Performance – What does this really mean to us?

Cause or Effect???

* What can I do ... not do?
Three Integrated Areas Of Function / Performance

- Physiology
- Psychology
- Identity
Concepts

The Philosophy of the Onion ...

There is never a solution for effect!

Peel the layers to determine the cause!
Framing - the expression of a thought or a question, in order to define as clearly as possible what thoughts or answers I want the other person to express.
Concepts

Perfection ...

• It doesn’t have to be perfect to be right!

• Not all things that are defined as “strategies” are going to make someone perfect.

• Progress is the objective … NOT … Perfection!
Just talk about it ...

- We ‘talk about it’ and ‘talk about it’ … but it is not very effective in making a change. Why?

- Just because we have “talked about it” does not mean that they have learned (programmed) to do something!

- One does not learn “to do something” by talking about it!
Concepts

"Just talk about it ..." or

"Just Do It ..."

Your Choice
“The concept of my 100 ...”

• The concept is different than (typically) evaluating, or grading, or comparing our performance to others. (It is a CONCEPT!)

• In fact ...the basis of the concept is to NOT look at comparing my kids, my clients, or myself to anyone else at all.

• Rather than a “percentage” of potential, what if we just said that “I have my 100”, based upon my ‘programming’ at the current moment.
T.I.C.E. Engineer

Coach Systems

Instruct Performance

Teach

Give Information

1. Demonstrate or Observe
2. Critique
Performance Continuum

• Great
Performance Continuum

Crummy
The Performance Model

Information → Bio-Computer → Result – Output

Sensory Input
- Visual
- Kinesthetic
- Auditory

Processes based upon Software

Thoughts
- Focus
- Primary Attention
- Multitasking

Psychomotor Skills
State of Mind
Belief System
Behavioral Traits

Action
Reaction
Decision
The Brain
The Brain is a Bio-Computer
The Brain must have software – to function!
Learning is Programming – Programming is Learning!

Programming – Deprogramming - Reprogramming
<table>
<thead>
<tr>
<th>Left Brain</th>
<th>Right Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>Creative</td>
</tr>
<tr>
<td>Detail</td>
<td>Art</td>
</tr>
<tr>
<td>Language</td>
<td>Free Form</td>
</tr>
<tr>
<td>Logic</td>
<td>Big Picture</td>
</tr>
<tr>
<td>Linear</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Little Pieces</td>
<td></td>
</tr>
</tbody>
</table>

Controls Left Side Controls Right Side of Body of Body
Performance Under Pressure

“If an engineer wants to know about what he’s designing, he puts it under great amounts of stress. It’s the same with human beings. If you want to find out how things operate... find out how we operate under stress.”

“Police, soldiers, race car drivers, and helicopter pilots train to anticipate the strange behaviors they will encounter at the worst of times. They know that it’s too late to learn those lessons in the midst of a crisis.”

1 ‘The Unthinkable’ by Amanda Ripley
The Performance Model

**Bio-Computer**

Information → Processes based upon Software → Result – Output
Action Reaction Decision
The Performance Model

**Bio-Computer**

Information ➔ Sensory Input
- Visual
- Kinesthetic
- Auditory

Processes based upon Software

Result ➔ Output
- Action
- Reaction
- Decision
The Performance Model

Bio-Computer

Information → Sensory Input

- Visual
- Kinesthetic
- Auditory

Thoughts
- Focus - Concentration
- Primary vs Divided Attn.
- Multitasking

Processes based upon Software

Result – Output
- Action
- Reaction
- Decision
The Performance Model

Information → Bio-Computer → Sensory Input

- Visual
- Kinesthetic
- Auditory

Processes based upon Software

- Psychomotor Skills
- State of Mind
- Belief System
- Behavioral Traits

Thoughts

- Focus
- Primary Attention
- Multitasking

Result – Output

Action
Reaction
Decision
Visual Sensory Input

- Visual Spatial Awareness
- Visual Tracking
- Depth Perception
- Closure Speed
- Visual Processing Speed
- Vision Acuity
Physiological Strategies

Muscle Checks

Breathing

Cross Crawls
Physiological Strategies

Cross Crawls
Lazy 8’s
Walking
Centering
Visual Processing Exercise
  Reaction and Response Time
Hook Up
Kinesthetic Sensory Input

- Proprioceptive
- Vestibular
- Visual
Psychomotor Skills

The brain transmits electrical communication to the muscles. Actions or reactions occur at the subconscious level.
“States” happen to us or within us, typically without our conscious direction. We see... hear...smell...something, and based upon that “trigger” - what that something represents to us, we go into a “state”.

Fear
Doubt
Fatigue
Stress (the bad kind)
Anger
Frustration
Anxiety

Confident
Happy
Excited
Stress (the good kind)
Integrated
Energized
Belief System

We perceive HOW we perceive, BASED upon our programming. In order to look at myself in a different way, I must change my programming!

What does my student really believe about him / herself and what they can potentially do?

How do I change my programming?

By “doing” … or … By “talking about it”
Development of Beliefs

- Environment
- Happenings
- Knowledge
- Past Results
- Mental Equivalent

Belief re: Limitations – and – Possibilities

“I can” … or … “I can’t” – You’re right.

Power of Beliefs

Superstition Effect
Behavioral Traits

Dominance    Extroversion    Patience    Conformity
Behavioral Traits

- Dominant
  - Likes to be in Charge
  - Lets others be in Charge

- Extrovert
  - Enjoys Attention
  - Low need for Attention

- Pace
  - Low Urgency
  - High Urgency

- Conformity
  - Attention to Details
  - Big Picture
Focus and Concentration

What is focus?

Primary vs. Divided Attention
Alternating Attention
Multitasking

Exercises
Decision Making

Elements of Decision Making . . .

- Objective
- Motivation
- Flexibility
- Risk
- Information – A bad decision can be the result of “bad” information
- Speed
- Fight or Flight

Conscious Level
2,000 bytes

Subconscious Level
???
Decision Making

Elements of Decision Making . . .

- Objective
- Motivation
- Flexibility
- Risk
- Information – A bad decision can be the result of “bad” information
- Speed
- Fight or Flight

Conscious Level
2,000 bytes

Subconscious Level
Up to 4,000,000,000 bytes of information
The Performance Model

Information

Sensory Input
- Visual
- Kinesthetic
- Auditory

Processes based upon Software

Thoughts
- Focus
- Concentration
- Multitasking

Result – Output
- Action
- Reaction
- Decision
Learning ... is ... ???

Learning Styles

Visual

Kinesthetic

Auditory

Most effective learning is the ability to use ALL sensory processors.
Stages of Learning

Unconscious
Incompetence

Awareness

Conscious
Incompetence

Unconscious
Competence

Awareness

Conscious
Competence

Unconscious
Competence
Stages of Learning

Inception

Deception

Transformation

Identity
The End