

01. Learning Process - Documentation

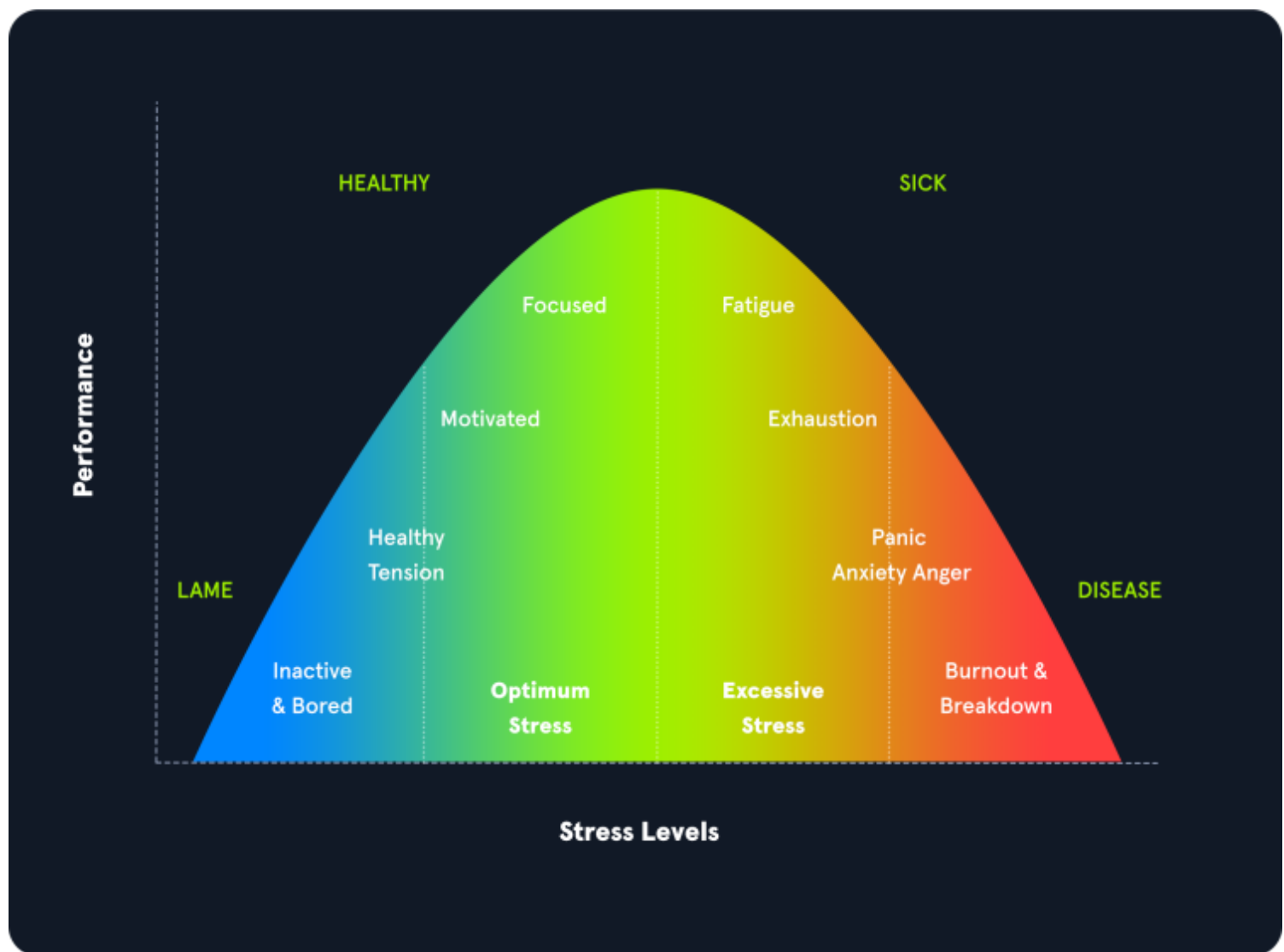
Documentation And Organization

- Documenting is necessary for learning. As it ensures that findings, processes, and decisions are clearly recorded and easily reviewed later.
- Organizing supports effective workflow management by structuring tasks and goals, helping maintain focus and efficiency throughout the process.

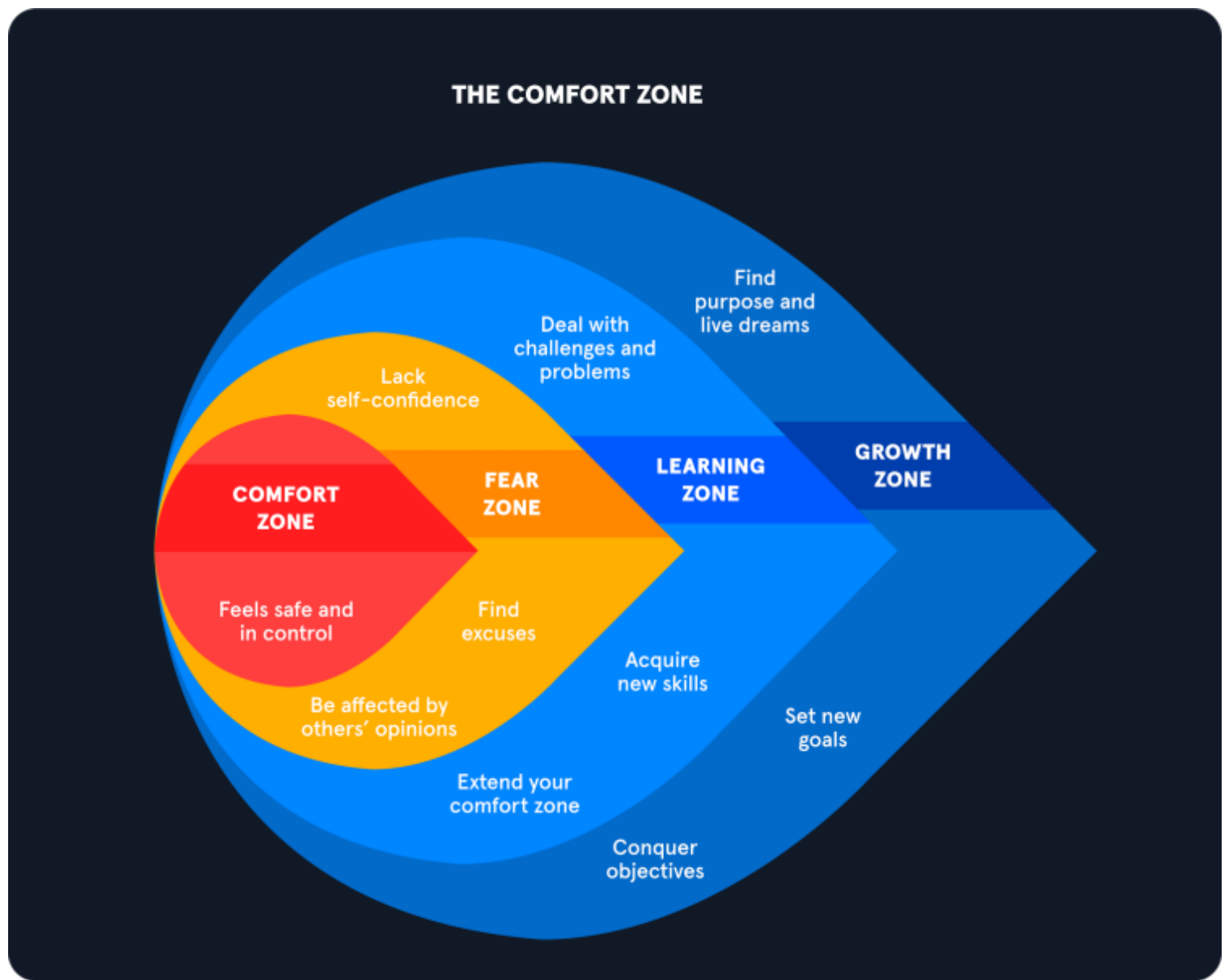
Attention vs Focus

- Attention is a cognitive process that allows an individual to become aware of, and respond to sensory stimuli.
- Focus is a sustained form of attention, where mental resources are concentrated on a single stimulus or task over time.

Comfort Zone



- When it comes to comfort, it depends heavily on whether we have a healthy level of stress or have already crossed the threshold, leading to a reduction in our performance.
- Each people has their own comfort zone. Mostly, comfort zones are the situations and fields in which a person have already gained a certain amount of experience.
- Leaving our comfort zones grants us uncertainty , which lowers our ability to think, and has a huge impact on our thought process. Which, in turn, slows us down.
- Fact, small children do not exhibit such uncertainty.
- They love to try out something new all the time and are not afraid or uncertain of making mistakes. After all, mistakes are an essential part of the learning process, and we should always keep it in mind.



- Those who chose to leave the comfort zone would reach their destination faster than they thought they would. They would never have sprinted at such speed before in their lives.

- Now we should understand the progression between decisions to step out of our comfort zone or stay in it. We will often get into situations where we do not know what to do. These will come again and again. However, we will always learn something new, and it will become more comfortable each time.

Factors that prevents us from leaving our comfort zone

01. Fear

- People are often afraid of something new, of something they do not know, and cannot evaluate if it could harm them somehow.

Two Common Types of Fears

- Fear of dangerous situations:

Fear in dangerous situations is necessary and serves to protect one's own life or those of loved ones.

- Interpreted fear for the learning process:

Interpreted fear belongs to an imaginary state of fear. This means that we can feel fear without us being in a life-threatening situation, which the human body can even signal as pain because the fear is an emotional feeling (and therefore subconscious) that, in extreme cases, can even lead to the malfunction of the heart muscle ([Broken Heart Syndrome](#)).

- Imaginary fear is directed at events we imagine with consequences that we calculate. However, there is one crucial aspect that we cannot leave out:

• .

- Fear in non-life-threatening situations lies in the thoughts of the 'imaginary' future. In a future that we imagine and imagine ourselves. The more detailed we imagine it, the greater the fear becomes.

- Imaginary fear is an emotional state that keeps us from having the best experiences and prevents us from moving forward on the desired path.

However, if we find ourselves feeling such fear, then we should answer the following question in as much detail as possible:

• **"Which of the mentioned reasons are actually real right now?"**

Another factor that reinforces this imaginary fear and makes us think we will fail is our previous failures. One thing we should remember in advance, write it down and hang it on the wall where we can always see it:

• .

- Failure is essential to learning and unavoidable. No one has ever acquired a skill without making a single mistake.

- It is quite the opposite. Our failures are crucial in our learning curve because they give us momentum to climb higher.

- In doing so, we reach a point where we have been before but already know what to expect at the higher level.

- This makes it easier for us to master this uphill climb because we have already slipped once at this point and know that we have to take a different path to get higher.

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- Many people give up here. We can think of it as just sitting there hoping we will get higher without moving.
- Even if a rope is handed to us from above, which we can use to pass the spot, it will not do any good if we do not move.

02. Mindset

It is in these situations that our excuses come up, like:

- I cannot do this
 - This is not for me
 - I do not understand this
 - etc.
- The mindset consists of thought processes we unconsciously acquire to avoid difficult situations or efforts.
- Once we understand our own way of thinking, we have more information to work with and thus know better what we can or would like to change.

The only thing we have to do is to add the word "yet."

- I cannot do this "yet."
 - This is not for me "yet."
 - I do not understand this "yet."
 - etc.
- This has the effect of stimulating our beliefs and thus the mindset to pass this obstacle.
- All obstacles and feelings that prevent us from doing so are temporary. These feelings pass, but the goal remains.

Another factor often perceived as an obstacle is comparing skill, talent, and passion. However, we have already learned what constitutes talent.

- Talent is a strongly developed skill with high efficiency.
- Skill is the ability to manage or solve something well.
- Passion is an emotional commitment to a particular area.

We all have different talents, thought patterns that make some tasks easier to understand and others a little more complicated, skills we learn, and the passion and dedication to achieve the desired goal.

03. Pressure

- Pressure can also be described as mental stress, the totality of all detectable external and internal influences. Psychological pressures affect people based on a situation.
- The term "stress" therefore describes a characteristic of conditions and not characteristics of people. In contrast to the term "pressure," the term "stress" describes the non-specific reaction of the organism to any form of pressure.
- A distinction is made between internal and external influences.
- The internal influences include the beliefs of our mindsets but also our attitudes.
- Such an attitude or character trait is always a two-sided sword that brings advantages and disadvantages.
- One of such traits can be perfectionism, for example, which awakens in us the desire to do everything flawlessly, perfectly, and above all, quickly.
- It is challenging to dampen such character traits because they occur unconsciously and are reflected in the form of emotions.

if we feel uncomfortable and overwhelmed by a task, we unconsciously think we are not up to the task. Often we also ask ourselves:

- Why should we continue with it at all?
- Since our subconscious governs it, it is necessary to put our brain into a different "mode," forcing our brain to function differently. A specific category of activity that forces our brain to behave differently is called .
- If we find ourselves in a situation where we do not know what to do, we can pursue some activity requiring us to do something new. It does not matter what we do, but rather that it requires our creativity.
- External influences are what others think and say about us. It can also be that strict deadlines are set for us that we must adhere to.
- However, it can also be that someone tries to influence us negatively. Many people do this to push their own ego, which has little to do with us and our abilities.
- Such people often claim to be better at something than we are.
- However, if we think back to our examples of the mindset we discussed earlier,

we can also attach the word "yet" to these sentences and see how quickly we will overtake them.

- Knowing that we only feel verbally attacked by people we attribute a high value to is essential. For example, there is a big difference between a stranger on the street calling us an "idiot" and one of our loved ones.
- So if we think highly of the person or their abilities, we will value their statements highly and often even place them above our own opinions. Otherwise, we care little about what that person says.
- We can eliminate external influences more easily than many might think. All we need is our clearly defined goal. If we have such a goal that we follow passionately, hardly anyone will talk us out of it. It is even less likely if we know that we can achieve this goal.
- We should remember the following:
 - Only the person who has taken the exact same journey as you can evaluate you and your decisions. Everything else is only assumptions.

Questioning

- Learning to ask the right questions is an art and a critical skill.
- However, many people do not know the difference between wrong and right questions. Most do not even know what a question is.
- We have all been in a situation where we suddenly did not know what to do and could not even understand what to start with to figure out the situation.

Question States

- First of all, we need to solve a certain myth about questions before we continue at this point. We need to be clear about the following:
 - There are no "good" or "bad" questions.
- Let us examine the following question and clear up this myth once and for all:
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- People use the states "good" and "bad" to describe the profit or loss they expect from the question.

- If people get an answer that benefits them, they classify the question as a "good" one. However, what if the question leads to a loss or, let us even say, does not help the person? Is the question bad? - Actually, not.

We can assign two states to a question; thus, we would describe it as a or a .

- A would be, for example, "How can I hack X?"
- A would be: "How can I use the server's SMB service to identify its existing user accounts?"

As we can see from these two examples, this state of precision can greatly affect the result and the answer.

Questions in General

- Once we know the goal () to which we are attracted (), we can use various principles, such as the Pareto Principle or Occam's Razor, to develop our talents () and skills and make our decisions () to pass the obstacles that fall across our path by asking the right questions ().

- We can all ask questions. However, not many know how to ask the right questions. Because some significant differences and influences can greatly affect the answers we want to receive. The goal of the question is one of the most important aspects that determine our approach and the question we ask.

Let us look at a few things that we currently use in our everyday lives. Such goals that we have just talked about can be, for example:

- To understand the reason for an event ()
- To experience something completely new and to understand the way something works ()
- to predict the effect of an event ()

Every question is based on three aspects with which we build our questions every day:

1. origin
2. process
3. result/goal

So far, everything seems to be accurate and logical. However, it is not. At this

point, a few questions arise that we need to clarify.

1. What is a question?

2. Regardless of the form, what purpose does a question serve?

The official definition of a question is as follows:

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This definition has two core elements: and . So what is a ?

The definition of is as follows:

◇

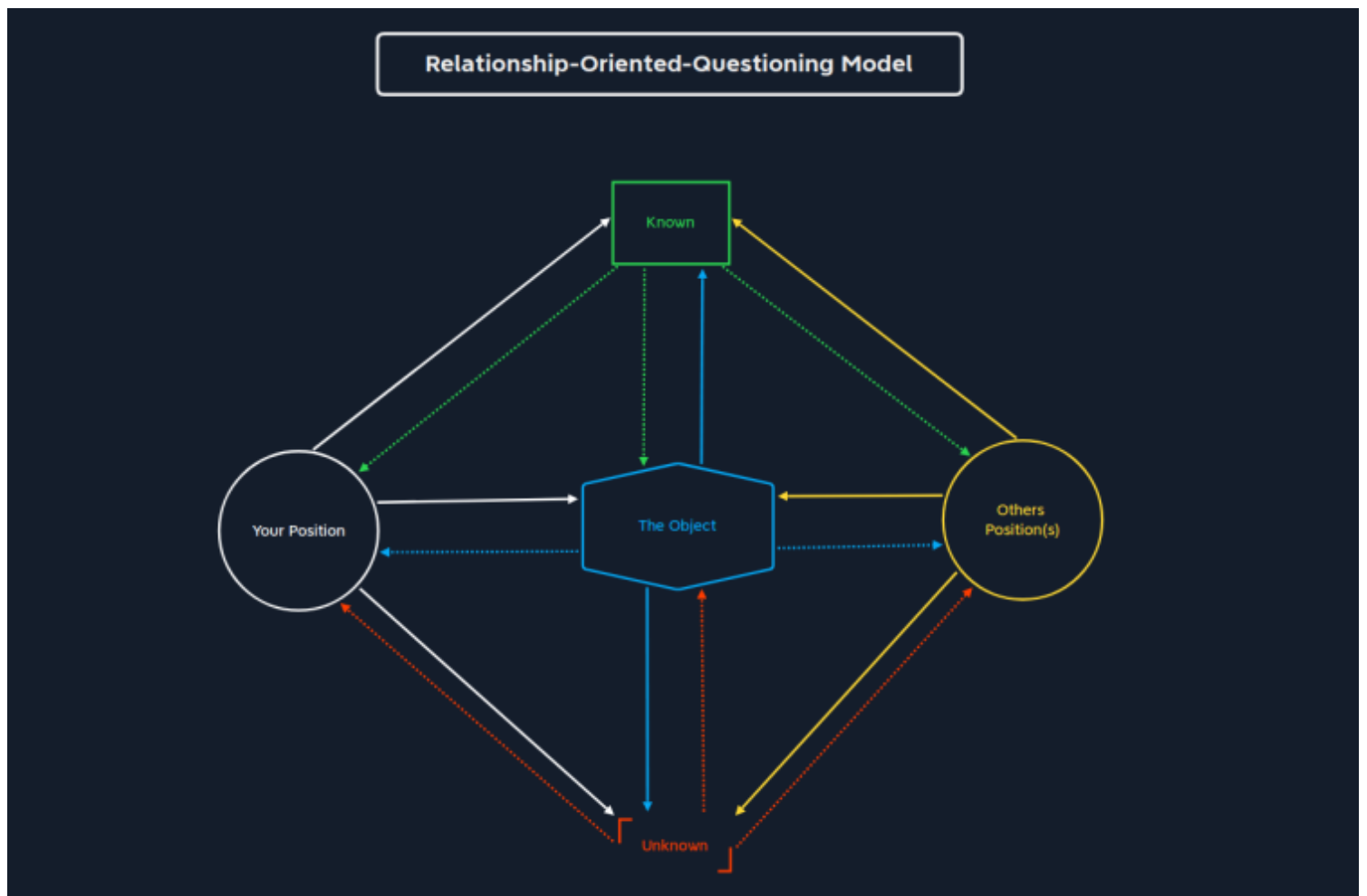
How many words must be used to ask the shortest question?

The answer to that is . Here are a few examples:

- "Why?"
- "How?"
- "Where?"

Is it an actual question? - Yes. Is it the shortest question or one of the most straightforward questions? - Yes.

Relationship-Oriented-Questioning Model



This model represents five components:

Component	Description
Your Position	This describes the position we are in and our view.
The Object	The object is the core element of the question. The main component of our sentence takes the meaning out of the question.
Known	This information is known to us.

Component	Description
Unknown	This information is not known to us.
Other Position(s)	This component describes the position of other persons.

We need these components to be able to ask any question correctly. To do this, we ask any question we are interested in and break it down using the model. Certain aspects must be considered with this model, as with all others.

1. We need to find out the core element of the question and insert it as the object.
2. We must have at least two components defined in the model. More than two components are optional.

The good thing is that we always already have one component:

- Our position in the question.

So even for questions that do not directly concern us or about situations we are not involved in, we still have a position and view on the object. So let us look at an example using the following question:



Once we have asked our question, we can break it down into its constituent parts in the model:

Relationship-Oriented-Questioning Model



Component	Question Part	Description
Your Position		Our position where we are situated.
The Object	Windows	The Object is the core element of the question. The main component of our sentence takes the meaning out of the question.
Known	Methods	This information is known to us.
Unknown	Methods	This information is not known to us.

Component	Question Part	Description
Other Position(s)		This component describes the position of other persons.

Based on the parts assigned to the components, we now have to define in which relationship they act among each other. In the graphic, we see solid and dashed lines.

- : Connection - How is X connected to Y?
- : Affection - How does Y influence the state of component X?

Connecting the Components

With this, we can go through the individual relationships and establish them between the individual components. It is recommended to always start with the object, which in this case is the Windows operating system. First, we need to establish and understand our position on the object.

- What is the purpose for us to use Windows?

Mainly we use the operating system to use its functions to solve our tasks. We describe this as .

◇ How does Windows influence our state in our position?

Windows is the most used operating system in the world and has the most compatibility and many user-friendly functions. Therefore, we can also summarize this and call it .

Relationship-Oriented-Questioning Model



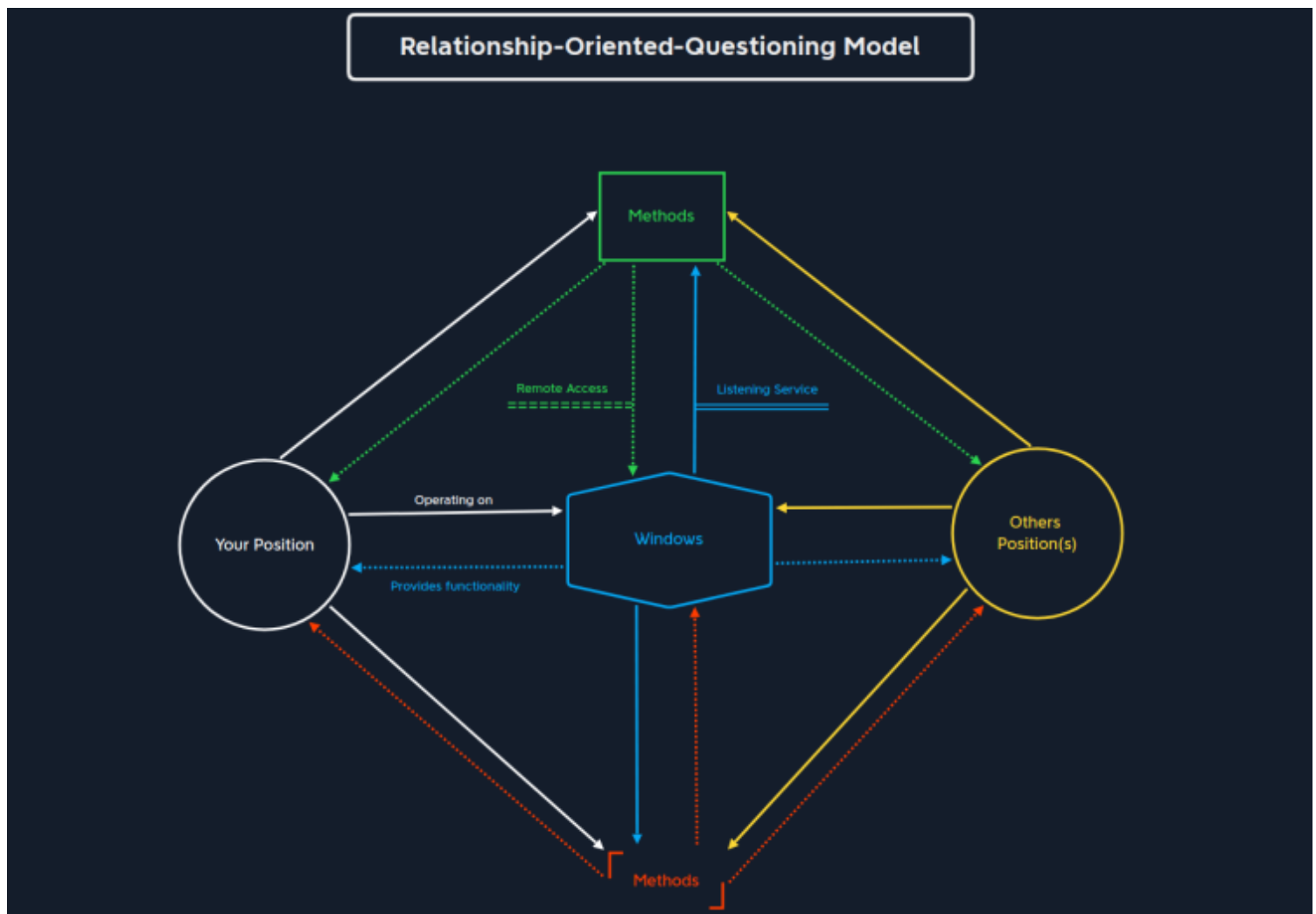
Now we can connect the relations between Windows and the methods we know.

- What must Windows do or offer to be managed by remote access methods?

Next, the following question comes up:

- How do the remote access methods affect Windows and thus change the state of Windows? What do these methods provide us with?

Here the answer and the purpose are already in the description - these allow .



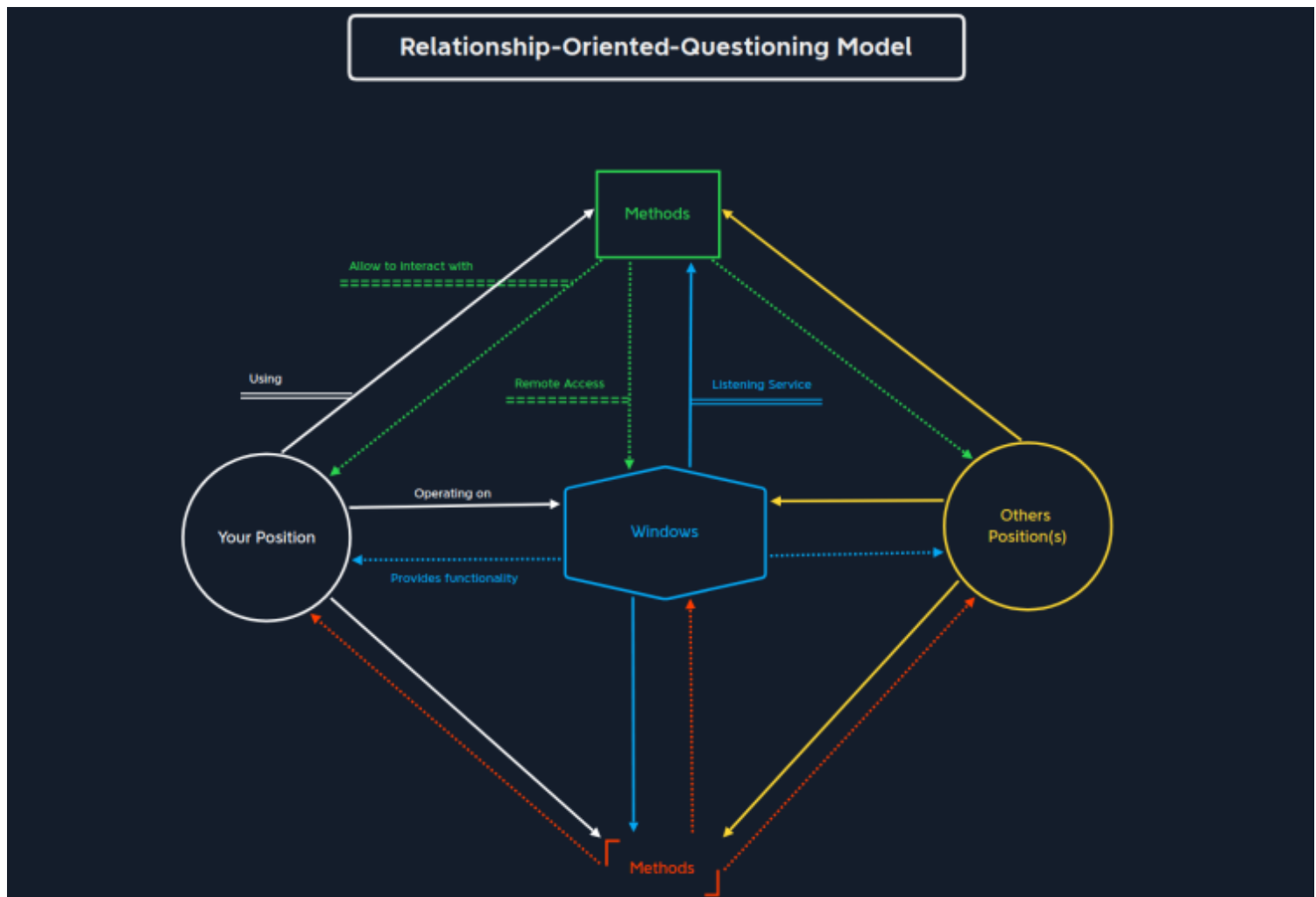
Now let us look at what we know about the known remote access methods.

- What is the purpose of remote access methods?

The purpose is to be able to manage Windows in different ways remotely. So all we do with it is to use it. So, therefore, we call this connection .

◇ How do the different remote access methods that we know affect us?

Apart from the different services these methods are designed for, they all have one thing in common. They allow us to interact with Windows. Therefore we call this connection .



Since we already know some remote access methods, we know how they are connected to Windows. Before Windows can be accessed remotely, the corresponding service must be running.

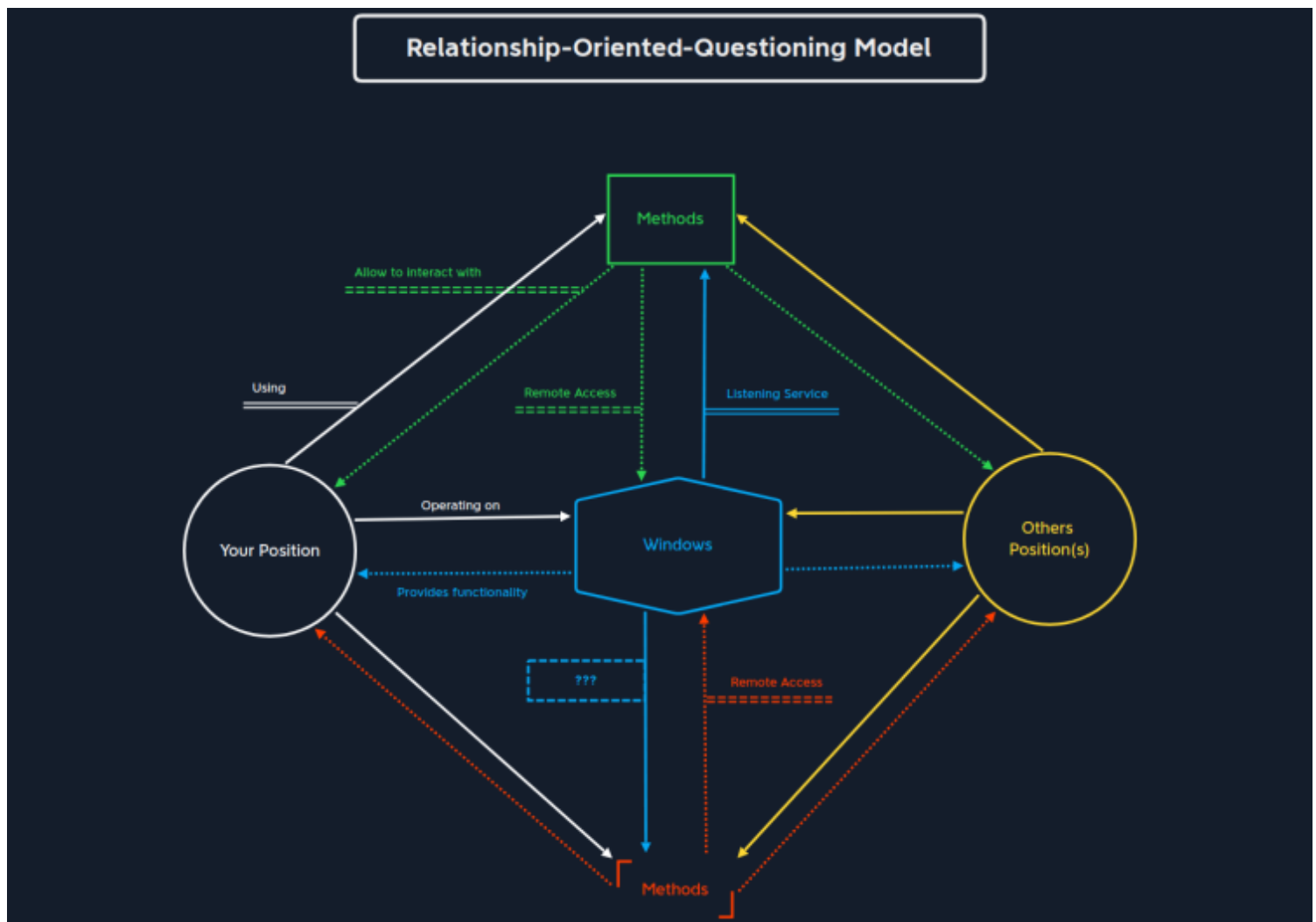
- Which services must Windows have running to use methods unknown to us?

We can not know this because the methods are unknown to us. Therefore we name it like this:

Now the same question arises again.

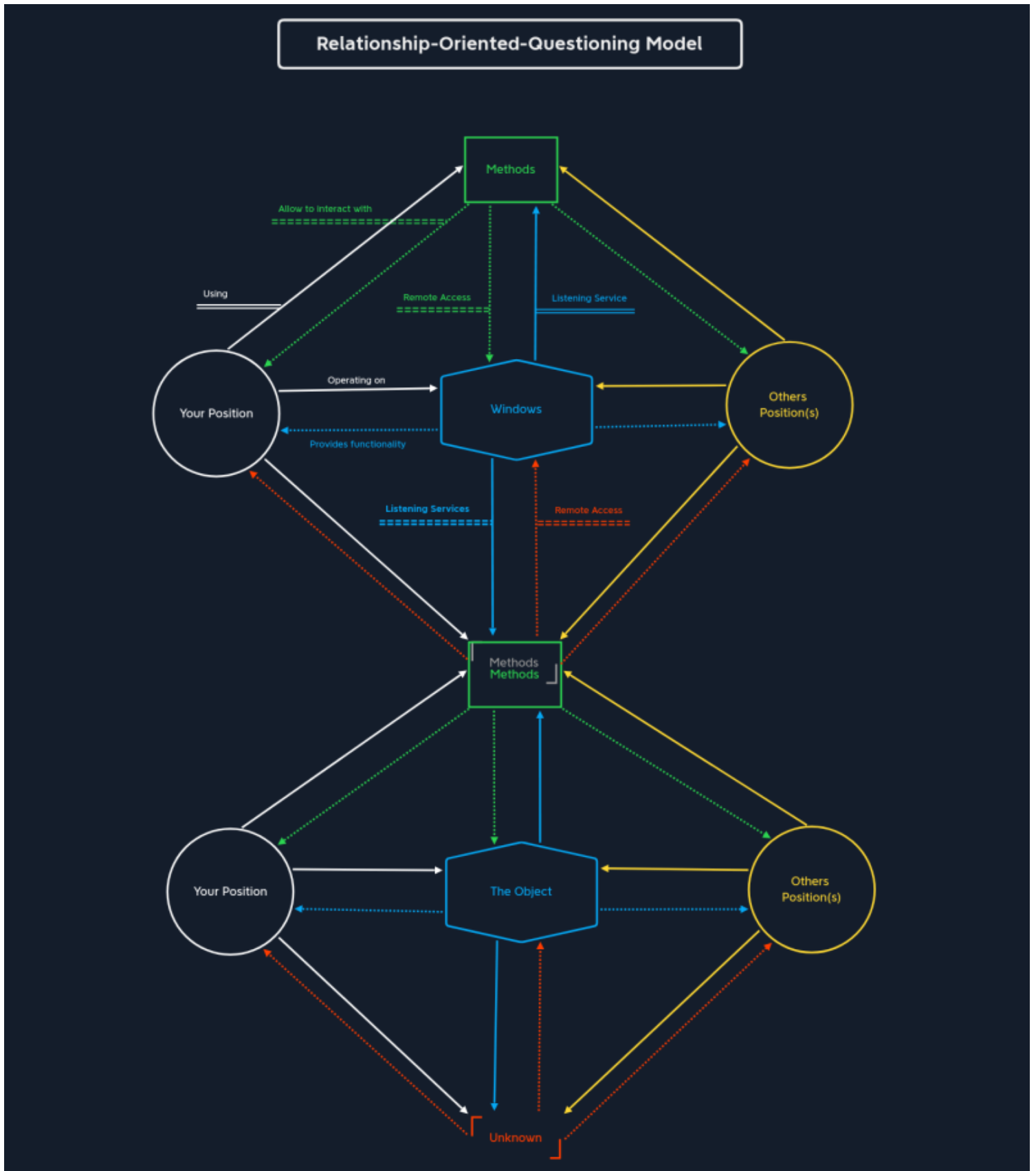
◇ How do the remote access methods affect Windows and thus change the state of Windows? What do these methods offer us?

The different methods offer different ways to access Windows. Because the purpose of the methods, in this case, has not changed. Therefore we call it again: .



Now that we know and understand the relationships between all the individual components, we know exactly what information we are missing and what we should focus on. In this case, we can use to find the unknown remote access methods. Therefore, if we look closely at all possible services that allow remote access, we can probably even find our own ways to use the service for remote access.

The special thing about this model is that it is stackable. For example, if we have identified such Windows services and found unknown methods, the field becomes and would look like this:



Practice

The model may be unusual at first, and from experience, I can say that many people have difficulties in the beginning to apply this model. You will be using this model subconsciously after practicing five to ten times. You will not have to think about it much, and you will see the difference in a very short time when you have practiced this model. In fact, with these few practice sessions, you will

internalize this model so much that you will even begin to use it automatically during conversations. This is the recipe that I have given you, and now you must learn to prepare the dish yourself.

Now take the 3 to 5 questions from the situations we had to write down at the beginning of this section and apply this model. You will be amazed at the conclusions you will come to.

However, this model has one special feature. If applying this model to your question is unsuccessful, you will have to rephrase it and make it more precise. Because this feature of the model will not allow us to ask questions to which there is no clear answer.

Now, let us settle one last question.

- So, what is the right question?

Handling Frustration

Frustration is an emotional reaction to an event, situation, or condition that occurs in the form of disappointment or powerlessness.

Most often, such a feeling occurs in varying intensity, depending on expectations or desires.

There are two different types of frustration. One is caused by , such as negative opinions of superiors.

The other is caused by , caused by conscious or somewhat subconscious thought processes.

Most people are not aware that feelings and thought processes.

Everyone has an individual frustration tolerance, which is why people with a low frustration tolerance tend to give up or break off quickly when unexpected resistance arises, or the expected success does not occur within a specific time. The result of this behavior is an increased tendency to stress and avoidance and partly aggressive forms of reaction.

The frustration tolerance can be trained and developed very well. There have certainly been situations where we may have experienced a friend in a stressful situation who remained impressively calm.

For this situation, the frustration tolerance was very pronounced. Many factors can speak for this, but the fact remains that the situation seemed to be much more stressful for us than our acquaintance let it affect him.

In order to express frustration tolerance in this way, it is crucial to know where it comes from. Let us take a look at the following diagram:



Since we are dealing with frustration here, we can see from the diagram that, in this case, we lack some resources that frustrate us.

The feeling of frustration with a lack of resources depends on our skill. If we do not have the necessary skills, we will feel anxiety, which brings us back to the topic of comfort and comfort zone. We should also understand the connections between the individual topics better to get back to the frustration tolerance level.

To express our frustration tolerance adequately, we need to , place ourselves in situations where a particular frustration can be assumed. It is important to note that this must be done in a controlled and conscious way. It must, therefore, be our conscious decision to deal with the upcoming situation.

Do not forget that this feeling of frustration is . This means that when we feel frustrated, it will pass. Most people get scared and panicky at such a feeling, which leads to the fact that such people sometimes even react aggressively. They are not aware that it is a temporary feeling. Therefore, we do not need to be afraid to venture into such situations. Frustration passes, the experience we have gained through it remains.

Instead, over time, we will become calmer in reacting and dealing with such stressful situations, which in turn will strengthen our self-confidence. We can control our inner frustration. The frustration of the external factors, however, can hardly be controlled.

Learning Progress

An important aspect to be considered in the learning process is . In order to see our progress, two specific states are compared, including a specific time window between the learning process. In other words, we compare our knowledge from the past with the present and try to keep track of the progress to give ourselves the confirmation that we have achieved something new.

When the point comes where we cannot give ourselves the confirmation, we look for it from others. However, no one else will be able to give us confirmation without taking the path together with us.

If you stop on the mountain and do not climb any further up, you will stay on the same spot. Look at the following mathematical example to see the difference in numbers:

$$(1.00)^{365} = 1.00$$

$$(1.01)^{365} = 37.7$$

Here we can already see the enormous difference, how much it makes, even if we only increase our performance by 1% per day. If we want to record our progress and write it down to look back and see how far we have already gone, you can create two lists.

List No. 1

On the first list, you write down the current date and everything you know about your desired topic with all your skills with an estimated scale of 1-10. Try to make it as detailed as possible. The more detailed it is, the clearer the difference will be for you to see later. As soon as you think this list is ready, put it down or save it in a way that you will have access to it even after one year.

List No. 2

The second list is written continuously. This means that as soon as you have familiarized yourself with a topic and you have learned something new for yourself, you will add it to this list. Try to learn every day, even if it takes only 10 minutes. If you want to do it more scientifically to get even better results, document the calendar weeks.

We will be amazed to see the progress we have made during this time. Above all, it will become evident to us why no one else but ourselves can tell if we have made good progress.

END OF LEARNING PROCESS