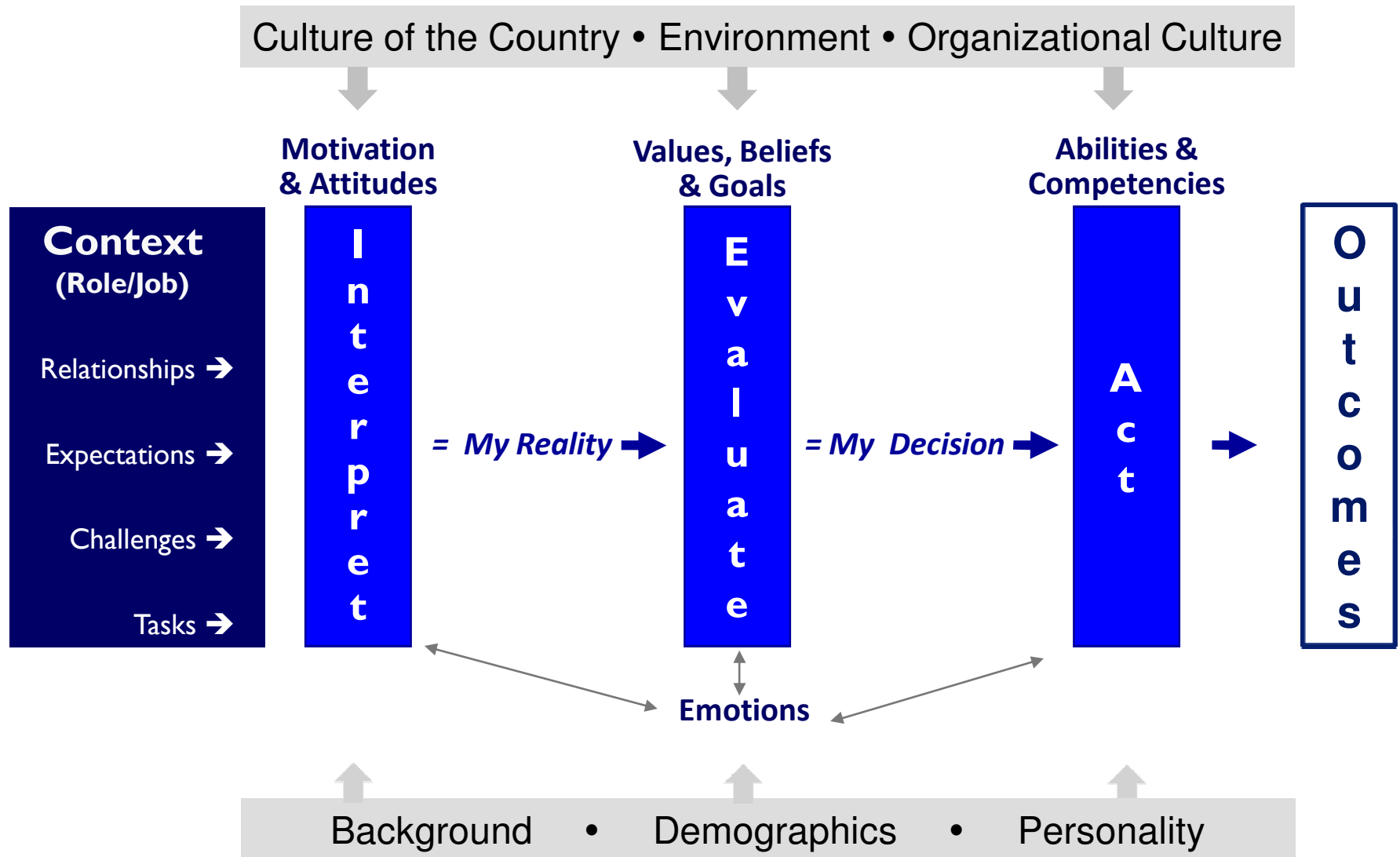


The Performance Model



Performance Model Explanations

High-Level Influences on the Individual – The Milieu: A major force on an individual is the milieu in which the person lives including the country, environment (physical/economic/etc.) and the organizational culture in which he or she works.

Influence of the Setting on the Individual – The Context: Context, in this case, refers to the individual's life situation or setting at the moment. It can be work, family, play, etc. Context has a significant impact on the first stage of the model. Unlike more stable characteristics like personality or intelligence, motivational and attitudinal patterns may shift with context. Patterns for high performers in one role may not be the same as those in another role. The same goes for an organization. High performers in a role in one organization may not have the same patterns as their counterparts in another organization. To understand fully one's performance, it is necessary to understand the context in which the person works.

Personal Influences on the Individual (Background, Personal Characteristics, and Personality): Research indicates that factors such as family history and characteristics such as marital status as well as what we call personality all have some influence on an individual's behavior and performance. The group of factors is shown in the model, but not a core component of the model because there is no evidence in current research that any of these factors across a group have as much impact on an individual as those shown.

Stage 1: Interpret: The first stage of the 3-stage performance process is the one in which we translate the experience around us into our definition of "reality." The process involves *filtering* that experience such that some gets processed and other parts ignored and *interpretation* where we put our "meaning" around the experience.

Stage 2: Evaluate: In this stage, we make a decision about whether the situation is important to us, aligns with our values, goals, and criteria. This is the *evaluation* portion of the second stage. Then we *decide* whether or not to act on the situation or experience. [Note: From our first awareness of what is happening around us to the end of the decision stage may only take a fraction of a second.]

Stage 3: Act: This is where we respond to the situation—we take action (even if the action is only a thought). We choose the knowledge and/or skills that seem most appropriate to the situation (my reality) and the goal we are trying to accomplish or problem we are trying to solve/avoid (my decision) from the range of possibilities in our "library" of *abilities* and *competencies*. We then apply the knowledge and/or skill to action.

Emotions: Our emotions may play an important role in the process. Emotions can both be impacted by and impact our *Definition* and *Decision* processes. And, as research increasingly shows, our emotional intelligence can have a major impact on our ability to use our abilities. Some highly competent people do not perform well under certain emotional conditions.

Outcome (Impact/Effectiveness): Here is the result of the entire process. Each element of the Performance Model contributes to the result—yet, no single element is sufficient in and of itself to account entirely for the outcome. Acting is based on the *Interpret* and *Evaluate* processes and the action we take (or choose not to take) creates the outcome.