
- C. Determine out who relies on you.
 - 1. Identify down who you are doing it for.
 - i. List the names of people that will be impacted by your success.
 - ii. List people who will be impacted if you don't succeed.
 - 2. Identify and list the people that need your support.
 - i. List the names of people that rely on you.
 - ii. List the names of people that may one day rely on you.
- D. Determine what you believe in.
 - 1. Determine out what guides the decisions you.
 - i. Identify what factors influences your decision making
 - ii. Write down past experience that taught you the biggest lessons.
 - 2. Determine what your values are that guide you.
 - i. Write down your core values.
 - ii. Write down 3 words you live by.
- E. Identify your purpose.
 - 1. Identify what you believe you were meant to do.
 - i. Identify what your good at.
 - a. Write down what task come easy to you.
 - b. List the things others say you are good at.
 - ii. Identify what will help you achieve your why.
 - a. Identify skills that have help you achieve more now.
 - b. Access which skill you can work on immediately.
 - 2. State your purpose.
 - i. Find out what is it that drives you.
 - a. Identify thoughts or experience that bring out emotion in you to achieve.
 - b. Identify times when you had to give more then you thought and how you accomplished that.

II. Take Ownership

- A. Determine what you have control over.
 - 1. List the things that are in your control.
 - a. Identify what you are able to do with no one's help or permission.
 - b. Identify your fears.
 - c. Differentiate things you run from because of the challenge.
 - 2. List the things not in your control.
 - a. Identify how you will focus less on things you can't control.

- b. Write down different ways to motivate yourself on things you can't control.
 - B. Choose your problems.
 - 1. Write out what you are willing to fight for.
 - a. Identify your dream job.
 - b. Write down what you want to be remembered for.
 - c. Write down things that you love.
 - d. Identify what freedoms you have.
 - 2. Identify what causes stress and not growth.
 - a. Identify your fears.
 - b. Identify what causes you uncertainty.
 - c. Write down times when you have negative thoughts.
 - C. Focus on solutions not problems.
 - 1. Make action-oriented decision.
 - a. Identify the problem.
 - b. Identify if you had a problem like that before.
 - c. Used what worked before.
 - 2. Identify better solutions.
 - a. Find more tactics and resources
 - b. Decide what is a good solution.
 - c. Use that solution.
 - d. Repeat until problems is solved.
 - D. Hold yourself accountable.
 - 1. Accept your failures from the past and write them out.
 - a. Write down what you value now.
 - b. Identify what you are grateful for.
 - c. Don't think of past failures as present problems.
 - d. Write your failures down and then throw it away.
 - 2. Identify new strengths.
 - a. Write down new accomplishments.
 - b. Write down what you want to achieve next.
- III. Take Deliberate Action in Everything you do
- A. Identify what you want out of life.
 - 1. Set goals.
 - a. Decide what you want.
 - b. Write down a clear statement of what it is you want.
 - c. Let your friends know.
 - d. Plan out how to achieve that goal.

- e. Research different ways.
 - f. Focus on achieving that goal.
2. List your goals short and long term.
 - a. Be realistic.
 - b. Make sure your goal is specific.
 - c. Make sure goal is measurable.
 - d. Make sure goal is achievable
 - e. Make sure your goal is timely.
 - f. Make short term goals able to accomplish in the near future.
 - g. Make long term goals related to short term but more than a couple months away.
 3. Identify your strengths and weaknesses.
 - a. Write down what your good at.
 - b. Write down what others compliment you on.
 - c. Write down things that bring you more energy.
 - d. Write down take that drain your energy.
 - e. Identify task you can do for long periods of time without being tired.
 - f. Identify your hobbies and why you do them.
- B. Create good habits.
1. Analyze your routine from day to day.
 - a. Write down everything you do for one day.
 - b. Identify the things that are productive.
 - c. Identify the things that are not useful.
 2. Create new habits that reflect your goals.
 - a. Start small.
 - b. Focus on routine and making it daily.
 - c. Find a way to reward the behavior.
 - d. Write down new progress made.
 - e. Find someone to support your new habit.
- C. Determine what has your focus.
1. Figure out what makes you lose focus and list it out.
 - a. Write down what you spend the most time on.
 - b. Identify what distractions you have.
 2. Decided to work with it or let it go.
 - a. Identify what you can work without.
 - b. Identify task that you need to let go because they interfere with your goals.
- D. List your uncertainties.
1. Determine what you fear.
 - a. Identify the things you would do if you weren't afraid of them.

- b. List what scares you.
 - 2. Find out what is holding you back.
 - a. Identify where you are not putting your efforts.
 - b. Identify task that can be accomplish if you just scheduled them in.
- E. Recognize your responsibilities.
 - 1. Determine what habits you should start doing.
 - a. Identify what is going to get you closer to your goals.
 - b. Identify new habits you can start doing immediately.
 - 2. Start working on new habits.
 - a. Get started on practicing those habits.
 - b. Create a reward for good habits completed.

IV. Persevere

- A. Determine how to find the positive.
 - 1. Ask, “what good can come out of this situation?”
 - a. Find the optimistic part of the situation.
 - b. Only keep positivity around when possible.
 - c. Exercise regularly and eat well.
 - 2. Avoid negative self-talk.
 - a. Don’t let fears blur your vision.
 - b. Think of failures as lessons.
- B. Encourage hard work.
 - 1. Get your hands dirty and do the hard work.
 - a. Think of hard task as opportunity.
 - b. Realize that pressure is needed for results.
 - c. Take every opportunity that seems difficult but align with your goals.
 - d. Understand that failing is part of the process.
- C. Rely on practice and repetition
 - 1. Make time to practice and learn new skills.
 - a. Schedule time to work on new skills.
 - b. Remain focused on your schedule.
 - 2. Repeat what is hard and what your weak at.
 - a. Focus on the most challenging task
 - b. Maintain consistency, hard task take time.
- D. Master the misery.
 - 1. Find a way to win tough situations by remembering your why.
 - a. Understand in difficult times growth occurs.
 - b. Practice the challenging task more.
 - c. Focus on the end not the current problems.
 - d. Remember your why and make it to the end.

- V. Compete Against Yourself
 - A. Identify yourself your biggest opponent
 - 1. Know that you are competing with yourself.
 - a. Only focus on what you can do and control.
 - b. Do what is best for you.
 - 2. Focus on yourself.
 - a. Understand everyone is on their own journey.
 - b. Don't judge others.
 - c. Help support other goals with positivity.
 - B. Live with purpose.
 - 1. Keep your purpose on your mind daily.
 - a. Post it to where you can see it.
 - b. Think about it when you want to give up.
 - 2. Share your purpose with the world.
 - a. Create conversations with your friends about their purpose.
 - b. Create conversations with new people about their purpose and what they think it is.
 - C. Do your best.
 - 1. Improve in everything you do.
 - a. Focus on improvement.
 - b. Focus on small task daily.
 - 2. Reevaluate your goals.
 - a. Identify if your goals are specific.
 - b. Create goals that are measurable.
 - c. Create goals that can be achieved in time.
 - 3. Find a way to end the day on empty.
 - a. Create a winning mentality.
 - b. List what you didn't make time for that you should have.
 - c. Work on your goals daily .

Needs Assessment for Competitive Drive

Please take few minutes to complete the following questionnaire. No need to put your name, all results are confidential. This questionnaire is made to see where the training should be focused on least and most for activating and developing a competitive drive.

After reading each question, simply circle yes or no If it applies to you or not.

- | | | |
|--|---|---|
| 1. I have goals outlined for the year. | Y | N |
| 2. I believe you can achieve what you put your mind to. | Y | N |
| 3. I always look for the positive in bad situations. | Y | N |
| 4. I like to compete in everything I do. | Y | N |
| 5. I have developed good habits. | Y | N |
| 6. I spend time thinking about my next move. | Y | N |
| 7. I know I am in control of my life. | Y | N |
| 8. I am self-motivated. | Y | N |
| 9. I think through my problems. | Y | N |
| 10. I use past experience to help me solve new problems. | Y | N |

After reading each question, simply circle the response that you agree with.

11. I know my why.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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12. I know how to create and identify good habits.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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13. I understand how to preserve.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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14. I always focus on competing with myself.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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15. I see obstacles and challenges as opportunities.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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16. I am confident in my skills and abilities to succeed.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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17. What do you want to gain from the training? Thanks for your feedback!

Module One: Welcome and Finding Your Why

Competitive Drive: Training Plan

Training Topic: Welcome & Finding your Why

Training Plans/Module 1

Learning Objective: At the end of this session, trainees will be able to articulate their “why” and demonstrate how they can stay in the now.

Time	Content	Methods	Resources
8:00 A.M.		Trainer Introduction	PowerPoint #1: Welcome and introduction
8:05 A.M.		SET INDUCTION: Ask class, “in five years what would you be doing if you knew you could not fail? -What are the possibilities for your life? -How could you affect the lives around you?	Power Point #2: Question Slide
8:15 A.M.	People are more effective when they are led by a purpose. Throughout my research I have found 5 themes that are common among top motivational and leadership books <ol style="list-style-type: none"> 1. Be Present and Know your Why 2. Take deliberate action toward goals 3. Take ownership of all 	LECTURE	PowerPoint #3: The Five Themes
8:20 A.M.	your circumstances 4. Preserve through struggles 5. Compete against yourself The Purpose of this training seminar is TO PRESNET YOU WITH SOME TOOLS AND SKILLS ON HOW TO ACTIVATE A COMPETEIVE DRIVE. If you do not have in limits on what you can do in life, what can really stop you? You will be surprised at what you can accomplish as long as you first have some tools to start!		PowerPoint #4: Purpose of this Training
8:30 A.M.		SET INDUCTION: Eric Thomas one of the world’s top motivational speakers is going to helps us understand what is our why Play Eric Thomas Video “What’s your Why?”	PowerPoint #5: Eric Thomas Video slide “What’s your Why” https://www.youtube.com/watch?v=5XlGu3Kxg2l&t=28s
8:40 A.M.		GROUP DISCUSSION: Thoughts on Eric Thomas Video <ol style="list-style-type: none"> 1) Ask how they felt about the video. 2) Ask what the video really made they think about and what Eric’s point was for the video. 	PowerPoint #6: Discussion Slide

8:50 A.M.	Explain the benefit of knowing your why first and how it drives one's life. (reference the video) The importance of starting with why. First it all starts with knowing you WHY. 1. Help you start in the right direction. 2. Keep you confident on what you decide to do. 3. Gives you a purpose for each new day	LECTURE	
8:55 A.M.		INDIVIDUAL ACTIVITY: Use the "Finding your Why" worksheet to write down what your WHY(S) might be.	PowerPoint #7: Finding Your Why
9:15 A.M.		DISCUSSIONS QUESTIONS: Ask how it feels to have a why written down? Ask what did they learn from the activity? Ask do they think they will go back and actually revisit their whys?	PowerPoint #8: Discussion Questions
9:30 A.M.		SET INDUCTION: The power of Now of now quote.	PowerPoint #9: The Power of NOW quote
9:40 A.M.		"VOUNTEER ACTIVITY" 1. Ask someone to read the quote. "Nothing ever	

9:50 A.M.		happened in the past; it happened in the now. Nothing will ever happen in the future; it will happen in the Now"- Eckhart Tolle 2. Ask someone else to say it in their own words.	
9:55 A.M.	Staying in the present is vital to success because the only control you have is in the NOW. If you are looking too far ahead or too far back, you could miss the opportunities you have right in front of you!	LECTURE	
		PARTNER ACTIVITY: 1. Have trainees get into pairs and discuss how they can work in the now. 2. Have them write down in the participates guide 3 things they can remember to stay in the NOW 3. Ask them to think of a place to put their reminders of staying in the NOW	PowerPoint #10: Partner Activity
10:00 A.M.		DISCUSSION ACTIVITY: Ask what was the biggest takeaway from that activity was? Ask how this will help their daily	PowerPoint #11: Discussion Activity

10:05 A:M	15-Minute Break	lives? Ask how they would teach this skill to others?	
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Module Two: Intentional Action and Ownership

Training Topic: Intentional Action and Ownership

Training Plans/Module 2

Behavioral Objectives: *At the end of this section, trainees will be able to demonstrate their knowledge of Intentional action and why they should take complete ownership.*

Time	Content	Methods	Resources
10:20 A.M.		SET INDUCTION: Ask the question: if you watched Netflix all day every day for a month how much value is added to your life?	PowerPoint #12: Netflix
10:25 A.M.		SHOW: Be Intentional about your actions quote "greatness belongs to those who have mastered the ability to focus relentlessly on their ambitions and act decisively toward them" - Brandon Burchard	PowerPoint #13: deliberate quote
10:30 A.M.		GROUP DISCUSSION: What do we think about this? What are somethings we do daily that add no value?	PowerPoint #14: Group Discussion
10:40 A.M.	<ol style="list-style-type: none"> 1. Help support your Why and actually DO instead of just talk about the action. 2. Makes you focused on what you want. 3. Increases your likelihood of 	LECTURE	

	improvement Now, to be intentional we have to identify and maintain habits.		
10:50 A.M.	Teach on how to create habits after understanding your why 1. Start with a CUE 2. Then a Routine 3. Finally, a reward	LECTURE	PowerPoint #15: How to identify Habits
11:00 A.M.		PERSONAL ACTIVITY: Tell them to follow along with the “identifying good habits and bad habits” worksheet to help promote good habits over bad ones.	Worksheet: Identifying good habits
11:10 A.M.		CLASS DISCUSSION: Do you think you will be able to create better habits and replaces more bad ones? What did you take away from the last activity? How can having habits in place help during hard times/days?	PowerPoint #16: Class Discussion
11:25 A.M.	15-Minute Break		
11:40A.M.		SET INDUCTION: Next, we will watch a video on taking ownership by a well-respected Navy SEAL Jocko Willink Video “Good”	PowerPoint #17: Jocko “Good” Video https://www.youtube.com/watch?v=IdTMDpizis8&t=25s

11:45 A.M.		GROUP ACTIVITY: Get in groups and talk about what you think Jocko meant and how it can apply to your life.	PowerPoint #18: Group Activity
12:00 A.M.		CLASS DISCUSSION: Ask what did each group think of the video and what he meant by “good”? Ask what they learned after discussing the video? Ask if and how they can apply this to their daily lives?	PowerPoint #19: Class Discussion
12:15 A.M.	Explain the purpose and result in taking ownership and how it can positively affect your life. 1. Admit and own mistakes 2. Remember your WHY 3. Prioritize 4. Maintain discipline	LECTURE	
12:20 A.M.	15min break		

Module Three: Preserve and Compete Against Yourself

Training Topic: Preserve and Compete Against Yourself

Training Plans/Module 3

Behavioral Objectives: *At the end of this section, trainees will be able to describe the power of perseverance and why they should only compete with themselves.*

Time	Content	Methods	Resources
12:35 P.M.		SET INDUCTION: We are going to watch a video on Derrick Rose 50-point game and the power of perseverance	PowerPoint #20: Derrick Rose Video https://www.youtube.com/watch?v=KtOD04f7Rfs&t=3s
12:40 P.M.	What if Derrick Rose gave up after all his injuries and people telling him he can't do it. D Rose Torn his ACL, Meniscus, and missed a few seasons but he had his breakthrough in 2018 because he did not give up and stop fighting for his WHY. Which is playing the game he loves. Perseverance is about giving yourself the best opportunity to obtain whatever your heart	LECTURE	
12:45 P.M.	desires and motivation that will propel that competitive drive through the hard times. If you stop then you lose the opportunity to win.		
1:00 P.M.		GROUP ACTIVITY: Discuss a hard time you made it through because you chose not to give up.	
1:10 P.M.		CLASS DISCUSSION: Ask trainees to share the time you chose not to give up and to preserve? Ask what would happened if they used this strategy in hard times? Ask if they think is skill is useful?	PowerPoint #21: Class Discussion
1:20 P.M.		SET INDUCTION: Show quote on Competing with oneself, "when you compete against everyone else, no one wants to help you. But when you compete against yourself, everyone wants to help you"	PowerPoint #22: Slide with quote
1:30 P.M.		CLASS DISCUSSION: What did you think of the quote? Do you think competing with yourself is important? Are you going to be more focused on impressing yourself?	PowerPoint #23: Class Discussion

1:40 P.M.	Competing with yourself is a war with just you. However, in this war you know who the winner is going to be! The key to satisfy this skill is to not be worried about anyone else. We are all on our own unique journey through life so always trying to compare yourself with others will just take you off course. Focus on being a better you, the best you, the you that is in the dreams that prevent you from sleepless some nights!	LECTURE	PowerPoint #24: Compete
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Module Four: Conclusion

Training Topic: Conclude the Presentation

Training Plans/Module 4

Behavioral Objectives: *At the end of this section, trainees will be able to:*

1. Summarize the presentation.
2. Close with impact, making a direct appeal to action.

Time	Content	Methods	Resources
1:45 P.M.	<p>A. Summarize the Presentation</p> <ol style="list-style-type: none"> 1. Overview the 5 themes <ul style="list-style-type: none"> -Be present and know your why -take intentional action -take ownership -preserve -compete against yourself 2. Ask what theme stood out most? <p>B. Close with Impact</p> <ol style="list-style-type: none"> 1. This presentation was created to help you activate your competitive drive to live a life by purpose. 2. Ask what is your excuse now not to succeed? 	<p>LECTURE/DISCUSSION: Ask what their biggest takeaways are and fill out the "Takeaways" worksheet.</p>	<p>PowerPoint #25: Takeaways WORKSHEET: "Takeaways"</p>
1:55 P.M.		<p>Discussion Activity: Ask their own take away from the five themes? Ask what part of the training they most remember?</p>	<p>PowerPoint #26: (Thank You)</p>
2:10 P.M.		<p>Ask if they are going to use any part of the training in the next week?</p> <p>CLOSURE: Final Thoughts</p>	

Finding your WHY

Answer the following questions the best you can and try not to overthink any question. Instead try to give an honest and personal answer. If there is a question that you do not feel like connects with you then feel free to pass it. Only answers the questions you feel bring out an emotional response good or bad.

- 1) Who would be the first person you call with good or bad news?
- 2) What activity do you enjoy that brings out the most joy and makes you feel alive?
- 3) What activity do you or wish you could do if are feeling really stressed out?
- 4) What group of people do you like being around the most?
- 5) What comes easy for you that others reach out to you for?
- 6) What do you want to be remembered for?

After answering these six questions, it is time to write your why! Take the responses that brought out the most emotion out of you and answer the following questions:

- 1) If money was not an issue what would you be doing?
- 2) WHY would you do that and for who?

Identifying Good Habits

In the chart below write down the habits that you know are good and beneficial to you to the left. Then in the right side write down bad habits you have.

Good Habits	Bad Habits

Now try to match a good habit that you could do more to take up a bad habit.

- 1.
- 2.
- 3.
- 4.
- 5.

Try to hold on to this worksheet and remind yourself of the good habits you should be replacing with your bad ones.

TAKEAWAYS

What was your biggest take-a-way from each step?

- 1) Be Present and Start with WHY
- 2) Take intentional actions toward your goals
- 3) Take ownership of all your circumstances
- 4) Preserve through all Roadblock
- 5) Compete Against Yourself

Training Workshop Evaluation

DIRECTIONS: For each item, circle the number that best represents your level of agreement, where 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree.

	Training Content				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.The learning objectives were easy to follow	1	2	3	4	5
2.The training content kept my attention	1	2	3	4	5
3.The training content related to me	1	2	3	4	5
4. The training content will be useful for my life	1	2	3	4	5

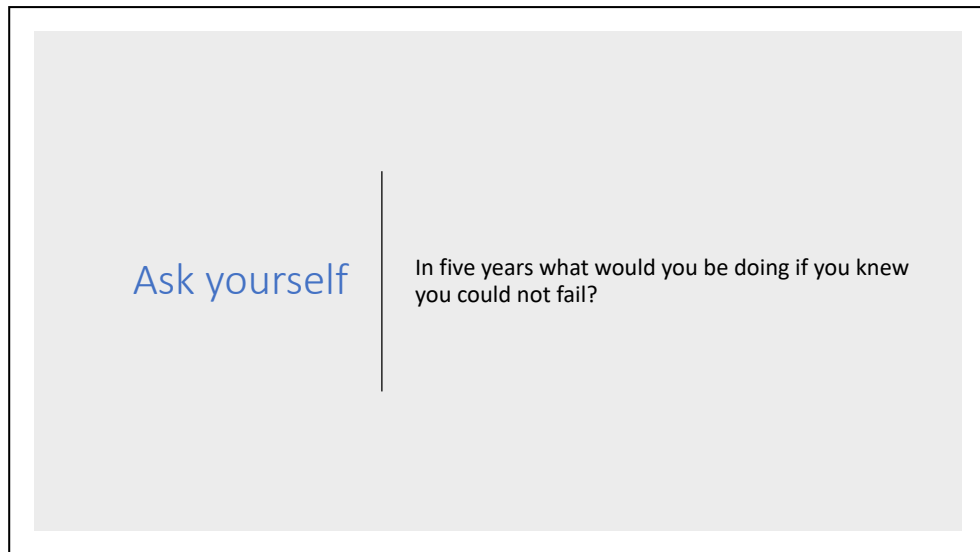
	Training Resources and Methods				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5.The participant guide was easy to follow	1	2	3	4	5
6.The training activities were engaging	1	2	3	4	5
7.The training was well balanced	1	2	3	4	5
8. The training help me with learning new skills	1	2	3	4	5
9. The training was easy to understand	1	2	3	4	5
10. The training was well focused	1	2	3	4	5

TRAINER'S PRESENTATION SKILLS					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
11.The trainer was organized	1	2	3	4	5
12.The trainer spoke clearly	1	2	3	4	5
13.The trainer was charismatic	1	2	3	4	5
14. The trainer elaborated on topics	1	2	3	4	5
15. The trainer connected with the class	1	2	3	4	5
16. The trainer knew the topics	1	2	3	4	5


Overall Assessment					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17.I would recommend this training to others	1	2	3	4	5
18.I am happy I went to this training	1	2	3	4	5
19.I learned new skills from the training	1	2	3	4	5

20. If you have any other comments or feedback please write below.

Training PowerPoint Slides







“What’s Your
Why?”

ERIC THOMAS MOTIVATION

<https://www.youtube.com/watch?v=5XIGu3Kxg2I&t=28s>



GROUP DISCUSSION

How did the video make you feel?
What point is Eric Thomas trying to get at?



FINDING YOUR WHY



DISCUSSION QUESTIONS

How does it feel to
have a why
written down?

What did you
learn from the find
your why activity?

Do you think you
will go back and
actually revisit
your why?

Be Present

“Nothing ever happened in the past; it happened in the now. Nothing will ever happen in the future; it will happen in the Now”-Eckhart Tolle



PARTNER ACTIVITY

DISCUSSION ACTIVITY

- What is your biggest takeaway from the last activity?
- Do you think it will help in your daily life?
- How would you teach this to others?

NETFLIX

If you watch Netflix all day everyday for a month how much value is added to your life when the month is over?



Be Deliberate

"Greatness belongs to those who have mastered the ability to focus relentlessly on their ambitions and act decisively toward them" -Brandon Burchard

GROUP DISCUSSION

What do you think about the quote?
What are some things we do daily that add no value?

How to Build Habits



START WITH THE
CUE



BUILD THE
ROUTINE



GET TO THE
REWARD

CLASS DISCUSSION

Do you think you will be able to create better habits and replace bad ones?

What did you take away from the last activity?

How can having habits in place help during hard times?

Take
Ownership

Jocko Willink GOOD video

<https://www.youtube.com/watch?v=IdTMDpizis8&t=25s>



GROUP ACTIVITY

Talk about what you think Jock meant by GOOD and how it can apply to your life



CLASS
DISCUSSION

- What did each group think of the video?
- What did you learn after discussing the video?
- How can you apply this to your daily life?

Derrick Rose Video
<https://www.youtube.com/watch?v=KtOD04f7Rfs&t=3s>

PRESERVER THROUGH
ALL ROADBLOCKS

CLASS DISUCSSION

Share a time you chose not to give up and to preserve?

What would happen if you used this strategy in hard times?

Do you think this is useful skill?

Compete with
YOURSELF

“when you compete against everyone else, no one wants to help you. But when you compete against yourself, everyone wants to help you” - Sinek

CLASS DISCUSSION



What do you think of the last quote?



Do you think competing with yourself is important?



Are you going to be more focused on impressing yourself?



COMPETE With
YOURSELF



Last Thoughts

1

Be Present and
Knew your Why

2

Take Deliberate
Action Toward
your Goals

3

Take Ownership
of all your
Circumstances

4

Preserve
through all
Roadblocks

5

Compete
Against Yourself

THANK YOU

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