



Vision for Results Summary

Dr. David Dyson

With these systems added, *attitude, attendance, and achievement* will increase—at least, on average. Without them, we may succeed though will always fall short of stewardship. *Leaders help us develop, state and align plans, assessments, and rewards.*

School Students: write a plan for life to inspire and guide them, plus identify what they value and believe (could be part of writing classes). They use their plans, which start as school assignments in high school or before and continue year to year to state intent with teachers, counselors, parents, and coaches, which helps the mentors understand and guide better. Students use their plans to identify areas of inspiration for school, career, and other life options, make decisions, and apply to college or career (including answers/essays applying for admissions/financial aid). Students increasingly see life leadership principles and practices at work in school and at home through teachers, parents, and others.

Schools: require and reward students to write a plan for life that prepares them for college and/or career as part of curricula. Writing teachers, counselors, and coaches help lead the way—supporting parents. They also write plans to do their best and serve the student. Superintendents and principals lead to establish curricular and graduation requirements to support students learning and doing these vital preparations for life, citizenship, leadership at home and community. They also share results to brand the systems and schools for implementing and improving.

College Students: write and use a *PLAN for the 7 areas of LIFE* that inspires and guides them to *LEAD their lives*. They learn life leadership principles and practices such as planning, decision-making, motivation, and time management to help them in school and other areas of life, regardless of academic or other life choice. They learn about the purpose of the U.S. Constitution and prepare one for themselves--students write a mission and vision, values and beliefs, and best-self strategies for areas like personal leadership, challenge, conflict, disappointment, communications and more they face—or will. Their plans help them identify the kinds of professionals they seek to be, prepare, and seek opportunity.

Colleges: establish curricular and graduation rewards that students prepare with plans for life, plus learn common denominators for doing their best regardless of academic, professional, or other life choice. They build on what students bring from high school, asking during the admissions process for parts of their plan that address what they hope to gain in college. They add depth and decisions starting freshman year and conclude with a capstone plan that helps them state their mission, vision, and goals plus the strategies and options that can help them fulfill their purposes. Plans for the *7 Areas of Life* inspire and guide them beyond college -- personally, professionally.... Students use their plans and resumes to apply for professional school and/or opportunities. Colleges prepare future teachers to use and teach plans and best practices in the classroom, helping to prepare future parents and professionals—citizens for the next generation. Satisfaction increases among students, parents, alumni, and employers, as does results, branding, and fund raising.

Professionals: write plans that include a summary and scope of action. They learn, write, and use a *best-self strategy* for becoming and serving as *true professionals*. They develop *A-B levels of attitude and ability*. They state intent for action to *earn empowerment rather than wait for it*. They earn promotion to higher levels of empowerment and responsibility faster than they would without acting on these principles, often faster than others who do not plan or develop well.

Leaders: learn and internalize *Best practices for Leaders* to follow, teach, and reward. They plan and state intent, expectations, and parameters. Leaders *mentor more than manage* because they put in place systems that *motivate good people to focus on desired actions automatically*—team members come to them with plans seeking feedback and suggestions. They learn and train aimed at desired *Plans, Actions, and Results* within the *7 Areas to Plan, Assess, and Reward* so team members aim at what is important. *Leaders leave legacies* for what they want people to “Be, Know, and Do”--now and beyond their time.

Organizations: Corporate, team, and individual plans align for achievement of results, maximum cooperation and minimum conflict. *Personal, professional, and organizational development* are part of the strategy for performance and branding. We create cultures and systems of planning, training, and rewarding that attract people who match, perform, and serve longer—recruitment and retention improve; expenses for recruiting and turnover decrease.

Churches: Members discover their callings, gifts, and talents through prayer and planning, then develop them, and devote themselves to fulfilling their purposes in all 7 Areas of Life. People write personal prayers and their plans.

Church Leaders: help flocks identify the purpose of life and how to develop and devote themselves to their callings, gifts, and talents. Members write prayers and plans, callings and choices to discern and develop gifts and talents, plus use them in all seven areas of life. Stewardship of gifts and talents is taught as part of the purpose of life.

Vision for my Professional Life—Dr. David Dyson

- 1. Callings:** I discern and choose my highest callings include helping people PLAN and LEAD in LIFE, plus helping organizations and families put systems in place to improve planning, learning, productivity, and harmony. I believe each of us should focus on *callings and choices*, plus principles and practices of personal, team, and organizational leadership. If we can help someone develop a plan for life that inspires and guides, then we help that person fulfill the principles of “as a man thinketh so is he” and “design before construction.” We increase probability of inspired service, and over time increase focus on higher-level values like fulfilling callings, gifts and talents, plus preparation and significance in the 7 areas of life.
- 2. Results:** I believe in focusing on desired results and actions to attract ideas and people who may support them.
 - ◆ Individuals, families, and organizations understand their callings, gifts, and talents, and make better choices because they design and use plans that inspire and guide them to learn and lead their lives, thus leave a legacy.
 - ◆ Organizations and teams succeed and distinguish themselves at higher levels with design of purpose, desired attitude, behavior, and results; plus strategies, systems, and structures that support and reward people to *live their priorities*. They implement through inspired, trustworthy servant leadership, modeling and mentoring, plus training and coaching to help people develop attitudes and abilities to become their best-selves.
 - ◆ Managers mentor more as leaders—with greater results and fulfillment, less frustration and wasted time.
 - ◆ Principal social systems—1. social/family 2. educational 3. spiritual 4. professional—hear our message, put in place methods that identify and reward principles and practices as part of the foundation of doing our best—developing plans for life that inspire and guide, plus life leadership to prepare and act so people develop habits and instincts.
 - ◆ My work improves society—now and beyond my time—through services and systems that put ideas into action. My work has positive IMPACT on colleagues, clients, communities—and fulfills my callings.
- 3. Service:** I teach people to discern and write plans for life and apply life leadership best practices—to *improve ourselves to improve our world*. I help people learn and internalize life leadership principles so they develop character and competence to fulfill their callings. I help them understand principles of effective organizational leadership to align and focus their cooperative efforts and resources to operate at a higher level of performance and harmony. I share meaningful messages to educate, enlighten and encourage, trying to connect with people rather than to impress them. I help others fulfill the greatness within them, thus fulfilling mine. I serve those who want my help regardless of their financial means as often as possible, though remember that without money there may be no mission. Students, clients, and sponsors with a heart for service and stewardship, value, and legacy seek me because of my distinctive preparation, passion for service, and persistence.
- 4. Preparation:** I am increasingly confident in my performance because I choose to have character to do what I promise—prepared, passionate, and persistent. I demonstrate commitment to pursue my callings—people feel my inspiration and see my follow through. I find courage to persist toward my callings even when my gifts and talents seem lacking. I choose positive attitude, practice to improve skills, and study to improve knowledge to increase my ability to serve. I demonstrate inspiration for living, loving, learning, leading, and leaving a legacy. My places of service provide environments effective for learning and developing—people feel peace and encouragement for inspiration and innovation. My places of work combine function and form—with simple elegance.
- 5. Matching:** To match missions and values helps people work together better. I seek to match on values and the results you seek. If we do not match and discern we cannot, I help us admit that and move on instead of “sell.” I cannot be all things to all people and believe it is better for a person or organization to get served in the best way even if that means with someone else. I also realize I must protect my spirit if I am to maintain energy to fulfill my callings over time serving those who seek me, plus set an example for others. If working with people who do not seem as committed to a common cause, I remind myself I am fortunate to understand my mission and motivating values and that acts of maturity include showing grace when I can and to inspire others if I can. I strive to respect beliefs and areas of inspiration felt by others even if different from mine. I work first with believers and persist to give skeptics time to understand higher-level callings and truths, allowing us to build trust and connection over time.
- 6. Commitment:** I persist to help others and develop myself because it can take extra time to create “critical mass” to inspire and initiate change, especially when transformation is needed to replace deep-seeded habits.
- 7. Rewards:** Higher levels of fulfillment come from inspiration and meaning, knowing that I am fulfilling my callings to help people PLAN and LEAD in LIFE. When people gain information or insight into higher-level truths, I feel excitement for them. Where possible, I help make heroes of others. Along the way, I hope to make my family and friends proud. I pray God will greet me, “Well done, good and faithful servant.”