

Seven Steps To Boost Your Learning

by Dr. Stephanie Burns



TRUMP UNIVERSITY
SPECIAL REPORT

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Meet Dr. Stephanie Burns at StephanieBurns.com

Illustrations by Katja Toureg

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What results do you desire from this Trump University program?

Here are tools to help you immediately increase those results. All that is required is for you to study and act on the steps provided.

By following the Seven Steps to Boost Your Learning, you will begin to:

- Accelerate your progress through the program
- Increase your recall of new information
- Strengthen your mastery of the material
- Remain energized throughout the course
- Transform new knowledge into real-world action

About Dr. Burns

Dr. Stephanie Burns is one of the world's leading authorities on adult learning and goal achievement. She has devoted her career to researching the challenges individuals face when they tackle new knowledge and embark on new ventures. Her proven strategies have transformed the lives of thousands of people throughout the world.

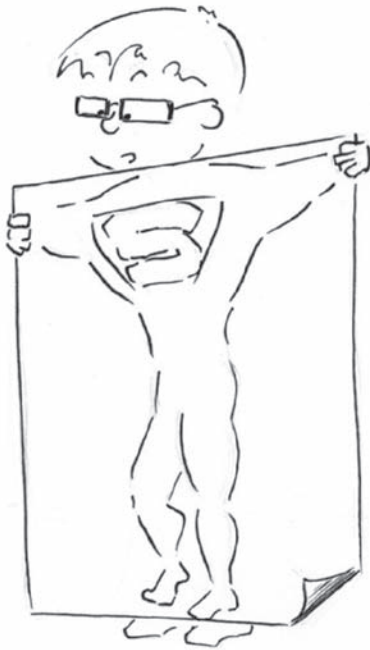
Over the past 20 years, Dr. Burns has applied her skills to an extraordinary range of endeavors, including wealth creation, corporate management, Olympic athletics, computer technology, horse riding and the learning of musical instruments — to name just a few.

As Trump University's educational consultant for home study programs, Dr. Burns provides a unique methodology for accelerating your success in the fields of business, wealth creation and personal development.

Learn To Learn Faster

The Seven Steps presented here are excerpted from *Learning Explosion*, Dr. Burns' new breakthrough program for Trump University. The total program includes many more powerful steps for you to act on, and three compelling audio CDs featuring Dr. Burns. For the full benefit of this extraordinary methodology, be sure to order your copy of *Learning Explosion* from Trump University.

Define The Big Outcome



When you look behind who you know yourself to be today, who do you imagine it is possible to become?

Purpose

To understand that goals have end points. You have as your intention to go from where you are today with some knowledge or skill to somewhere else as a result of learning.

Goals may continue to be set at higher and higher levels, but this is best done over time, as the experience of achieving a series of small, related goals help to shape the future, larger goals.

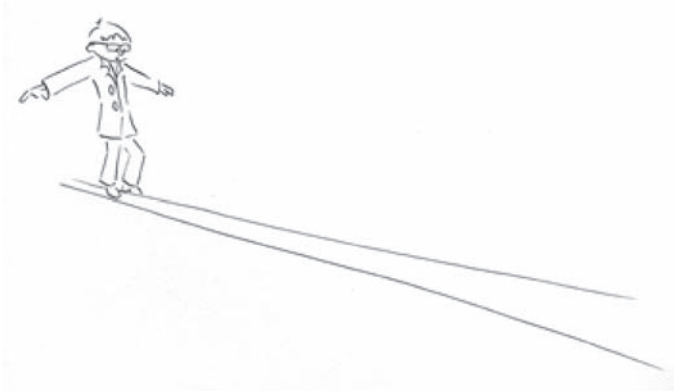
Tip

Goals are always about something. They are never about nothing. Goals take you from the place you are today to some condition you want to experience in the future.

Goals are about change.

The more specifically you state the goal the easier it will be to achieve. For instance, setting a goal to be wealthy is problematic because it is too vague. Goals should be very specific. You should know now how you will know when the goal is achieved.

Prepare Yourself For Discomfort



Learning is not by nature a “fun” experience, although in moments it certainly can be. But in the main it causes discomfort by forcing us to leave solid ground having to find our balance in what can feel like a long thin shaky pole!

Purpose

To understand that when you are learning you will most definitely be feeling sensations from mild to strong discomfort in some learning situations.

Tip

The only time we are comfortable, in other words when we feel nothing, is when we are doing what we know how to do. All learning stimulates our nervous system – brain and body and that stimulation has affects. The feelings of learning are an important signal that learning is occurring.

In learning situations we are prone to experience, or anticipate that we might experience, discomfort. This can be mild or strong, and relate to boredom, frustration, confusion or anxiety. This experience is a natural and normal part of the learning process.

Action

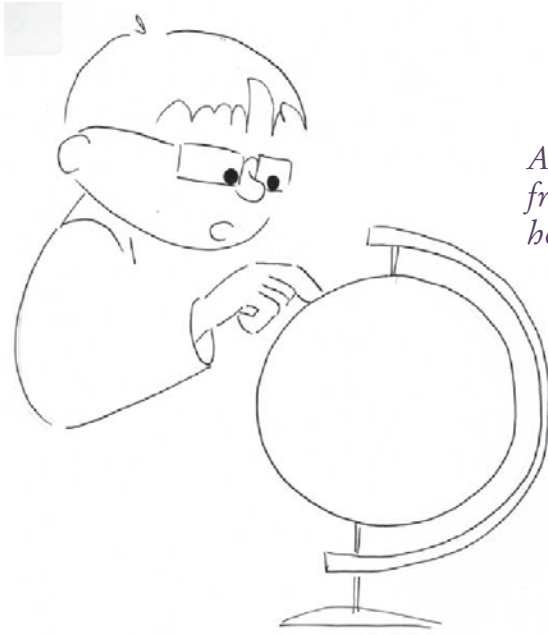
The normal human response is to STOP doing whatever is causing the source of the discomfort. Stopping, avoiding, or procrastinating are NOT good responses as they will block your achievement of the goal.

Take a moment to think about earlier learning experiences, and note the instances in which you described a possible negative feeling or discomfort. These feelings may recur on this new adventure and you will need to prepare for the effect of the discomfort.

In the space below, make a list of uncomfortable or negative feelings and experiences related to learning. Next to each item write what you can think of NOW that you will do when and if that negative factor manifests. In other words, what will you DO if you do get bored, tired, confused, frustrated or anxious.

Negative factor	What I will do to handle it

Map Your Activities



All learning goals have a distinct path going from where you are today to the place you hope to arrive in the future.

Purpose

Knowing in advance the nature of the particular learning process you will engage in is important to preparing for the events that are about to unfold.

Tip

When we think in advance about what is going to be expected of us when we embark on the pursuit of a new goal we have the opportunity to avoid premature abandonment of the goal caused by the some times surprising nature of the experience. The more you know in advance about the nature of the range of experiences you will have the better equipped you will be to handle those experiences.

Action

Use the questions below for self-reflection. Record your responses in the spaces provided below.

1. Every goal has a range of activities you will have to engage in. These might include: reading, writing, testing, experimentation, practice, working with others, working with a tutor, and so on.

Choose one of your goals — related to this program — that requires you to learn new skills or knowledge. Now list all of the kinds of learning activities you will engage in.

2. Activities also relate to managing some personal life elements and also mundane activities. These might include: managing the family, driving a long distance, parking in congested areas, and eating.

What kinds of additional life elements or mundane activities are going to be part of your goal pursuit?

Every goal has a discrete number of actions that must be taken over time – although the number of actions may not be known at the start. Some of those actions relate to learning, while other relate to managing yourself in the process.

Check Your Environment



Look around. Are you in the best possible place for learning?

Purpose

To understand that the environment you choose for learning may be a critical factor in your success.

Tip

As children we often had classrooms and areas in the home set up for learning. Many adults do not factor this aspect into their early learning successes. As an adult you will also require some thought about where you decide to do your learning activities.

Action

Use the questions below for self-reflection. Record your responses in the spaces provided.

1. Review again the list of learning activities involved in your goal. What kind of environment do you believe will be best for you to focus and concentrate?

2. Do you have access to this kind of environment, and if not, where can you go to have the kind of environment you need?
3. In your chosen environment(s) what do you see around you that might cause a distraction? (ie, your email program signaling the arrival of new mail, things to play with on the desk, etc.)
4. Before you begin, take some time to prepare this environment to be most settling for you to sit comfortably and work without distraction.

Prepare Yourself



When you sit down to learn you should feel good about yourself!

Purpose

To understand that when you are learning your state of mind and body play a roll in your concentration and success.

Tip

Before you begin a learning session take care of yourself.

Set A Time Frame



How long a learning session will be should be decided BEFORE you sit down!

Purpose

To understand that anticipation is a very powerful motivator and that long sessions, ending in fatigue kill anticipation for future sessions.

Tip

Keep your study sessions short and do them often.

Action

Use the questions below for self-reflection. Record your responses in the spaces provided.

When you have a learning goal that requires consistent action over a long period of time, it is important that you manage the feelings you have at the end of each session. Many adults sit down to read or study with no thought to HOW LONG or HOW MUCH they will do. They then often end a session when they are fatigued or confused. This makes starting another session later or tomorrow challenging.

For each learning session set an exact time period. When that time ends, no matter where you are, STOP and go do something else. Then, plan and look forward to your next session.

Set Up Questions



For an adult learner reading everything is not useful, nor is it necessary!

Purpose

To understand that achieving outcomes for learning sessions is greatly enhanced if you prepare your brain with questions you want to answer.

Tip

Much of learning is about knowing about something you don't know now, or about knowing how to do something better than you do now. You will benefit by knowing the questions you are striving to answer. Set specific questions for every learning session and always have a list of big questions you are pursuing in your goal.

