

LESSON TWO

THE KNOWING/DOING GAP—
Understanding
the Knowing/Doing Gap



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*“Education does not mean teaching people what they do not know.
It means teaching them to behave as they do not behave.”*

JOHN RUSKIN

OVERVIEW

When you read John Ruskin’s quote over a few times (and we suggest you do) you are going to realize just how accurate it is. We really don’t need more information to do a better job. We have to start doing what we already know how to do. Remember Thomas Edison’s quote from Lesson 1, “If we all did the things we are really capable of doing, we would literally astonish ourselves.” Well we believe it is time we begin to astonish ourselves.

Most of us are confronted with the same challenge every day. We are doing things we don’t want to do, getting results we don’t want to get and for some strange reason we continue to do them anyway. Go back to the time when you were a child. You probably experienced a situation similar to one Bob experienced on frequent occasions. He describes it as follows:

The teacher would say, “Bob why did you do that?”

I’d say, “I don’t know.”

She’d say, “You know better.”

I’d say, “Yes I know.”

“Then why did you do it?” she’d say.

“I don’t know.”

I left school and went into the navy. It wasn’t uncommon for a commanding officer to say “Proctor why did you do that?”

“I don’t know sir.”

He’d say “What do you mean you don’t know? You know better.”

I’d say “I know.”

“Then why did you do it?”

“I don’t know.”

You could walk into any corporation anywhere in the world and individuals in that corporation are involved in activities on a daily basis that are producing results they do not particularly want. You’ll find people who are grossly overweight and that want to lose weight and yet continually eat food that just packs on more pounds. You’ll find people smoking who would absolutely love to stop and yet every time you look they’re lighting up another cigarette. You’ll find sales people complaining that they’re having difficulty selling and yet ignoring the known sales procedures that all the top professionals follow. You’ll find managers chastising someone in front of their peers even though they know it’s non-productive and only aggravates the problem they are trying to solve. Yes, these people all know how to do better and yet they are not doing it and they do not know why.

In this lesson as well as the next, we are going to talk about the WHY. Why do we continually do things that produce results we don’t want? The cause of our problem lies in PARADIGMS. If you are not familiar with the word, don’t feel bad about it. The person at the next desk or the person that lives next door probably isn’t either. However, as you start to understand it your whole life will begin to change. Changing a paradigm would be similar to taking a governor off an automobile. It’s not uncommon for government owned automobiles to have a governor placed on them. Although the automobile has a few hundred horse power under the hood, when it gets going a certain speed, possibly 30 or 40 miles an hour, regardless of how hard you step on the gas, all that horse power is idle. The automobile will not go over 40 miles an hour. Paradigms keep people operating at 40 miles an hour even though there is infinite horse power under the hood. We never get up to the speed we are capable of and, remember, Edison said if we did, we’d astonish ourselves.

Are you ever puzzled when you see a person of average intelligence producing extraordinary results? Here’s where you can solve the puzzle. That individual has either consciously or unconsciously changed the paradigm which enabled them to produce the results you are observing. Clearly understand when you have an awareness of how the paradigm functions, then you can start taking control of the results you are getting and go after the goals that you want.

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This lesson has the potential of being a turning point for you. With very little effort on your part, you can multiply your effectiveness. You see, you’ve already taken the time to get an understanding of how to do what you do more effectively. Now all you have to do is override that old paradigm and watch your effectiveness skyrocket. However, you must keep in mind how powerful paradigms are. They have the tendency to talk you out of doing the very thing

that you decide to do. This is where persistence comes in. Napoleon Hill wrote an entire chapter on persistence in his book *Think and Grow Rich*. Right at the beginning of the chapter he said, “*There may be no heroic connotation to the word ‘persistence,’ but the quality is to the character of man what carbon is to steel.*” We have included in this lesson an article on persistence as it is the one thing that is required for you to move from where you are over to a state of freedom where you take back control of your life from the paradigm.

KEY POINTS

The purpose of this particular lesson is to help you become aware of your actions that are habitual and non-productive.

- There is an enormous difference between what most people *know* and what they *do*. We were raised in a world and received schooling for many years in a system where the focus was on taking in information and then recognizing the individual for how much they could remember. However, we are now living in a world that really isn't very interested in what you know. In fact, the only people that are being recognized today are the ones who can *do* things, who get the job *done*. Bob Proctor has researched this particular subject for close to 50 years and has concluded that it is only in the rarest case where you would find a person doing all they know how to do. This causes him to be very enthusiastic. He points out that in almost every case, without any further study, people can improve their performance and enjoy greater results with what they already know.
- There are two parts of the mind that will be focused on during this lesson. One part is the conscious mind. The second part is the subconscious mind. The conscious mind is connected to the world around us through our senses. We can hear, see, smell, taste and touch. And we have been raised to live through our senses to gather information, which is principally what we have been trained, or conditioned, to do. The subconscious mind is the part of the mind that expresses whatever is impressed upon it. The expression is what we refer to as *doing*. For the purpose of this lesson, you could say the subconscious mind is in control of the doing.
- A paradigm is a multitude of habits. A habit is an idea that is fixed in a person's subconscious mind that causes them to do something without any conscious thought. A paradigm is what causes our habitual behavior.
- At times we do things we do not want to do, get results we do not want, but do it anyway. This is because of the paradigm in the subconscious mind that controls our actions or behaviors.
- For a person to experience permanent change in their personal and professional life, there must be a change in the primary cause of their results.
- A common error is trying to change results by changing behavior. When this happens, the change is generally temporary. Although behavior causes results, it is a secondary cause. **The primary cause is the paradigm.**

- If we start to understand the paradigm, we start to understand the power of habit. We can start to change when we understand how the subconscious mind is programmed.
- Knowing is not enough to get results. Results come from behavior, and behavior is caused by the paradigm. The results tell an interesting story, they tell the world an interesting and true story of how the person is programmed.
- In the workplace, when we become open and honest in recognizing our programming, or paradigms, we can begin to change the programming and significantly improve results.
- As a paradigm is changed, the behavior changes and the results change.
- When you understand paradigms it will become obvious that high achievers are not successful primarily because of what they know, but rather because of what they do. Their paradigms, one way or another, have been aligned with the results they desired. It's their paradigms that are producing the results.
- When you focus on the paradigm, helping you to understand why you're doing what you're doing, everything will start to change.

KNOWING/DOING INDIVIDUAL WORKSHEET

1. Think of any situation where you are not getting the results you want. In as much *detail as possible* describe this situation.

- i. Now in as much detail as possible, describe the same situation, but in the way you truly want it to be. Clearly write this description in the present tense.

2. Review the results that you described above. Highlight all the actions you wrote in both your descriptions. To assist you in improving this situation, we will be dividing these activities into two areas **Non-Productive Actions** referred to as **NPA**s and **Productive Actions** referred to as **PA**s. Of course the objective is to turn all **NPA**s into **PA**s.

It is important for you to be objective during this exercise. Recognize all **NPA**s and describe them in as much detail as possible. After you have described an **NPA**, immediately describe the **PA** that could replace it.

NPA

PA

NPA

PA

NPA

PA

NPA

PA

3. Now ask yourself, “If I turn all the **NPA**s I recognized into **PA**s, would I get the results I want?”

NPA

PA

NPA

PA

NPA

PA

NPA

PA

3. Ask the team, "If I turn all the **NPAs** I recognized into **PAs**, would we get the results we want?"

3 THE THREE R'S EXERCISE — REVIEW, RE-THINK, REWRITE

- 1. Review** the ideas, exercises and tools you have received in this Lesson Two of *Thinking Into Results* and outline what you have learned.
- 2. Re-think** what action steps you will take based on this Lesson that will move you and your team closer to the goals you identified in Lesson One.
- 3. Rewrite** your goal. Does your goal need clarification? Is the image clear? If you gave the written description of the goal to an absolute stranger, would that description create a picture in their mind that is the duplicate of the one you are holding in your mind? If not, bring more clarity to the written goal.