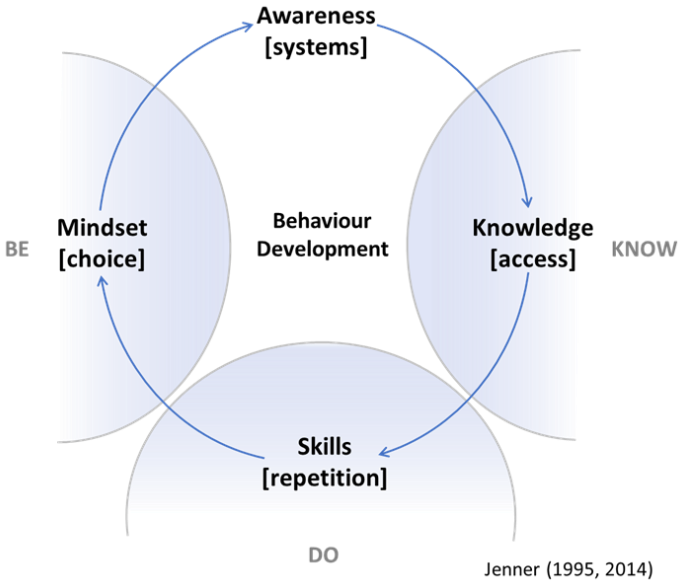
Behaviour Development Cycle



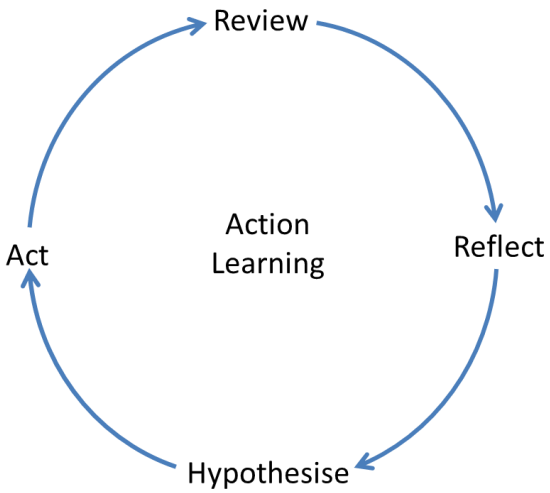
1. Awareness	**Having an accurate view of how I am at this behaviour right now**
Key need	Systems What systems do I have in place to bring me real-time data on how I'm doing at this now, and now…?
2. Knowledge	**Having a cognitive understanding of what best practice behaviour in this realm looks like**
Key need	Access How can I get access to the latest thinking/research/ideas/concepts about effectiveness at this behaviour?
3. Skills	**Acquiring competence at manifesting this behaviour**
Key need	Repetition What's the best way to get the reps needed to have this skill become habit?
4. Mindset	**Having a mental approach, focus and orientation that supports effective performance and/or skill development at this behaviour. Ensuring our current way of 'being' best supports the effective execution of what we are attempting to 'do'**
Key need	Choice How am I using my mind? What am I focusing on? How am I being? To what degree is this focus supporting both my development of, and my effectiveness at, this behaviour?

Observations about the model

- Cognitive understanding differs from behavioural competence. Both are needed to be effective at any given behaviour.
- Separate from skill, your current mindset is the major driver of the effectiveness of your behaviour in any moment.

Action Learning

Kolb's (1984) theory of Action Learning relates in a number of ways to the Behaviour Development Cycle. Also, cyclical in structure, Kolb posited that development occurs through a four-step process:



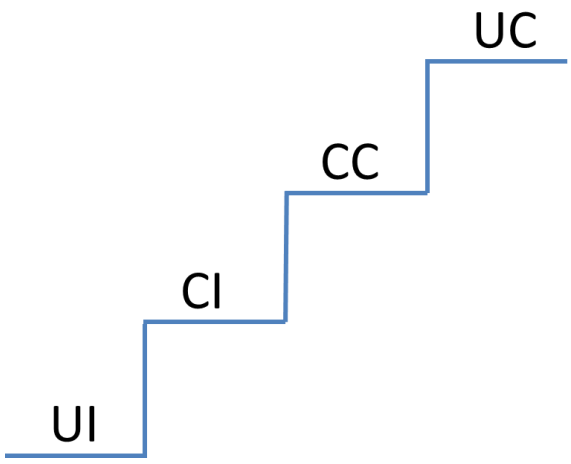
Immersion	The process of securing data on how things are now. Identifying 'what is'.
Reflection	The process of considering the implications of the data identified. Thinking through 'what does this mean, what are the implications of this?'
Conceptualisation	The process of hypothesising how things could be. Identifying 'how might things be different, what might I want to change?'
Implementation	The process of being in action to test, implement the hypotheses identified.

Observations about the model

- Undertaking more iterations is the key to driving an increased rate of development.
- Trialling new ways of being and doing is a vital component of improvement. Trialling, by definition, sometimes results in increased performance and sometimes in reduced performance. A healthy relationship with failure and non-optimal performance driven by an understanding that errors are essential to improved long-term performance is a critical component of best practice development (see Growth Mindset p 45).
- Each element requires deliberate, conscious focus
  - Being in Action without Immersion leads to failing to fully understand what worked well/less well
  - Being in Action without Reflection leads to failing to fully grasp the insights available
  - Being in Action without Conceptualisation leads to failing to identify the broadest range of options for future improvement
  - Immersion, Reflection and Conceptualisation without Action is an academic exercise that precludes real development

Four Stages of Learning

Part of managing the development process is understanding where you are at on the journey:



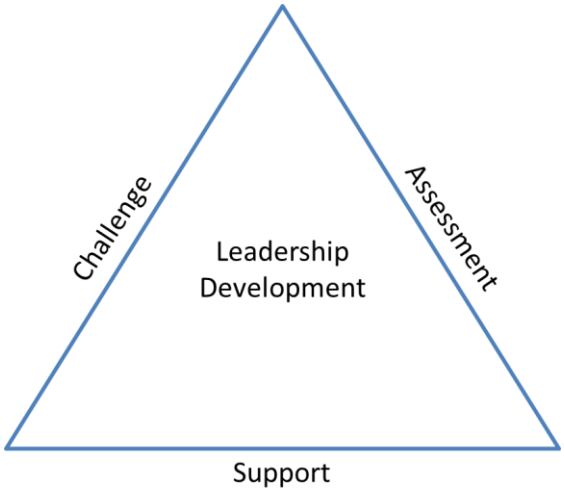
UI	Unconscious Incompetence	Does not realise behaviour needs to be developed, aka "Blissful Ignorance"
CI	Conscious Incompetence	Realises behaviour needs to be developed but unsure how to effect change
CC	Conscious Competence	With conscious effort, able to effect best practice behaviour
UC	Unconscious Competence	Has internalised best practice behaviour. Uses it automatically

Observations about the model

- Moving from Unconscious Incompetence to Conscious Incompetence happens in an instant – all it takes is becoming aware that a particular skill is missing.
- Moving to the next stage takes time and practice because achieving Conscious Competence involves a shift in behaviour, and less effective practices may have been ingrained over a number of years. This is where focused practice and specific feedback are critical.
- Continued practice over an extended period of time allows the behaviour to become automatic, and the person achieves Unconscious Competence, or mastery, at that behaviour.

Center for Creative Leadership's Leadership Development Process

The Center for Creative Leadership (CCL) contends that the 3 key elements to promote effective leadership development are Assessment, Challenge and Support:



Assessment	Securing the feedback necessary on performance and reflecting on it
Challenge	Immersion in new, challenging experiences that promote growth
Support	Within a 'safe' environment to enable experimentation and subsequent learning

Observations about the model

- Development is predicated upon undertaking new, and challenging experiences.
- Development is predicated on receiving, and internalising, ongoing, high quality feedback.
- That creating, sustaining and operating within thriving support networks is a critical ingredient of best practice development.

Self-Efficacy

Albert Bandura (1997) defined self-efficacy as a person's confidence that he or she can successfully perform a specific task. Self-efficacy is the belief we have in our ability to be effective and achieve a positive result in a given situation. Where confidence is a general personality trait that speaks to how people act across a broad range of tasks in a variety of situations, self-efficacy is both task- and situation-specific. A person can and will have high self-efficacy at one task and low self-efficacy in another. Similarly, that same person will have high self-efficacy at a task in one setting and low self-efficacy at that same task in a different setting.

Self-efficacy is highly correlated with performance (Stajkovic & Luthans, 1988).

People with high self-efficacy:

- set high goals, work hard and persist
- have a calmer thought process enabling them to make higher quality decisions in the moment
- are open to feedback. This enables them to adjust their actions more quickly and more effectively, leading to increased performance

Increasing Self-Efficacy
There are four methods for increasing self-efficacy. Self-efficacy can be built by addressing each or all of these four sources.

In order of importance (from most to least important):

Mastery Experience
Experiencing yourself being successful is the single most important driver of developing self-efficacy at a task.

Breaking complex tasks into smaller, simpler components in order to experience success at these individual elements is a key strategy for building self-efficacy (called enactive mastery). Individual components can then be combined at a rate that enables the learner to be successful at every stage of the process, ultimately succeeding at the complex task. This is the direct opposite of the 'sink or swim' approach.

Finding ways to be successful, and experiencing success is the 'holy grail' of building self-efficacy.

Vicarious Experience

Second best at building self-efficacy after mastery experiences is vicarious experience.

There are two types of vicarious experience: External and Internal.

External Vicarious Experience, or role modelling, involves watching someone else succeed at the task in question.

Strategies for increasing the effectiveness of this strategy include:

- finding ways, you can relate to the successful performer as being 'like you' in some way, or ways. This 'similarity effect' increases the impact of the experience, akin to "if he/she can, I can too".
- observing the successful performer intensely, with your full attention. Bringing the full weight of your observational powers to bear on the individual and situation increases the likelihood of you noticing/identifying the key behavioural strategies driving the successful performance.

Internal Vicarious Experience, commonly called visualisation, is the process of imagining yourself being successful at a specific task. Long used in the realm of sport and athletic performance, visualisation has been shown to yield both increased self-efficacy and increased performance at a range of non-athletic tasks.

The biggest key for increasing the effectiveness of this strategy is to imagine the successful performance in as much detail as possible, noticing:

- What you see. Make sure you're seeing things in colour. Who's there? What are you wearing? What are they wearing? What's the setting? What other details can you see? What are you picturing in your mind?
- What you hear. Who's saying what? In what tone? What do you say? How do you sound? What are you saying in your head? How? What background sound/noise is there?
- What you feel. Both with your body and in your mind.
- What you smell.

Vicarious experience is the second biggest driver of increased self-efficacy.

Verbal Persuasion
Receiving authentic positive feedback about your performance at, or application towards a task is the third biggest driver of self-efficacy. Notice, this authentic positive feedback has a positive effect whether externally sourced or self-delivered.

Affect Management
'Affect' is the academic word for mood. Affect management is a measure of how I am feeling in myself/about myself right now. The fourth driver for enhancing self-efficacy is improving your mood, feeling more positive about yourself now, in this moment.

There are many ways to increase your 'positive affect'. A miniscule sampling includes:

- Physical actions, such as doing jumping jacks, getting a hug, or exchanging pleasantries with a friend
- Changing your environment, such as going for a coffee, tidying your office, going for a walk, visiting a friend

Krippendorff (2012) asserts that our self-efficacy is contagious, wins supporters and is self-fulfilling

contagious in that exposure to our elevated self-efficacy leads other people to experience an increase in their own confidence

wins supporters because our increased self-efficacy increases others' confidence and belief in us

self-fulfilling because an increase in others' belief in us reinforces our own increased self-efficacy and creates a cycle

Second Order Self-Efficacy
A final component within the arena of self-efficacy is second order self-efficacy. Second order self-efficacy is the confidence a person has in their ability to build new skills. What is your self-efficacy at learning new stuff? In the realm of creating virtuous cycles, building your second order self-efficacy (by any or all of the methods above) is a terrific strategy for increasing your effectiveness at learning new skills.