

put together a few ideas to stimulate your thought about a game. There is nothing magical about our ideas; no one of them is essential. Nevertheless, each represents a plausible point of attack, one way or another, to improve thinking in a regular way. Although we do all of these at the same time, we recommend an approach different with all of them. You can add any others you find in this plan with yourself. After you familiarize yourself with some of the plan how this game plan works.

time. All humans waste some time. No one uses all of his or her time or even pleasantly. Sometimes we jump from one diversion to enjoying any of them or become irritated about matters beyond ourselves. We fail to plan well, causing negative consequences that we avoid such as spending time unnecessarily trapped in traffic. We have left a half hour earlier and avoided the rush. Sometimes we do not regret what is past, or just stare blankly at the time is "spent," and if we had thought about it and considered it would not have deliberately spent our time in that way. So our idea of the time you normally waste by practicing good thinking is valuable. For example, instead of sitting in front of the TV at the end of the day, or at least part of it, thinking back over your day and evaluating weaknesses. You might ask yourself questions like these:

do my worst thinking today?
do my best thinking?
actually think about today?
out anything?
any negative thinking to frustrate me unnecessarily?
repeat today, what would I do differently? Why?
thing today to further my long-term goals?
accordance with my own expressed values?
spend every day this way for 10 years, would I, at the end, have
d something worthy of that time?
me with each question is important. It would be useful to review periodically, perhaps weekly, to write your answers in a journal, keep a record of how your thinking is developing.

problem a day. At the beginning of each day (perhaps driving to work or), choose a problem to work on when you have free moments. The goal of the problem by identifying its elements. Systematically think

through the questions: What exactly is the problem? How can I put it into the form of a question? (See Chapter 10 for a template you might use.)

3. Internalize intellectual standards. Each week, study and actively bring into your thinking one of the universal intellectual standards presented in Chapter 5. Focus one week on clarity, the next on accuracy, and so on. For example, if you are focusing on clarity for the week, try to notice when you are being unclear in communicating with others. Notice when others are unclear in what they are saying. When you read, notice whether you are clear about what you are reading. When you write a paragraph for class, ask yourself whether you are clear about what you are trying to say and in conveying your thoughts in writing.

In doing this, you will practice four techniques of clarification: (1) stating what you are saying with some consideration given to your choice of words, (2) elaborating on your meaning in other words, (3) giving examples of what you mean from experiences you have had, and (4) using analogies, metaphors, pictures, or diagrams to illustrate what you mean. In clarifying thinking, you should state, elaborate, illustrate, and exemplify your points, and you will regularly ask others to do the same.

4. Keep an intellectual journal. Each week, write out a certain number of journal entries. Use the following format for each important event you write about:

- Describe only situations that are emotionally significant to you (situations you care deeply about).
- Describe only one situation at a time.
- Describe (and keep this separate) how you behaved in the situation, being specific and exact. (What did you say? What did you do? How did you react?)
- Analyze, in the light of what you have written, what precisely was going on in the situation; dig beneath the surface.
- Assess the implications of your analysis. (What did you learn about yourself? What would you do differently if you could relieve the situation?)

5. Practice intellectual strategies. Choose a strategy from Chapter 16 on strategic thinking. While using that strategy, record your observations in a journal, including what you are learning about yourself and how you can use the strategy to improve your thinking.

6. Reshape your character. Each month, choose one intellectual trait to strive for, focusing on how you can develop that trait in yourself. For example, if concentrating on intellectual humility, begin to notice when you admit you are wrong. Notice when you refuse to admit you are wrong, even in the face of glaring evidence that you are truly wrong. Notice when you become defensive when another person tries to point out a deficiency in your work or your thinking. Notice when your arrogance keeps you from learning, when you say to yourself, for example, "I already know everything I need to know about this subject," or, "I know as much as he does. Who does he think he is, forcing his opinions onto me?"