

# Performance Model Explanations

**Overall Influences on the Individual (Environment)**: A major force on an individual is the larger environment in which the person works including the **country culture, conditions** (physical/economic/etc.) and the **organizational culture**.

**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.

**Context: Influence of the Setting on the Individual**: 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 Motivational and Attitudinal Patterns. 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.

**Motivational & Attitudinal Patterns**: The first stage of the 3-stage performance process is the one in which we translate the experience around us into our personal 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. This is a powerful "upstream" contributor to much of the motivation that leads to performance.

**Criteria – Values, Beliefs, Goals, etc.**: In this stage, we evaluate "reality" make decisions and judgments about whether the experience we are having is important to us, aligns with our values, goals, and other criteria, or fit with our beliefs. This *evaluation* and *decision process* influences our actions or reactions to a given situation or experience.

**Taking Action**: This is where we act on or respond to the situation we just evaluated. We always take action even if the action is only a thought. When we act, we choose from the storehouse of knowledge and skills we possess. The more knowledge and skills we possess, the more options we have for responding. Note, however, that at the "action" stage, our competencies and abilities are all "downstream" from our motivational and attitudinal patterns, criteria, and emotions.

**Emotions**: Our emotions may play an important role in the overall process. Emotions can both impact and be impacted by our motivational and attitudinal patterns and our criteria. In addition, the field of emotional intelligence (EQ) demonstrates how our emotions can have a major impact how we access and take advantage of our abilities.

**Motivation**: Motivation is part of the entire sequence. It is triggered at the first stage (MAPs) and continues through the action stage.

**Outcome (Performance)**: The outcome represents that effect of all that influenced us on the way to action. 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. The key is to understand which variable or variables in the model account for what proportion of the performance in a given role in a given context (organization).