

# High Performers: Myth and Science

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*Leadership Coach*



# What we will cover

1. About presenter
2. What makes a High Performer?
  1. Commonly held beliefs
  2. Science

# About Ave Peetri

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- MBA from the Norwegian School of Management
  - Marketing Executive at The Coca-Cola Company in USA and Europe.
  - Marketing Director for one of the largest passenger ferry and cruise companies in the world – Tallink/Silja-Line
  - CEO of a distribution and logistics company (brands Danone, Finn Crips and Schwarzkopf, etc.) and a Consulting Company in Estonia
  - One of the founders and CEO of an e-commerce startup that was successfully sold to a competitor.
  - Creator of 2 companies: one in Estonia and the other in Canada.
  - President of ICF Oman Chapter
  - Professional Certified Coach (PCC) designation by International Coach Federation.
  - Accredited Team Coach by EMCC



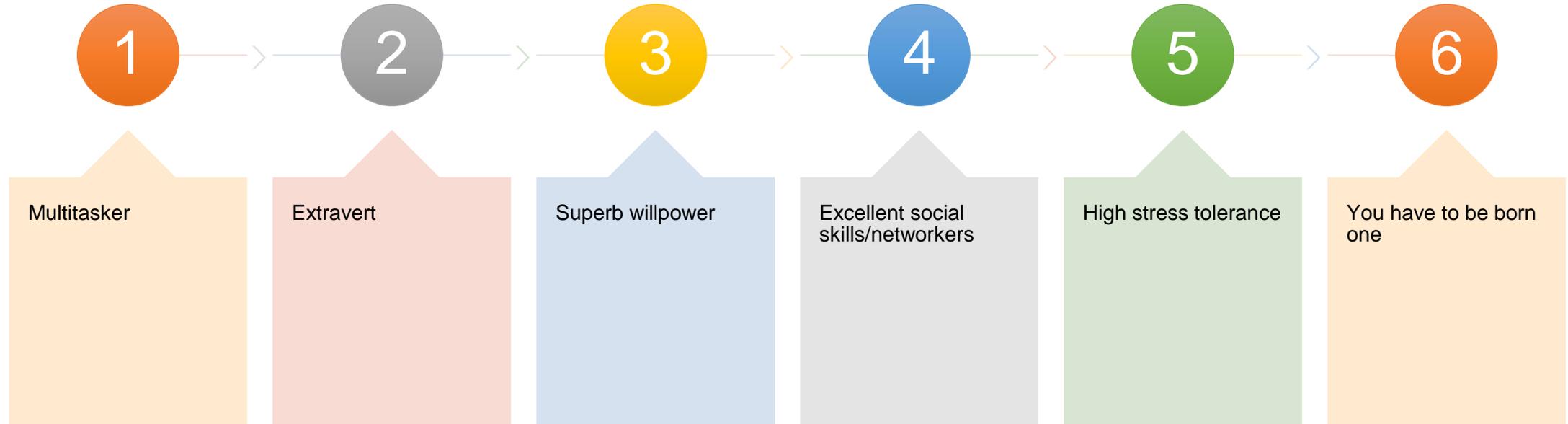
# Who is a High Performer?

# High performance

- Merriam-Webster – higher, faster, more efficient
- Who would you call a high performer?



# Some beliefs about HP

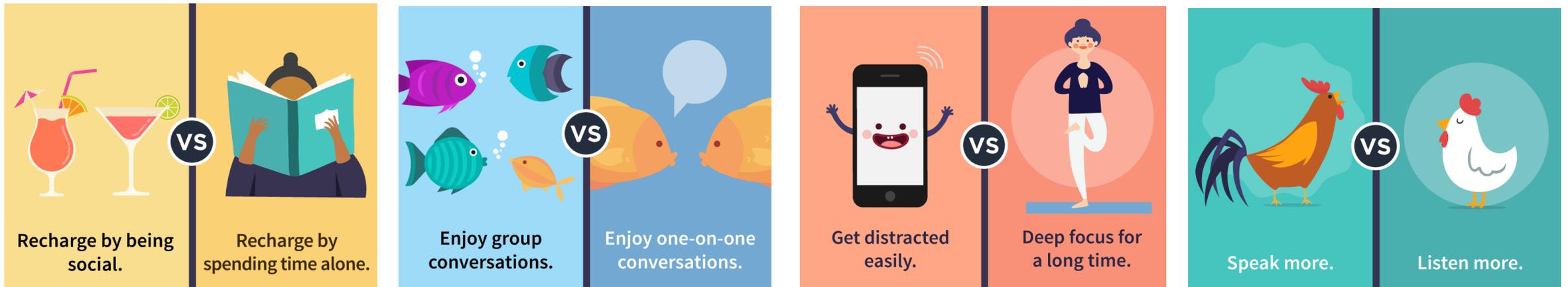


# Multitasking. What does science say?

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- productivity can be **reduced** by as much as 40 percent by the mental blocks created when people switch tasks.
- people who were considered heavy multitaskers were actually **worse** at sorting out relevant information from irrelevant details.
- they are **worse at most of the kinds of thinking** not only required for multitasking but what we generally think of as involving deep thought





# Extravert vs introvert

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# Willpower

- The ability to delay gratification, resisting short-term temptations in order to meet long-term goals.
- The capacity to override an unwanted thought, feeling or impulse.
- The ability to employ a “cool” cognitive system of behavior rather than a “hot” emotional system.
- Conscious, effortful regulation of the self by the self.
- A limited resource capable of being depleted.



# Neuroplasticity

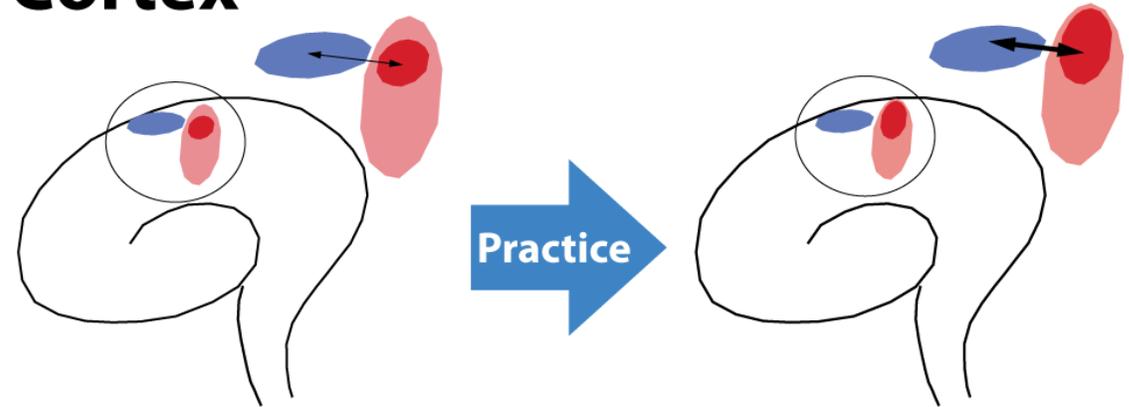
"...the brain's machinery is being continually rewired and functionally revised, substantially under your control, throughout the course of your natural life. You have a remarkable built-in ability to strengthen and grow the person that you are, at any age."

*Norman Doidge, M.D. (The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science)*

## Behavior



## Cortex



## Neuron



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# Habits of High Performer

By Brendon Burchard



# 1. Seek clarity.

Seek it more often than other people

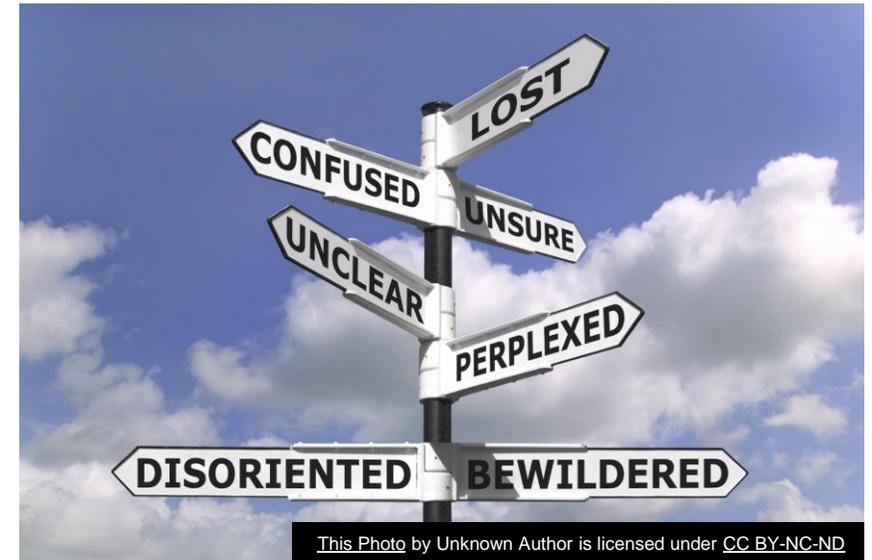
Focus on four things: **self, skills, social, and service.**

- How do you want to describe your ideal self?
- How do you want to behave socially?
- What skills do you want to develop and demonstrate?
- What service do you want to provide?

Asking -- and answering -- those questions more often than other people will definitely give you an edge.

“More important than the quest for certainty is the quest for clarity.” Francois Gautier

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## 2. Generate energy.

High performers have mastered their transitions from one activity to the next. They recharge themselves throughout the day, between activities -- it's as if they *generate energy* throughout the day instead of losing it.

If you want to feel more energized and creative and be more effective at work -- and leave work with plenty of "oomph" to enjoy your personal life -- give your mind and body a break every 45 to 60 minutes.

# 3. Raise necessity.



It's not a passion, it's not a preference, it's a *necessity*.

What is your WHY?

To be a high performer, your job is to prime your mental ability to perform an activity well. To do that, you have to raise the necessity so you enter with a high level of intention, so you perform with excellence.

# 4. Increase productivity.

The main thing is to *keep* the main thing the main thing.

High performers are also more productive because they see five steps ahead and align themselves to achieve each of those things.



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# 5. Develop influence.

High performers develop influence by teaching people how to think and challenging them to grow.

Teach people how to think and you change their lives. High performers say things like, "Think of it this way" or "What if we approached it this way?" or "What do you think about this?" Over time, they train the people around them how to think -- because when you impact someone else's thoughts in a positive way, you have influence.

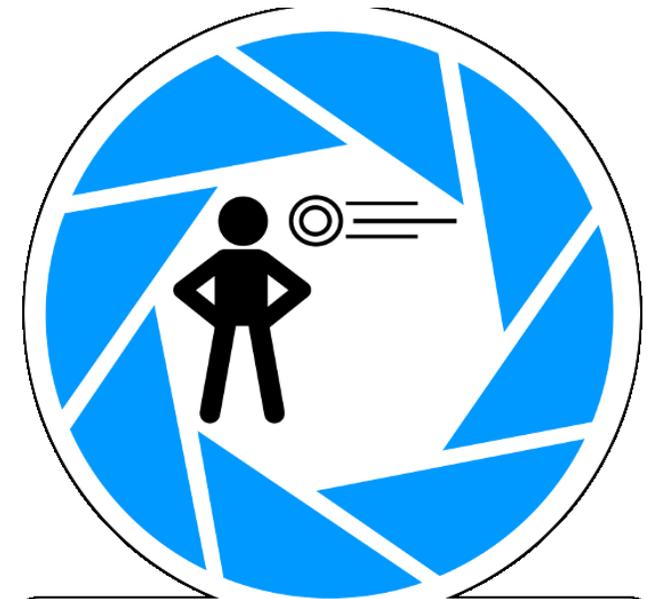


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## 6. Demonstrate courage.

It is not the critic who counts, not the man who points out how the strong man stumbled, or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly, who errs and comes short again and again, who knows the great enthusiasms, the great devotions, and spends himself in a worthy cause, who at best knows achievement and who at the worst if he fails at least fails while daring greatly so that his place shall never be with those cold and timid souls who know neither victory nor defeat.

*Theodore Roosevelt Former President of the United States.*



**Courage is Not  
The Absence of Fear**

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# How can we use this information in coaching?

## 7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

1. Considers client experience when deciding what might be most useful
2. Challenges the client as a way to evoke awareness or insight
3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
4. Asks questions that help the client explore beyond current thinking
5. Invites the client to share more about their experience in the moment
6. Notices what is working to enhance client progress
7. Adjusts the coaching approach in response to the client's needs
8. Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion
9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
10. Supports the client in reframing perspectives
11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client

# How can we use this information in coaching?

## **8. Facilitates Client Growth**

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

1. Works with the client to integrate new awareness, insight or learning into their worldview and behaviors
2. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
3. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
4. Supports the client in identifying potential results or learning from identified action steps
5. Invites the client to consider how to move forward, including resources, support and potential barriers
6. Partners with the client to summarize learning and insight within or between sessions
7. Celebrates the client's progress and successes
8. Partners with the client to close the session

# Resources

<https://brendon.com/>

<https://positivepsychologyprogram.com/psychology-of-willpower/>

<https://www.avepeetri.ee/en/>

# Q & A