

THOUGHT PATTERNS FOR A SUCCESSFUL CAREER® (TPSC)

RESET™

COURSE DESCRIPTION

**EVERYBODY DESERVES
A SECOND CHANCE.
LET'S MAKE SURE THIS IS THE
LAST ONE THEY WILL NEED.**

Who hasn't wanted to hit the "reset" button on some part of their day, or their life? To reverse course on an unfortunate decision, and take the other road? For those students who let the obstacles get in the way of completing their higher education, The Pacific Institute offers the latest in the *Thought Patterns for a Successful Career®* series – *ReSet™*

ReSet surrounds these "second chance" students with the efficacy-building, effective thinking education expected from The Pacific Institute – an education that has sat at the foundation of some of the most striking change initiatives around the world – Northern Ireland, Guatemala and South Africa. If these students are willing to take a second shot – or third or fourth shot – at completing their education, don't they deserve the best foundation you can offer them?

Supporting your efforts at bringing these students back to their original goal of higher education is a significant priority for The Pacific Institute. Gathering its high-performance concepts and focusing them toward adult students, who have tried life without that much-needed degree or certificate, is a natural progression of the Institute's educational imperative. Over the past three decades, the *Thought Patterns for a Successful Career®* series has delivered, on average, a 20-25% increase in student retention, with some schools enjoying a 50+% increase.

DELIVERABLES

Providing both online and in-class versions, *ReSet™* contains 34 short, individual video segments, offering fundamental concept and principle knowledge, as well as relevant applications to the challenges of staying in

school, excelling in classes, and keeping the goal of graduation in every moment of the program. Reflective questions get the students to identify what went sideways the last time they were in school, and what can be done differently this time, in order to successfully graduate. Exercises are targeted to provide repeatable paths to goal achievement.

The 21-unit program may be delivered in 12 to 15 hours, and implemented online or co-facilitated classroom style, a combination of both, or self-directed, all complementing your course and degree structure. And *ReSet™* is accomplished with minimal disruption to the regular course schedule for your students.

RESULTS

Along with the effective thinking skills education your students will receive from this program, you will see a significant increase in your "second chance" student retention rates. With these increases, you also see increases in graduation rates. And with increased graduation rates, placements go up and the challenges of repaying student loans are minimized. You are happy. Your staff and faculty are happy. And the student is ecstatic.



LEARNING UNITS

Unit 1 Introduction to The Pacific Institute®

Drs. Joe Pace and Scott Fitzgibbon introduce the students to the purpose and global history of The Pacific Institute and its scientifically-proven curriculum.

Unit 2 WHY?

The students are led to understand WHY *ReSet™* is important in setting them up for success as they re-embark on their post-secondary education.

Unit 3 WHAT?

Explaining WHAT outcomes the students should expect from studying this material assists in helping the students set their own expectations not only for this course, but for the completion of their education.

Unit 4 HOW?

Knowing the trail ahead of time is a great help to hikers. In the same way, knowing how this course will be laid out, as well as understanding how pliable our brains are when it comes to learning new information, creates the comfort zone in which the students can learn most effectively.

Unit 5 WHO?

ReSet™ is all about helping students goal-set for, and achieve, graduation. However, the education applies to all levels of the students' lives. WHO this course affects is not only the student as individual and student, but also as a professional once they are out of school.

Unit 6 Out of Order

Whenever we set a goal, we cause discontent inside ourselves. In the past, this discontent typically caused students to give up, to make the irritation go away. This unit explains that the discontent is a good thing, and helps us move forward rather than stay stuck in yesterday.

Unit 7 Into Order

When we have thrown ourselves out of order by setting a goal, we either move toward the goal or away from it, depending upon which internal picture is strongest – the future or the past. This segment explores what students let get in the way of moving toward their goal of graduation and provides a clue to solving the discontent.

Unit 8 I Am Ready for This!

From a great idea, to a goal. From goal-setting to goal-assimilation. And finally, to goal achievement – graduation. This unit provides a general overview of the entire program, providing in-depth information on making the goal of graduation intentionally set, and deliberately achieved.

Unit 9 Four Phases of Goal Assimilation

Fundamentals portion of Unit 9 explores the four components of Goal Assimilation: the goal itself, self-awareness, insight and the change or adjustment that takes place as a goal is assimilated. These components are further identified through the Finished Files exercise.

Using the Finished Files card exercise as its foundation, the **Application** portion of Unit 9 provides the practical explanation of the four components of goal assimilation. Students should be able to identify these components as they set goals for education achievement.

Unit 10 Habits

Overview

Fundamentals

This segment describes habits – what they are, how we get them, and how they are assimilated them into our everyday lives, until they become automatic behaviors that govern how we interact with the world around us.

Habit Loops Explained

Building on the work of Charles DuHigg in "The Power of Habit," this segment discusses habit



loops – a tool for analyzing our current habits, as well as a pattern for follow, in order to create new habits that more directly support our goal of education.

Study Habit Loop Application

Direct application of the Habit Loop tool, with a specific focus on study habits, for online as well as on-ground students.

Online Attendance Habit Loop (Alternative to Study Habit Loop)

Another practical example of putting the Habit Loop tool to work for students, specifically those students who access their education from remote, online locations.

Unit 11 Attitudes

Fundamentals

Attitudes are emotional reactions, based on our past history. Attitudes don't typically show up until we have set a goal. Then our attitude is either leaning us toward our goal (positive) or away from it (negative).

Application

Practical application of the student attitude toward reading (assignments, study questions, etc.) and how that attitude affects test scores, course grades and, ultimately, graduation. Ask yourself: how much do you really read in a day – considering emails, texts, tweets, etc. – and how easy it is to do when your attitude is leaning toward reading.

Unit 12 Beliefs

Fundamentals

Our beliefs about ourselves affect everything we do or not do, act or not act, even what we say. Beliefs are so powerful that they affect our self-image, which is played out in how we hold ourselves. Change the internal belief and the outside changes, too.

Application

This unit brings scientific studies to the understanding of how our beliefs are formed in the brain. Some beliefs are good for us and should be kept, while others need to be changed, in order for us to obtain what we truly deserve – a successful life, starting with our education.

Unit 13 Expectations

Fundamentals

We get what we expect to get in life, in school, in the workplace. Understanding how influential expectations are is helped along by understanding the Self-Fulfilling Prophecy.

Application

Using studying for, and grading tests, as a foundation, we look at how our expectations for ourselves regulate our performance. Studying effectively and getting an A one time, can be a pattern we follow, once we raise the expectations we have for ourselves.

Unit 14 Self-Talk

Fundamentals

Thoughts accumulate to become beliefs, so it is vital that we control that internal conversation that is going on in our minds, all the time. Understanding the influence that self-talk has on everything we do, or attempt to do (or not), is the first step in using our self-talk to move us toward our goals.

Application

A child draws a picture. Mom or Dad says "it's wonderful." One positive thought for the child, that the child reiterates with memories of the comment. Along comes Grandma, who reinforces the positive comments, and another positive thought goes into the child. This everyday example explains how our self-talk is multiplied to move us in positive directions, reinforcing our own positive self-image.



Unit 15 Self-Talk Cycle

Fundamentals

Our self-image is reflected in our performance, which is then reinforced by our self-talk. It is a cycle that can either raise us up, or tear us down; and it all pivots on our self-talk.

Application – Test-Taking

Using the situation of taking tests as an example, students see the effectiveness of the self-talk cycle in a real-world situation.

Unit 16 Affirmations

Fundamentals

Affirmations are simply our self-talk, about what we want, written down. This unit provides a review tutorial on how to write effective affirmations to help us reach our goals.

Application

Affirmation writing is something that needs to be turned into a habit, in order to reap the most from the process. Personal examples abound, and Scott Fitzgibbon provides a common one in this segment.

Unit 17 Visualization – Seeing Myself in the Future

Fundamentals

Writing affirmations is only the first step. Once the affirmation is written, with enough vividness to create a picture to move towards, then we need a process to assimilate the affirmation and the goal. We use the same process we've encountered with our self-talk: Read – Picture – Feel the emotions.



Application

Visualization is so powerful, that this mental rehearsal causes the same physical responses as real rehearsal does. The mind doesn't know real from imagined; it simply moves to the strongest picture.

Unit 18 Role of the Creative Subconscious

The main job of the Creative Subconscious is to maintain reality – our reality as we have come to know it. This reality is our Truth. Whether it is actually true or not, it doesn't matter. If we believe it to be true, then the Creative Subconscious works to maintain that reality, that status quo for us.

Unit 19 The Next Time...

Fundamentals

While we are working on changing old habits, attitudes and beliefs that are holding us back, it is common to slip back into old habits. The new picture simply isn't strong enough yet to pull us into the future. To get back on track, we use "the next time..." to reinforce the picture of where we want to be.

Application

Adults with small children will recognize "time out" as a disciplinary tool used to guide children back to better behavior. However, we typically ask the child to think about what they did. If they are thinking about what they already did, they are not focusing on the behavior we want them to exhibit. It begins by asking, "What should you do the next time?"

Unit 20 Motivation

Starting with a historical perspective on motivation within human beings, we move to two basic reasons for doing what we do: to avoid punishment or be rewarded. Both can be internally inspired or externally. The choice is up to us, but one is far more effective than the other.

Unit 21 Change the Way I Think, Change the Way I Act

Using running a marathon as a metaphor for the long-term challenge of graduation, we see how each of the concepts and principles learned throughout this course come together to provide an effective process, as we seek our current goal of successful graduation. Rather than being far away, graduation is within our grasp.