

EAGLES FLIGHT™
Performance Made Human

Performance Made Human

Five Principles that Underpin
Our Approach to Learning



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Performance Made Human

*When you are choosing a business to partner with, **your starting point is critical**. At Eagles Flight, that starting point is Performance Made Human. We believe exceptional business performance begins with understanding people.*

We are relentless in our focus on the performance outcomes an organisation needs, while never losing sight of the fact that people are at the centre of every result. Human behaviour is complex, emotional, rational, irrational and often unpredictable. Rather than working around that reality, we work with it.

HERE ARE FIVE PRINCIPLES THAT UNDERPIN OUR APPROACH TO LEARNING AND HOW LEARNING IMPACTS ON PERFORMANCE.

These principles are evidence-informed from the fields of behavioural science, cognitive science and the science of learning.

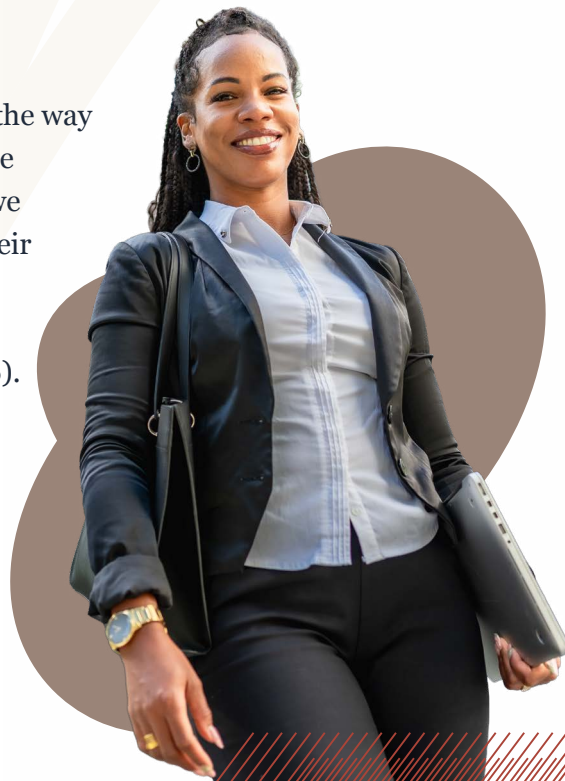
1. Brains don't learn, people do

We see learning as experiential, relational and contextual. It is important for you to know that we do not assume that it is solely cognitive. At Eagles Flight, we believe that you need to be actively involved in learning in order to turn information into applied knowledge and improved performance. We offer experiential learning that is rooted in cognitive, emotional and social processes because that is what works best. For example, a meta-analysis of 89 research studies conducted over 43 years (Burch et al, 2019) shows that experiential learning provides superior performance outcomes compared to traditional methods.



2. There are many ways to change behaviour

There are multiple perspectives on why we behave the way we do and on how individuals and teams can change behaviour to optimise performance. For example, we value metacognition – where people think about their own thinking. Metacognition also offers the opportunity to monitor and regulate your thinking in order to achieve desired outcomes (Hulbig, 2026). We will challenge you to think about your thinking because metacognition is a powerful way to enable you to use what you already know to your best advantage. It enhances performance-directed conversations. It also allows you to unlearn learned responses and create sustained behaviour change.



3. Reflection-in-action and reflection-on-action improve performance

When you partner with Eagles Flight you will reflect in situ and reflect after an experience. This process is central to the earliest research on becoming an effective and reflective practitioner (Schon, 1983). For example, our themed learning experiences involve you in making meaning in the present so that you can perform at your best in the future. The debrief that occurs after a themed experience involves you reflecting on, and being with, what emerged for you and for others. This isn't about evaluation – how much you enjoyed the experience. It is a way of enabling you to apply and embed your learning in your workplace and make learning and impact stick.



4.

Forgetting is part of learning

The research which highlights how forgetting over time is a component of the learning process dates back to 1885 and Ebbinghaus' forgetting curve. We recognise the limitation here that Ebbinghaus only used himself as the subject for his research, but acknowledge that research about learning decay has been replicated. There are multiple factors that influence forgetting and this is why our leadership programmes build in individualised techniques such as nudges and low stakes quizzes. We do this because research indicates they are effective tools for the retrieval of knowledge from long-term memory. Learning is a process not an event.

5.

Our pedagogy is inclusive

Inclusion is also a process and not an event. Our pedagogy – the approach we adopt – is always inclusive of, and responsive to, group and individual need. We do not consider everyone to be the same. We know it is more complex than that. We propose that everyone is the same, groups of people are similar and everyone is different (O'Brien, 2015). As a global business we respect and celebrate cultural differences. Also, we do not assume that everyone is neurotypical. When you partner with Eagles Flight you are partnering with a business that is neurodiversities affirmative.

References:

Burch et al (2019) A meta-analysis of the relationship between experiential learning and learning outcomes.

Hulbig, P.R. (2026) The neurological implications of metacognition.

O'Brien, T. (2015) Inner Story: understand your mind, change your world.

Schon, D. (1983) The Reflective Practitioner: how professionals think in action.



EAGLES FLIGHT™

Since 1988, Eagles Flight has partnered with organisations around the world to strengthen leadership, improve execution, build stronger cultures, and help people perform at their best when the outcome matters. Our approach combines behavioural science, experiential learning, practical application, and reinforcement to create behaviour change that lasts.

If you're exploring how to build stronger leaders, create more consistent execution, strengthen risk performance, or help organisational change stick, we'd welcome the opportunity to continue the conversation.

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