



RED2BLUE CERTIFIED COACH BOOK

 GAZING
Red2Blue

THE GAZING PRINCIPLE

Our name derives from the Gazing Principle, practised and developed by the Japanese swordsman and philosopher Musashi.

His legendary prowess, which enabled him to come unscathed through countless duels with other Samurai, was based on a “double gaze”: one eye on the immediate situation (the opponent) and the other on the bigger picture (the state of play on the wider battlefield).

The key to success, as Musashi demonstrated, is the ability to switch constantly between the two: no point focusing on details of execution if you haven’t got a clear sense of overall strategy – and vice versa.

“Japanese swordsman & philosopher Musashi



INTRODUCTION

Everybody says that the top two inches are critical to performance but often very little is done to attend to this.

This book has been developed to assist you, as a Certified Red2Blue Coach, to develop and grow your knowledge of the Red2Blue concept. There are detailed underpinning theory notes which cover the essential aspects of performance from a Red2Blue point of view.

These notes are not intended to be given to your clients. Fundamentally the Gazing approach is all about one-page maps and tools. Then practice and application over theory.

We have provided you with a work book that will help you facilitate workshops or one-to-ones. The workshop booklet has a summary version of the notes contained here. It also has exercises to help people practice and develop their mental skills.

Red2Blue is based upon the premise that the overriding principle in performance is the control of attention.

Therefore, we show you a map of the factors that underpin this control so

that effective performance under pressure is possible.

Performance is made up of Structures, Skillsets and Mindset. Of course, they are all interconnected and attention needs to be paid to each one separately and as a whole.

As a general point, we strongly believe in the skill development process. Performance is a skill. This framework provides a strong foundation of knowledge, but skill development will only occur when the map, tools and exercises are applied to real life situations.





SHOSHIN

*In an expert's mind
there are very few
possibilities to learn.
In a beginner's mind
there are many.*

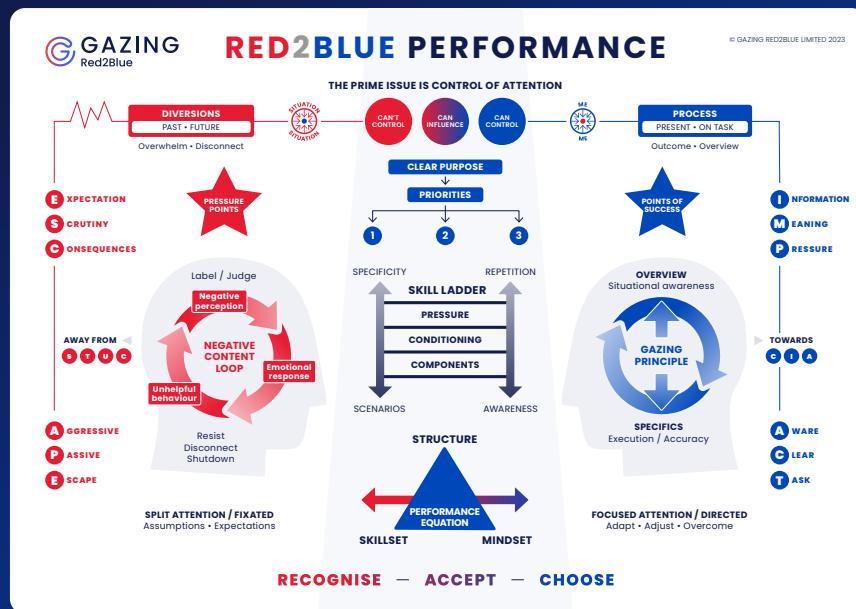
THE POWER OF MAPS

Effective performance under pressure is generally underpinned by guiding structures that provide both a clear overview and practical detail.

Performance is not all or nothing: the effectiveness of what we do varies with the difficulty of the task and the level of pressure that we are under at the time. Usually, our performance is not 0 or 100%, but somewhere in the middle. This implies that there is usually room for improvement.

In competitive situations, small gains in performance can have significant implications in terms of the outcome.

The prime issue in performance is the control of attention: if we know what to place our attention on at any one time and can do this successfully, we have the greatest chance of success. Therefore, the key to effective performance is having a clear framework or structure that provides guidance about where our attention should be placed to complete a task.



In this way, structures can be seen to provide both the overview and the detail. They allow the individual to see or know where they are in the process and what they should be doing to be effective.

Frameworks or structures that can be drawn as a diagram are more practical because visual memory is recognised as being the most powerful. Visual frameworks or maps are of great value in guiding behaviour, particularly when the user is under pressure, such as in pressured sporting, classroom or boardroom environments.

Maps are practical devices designed to generate movement and the concept of movement is important in performance. Poor performance generally occurs when people experience a state of overwhelm or get diverted. In these circumstances, people either withdraw or expend their energy in a poorly focused effort. Maps have the potential for summarising information in an extremely efficient and practical way by using landmarks, hierarchies and routes.

Structured approaches to performance are particularly important when humans operate in pressure environments. When faced with stressful conditions, humans tend to revert to what is familiar. If there is no clear structure to revert back to, clarity is lost and movement slows or stops. Maps are an example of structures of frameworks that guide thought and action in conditions of uncertainty, and get things moving again.

Everybody understands how to use maps. People can:

- 1. Identify where they are on the model (location);**
- 2. Identify where they want to go (the destination);**
- 3 Work out the pathway(s) to get to the desired destination;**
- 4. Identify potential hazards along the way;**
- 5. Make choices about next steps;**
- 6. See the overview, which gives a sense of control; and**
- 7. Also see the detail around any one area, which provides practical information necessary to implement meaningful action.**

Maps of the real world include hazards as well as helpful pathways. Similarly, for maps of performance to be helpful in pressure situations, they should address not only the main determinants of success, but the main causes of failure. Making these links explicit helps the map user to avoid the traps inherent in pressure situations.

There are important psychological reasons why people find it easy to use 'maps' as a way of learning and improving performance: we do it naturally. As long ago as the 1940's, research was conducted to show that when we find ourselves in new surroundings, we mentally 'locate' things around key landmarks to form mental or 'cognitive' maps, so that we can remember our way. These maps are an internal representation of the way objects and landmarks are arranged in their environment. Put simply, humans find it very practical to arrange information spatially inside their heads. We locate ourselves in a particular place and think about how to move to where we want to go. Gazing taps into this natural tendency for humans to learn and organise complex spatial information around landmarks by developing maps of the main landmarks of human performance.

SUMMARY

1. Performance is usually not 0 or 100%.	+	-	-	-	-	-
2. Knowing what to place our attention on at any one point in time is the key to improving performance.	-	+	+		+	+
3. A framework or structure that will provide an overview of the competitive process and practical guidance about what to place attention on is useful.	+	-	+	+	+	+
	+	-	+	+	+	+
	+	+	-	+	-	-
	-	+	+		+	+
	+	-	+	+	+	+
	+	-	-	-	-	-

THE PERFORMANCE TRIANGLE

The Performance Equation:

Performance = Structure + Skillset + Mindset

Several different elements lead to successful performance. A systematic approach to improving performance relies on a clear understanding of just what these various components are because different components will require different training methods to establish higher performance.

It is common for people to have expert guidance on the technical, physical and tactical aspects of their activity and logistic support, but to be left pretty much to their own devices when it comes to the mental components. Certainly, it is often true that the mental aspects of performance are recognised as important but are often approached

in a less systematic manner.

This sits uneasily with the insight acknowledged by most high level performers that it is the mental component that often determines success or failure in competitive events.

The physical and technical aspects of performance tend to change or develop more slowly than the mental aspects of performance. For example, the overall physical attributes of a group may not change much from one week to the next; the same for technical aspects.

However, the mental attitudes of the group can change dramatically. This can be frustrating because this is the aspect for which they have the least understanding.

Mental skills need to be developed in a systematic fashion, just as for physical or technical components.

The Performance Triangle is a simple visual method of analysing overall performance by breaking it down into these different components. The reason for doing this is that it makes analysis more effective by identifying those aspects of performance that require development. They provide a degree of specificity for exposing areas of weakness while acknowledging areas of strength and capability.

The Performance Triangle shows that all components are important, and all require development.

It helps to focus attention on a balanced approach to skill development.

SUMMARY

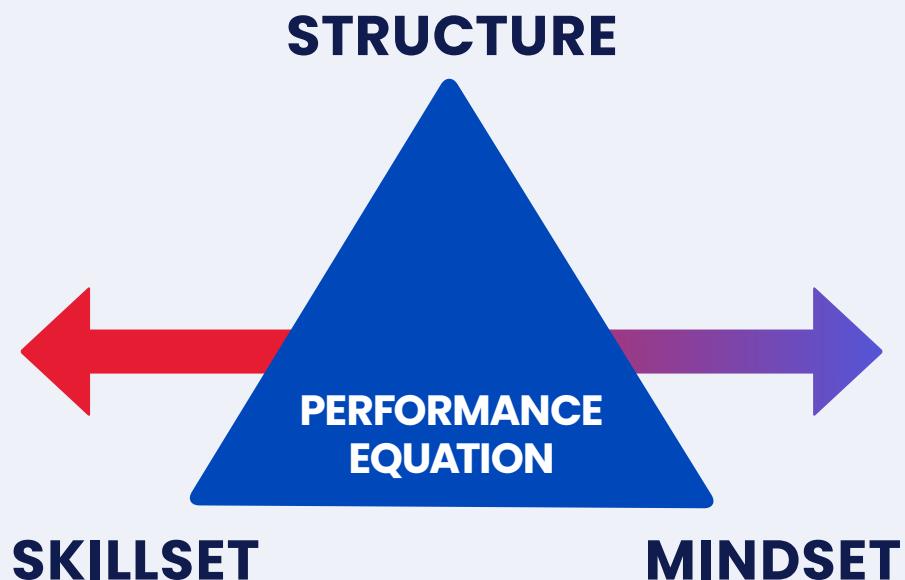
PERFORMANCE = STRUCTURE + SKILLSET + MINDSET

In sport, this is sometimes described as:

TECHNICAL + TACTICAL + PHYSICAL + LOGISTICS + MENTAL

All components are important, but the mental aspects are often addressed in the least professional manner.

The mental component is often the most inconsistent element of performance.



CIA/THE PRIME ISSUE

We can be putting lots of effort into a task but unless we have clarity, we won't have accuracy

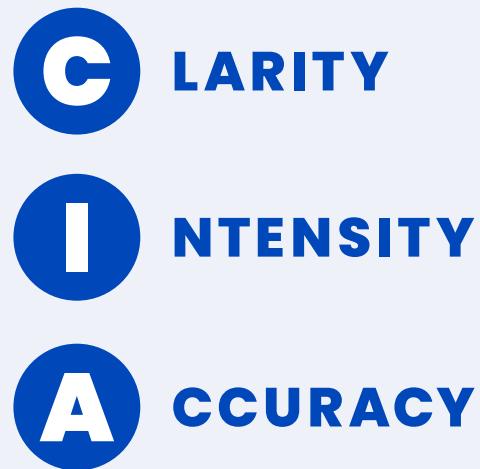
Lack of accuracy means we won't be as efficient. Elite performers in any domain spend a great deal of time becoming very clear about what the task involves and how best to achieve the desired outcome.

This involves adopting a growth mindset in order to develop a methodology that enables us to be clear about the task and the processes required to achieve that.

Question to ask: Am I clear about what the task is and the process I need to achieve it?

The foundation of effective human performance is deliberate control of attention.

Our mental performance is a major determinant in how we perform under pressure. Our ability to concentrate on the task at hand is critical. Perhaps the greatest single limitation of the human brain is that, unless the tasks are very



simple, we only have the ability to concentrate effectively on one thing at a time. Therefore, if our attention becomes diverted (as it is prone to do when we are under pressure), our concentration can be diverted and performance is likely to suffer.

Common distractions are when we start worrying about past events or about future consequences, rather than the task at hand, right now, at this moment. These can be called 'Diversions'.

In contrast to having their attention diverted, high performers maintain their focus of attention on the processes that lead to desired outcomes, rather than the outcomes themselves. This focus of attention on the processes that lead to outcomes can be called, 'Process'.

The ability to deliberately place attention on 'Process' rather than 'Diversions' is critical to sustained high performance. This is particularly important when humans are operating under pressure. In fact, the prime issue in human performance is effective control of attention. Other factors are important, but, all things being equal, it is the mental performance that usually determines whether someone is effective. Overall, the control of attention is the most important aspect of mental performance.

This makes sense when we consider examples of poor performance. Although many factors might contribute to poor performance, poor attention and understanding that, (1) The prime issue is the control of attention; and (2) attention can, in simple terms, either be placed on Process or Diversions, provides a simple dichotomy for beginning to build a framework for effective performance.

Of course, it is an oversimplification to see attention as either being placed entirely on 'Process' or 'Diversions'. It is not usually an all-or-none phenomenon. However,

clarity is important when operating under pressure and the simplicity of using the dichotomy of Process and Diversions is useful in this respect. Most people find it is very easy and useful distinction to make.

It is common for our attention to be diverted as we worry about things that might happen, or our attention gets stuck with strong emotions that have just happened.

The ability to control attention is a skill. It is not inherited and it is not permanent. It can be improved and refined with conditioning and appropriate training. Although this skill might sound straight forward, it is very difficult to maintain effective control of attention when we are under pressure.



Control of attention is also independent of personality and we all get diverted from time to time. The key is recognising when we are being diverted and being able to deliberately place attention back onto important processes.

The importance of this principle is greater when we are operating under conditions of pressure because in these situations we tend to feel at greater risk, which in turn increases the likelihood of diversions.

It is difficult to overstate the importance of the skill of control of attention in terms of effective performance. The simple dichotomy of 'Process' and 'Diversions' forms the basis for the framework that will be developed into a Performance

Map. An accurate and clear map of performance in your domain is the most effective tool available for controlling attention. It is hard to control attention when there is a lack of clarity about where it should be placed and where it should not be placed. The Map can provide this shared understanding.

Finally, the Map provides a common framework. In our experience, individuals and teams usually work from highly discrepant internal 'maps', which invariably lead to poor communication and alignment. Working from the same framework is a basic foundation for success.



DIVERSIONS

PAST • FUTURE

Overwhelm • Disconnect

PROCESS

PRESENT • ON TASK

Outcome • Overview

RED HEAD/BLUE HEAD AND ISSUE RESPONSE SEPARATION

The mental activity associated with effective performance is characterized by a relatively quiet, focused mind underpinned by a growth mindset.

The mental processes that are going on inside the head of a consistently effective performer with focused attention are substantially different from the mental processes typical of performers who do not succeed because of diverted attention.

To make these differences as clear as possible, Gazing has developed graphic representations of the Red Head (Diverted attention) and the Blue Head (Focused attention).

The critical issue underpinning mental activity inside the Red Head is doubt, particularly in terms of the ability to carry out the task at hand successfully. This doubt sets up a busy dialogue based on an internal conflict and negative mindset. One inner voice expresses doubt while another internal voice attempts to convince the person they can do it. These 'voices' compete with each other. The end result is that a lot of attention is diverted onto the conflict about whether an outcome will be achieved or not, rather than the process that might lead to the outcome.

This busy internal dialogue also impacts on us physically, often causing a heavy feeling. Coordination, rhythm and timing are affected which causes the performance of skills to deteriorate.

This busy internal dialogue is usually based on an 'I can/I can't' split, or similar versions e.g. 'I will/I won't'; I should/I shouldn't.

In terms of the focus in time, the Red Head involves attention being placed on the past (things that have already occurred, such as a mission which didn't go to plan) or the future (worrying about what might occur). We don't control the past or the future but we can control where our attention goes which is why a growth mindset is so important.

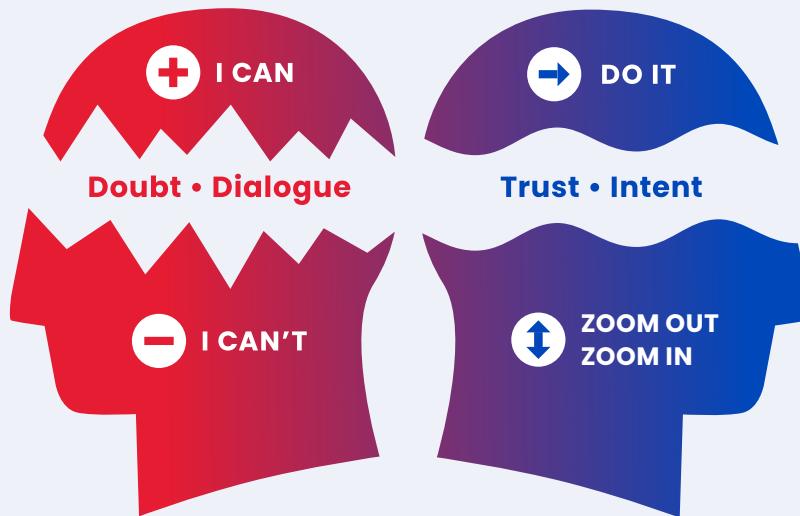
The critical issue underpinning activity in the Blue Head is trust in the processes being focused on. This does not mean that the person is convinced that the outcome will be perfect. It just means that the person understands that all they can control is the present moment, and the most

effective thing to do in this situation is to focus on key processes which are most likely to lead to successful outcomes. This moves the focus of attention away from worrying about the future or the past and concentrates the mind onto current processes.

* An On Task Mindset is characterized by being in 'the Blue'. It means your attention and focus is on key processes and improving in areas where you are weaker.

SUMMARY

1. The Red Head is underpinned by doubt and a focus on the past or the future.
2. The Blue Head is underpinned by trust and allows you to focus on critical processes.
3. By focusing on good processes you have a better chance of achieving a desired outcome than by just focusing on the outcomes themselves.



DISCONNECTED

Tired Lethargic
Outcome focused
Loss of clarity
Poor decision making
Negative mindset
Risk averse
Avoid
Past/Future

CONNECTED

Uplifted Energetic
Process focused
Clarity
Trust
Growth mindset
Willing to risk
Engaged
Present/Now

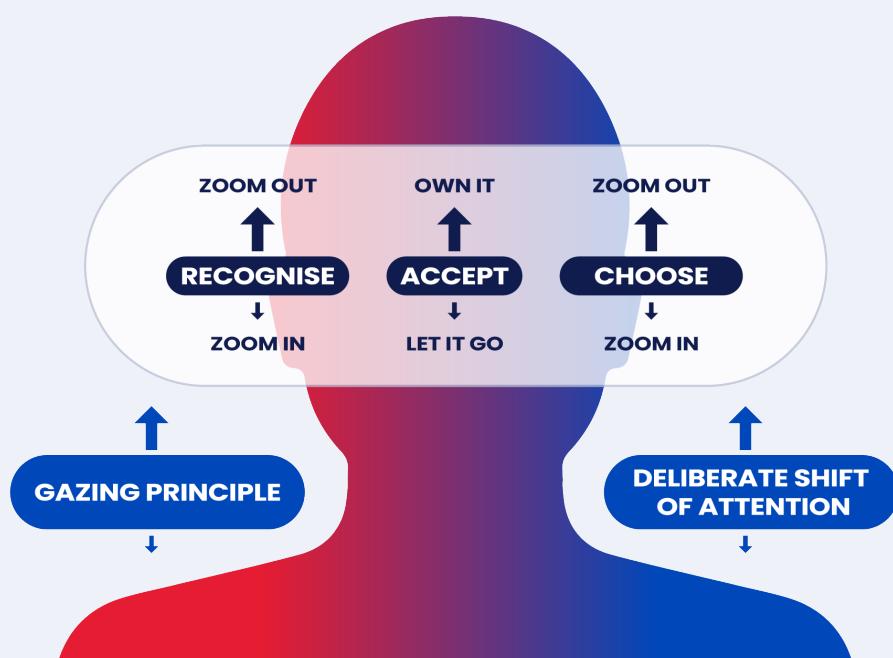
People who operate effectively under pressure control their attention by deliberately moving it between an overview and focusing on specific processes.

A consistent finding for high level performers across a range of domains is that they focus their attention during performances on the processes that will lead to desired outcomes, rather than the outcomes themselves. Although thinking about desired outcomes is important for planning and motivational issues, while they are actually performing attention is deliberately placed on doing critical processes as well as possible. Most average performers spend much of their time thinking about the past (what has happened) or the future (what might happen) rather than about the present. The present is the only thing we have control over.

When we are on task, our attention is not stuck on one aspect, as it can be when we are in a loop. Instead there is a high degree of control of attention as it is

deliberately placed on important aspects. Attention is 'focused' rather than fixated.

A simple but critical pattern can be recognised in the way that top performers control their attention. Most of the time they focus on specific processes, or even one aspect of a process. However, they also regularly shift attention to thinking about the overview so that progress can be checked and necessary adaptations made. This emphasises the point that attention is not fixated but focused on particular aspects in a very deliberate manner. Most people do not have the ability or conditioning to sustain concentration in this way.



A simple, three-step process summarises the main stages involved in moving from Red to Blue.

- 1. Recognise RED2BLUE:** Recognising when you are ‘in a loop’ requires a conceptual understanding that the control of attention is the prime issue in human performance. In simple terms, you can ask yourself whether your focus of attention is “on the Red side” (i.e. you are in a loop), or whether you are “in the Blue” (i.e. your focus of attention is deliberately placed on helpful processes). This colour-coding is a useful simplification that can be applied when you are under pressure. The map essentially provides an overview of where you are and this stimulates movement. In this case movement of your attention.
- 2. Accepting** that your Red side response is unhelpful (rather than defending it) allows you to own it and choose to let it go.
- 3. Choose 2BLUE:**
 - a) Overview:** As one moves attention into the Blue, the most useful thing to do is to orientate oneself by establishing an overview. This allows the individual to clarify the current task, the strategy for dealing with it, and his or her personal role.
 - b) Specific Process:** Once a task has been identified, attention

should be placed on the processes that will lead to successful completion of the task. Successful performance under pressure is more likely if these processes have been previously identified and, hopefully, conditioned.

These three stages help us understand the steps to practice to improve the mental aspects of performing under pressure. First, we can practice observing what diverts us and how we respond so we can be more aware of it, accept it and let it go. Second we can practice, through a range of exercises, shifting our attention.

SUMMARY

- 1.** The first step in getting ‘On Task’ is to recognize that you are not.
- 2.** The second step is to accept and own your response to the situation.
- 3.** The third step is to choose to deliberately focus your attention.

THE GAZING PRINCIPLE

When under pressure our attention often shrinks and we fixate on where we see the threat. The eye, specifically the retina sends visual information to the brain stem immediately – before higher levels of the brain are even aware of the threat.

Consequently our attention becomes 'locked in' and we often don't see the bigger picture. Therefore our decision making becomes flawed because we're only seeing part of the picture.

The Gazing Principle is about being able to move from the specifics of the task yet still being able to maintain an overview in order to see a bigger picture.

There are four steps to this:

1. Be aware.
2. This enables you to be clear.
3. This, in turn allows you to be able to adapt and adjust to changing circumstances.
4. You just 'do it' – you're not trying to do it as there's always a gap between trying and doing.

To be able to 'employ' the Gazing Principle and remain calm takes considerable training. When you are under threat the heart rate goes up, blood flow to the muscles increases and blood pressure goes up.

If the threat continues to escalate then the opposite can happen; heart rate drops, breathing becomes shallow, some stop breathing altogether and the metabolism shuts down. Endorphins are released and the individual isn't aware of pain and are no longer aware of their surroundings. They become catatonic.



Remaining calm under pressure is critical to allowing the cognitive brain to participate.

It's important to be clear about what you control, so controlling breathing becomes critical before the perceived danger escalates and our primal responses overwhelm us.

A second skill is seeing as opposed to looking. Often we look but don't see. This takes practice because under pressure we either fixate or the reverse happens and we take very little information in at all.

Being familiar with pressure and practicing staying present and being able to separate the issue from our response is also a critical skill. Often when an event happens that evokes a strong emotional response, we are so busy dealing with the emotions that the issue doesn't get attended to. We revert back to our default position because it's familiar, and with familiarity comes a degree of comfort.

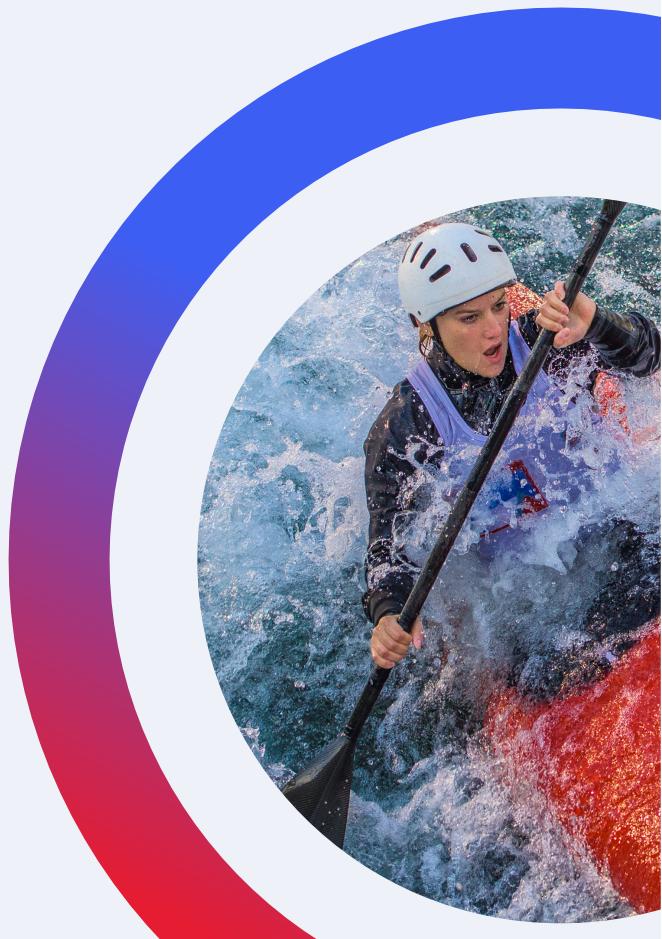
Intellectually we can know we are not responding well, but we go there anyway. To break this habit requires awareness and a determination to move from that response.

This also is developed through situational awareness so that our responses become contextual.

Different responses are required for different situations.

So we can practice our response to situations if these are part of our training.

In the initial part of skill acquisition we train in ideal situations with no pressure applied. This is important because we need to allow time for the cognitive processes to develop familiarity with the skill being taught. Then we repeat the skill until it becomes imbedded, automatic and instinct.



RED2BLUE

TOOLS

The concepts and tools presented here are simply aids to ensure your attention remains on factors you can control.

Questions:

Are you aware of what diverts you?

Are you aware of what you can control?



RED2BLUE PRIORITY PLANNER®

Benefits

The goal of improving performance should be undertaken with a clear idea of the desired outcomes. A 'vision' or purpose provides both a direction but also the opportunity for individuals to align their personal goals, ambitions and aspirations to the performance objectives. Without a vision, individuals do not have a reference point which they can align with at the emotional level. Effective movement requires that the task is clear and meaningful. Having a 'one pager' strategy is essential. As the prime issue is the control of attention, it is more important to focus attention on a few main building blocks and to do these very well, rather than to scatter attention too thinly so that performance is more moderate over a broad range of matters.

RED2BLUE PRIORITY PLANNER						
Overview	Purpose					
	Primary Indicator					
	Primary Responsibility					
Critical Building Blocks	Specific Focus					
	Primary Responsibility					
Key Actions						
Key Indicator						

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RED2BLUE WHAT IFS[©]

Benefits

Proper preparation prevents poor performance. By identifying what might go wrong you can prepare for strategies to cope or mitigate.

Doing your 'what ifs' is a critical component of performing under pressure. It prepares the mind to not over catastrophise things when inevitable pressure comes on.

This is a discipline and should be as important as any other aspect of preparation.

Once the word lesson has been done, it is important to practice the strategies as realistically as possible. (see notes on Skill Ladder ©).

What is familiar is less daunting.

Continuous practicing for 'what ifs' will ultimately train your brain to move from Red to Blue no matter what the situation.

RED2BLUE WHAT IFS		
What Ifs Things likely to happen that will cause you or others to go 'Red'	Rating	Strategies to move back or stay in the 'Blue' e.g. Physical rituals, key team words, breathing, looking up and around, specific process
01		
02		
03		
04		
05		
06		
07		
08		
09		
10		

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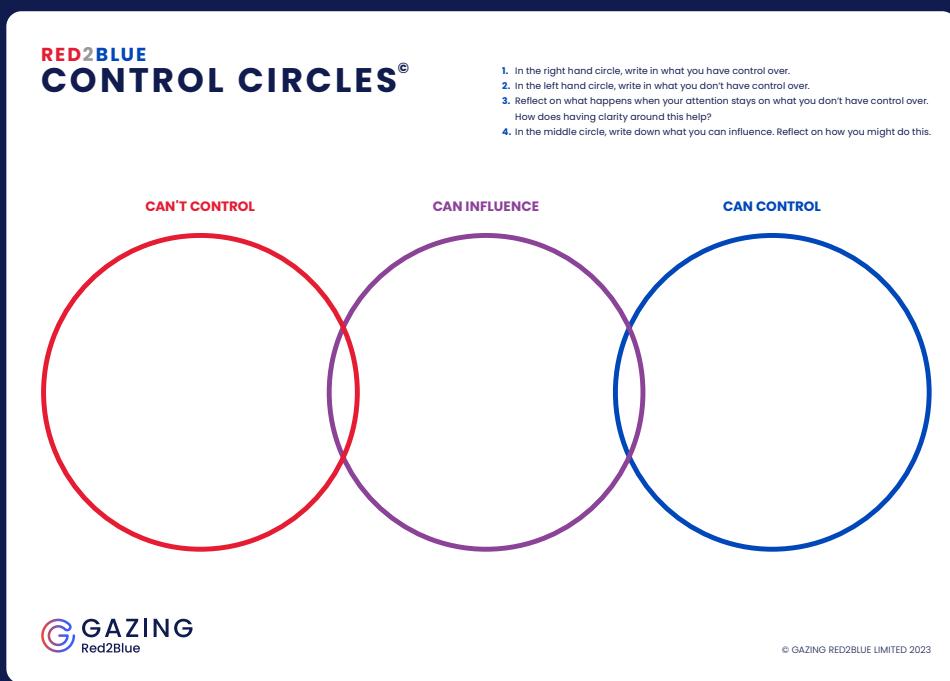
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RED2BLUE CONTROL CIRCLES[©]

Benefits

All factors are not equal; some are easier to correct, address, and develop than others. Some factors are beyond our control. Therefore, it helps to have clarity on where to focus attention in terms of the level of control you have over these factors.

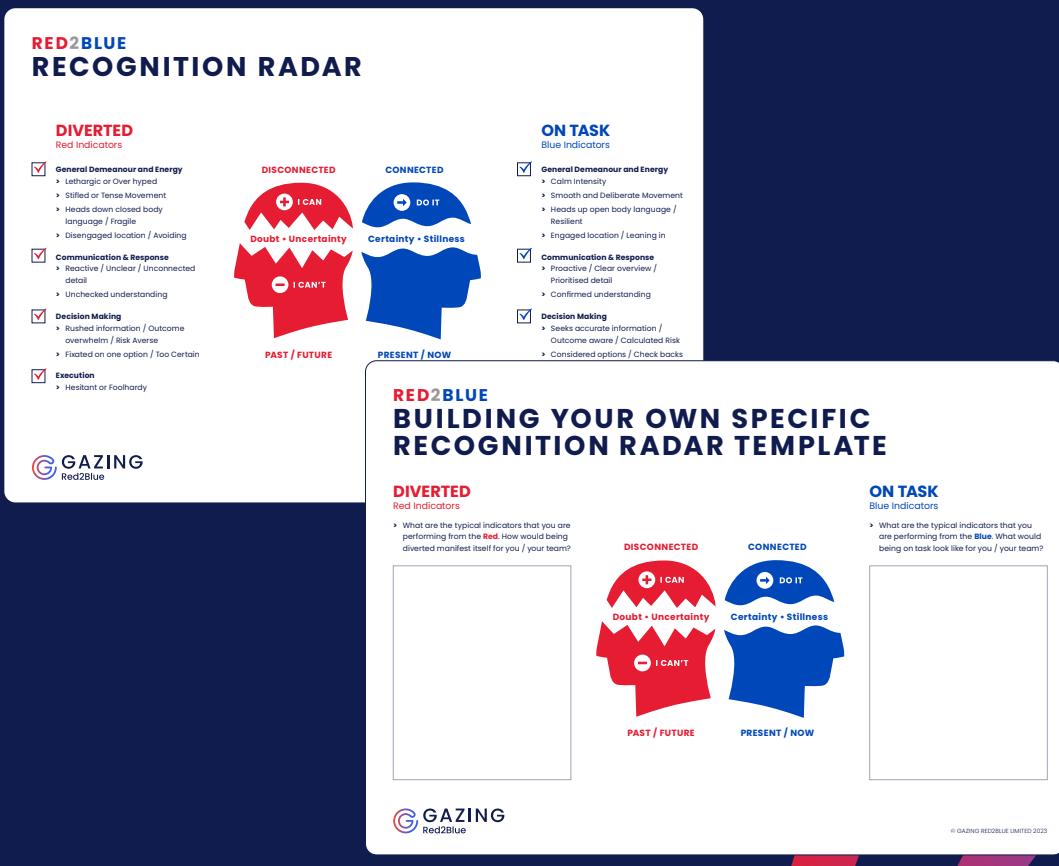
You will be clearer about where your attention needs to be in order to become more effective in specific situations.



RED2BLUE RECOGNITION[©]

Benefits

You can never really know what's happening inside someone's head and you should be careful about making assumptions. But there are clues. The easiest way to spot Red heads is through physical behaviours. We have listed some common things you see. Try and make a list of your own. What do you do when you divert? What do you do when you are on task? Recognising this difference gives you a great opportunity to know what to change to move from Red2Blue.



RED2BLUE

SCREW UP CASCADE (SUC)®

Benefits

Thinking about how you could be really bad at something is a good way to recognise some of the things you might not be aware of that are contributing to poor performances. If you are ever struggling with a specific technique or situation, using the SUC tool can really help. If you imagine trying to teach someone how to screw it up, it can really highlight perhaps what you might actually be doing yourself. This gives you useful information about what you need to change..

RED2BLUE
SCREW UP CASCADE (SUC)

Make a list of all the ways we could screw up

Pick the top 3 (ones we have done the most)

01	
02	
03	

Decide on a useful strategy to avoid each of these happening

01	
02	
03	

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MINDSET X-CHECK[©]

Benefits

Use the Mindset X-Check to review performances from a Red2Blue perspective. This will help you avoid over simplistic 'good' / 'bad' reviews and actually help you keep a perspective on how you went. Everyone can improve. Everyone has good days and bad days. Look for trends. Be excited about finding your gaps. This concept can also be used as a 'half time' check. What is the issue we need to address. Is it to do with being off task – a lack of intensity or being over-hyped, or a specific diversion. Is it to do with our process – do we need to adjust our strategy; do we need to refocus our execution?

**RED2BLUE
MENTAL SKILLS X-CHECK**

These statements are designed to help you give some structure to your mental skill review process. You don't get physically fit by accident. Likewise you won't get mentally stronger without working on it.

PUT YOUR SCORE OUT OF 100 IN EACH BOX.

INTENSITY	DECISION MAKING		
0 <input type="text"/> 100	0 <input type="text"/> 100		
I was able to raise my intensity levels when I needed to and keep calm when I needed to.	I was clear how I wanted to act and how to adapt if others reacted differently to what I was expecting or what I was doing wasn't effective.		
I brought the right amount of focus to get the desired outcome.	My decisions were helped by feedback I received by others / myself.		
When I was feeling tired or not 100% I stayed on task and could still perform effectively.	Despite pressure I kept actively looking at what the best options to take were whilst still accomplishing the desired outcome.		
Total Score	/ 300	Total Score	/ 300
DIVERSIONS	EXECUTION		
0 <input type="text"/> 100	0 <input type="text"/> 100		
I was not diverted by any events in the lead up to the situation.	I chose the best skill for the situation not the skill I am best at.		
I didn't let diversions (e.g. what other people were saying/doing) divert me from fulfilling the task.	The way I practiced my skills helped me execute under pressure and keep faith in my ability.		
If I made an error I didn't let it affect the quality of what I did next.	My skillset stood up under pressure.		
Total Score	/ 300	Total Score	/ 300
In terms of mental skills, what did I do well?			
In terms of mental skills, what could I do better?			
What am I going to do about it now?			

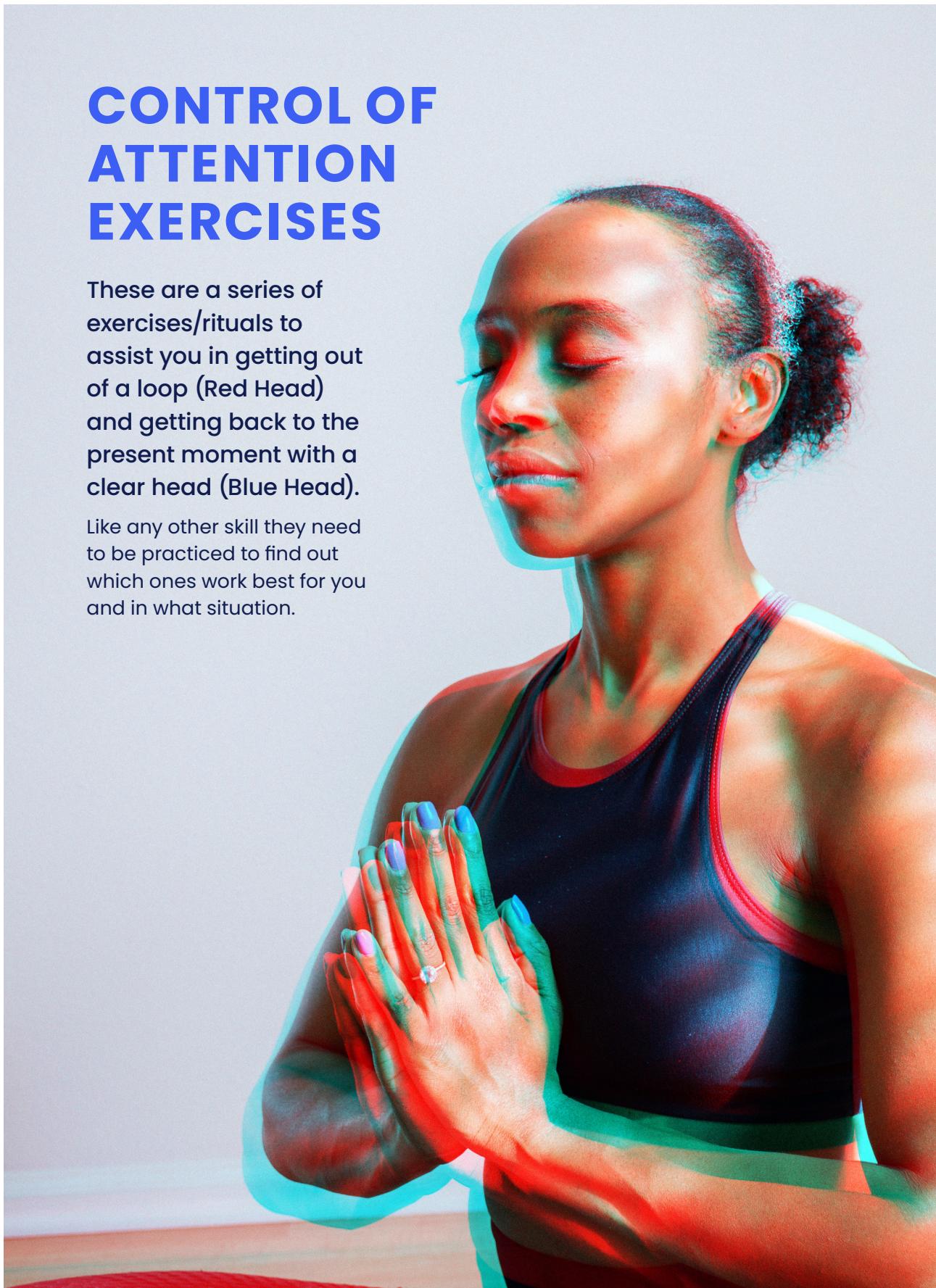
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CONTROL OF ATTENTION EXERCISES

These are a series of exercises/rituals to assist you in getting out of a loop (Red Head) and getting back to the present moment with a clear head (Blue Head).

Like any other skill they need to be practiced to find out which ones work best for you and in what situation.



EXERCISE 1

RITUALS

When you start to become aware of yourself slipping into the 'Red':

01

Do some physical action, e.g. holding the wrist, brushing hands, stamping foot. The action will be largely dependent on the context and situation you're operating in.

02

Place your attention on something external.
Notice its shape, texture. Notice the space around it.

03

Choose the next task.



EXERCISE 2

GROUNDING

When you start to become aware of yourself slipping into the 'Red':

01

Place tongue on the bottom of your mouth.

02

Feel ground under your feet.

03

Feel your stomach move in and out as you breathe.

04

Hold the first two fingers of your left hand (optional).

Learning Point

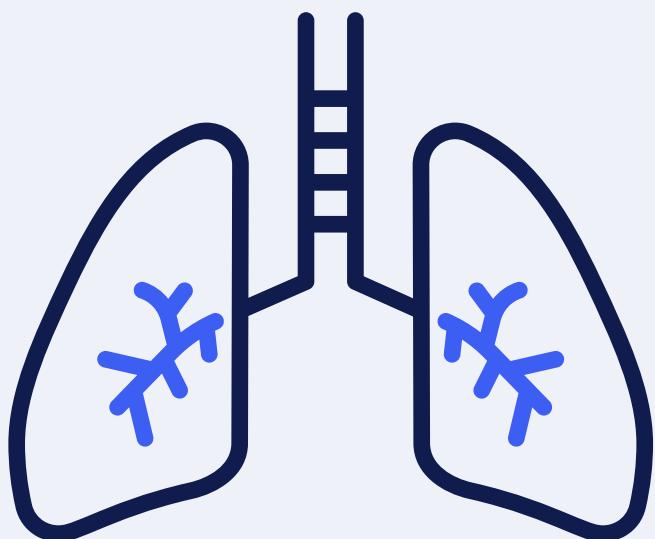
This helps take the emotional heat out of a situation and because you are engaged in a deliberate activity (placing tongue, feeling the ground) it facilitates a sense of control over the situation.



EXERCISE 3

STOP

- Take one to three breaths, count of five in, count of seven out. The out breath needs to be longer than the in breath. This indicates that you're being deliberate which means you have regained control.
- Observe thoughts and feelings. When you're observing you're not participating, which means you're detached and not caught up in the moment unless you choose to do so.
- Proceed purposefully with the next steps.



EXERCISE 4

SPACES

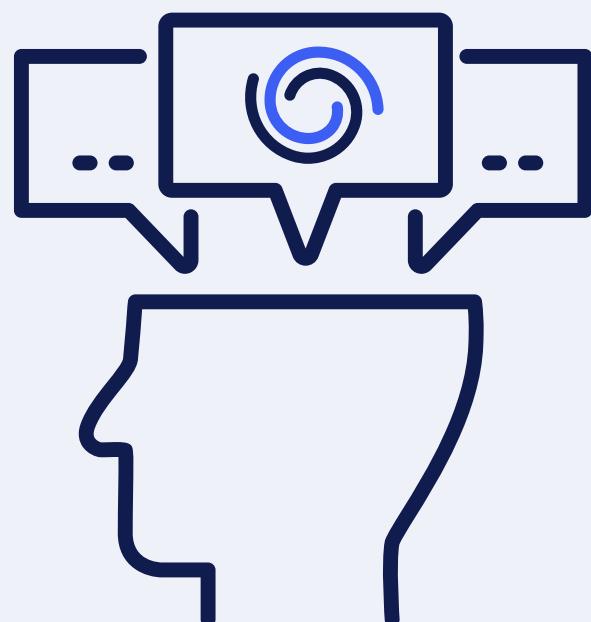
- › When you feel yourself drifting off or becoming busy inside your head, try looking up and noticing as many spaces around you as possible. Count them.

Learning Point

The purpose of this exercise is to enable us to become aware of when we are fixating and to be able to shift our attention.

The above exercise helps us become aware of our internal dialogue, our internal map and to snap out of it.

It also helps you see spaces, which in some situations is useful.



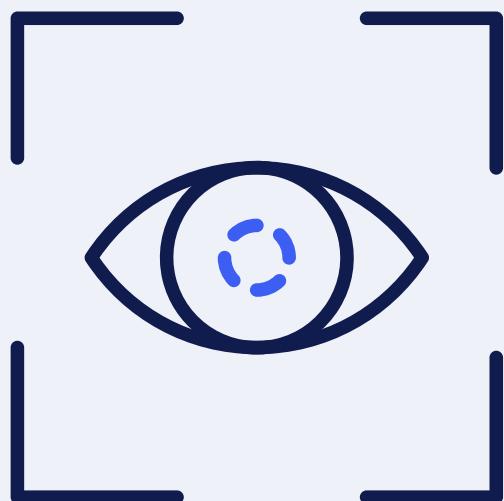
EXERCISE 5

LASER GUIDED

- › When you feel yourself drifting off or becoming busy inside your head, try looking up and focusing on objects around you. As you see each one, imagine a laser dot (colour of your choice) right in its centre, or wherever you want to put it. Then shift your attention to the next object and do the same thing, being as deliberate as possible about where you want to point the laser.
- › In between placing the dot on each different object look up and around you.

Learning Point

You have control over your attention.
Being specific about where you place it is your choice. Sometimes it helps to shift back up to an overview. But it's always useful to be as specific as possible.



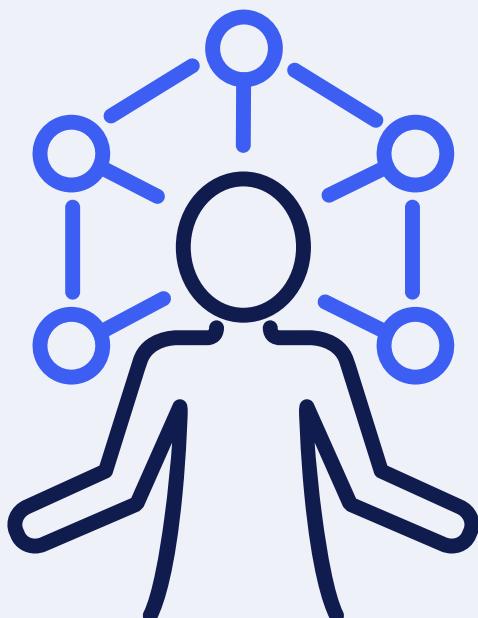
EXERCISE 6

INSIDE OUT

- Notice when you stop ‘seeing’ what is going on outside or notice when you are having continuous thoughts of a negative nature. Deliberately shift your attention to the ‘outside’ – observe something external – it could be an object, a person, anything – as long as it is on the outside.
- Practising this exercise when you’re driving, or when you are in a boring meeting, or whenever you feel yourself going into a trance listening to the voices in your head. It will develop the ability to break your state when desired. You’ll be interested to see how much of your day is involved with some kind of internal dialogue. Sometimes this internal dialogue is useful, but many times it is not.

Learning Point

Some people have said that we live our lives in a series of trances. We get caught up in our own internal dialogue, particularly when there is an emotional connection. Partly this is to do with our attention fixating on our response. Rather than attending to the issue, we become involved with our ‘story’: our feelings dominate, and we can lose sight of the issue that often doesn’t get addressed. And when it doesn’t, we then head towards the Red which is a particularly destructive kind of trance. The above exercise helps us become aware of our internal dialogue, our internal map.



EXERCISE 7

LABELLING 1

- Look around and observe an object or thing without giving it a label. Notice everything you can about 'it'. How would you describe that object to someone who had never seen it before?
- Now, observe a person without 'naming' them. What do you notice? How does that make you feel when you do this?
- Now, observe this person and give them a name other than their own. How does this make you feel?
- Now, give them the name of the object you observed.
- How does this make you feel?

Learning Point

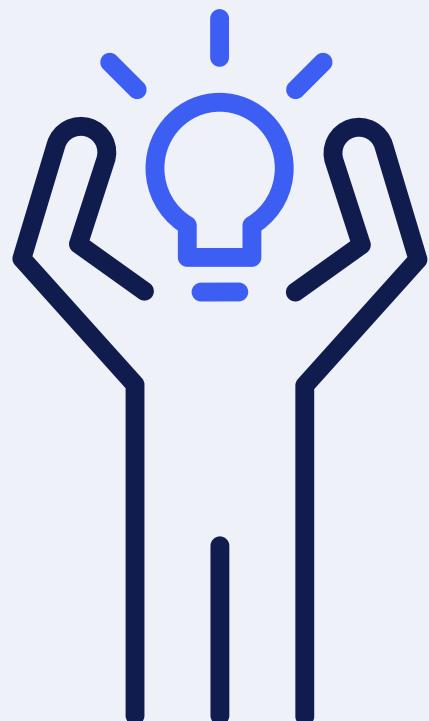
What we label can have a profound effect on the way we respond to people, places and things. Often by changing the label, or not giving a label at all changes our perception, which in turn changes our response and often impacts on our performance.



EXERCISE 8

LABELLING 2

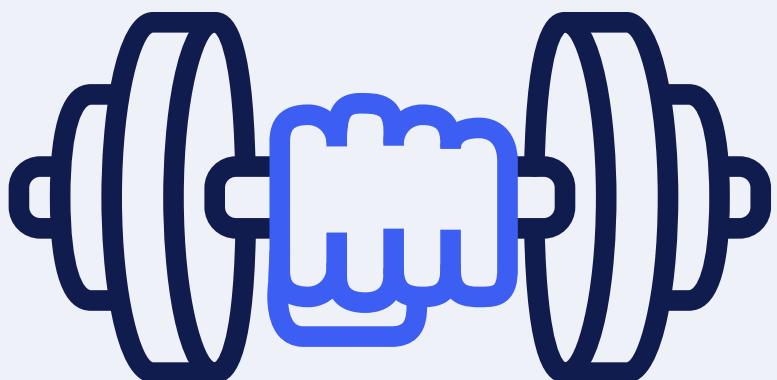
- Think of a time when you were confronted by a person or a situation where there was a great deal of emotional heat.
- What label did you give it, what judgements did you make around them? What assumptions did you make? Did this help?
- When you run the event through your mind, giving the situation another label, what difference do you notice?



EXERCISE 9

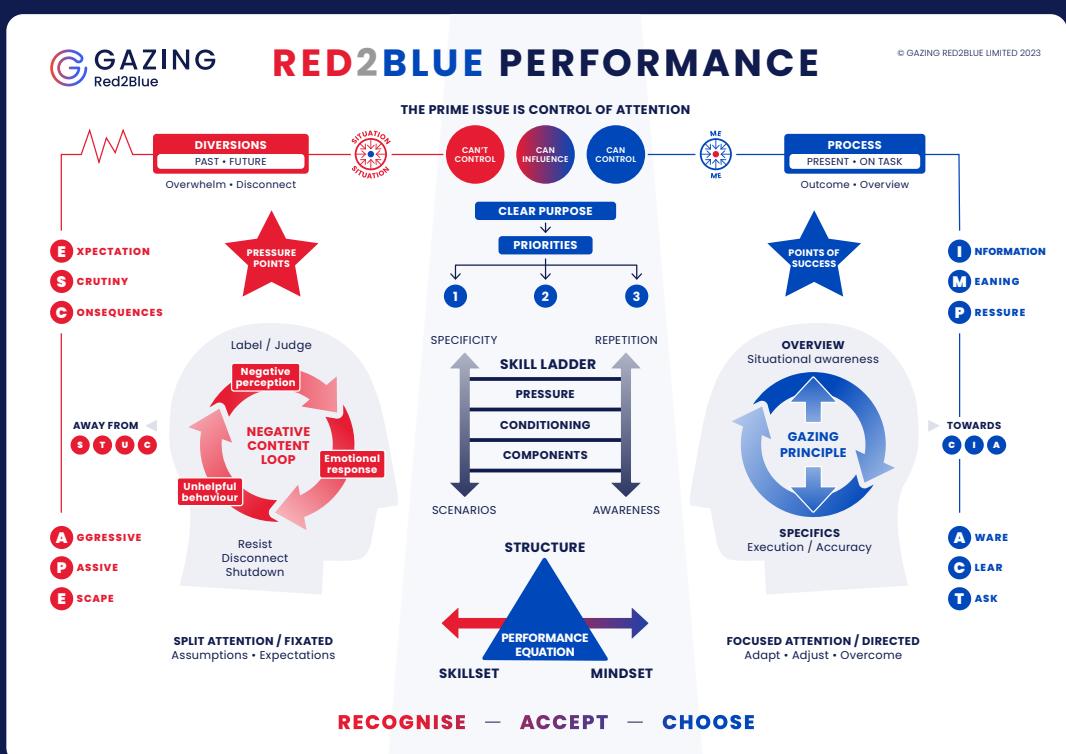
BODY CHECKS

- Another way of breaking an undesirable state is to practise 'body checks.' This is normally done when you're experiencing some kind of discomfort in a part of your body. For example, calf cramps when you're running.
- When someone feels discomfort, they fixate on that part of the body and make the assumption that their whole body is 'falling apart.' They then go into a 'loop'.
- Shift your attention to other parts of your body that are functioning well. This is a way of releasing fixated attention by deliberately placing attention on something else.



RED2BLUE

PERFORMANCE UNDER PRESSURE



FINAL WORD

This process is simply about going from good to great.

Just as athletes go through three stages: learning to train, learning to compete and learning to win, usually, it's a choice.

Once that decision has been made, we give our attention to developing the Skillsets in the areas necessary.

At Gazing, we are focused on supporting Red2Blue Certified Coaches to be the best they can be and to be ambassadors for the approach. People who demonstrate what the Red2Blue concept is by their actions

We wish you all the best on your journey and are proud to be a part of it.



Notes

Notes

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