



**HOW TO FOCUSIZE
CREATING A LIFESTYLE OF FOCUS**

Facilitator Guide

INTRODUCTION

Our number one objective in Focusize - Creating a Lifestyle of Focus is to help people get focused on where they are going in life! As their facilitator, your goal is to make sure they understand that creating their future is a strategic planning process. If the participant is willing to put forth an effort and take their time in reviewing each section they will be focused to begin to see greater results in their life and their vision will be attainable.

Begin by opening up the website at (www.focuslifeinstitute.com) and show the students the online e-course.

The first thing they will need to do is to register, add their email and their username and create a password (make sure they write down their password and keep it in a safe place to be able to enter back into the website).

Once they register, they will be able to go into the tool and go to menu bar and My Course Material and My Courses .

Under My Courses will be located the course or courses purchased.

My Courses - they will only have access to Focusize

Once they click on the course, they will be directed to a paragraph entitled IMPORTANT.

Please have the student or child download the interactive PDF into a location that they can review and interact with during course. All notes, answers to questions for each session will be located in this PDF document. It is important to maintain this document and know where it is located.

We encourage you to review the information on the front page of the course by reviewing each section during the initial class and then move quickly into the Introduction section that provides more details. We know that many students want to do things easy, but this section will provide you with additional details of each section.

We encourage you to review the information on the front page of the course by reviewing each section during the initial class and then move quickly into the Introduction section that provides more details. We know that many students want to do things easy but this section will provide you with additional details of each section.

The Focusize - Creating a Lifestyle of Focus Course – According to employers, graduates are not prepared for the workplace. Many companies have reported that graduates lack soft and critical thinking skills, exhibit poor work ethics, feel entitled and are not Job “Happy.” Our Focusize - Creating a Lifestyle of Focus Course offers insight on creating a lifestyle of focus, soft skill training in communication, collaboration, conflict resolution, confidence, creativity and character. In addition, we provide interviewing skills and principles that produce greater levels of achievement and advancement within the workplace.

Outcomes

1. Each student will be able to create a lifestyle of focus by:
 - a. identifying and reducing distractions
 - b. encountering a focused environment
 - c. targeting your focus effort and energy

- d. identifying how to execute your goals and walk in excellence
2. Then review the outcomes of the course with the students. Review each section of Focusize - Creating a Lifestyle of Focus to make sure they understand what is required of them and how the e-course should be used.

Introduction

The Focusize Course is committed to individuals who want to find a clear direction for their life by applying practical tools that will prepare them for their future and achieving their personal destiny by creating a lifestyle of focus! Your focus determines your future! We will review the following topics:

- The Power of Focus
- Identifying and Overcoming Personal Distractions
- Focused Environment
- Focused Effort
- Focused Energy
- Focused Execution
- Focused Excellence

The contents of this development tool can help all ages—especially Millennials (ages 13-35)—who are on the brink of becoming the greatest generation in history. Many articles have been written that in their lifetime, this generation will never achieve what their parents have achieved. I refuse to believe that! The information I am about to share with you will provide specific tools and practical application to create a lifestyle of focus.

As a facilitator or Focus Coach, please review the following which are considered at the top of the list for Millennials to achieve in their lifetime. Ask them if these are relevant to their personal situation.

- a. Work/Life Balance: A prioritization between your ambition and career to your personal time which includes family, health and wellness, spiritual growth, leisure, and pleasure.
- b. Significance: The ability to utilize your talents both personally and professionally in a way that creates a lasting and significant impact.
- c. Personal Development: A process to systematically and intentionally develop your skills, explore your creativity, and create personal strategies to achieve what is important to you.

Our number one objective in Focusize is to help the participant get grounded in learning how to focus and eliminate distractions. Over 86% of the population has a behavioral style that needs a process to be successful. As noted in point C above, these individuals are looking for a process to achieve what is important to them.

As their facilitator, your goal is to make sure they understand the information and learn how to apply this information at school, home or in the workplace. If the participant is

willing to put forth an effort and take their time in reviewing each section they will be focused to begin to see greater results in their life and their vision will be attainable.

In this introduction section, it is critical to make sure that each participant is fully aware that it will take a special focus to complete this development tool. When this process begins, many will quickly understand the amount of distractions that affect their ability to focus. The key is maintaining a positive attitude and working with each participant to make sure they stay focused on the main area that is being worked on and not get discouraged.

Power of Focus

This section is the foundation to the Focusize development tool. Please make sure the participant takes their time in gaining an understanding of their personal assignment in life.

Outcomes in The Power of Focus Section

Review the area entitled FOCUSIZE which is the exercising of your ability to focus every day. Relate examples of the definition of insanity of doing the same thing over and over expecting different results.

This a key focus point: Many individuals today do not know how to climb the ladder, or mountain of success. We are being bombarded daily with tons of information and theory, however many do not know how to practically apply this information. Please reinforce that nothing great comes without some type of sacrifice.

Do they recognize the difference between an opportunity verses their personal assignment? Please review the following information: When any opportunity arises in your life, you must make sure that it complements your assignment. An assignment is an undertaking or duty that you have been assigned to perform or do. An opportunity is a chance or a possibility of a favorable circumstance. A chance is described as a risk involving danger. Many people jump on any opportunity that they encounter and never seek out counsel to verify that it aligns with the assignment for their life. That is why it is critical to focus on what you have been assigned to accomplish in your life.

Let the participant begin to work through what they feel their assignment is on the earth. You can help facilitate by asking what others have spoken about them, their likes and dislikes and their passion areas. Finally, please review the meaning of what the word focus means.

The fact is only 3% of the population set goals! Please review the importance of focusing and setting goals that will help the student as they enter the workforce. Have the student list their top goal. It should be a short-term goal and something that is tangible and attainable.

Please review the 5 key areas that we all operate in on a daily basis. Many people sometimes get these areas of out order and out of balance. Please stress the importance of a daily spiritual focus that will benefit the participant in the four other areas.

Please have the participant relate two areas that they did not stay focused on what were the negative results? Ask them to identify any key learning's from those negative experiences that they can use in the future to stay focused and see positive results.

Example:

Experiences

- Ask the participant to relate any personal experiences they have had within a team concept that produced a favorable result? What made the difference in the area of focus that produced these results in a corporate setting rather than an individual setting? An example is accountability within a team.
- As the facilitator, please share any experiences you might have had that were both positive and negative in staying focused to accomplish a goal.

Action Plan

- Ask the participant to begin to look for short-term opportunities that could help them stay focused and see a positive result to build their confidence.
- Ask the participant to find a partner or you as their facilitator to hold them accountable to stay focused to see the results they shared.

Answer the following questions:

- Does each participant have a clear understanding of the Power of Focus?
- Does each participant have a clear understanding how to set goals?
- Each participant should have identified a short-term goal to focus on during this semester.
- Each participant should begin to practice creating quarterly goals which will help them create a lifestyle of focus.

Conclusion

In this session on The Power of Focus, please make sure the participant is confident in understanding the power of focusing, setting goals and balancing the 5 key areas of Spiritual, Mental, Physical, Social and Professional.

Identifying Distractions

The ability to communicate effectively is the number area that employers are seeking for new employees. This section is critical to the success of the participant because many distractions today involve technology such as social media, texting, and on-line games. For example, texting is replacing face to face interactions resulting in poor communication skills. This is just one of many distractions we want to identify in this section.

Outcomes in Identifying Distraction Section

- Your assignment, as a facilitator is to make sure the participant understands what specific “time waster” areas that are keeping them unfocused and failing to achieve specific goals.

□ Review the section and discuss time wasters, relationship stealers and any type of focus distractions. Some examples may include how many times they are texting, looking at apps, posting pictures, or playing games during a week that adds up to a large amount of time wasted that could be focused on something producing a more positive result.

□ Review the poll on distractions and then begin to review the 10 habits of unfocused people. Discuss each of the 10 areas and ask them which of the 10 apply to them. A great exercise would be to list the 10 areas and then check off how many students can relate to these 10 areas? You could have the student take the top 2 areas and develop an action plan to help them begin to overcome these unfocused areas.

□ Please review the two areas listed or a few areas that can distract the student. Then the cares and anxieties of the world and distractions of the age create distractions.

□ Please review the top five areas that can distract most people due to the technology advancements. Discuss with the students any additional areas that are distracting them.

Have the student list their top three distractions and then capture the number of hours they are spending being distracted. You might get some disagreements on the amount of time spent since they could be texting or checking emails in a manner of seconds or less than a minute. However, if they are checking emails, texting and sending pictures about 3-5 minutes every hour, it could add up to at least an hour or two per day (who knows how many minutes they are spending at night with their phone) or almost a full day for a week.

It's no secret that millennials are attached to their mobile devices, and recent research from My.com, conducted by Survey Sampling International (SSI) in October 2014, set out to determine just how much time this demographic spent with their beloved smartphones and tablets. According to the study, which included 13- to 24-year-olds in its definition of millennials, 45% of smartphone- and tablet-using 13- to 18-year-olds in the US spent 4 hours or more using the mobile internet each weekday, with 28% logging on for over 5 hours on average. Nearly half of 19- to 22-year-olds spent at least 4 hours with the mobile internet every weekday. Here, too, just less than one in three logged on for over 5 hours on average. Here is a good article to review with the students.

<http://www.emarketer.com/Article/Do-Millennials-Ever-Put-Down-Their-Mobiles/1012210>

Daily Time Spent Using Select Mobile Communication Channels on Weekdays vs. Weekends Among US Smartphone/Tablet Users, by Age, Oct 2014
minutes

	Weekdays		Weekends	
	13-24	25-54	13-24	25-54
Text/MMS	114	71	115	70
Social networks	99	84	108	87
Instant messengers	85	73	95	76
Voice calls	67	63	73	68
Video calls	59	54	68	68
Email	47	53	46	51

Note: mean daily minutes

Source: My.com, "Millennials These Days: A Report on Evolving Mobile and Digital Habits" conducted by Survey Sampling International (SSI), Feb 26, 2015

186495

www.eMarketer.com

Example: Use the chart above to actually capture how many minutes the students are using their cell phones or pads.

Experiences

As the facilitator, please share any experiences in the area of how you overcame a distraction and saw a positive result.

Example

I recently overheard a conversation from a father who was having a 16th birthday party for his daughter. When all the boys and girls arrived, he noticed they all were engaged on their cell phones while in the meantime he hired a DJ and the music was playing and no one was dancing. He immediately stopped the music and told them like he does every night during dinner at their home that the cell phones needed to be put down in another room so they could engage socially as a family. Everyone gave him their cell phone and the music started and they had a wonderful time dancing and engaging in actual conversation resulting in a wonderful time had by all.

Answer the following questions:

Does each participant have a clear understanding of their personal time wasters and distractions?

Has the participant listed any of the 10 unfocused areas and understand how much these areas are affecting their ability to focus?

Did the participant identify their top three distractions?

Did the participant detail out the time spent on specific distractions?

Conclusion

In this session on Identifying Distractions, please make sure the participant is confident that there are ways to overcome these distractions which we will review in the next section, Overcoming Distractions.

You can help the participant as their facilitator by holding them accountable or having them pair up with an accountability partner to help them stay focused on an action plan to reduce these distractions.

Overcoming Distractions

In this session, we will focus on overcoming the distractions that the participant related to in the prior chapter. The key is to have a balance in managing the participant's distractions. Most people will never go "cold turkey" for example, and completely stop texting or being on social media, however, we can show them that there are ways to reduce some activity and completely eliminate others. For example, we all get emails that we just discard when we could take 15 minutes and unsubscribe to these annoying emails.

Outcomes in Overcoming Distractions Section

- Your assignment, as a facilitator is to make sure the participant understands how to incorporate the following ways to overcome their distractions.
- Review the Law of Focus and the meaning of the word distract. Review the information from Dr. Elko and the 2 athletics listed.
- Review the practical tools that can help reduce distractions and have the student fill out the action plan how to reduce them.
- Discussion Points: Call upon a few students to relate ways they have overcome a distraction in their life.

ACTIVITY/PROCESS

Example: Experiences

- As the facilitator, please share any experiences in the area of overcoming distractions.

Action Plan: Encourage Each Other and Hold Each Other Accountable

- Accountability Partner – it would be good to continue to engage each accountability partner and have them share about their partner and how they are using the tools to overcome a specific distraction.

EVALUATION

Answer the following questions:

- Does each participant have a clear understanding of the tools available to eliminate distractions?
- Does the participant feel like they are overwhelmed and cannot reduce a certain behavior? If so, work as 3-4 members in a team to encourage and help each other.

CONCLUSION

In this session on Overcoming Distractions, please make sure the participant is confident in their ability to overcome distractions. Small improvements over time can also be a BIG win.

FOCUSED ENVIRONMENT SECTION

In this section, we will focus on creating an environment to focus. Whoever controls the environment or atmosphere will win. It is amazing how a few minutes in a quiet place or focused environment can do wonders for the spirit, soul and body. In today's world, most of us run at a high speed on a daily basis and never take the time to slow our pace down and begin to ponder our thoughts!

A Quiet Time helps students be less anxious, increases their self-confidence. According to an article published in Contemporary School Psychology indicate that students who participate in Quiet Time score significantly lower on anxiety and higher on resilience than comparison group students. Our quiet time differs from theirs but there is proof this will reduce stress producing happier, less anxious students.

Outcomes in the Focused Environment Section

- Please review the definition of the word environment and the examples listed on creating a focused environment.
- Please have the students begin to discuss where, when and how they will create an environment to focus on a daily basis.

ACTIVITY/PROCESS

Example: From personal experience, relate how spending time alone in a quiet place is very beneficial

Experiences

- Have the participant review any times they have received something important in their lives from being in a focused environment?
- Ask some students who are journaling if they would like to share what they received in a focused environment?

Action Plan: Put a plan in place for the participant to begin to take at least 15 minutes a day in a focused environment.

EVALUATION

Answer the following questions:

Does each participant have a clear understanding of how to create a focused environment? Provide an opportunity for the students to share a story about the time they engaged in their quiet time before the next section.

CONCLUSION

In this session on Focused Environment, please make sure the participant is confident in their ability to create this environment since it has tremendous benefits.

Focus Effort

In this section, we will focus on gaining an understanding of this generation and where they need to put their effort into to see greater results. We will review three generations of Baby Boomers, GenX and Millennials.

The outcomes for the section on Focused Effort are to prepare the participant for the future and keep their efforts focused on fulfilling their destiny and assignment in life.

Please review the information listed and the questions regarding taking personal inventory. Please have the participant's answer the questions.

Listed is a graph that identifies the past three generations and how they look at the following characteristics: Influence, Values, Attributes, Pros, Cons and Perks. Please review the difference of each generation since with as many as 5 generations are still in the workforce today. Based on these differences, the participant will need to understand the characteristics of each generation and as they serve others.

Please review the Pros and Cons of this generation and see if the participants would agree or disagree on these attributes?

Please review the three areas discussed on how to overcome these negative traits about this generation. As the facilitator, please relate your personal experiences based on the three areas of review.

The Focus Behavioral Style profile can offer many ideas that can help the student understand their own behavioral style and how they can blend their style to overcome any areas of weakness.

ACTIVITY/PROCESS

Experiences

- Have the participant review any areas in which they feel they are lacking in the Cons on this generation.
- Have the participant relate ways to overcome any of these areas.
- As the Facilitator, please provide your experiences how you have gained confidence in an area of your life and focused your efforts for success.

Action Plan

- Ask the participant to create an action plan to maintain their efforts on their personal assignment.

Answer the following questions:

- Does each participant have a clear understanding of this section?
- Does each participant have a clear understanding how to keep their efforts focused on their assignment in life?

CONCLUSION: In this session on Focused Effort, please make sure the participant is confident in their ability to understand their distractions and what effort is needed to overcome these distractions.

Focus Energy

In this section, we will focus on gaining an understanding of where this generation needs to put their energy into to see greater results. As the facilitator you need to make sure that each student or participant has a clear idea of where their energy needs to be focused. It must be focused on their assignment which is their personal undertaking or duty that they have been assigned to perform to do.

In addition, we must find areas in our life that fill us up versus areas that steal our energy and adds stress to our lives. There are specific things that when we put energy into them, they fill us up and satisfy our innermost being. This is where we need the participant to put their energy.

Please review the following on Focused Energy and relate personal experiences that have both positively and negatively affected your level of energy.

The outcomes for Focused Energy are:

1. Identify specific areas of energy being released in the participant's daily activity that positively affect their assignment and areas that negatively affect their assignment.
2. Please review with the participant that energy not invested into their assignment in life will not produce the results they are working towards.

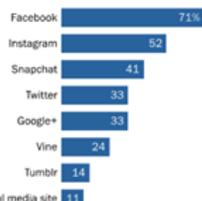
Please review the article by the Pew Foundation that lists the following statistics from Amanda Lenhart where most teens are using their energy.
<http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>

A. 24% of teens go online “almost constantly,” facilitated by the widespread availability of smartphones. More than half (56%) of teens — defined in this report as those ages 13 to 17 — go online several times a day, and 12% report once-a-day use. Just 6% of teens report going online weekly, and 2% go online less often. Nearly three-quarters of teens have or have access¹ to a smartphone and 30% have a basic phone.

B. Facebook remains the most used social media site among American teens ages 13 to 17 with 71% of all teens using the site, even as half of teens use Instagram and four-in-ten use Snapchat. 71% of teens use more than one social network site. Teens are diversifying their social network site use. A majority of teens — 71% — report using more than one social network site out of the seven platform options they were asked about.

Facebook, Instagram and Snapchat Top Social Media Platforms for Teens

% of all teens 13 to 17 who use ...



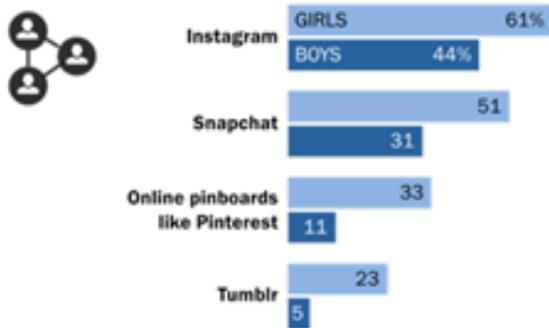
Source: Pew Research Center's Teens Relationships Survey, Sept. 25-Oct. 9, 2014 and Feb. 10-Mar. 18, 2015. (n=1,000 teens ages 13 to 17).

PEW RESEARCH CENTER

C. Teenage girls use social media sites and platforms — particularly visually-oriented ones — for sharing more than their male counterparts do. For their part, boys are more likely than girls to own gaming consoles and play video games.

Girls Dominate Visually-Oriented Social Media Platforms

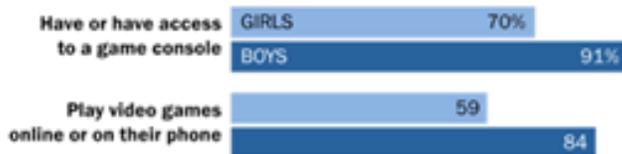
Percent of girls and boys who use ...



Boys Are More Likely to Play Video Games



Percent of girls and boys who ...



Source: Pew Research Center's Teens Relationships Survey, Sept. 25-Oct. 9, 2014 and Feb. 10-Mar. 16, 2015. (n=1,060 teens ages 13 to 17).

PEW RESEARCH CENTER

Conclusion

Please review the areas listed and let the participants relate specific examples. For example, have them explain a teachable moment in the life.

Please have the participant take a needs assessment on where they are putting their energy.

Focus Execution

FOCUSED EXECUTION SECTION

In this section, we will focus on learning how to set goals and objectives. For over 30 years I have used the OGSM model to help myself and others that I managed achieve success.

Review with the participants that they can begin to create a lifestyle of focus by using this model. Our goal is to get you to create a lifestyle of focus. What do I mean by a lifestyle of focus? It starts with being disciplined to focus on one major objective every quarter of the year.

For example, there is an average of about 90 days in the four quarters of a year.

January – March 90 days July – September 92 days

April – June 91 days October – December 92 days

OGSM MODEL

The outcomes for the section on the OGSM Model are to help the participant establish a process to achieve their overall objective through goals and strategies they develop and then working these strategies to achieve the objective.

Please review the definitions of the OGSM model.

Please review the examples of creating an OGSM model for areas such as soul/emotions, relational, physical and in the workplace.

Create an OGSM model. Please review these key focus points before the participant begins:

Before you create your own OGSM model, please review these key focus points.

- You must spend time alone quietly in preparation of developing effective OGSM's.
- Set reasonable goals. Each objective and goal must be within reach for you to attain.
- Get an accountability partner and reach out to others to help you in preparing your strategies for success.
- Be in expectation that you will see major results.
- Be ready to tell others about the success you achieved.

Please list results after a period of time usually 40 days of focus (40 days out of one quarter of the year) and then start a new OGSM model in the next quarter.

Answer the following questions:

- Does each participant have a clear understanding of these 3 sections?

- Does each participant have a clear understanding how to identify a situation that they need to take on or pass on?
- Does the participant understand their own decision-making style and how their Focus Behavioral Profile can affect those decisions?
- Does each participant know how to create an OGSM model and what area they need to focus on first – soul/emotion, relational, physical, or in school or the workplace?

CONCLUSION

In this session on Focused Execution, please make sure the participant gains an understanding that they can achieve greater results than their peers if they set a quarterly objective and use the OGSM model to achieve their objective and goals. There is safety in the multitude of counsel and please make sure they go to those people they can trust for advice. Lastly, an accountability partner is critical to help each participant stay focused for the next 40 days and achieve their objective.

Focus Excellence

In this session entitled the Focused Excellence, we will review a virtue that has been lost in our current society.

The outcomes in this session will be as follows: For the participant to understand how to operate in the principle of excellence in both their personal and professional lives.

Please review the opening introduction and the definition of excellence. Excellence is doing something very good and to the best of your ability. You were not born with excellence, it is a choice.

Review the example in this section. In order to walk in excellence, you must determine and choose to do so. Most people settle for average and do not do a complete and thorough job in what they are called to do. Our assignment is to help the participant begin to do all things with the spirit of excellence. Example - one way to make sure that you operate in the spirit of excellence is to make sure you understand the expectation from those who have given you a task. Once you understand the expectations, you can move in a greater level of excellence to complete the task or assignment on time. Please relate your experiences with the participant regarding excellence.

ACTIVITY/PROCESS

Example: Experiences

- Have the participant review one or two areas where they have operated in a spirit of excellence and what were the results?
- Have the participant review one or two areas where they did not operate in excellence and what was the outcome?

- Ask the participant to ask friends or family members to critique them in the area of excellence.
- As the Facilitator, please provide your experiences within your life that can help them overcome any weakness in the area of excellence
- Action Plan: In order to begin to change your behavior in the area of excellence, I recommend they work on one area for a period of 30 – 40 days to improve in the area of excellence. By applying this virtue for 6 – 12 months, it will produce favor in their life! Favor puts you on the front line and helps them fulfill their destiny.

EVALUATION

Answer the following questions:

- Does each participant have a clear understanding of the area of excellence?
- Does each participant understand which area they will need to improve on in the area of excellence?
- This section would be another opportunity to find an accountability partner and have them work together to improve in operating in this virtue.

CONCLUSION

Please make sure your stress the importance of walking in excellence. When you begin to operate in excellence, [people will notice. It will begin to produce favor in your life.

Favor is approval, support, popularity or preference to a person or group. Favor makes you irresistible and attracts others to you. Favor takes you to the top of your sphere and makes you look good. When you see favor comes into your life, you begin to draw others to you, to be like you, hang around you and follow you. Favor is a powerful force that will bring important people to you. Favor will have people seek you out to invest in your dreams and ask how they can help you become even more successful. Favor won't always come immediately.

You have to put these principles in motion until it becomes a lifestyle of focus.

Thank You!