



performancepeople<sup>TM</sup>  
**LEARNING & DEVELOPMENT**

## **The Psychology & Principles of Learning**

**A keynote presentation & workshop  
delivered on behalf of**

**Coach England  
Coach Conference  
Saturday 4 December 2010  
PGL Liddington**

**Performance Learning & Development Ltd  
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## **Keynote Overview: The Psychology of Learning**

For many, coaching is the key with which to help a person "unlock their true potential to maximise their own performance". Yet whilst there is much research to suggest that a person's true potential may well be unlimited, many people still choose to believe that this simply isn't so. But, as a coach, if we don't really believe in a person's true potential, how can we really help them unlock it?

This keynote presentation considers mind as memory and people potential as the capability to learn. After reviewing some interesting facts borrowed from mind & brain research, it employs a simple yet powerful Memory Exercise to give insight into the psychology of learning . . . and challenge some widely held limiting beliefs about what people are truly capable of.

## **Workshop Overview: The Principles of Learning**

When cognitive psychologists talk about how the mind works, they usually equate mind with memory and the workings of a computer. As such, the Information Processing Model is a useful model with which to consider how people register, store & recall information, and learn from their own experience.

Building on some of the ideas introduced during the Keynote Presentation, The Psychology of Learning, the Information Process Model is employed here as a useful model with which to consider the process of learning, it's underpinning principles, and how these same things can be applied to the coaching process . . . to unlock a person's true potential to maximise their own performance.

## **Profile: Mark Woodhouse (Performance People™)**

Mark Woodhouse is an experienced consultant, trainer & coach, the director of Performance Learning & Development Ltd and the founder of Performance People™. He has first class honors in sports science, a diploma in fitness training & sports therapy, and postgraduate qualifications in systemic leadership & organisation development. He is currently completing an MSc Organisation Development & Neuro Linguistic Technologies.

An accredited ScUK tutor, member of BASES, and certified trainer of NLP, he is also an associate lecturer at Leeds Metropolitan University and a contracted consultant to the British Military in the areas of performance, learning, communication & change. Whether coaching individuals, facilitating an executive team, or speaking to a larger audience, his open and immediate style raises awareness, generates responsibility and helps people take real action.

## **Profile: Performance People™**

Performance People™ are a niche consulting company: passionate about people & dedicated to people performance. As specialists in the areas of performance, learning, communication & change, they offer a powerful range of solutions & services with which to unlock people potential & maximise people performance. They work within a number of business areas, with people at all levels, and have long-term consulting relationships with a wide variety of clients.

Performance People™ are accredited with Sports Coach UK (ScUK), the Association of Neuro Linguistic Programming (ANLP), the International Neuro Linguistic Programming Trainers Association (INLPTA), and the American Board of Neuro Linguistic Programming (ABNLP). They are also an approved Institute of Leadership & Management (ILM) Centre and an Enhanced Learning Credits (ELCAS) scheme provider. Any person, team or organisation interested in developing themselves or other people in the areas of peak performance & coaching are invited to contact Performance People™ for an analysis of their learning needs.

# The Psychology of Learning

A keynote presentation  
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Canoe England  
  
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## Introduction

- For many, coaching is the key with which to help a person "unlock their true potential to maximise their own performance".
- Yet whilst there is much research to suggest that a person's true potential may well be unlimited, many people still choose to believe this simply isn't so.
- But, as a coach, if we don't really believe in a person's true potential, how can we really help them unlock it?

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## Presentation Aims

- This keynote presentation considers mind as memory and people potential as the capability to learn.
- After reviewing some interesting facts borrowed from mind & brain research, it employs a simple yet powerful Memory Exercise to give insight into the psychology of learning . . . and challenge some widely held limiting beliefs about what people are truly capable of.

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## Considerations & Limitations

- Most people are experts in psychology . . . but are usually unconscious of the fact.
- Peak performance is mostly common sense . . . but usually isn't common practice.
- Performance isn't so much about what you know . . . as it is about what you do with what you know.
- Like any ability, coaching employs a skills set that can only be developed through practice.
- If you continue to do what you've always done, you'll get what you've always got!

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## The Power of the Mind

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## Some Interesting Facts

- Every healthy person is born with an estimated 100 billion brain cells. Each of these cells can grow up to 20,000 dendrites.
- This means that the total number of possible combinations and permutations is 1 followed by 10.5 million km of normal type set 0's!
- Within a normal lifespan, it is suggested that no human yet exists that can use all of their brain potential. For all intents and purposes our potential is unlimited!

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- Studies in the 1950's suggested that we use only 50% of our brain capacity, but research since then suggests that we actually use much less - as little as 2%!
- The brain is divided into left and right hemispheres, each with different functions and capabilities - logical-analytical and artistic-creative respectively.
- Theories of Multiple Intelligence recognise up to 10 different intelligences or abilities - each of which can be developed by learning.
- Most importantly, these theories suggest that it's not how smart we are that's most important - but how we are smart!

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## Memory Exercise Part 1

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## Metaphor of the Computer

- When cognitive psychologists talk about human potential and the way in which the mind works, one of the useful metaphors they often employ is that of the computer.
- Whilst the human brain / mind is obviously much more complex than a computer, the metaphor is still a useful way to consider the way in which we process information, learn from our experience . . . and some of the associated problems associated with doing so.

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### Practical Exercise

- Consider the beliefs you have about your memory.
- Do you believe your memory to be good or bad? Alternatively, might you believe your memory to be somewhat selective?
- What do these things say about you, your ability to succeed on the Memory Exercise, and your beliefs about your potential in general? Do these beliefs limit or empower you?
- What would you prefer to believe about both your memory and your potential?

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### The Memory Exercise

Realistic Score

Fantastic Score

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

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### Practical Exercise

- Consider the Memory Exercise - where mind is memory and equates to people potential.
- What score would you realistically expect to achieve in doing the Memory Exercise?
- What would be a fantastic score - a score that, if you achieved it, would really surprise you?
- What would it mean to you if you were to actually able to achieve your fantastic score? How would it make you think and feel? What might it enable you to do?

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## **The Principles of Learning**

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## **Introduction**

- **When cognitive psychologists talk about how the mind works, they usually equate mind with memory and the workings of a computer.**
- **As such, the Information Processing Model is a useful model with which to consider how people register, store & recall information, and learn from their own experience.**

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## Workshop Aims

Building on some of the ideas introduced during the Keynote Presentation, The Psychology of Learning, the Information Process Model is employed here as a useful model with which to consider:

- the process of learning
- some of it's underpinning principles
- and how these same things can be applied to the coaching process

. . . to unlock a person's true potential to maximise their own performance.

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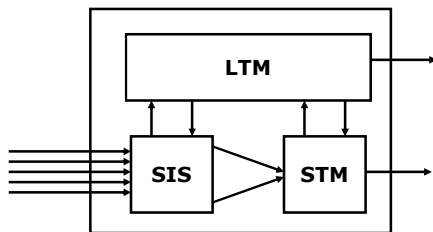
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## The Information Processing Model



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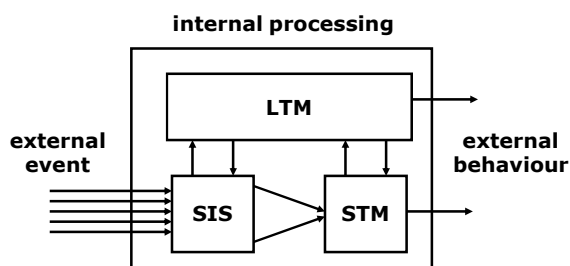
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## The Information Processing Model



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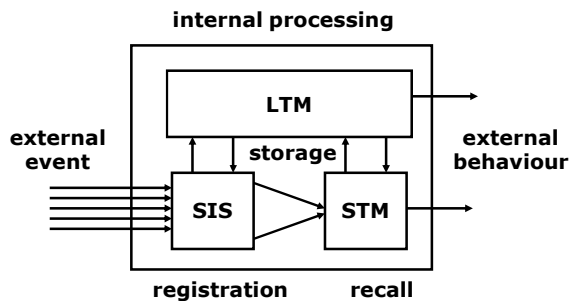
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## The Information Processing Model




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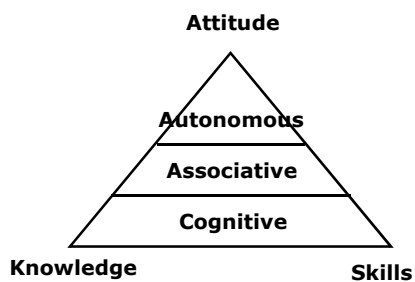
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## Learning & Skill Development




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## Principles of Learning

- Develop rapport.
- Know your outcome.
- Get into a resourceful state.
- Ask empowering questions.
- Refer to previous experience.
- Break things down into chunks.
- Attach emotional significance.
- Employ all of the senses.
- Make things distinctive.
- Practice until permanent.
- Maintain state throughout.

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## Theory into Practice

- Consider all that you have learned from the Information Processing Model.
- What is the Information Processing Model? What are the functions of the mind in terms of registration, storage and recall? How do these things relate to the process of learning?
- What are the 3 stages of learning and skill development? How do these stages relate to conscious and competent performance?
- What are the principles of effective learning? How might you apply this understanding within the context of coaching?

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Attitude Change Technology™

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## Memory Exercise Part 2

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## The Memory Exercise

Realistic Score

Fantastic Score

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

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## Practical Exercise

- Consider the Memory Exercise from earlier.
- How does the score you actually achieved compare to your predicted score? What might this say about your old beliefs about your both your memory and your potential?
- How might these beliefs have limited you in the past? What other limiting beliefs might still prevent you from unlocking your true potential?
- How was this result achieved? How might this exercise have changed both your beliefs about people potential in general and your attitude towards coaching in particular?

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## Summary

- For many, coaching is the key with which to help a person "unlock their true potential to maximise their own performance".
- Yet whilst there is much research to suggest that a person's true potential may well be unlimited, many people still choose to believe this simply isn't so.
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Attitude Change Technology™

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# The Memory Exercise

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Realistic Score

Fantastic Score

	Peg	Object		Peg	Object
1	<input type="text"/>	<input type="text"/>	11	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	12	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	13	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	14	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	15	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	16	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	17	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	18	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	19	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	20	<input type="text"/>	<input type="text"/>