

# Is "INTENT" Responding *With* OR Reacting To?

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ONE OF THE MANY GIFTS that nature gave man is the element of intent. Intent is a natural *urge* that drives mankind in the direction of self-development through self-learning. It's this natural urge that some approaches to learning overlook. Intent can be observed when man is responding *with* his environment, (*i.e.*, the length of a putt), using his own personal powers for personal possibilities. Acts of *responding with* the environment will build confidence in our mind and also in our brain's ability to *flow* with the environment, taking man beyond his perceived limitations.

On the other hand, *reacting* to happens when the mind has been conditioned to surrender its personal powers and is outsourcing the job of gathering impressions of the environment to someone else's *how to* directions. *Reacting* to is a shift away from the personal gifts that nature has given man. At times this shift happens because of social pressures to ask some perceived expert for *how to* directions, or the pressure to allow our friends to give us tips. *Reacting* to can be an act based on a lack of confidence in the personal power of learning through self-development and self-discovery. A perceived incompetence often opens the door to the kind of *how to* directions that can keep us incompetent. *Reacting* to is an action based on emotion. *Responding with* is an action that interacts with our own impressions of the present environment.

"We must try to do the things we think we cannot do," said Eleanor Roosevelt. It may help to see the brain as having information, and the mind as filled with emotion learned after birth.

When individuals are given lessons, they often do not learn the lesson to be learned because lessons really can't be given. Lessons are best gained and acquired through personal experience. It is not what a book or what the teacher is saying that's important, it's what learners grasp, remember, and can repeat that's important, and this is influenced by their core knowledge and the design and structure of their learning environment. (There are *Teaching-Fixing* environments and *Learning Developing* environments.)



Some traditional ideas about learning, going to school, or learning to play golf are overlooking certain imperial possibilities that are contained in nature's plan for efficient learning. Man comes into the world with many predestined abilities and instincts for efficient learning and surviving.

**WARNING** Our potential for learning can either be enhanced in workable *learning-developing* environments, or fragmented in *teaching-fixing* environments that offer little opportunity for the kind of self-development that enhances our learning potential.

*Teaching-Fixing* environments are only *reacting* to poor habits when they try to manage perceived failures and poor habits. On the other hand, workable learning approaches are pro-active, letting individuals use their own curiosity and imagination to interact with their environment and respond to the feedback. Pro-active learning approaches identify what must be done, they are not reacting to *how to* suggestions.

For example, children do not have to be prompted to interact and play with their environment. No child asks for directions when they are playing. When we notice a child at play, if that is

## **Responding with...**

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all we see, much is being overlooked. The child's brain is encoding information that is personal in nature about balancing, eye-hand coordination, space and size information, weight of objects, colors and shapes, etc., for future reference. When *how-to* directions are introduced to adults, it's passive learning, and accurate information that's personal in nature is not being encoded. When adults are focusing on directions for fixing poor outcomes, this blocks the encoding of the kind of informa-

tion from the environments that the joy of learning is founded on, (i.e. experiences that are personal in nature).

Efficient approaches for learning are geared for helping learners of every age to evaluate environments, so they are more fully prepared to interact on their own terms. Our natural intent to self develop with acts of doing must be supported for learning to take hold. Without the gift of *intent*, (a will to prepare), nature realized that our ability to perform would not develop. Intent is at the core of preparation and therefore learning.

Any and all responses and outcomes to our actions can enhance learning. Mishaps are valuable feedback, not failure. At times our logic, thinking, and human nature all get in the way of nature's plan for efficient learning by blocking accurate personal feedback. Human nature, thinking and logic are reactions that are learned emotions after birth. On the other hand, nature's plans for learning have been passed on over time by evolution and natural selection.

**SUGGESTION:** Trust unconscious observations. When we are observing, if we are not thinking or fixing, we will have access to our own answer. Is it human nature, or nature's plan that's influencing your approach to learning? Hopefully, it is nature's plan.

Dr. Robert Sapolsky, Ph.D., Stanford University, said, "The brain remembers in two ways, facts and procedures. Memory of procedures are damaged if we are trying to recall facts [how to directions, or corrections] at the same time."

Cognitive science would say when performing, just perform, do not try to fix anything. Learning is the process of making certain pathways in our mind more effectively, or less emotionally. Long term potential (LTP) is either enhanced or disrupted by how the brain and mind are allowed to interact with our environment. Filling the mind with fixing thoughts slows progress.

It seems the more random our approach is to learning, the more efficient that approach will be. For example, when playing around with a basketball, after each shot the ball bounces back to a different place on the court, and the brain has the opportunity to encode a different environment, after each attempt. This may be one reason why people make progress in basketball more easily than a golfer who stands in one place trying to make the same swing every time, (in the same non-changing environment). Do not try to recreate, just re-experience unexpected insights, they are valuable for facing reality. Avoid forcing results; just allow them to develop as a response

to the outcome of past interactions with the environment.

When children interact with their environment, unforced or natural developing and learning occurs. The outcome of these interactions, (that children produce on their own), are decoded and then encoded in the brain for future reference. The joy of learning comes from our urge or intent to learn on our own. This learning approach of *responding with* is available to golfers in any age group, who are not happy with their pace of progress.

When we see a misconception for what it is, it's enlightening, and this approach to learning is not available from someone else, beyond the light

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of our own *in the present* consciousness. Just by knowing the value of being in the present, we are learning. We must be given the opportunity to recognize the value of observing the present, without corrections and labels. We should not give up our personal power to learn and come to depend on the words of others that go beyond helping us illuminate our environment.

Nature's plan for learning, we could say, has process goals (doing), not results goals (answers). Learning comes from both workable and unworkable results. Nature's plan for efficient learning is for man to do, observe the outcome, and then adjust based on past experiences. It's our natural intent to *respond with* the environment that promotes learning that takes hold and lasts. 0

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