

How to Teach Effectively Using the Loquate Success Model

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How to teach successfully is a 2 point guide. On the job, at home and in the classroom, this practical yet simple 2 point guide is written for successful teaching.

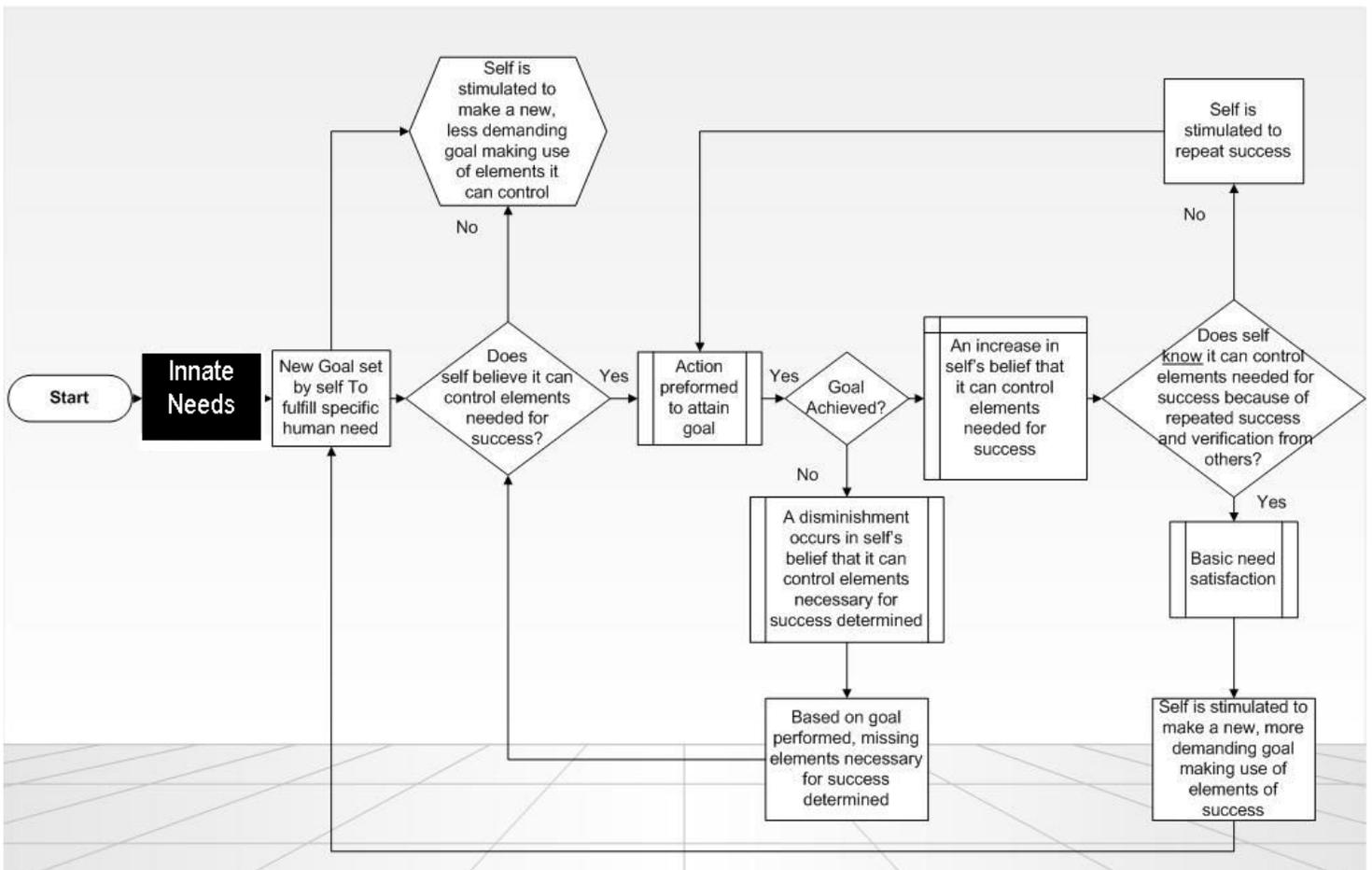
Point 1

The first point offers Background on innate needs common to all mankind. Cited by hundreds of thousands of Academic Research articles, the innate needs of human kind may be the greatest discovery in natural law ever.

“The findings have led to the postulate of three innate psychological needs—competence, autonomy, and relatedness—which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being.” Like sailors eating limes to prevent scurvy, Smart® habits overcome scurvy of the human spirit which is diminished motivation and well-being. [Click here.](#)

Point 2

The second point is the Loquate Success Model below, followed by how to use it:



Referring to the above Loquate Success Model flow chart, we can determine how to

increase relatedness by taking the five levels of success into consideration. Each level of

success refers to a stage in the diagram. The diagram describes achieving success over a period of time. The five levels refer to various points in time.

The first level occurs when a person seeks competence and wonders if he can control the elements needed for success. We can increase relatedness at this point by encouraging the person.

The second level occurs when a person performs some action to attain a goal. We can be helpful at this point only by helping the person succeed. When we see some element for success is missing, by simply providing that element, we are increasing relatedness.

When a person is trying something new, he is under pressure. Trying to teach the person engaged in this new undertaking finer details is inappropriate, because the person is doing all he can to stay above water.

The third level occurs when a person has succeeded one or more times. At this point the person will wish to supply the missing elements himself. We can be helpful by affirming and teaching the person the bare essentials he will need to succeed on his own.

We can increase relatedness by gradually removing ourselves from the picture by providing more and more leeway (time and freedom) to try and retry the basic elements needed for success that we have taught him.

The fourth level occurs when the person knows he can control on his own, the necessary elements of success. We can increase relatedness at this point by telling the person in no uncertain terms that he can control the basic elements needed for success.

It would still be inappropriate and unnecessary to teach the person the finer details at this time. He may take it too imply that we do not see the success he has attained.

The fifth level occurs when the person is stimulated to take on a new more demanding goal making use of the elements he can control. We can increase relatedness at this level by teaching the person the finer details.

By taking into consideration a person's level of success, we can affirm his competence and increase relatedness. In satisfying innate needs he will look to us with genuine appreciation and admiration, not only for our help, but also for our understanding. That is why relatedness increases and autonomy evolves.