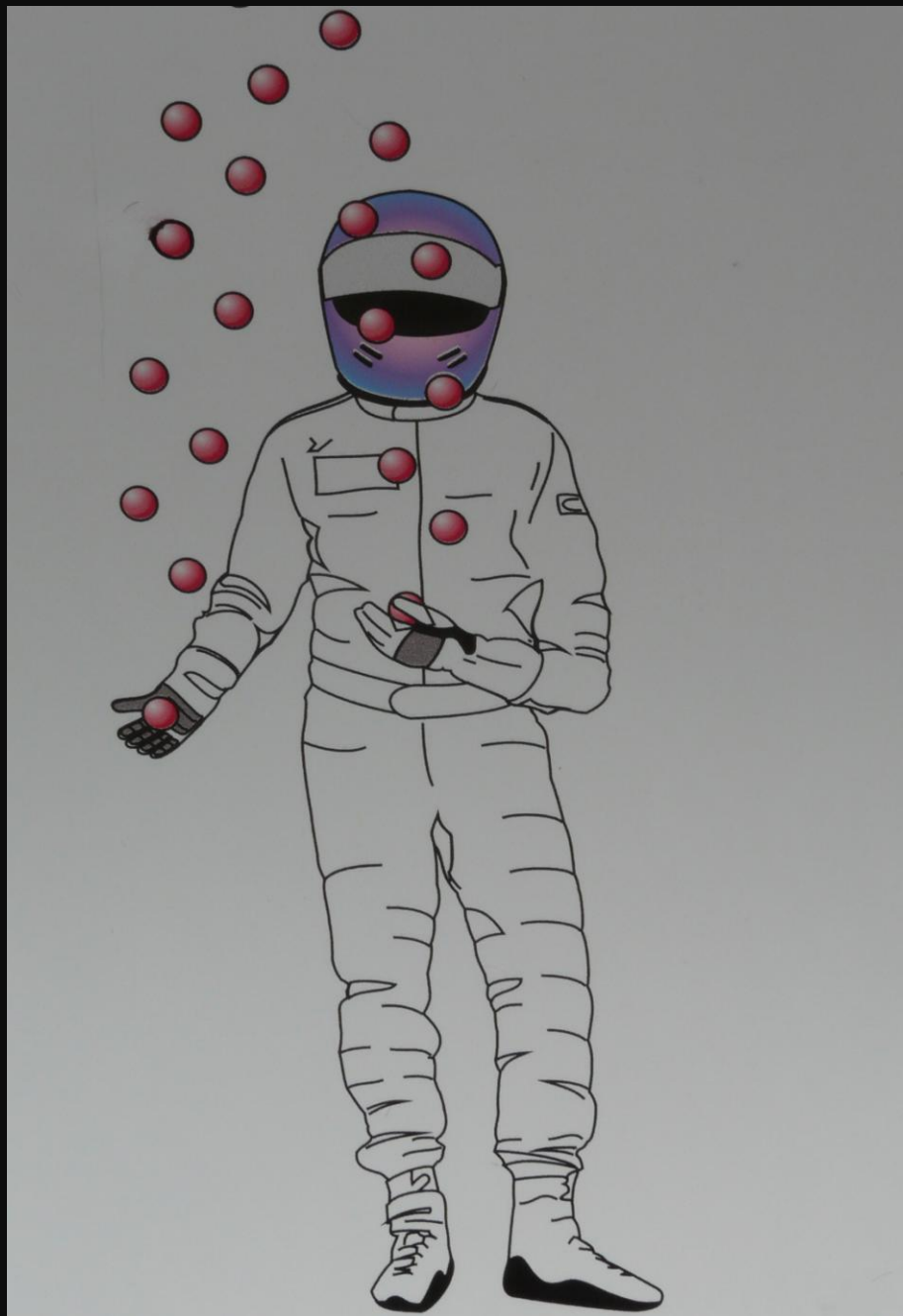




# ***Coaching Performance Driving***

***Presented by Ronn W. Langford***

***MasterDrive Inc.***



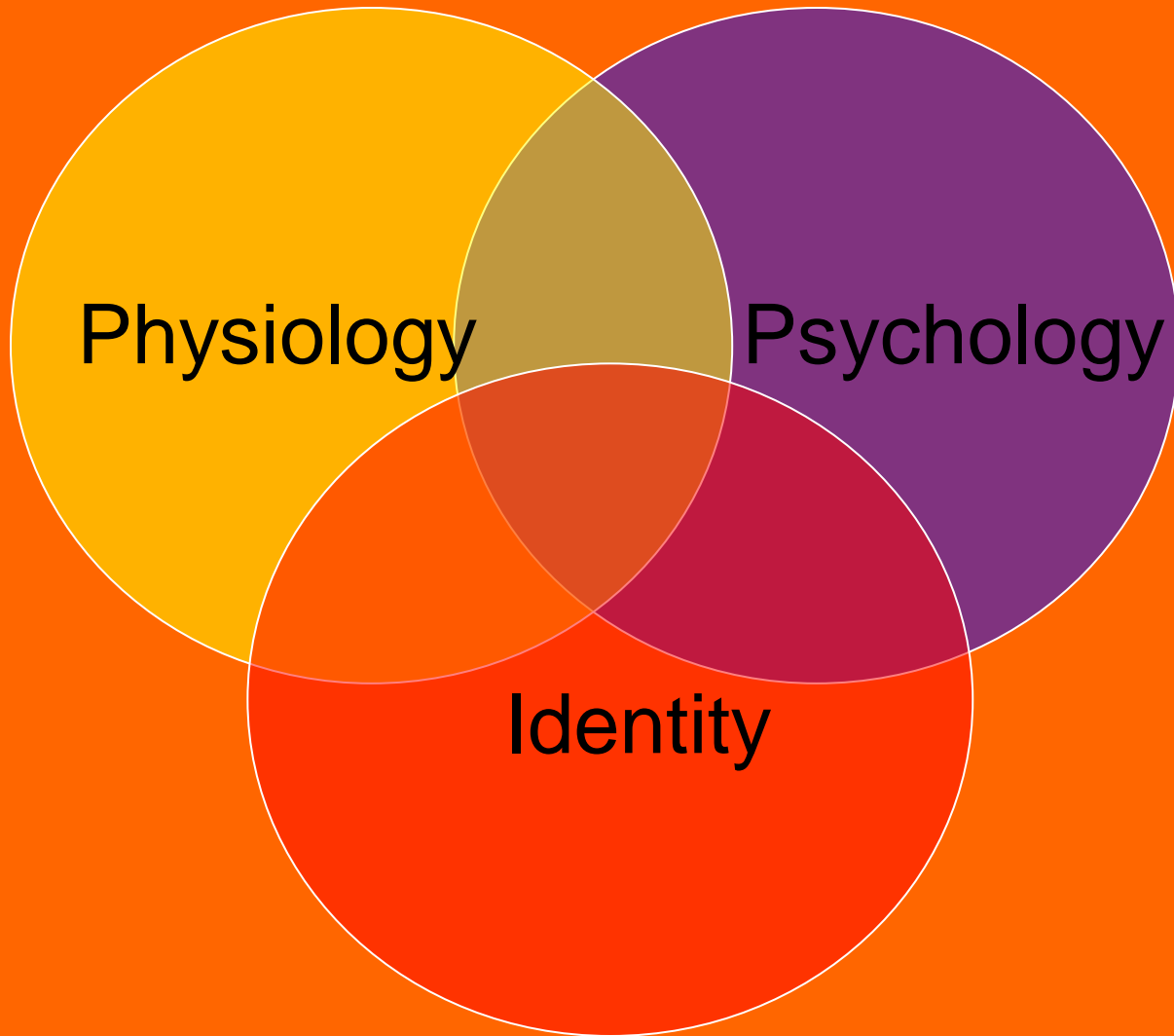


***Performance – What does this really mean to us ?***

***Cause or Effect ? ? ?***

***\* What can I do ... not do?***

# Three Integrated Areas Of Function / Performance





# Concepts

## ***The Philosophy of the Onion ...***

***There is  
never a  
solution for  
effect !***

***Peel the  
layers to  
determine  
the cause !***



# Concepts

## ***Framing ...***

***Framing - the expression of a thought or a question, in order to define as clearly as possible what thoughts or answers I want the other person to express.***

# Concepts

## ***Perfection ...***

- ***It doesn't have to be perfect to be right!***
- ***Not all things that are defined as “strategies” are going to make someone perfect.***
- ***Progress is the objective ... NOT ... Perfection!***

# Concepts

## ***"Just talk about it ..."***

- ***We ‘talk about it’ and ‘talk about it’ ... but it is not very effective in making a change. Why?***
- ***Just because we have “talked about it” does not mean that they have learned (programmed) to do something!***
- ***One does not learn “to do something” by talking about it!***



# Concepts

***"Just talk about it ..." or***



***"Just Do It ...***

***Your Choice***

# Concepts

## ***"The concept of my 100 ..."***

- ***The concept is different than (typically) evaluating, or grading, or comparing our performance to others. (It is a CONCEPT!)***
- ***In fact ...the basis of the concept is to NOT look at comparing my kids, my clients, or myself to anyone else at all.***
- ***Rather than a “percentage” of potential, what if we just said that “I have my 100”, based upon my ‘programming’ at the current moment.***

*T.I.C.E.*

*Engineer*

*Systems*

*Coach*

*Performance*

*Strategies*

*Instruct*

- 1. Demonstrate or Observe*
- 2. Critique*

*Teach*

*Give Information*



•Great

*Performance Continuum*



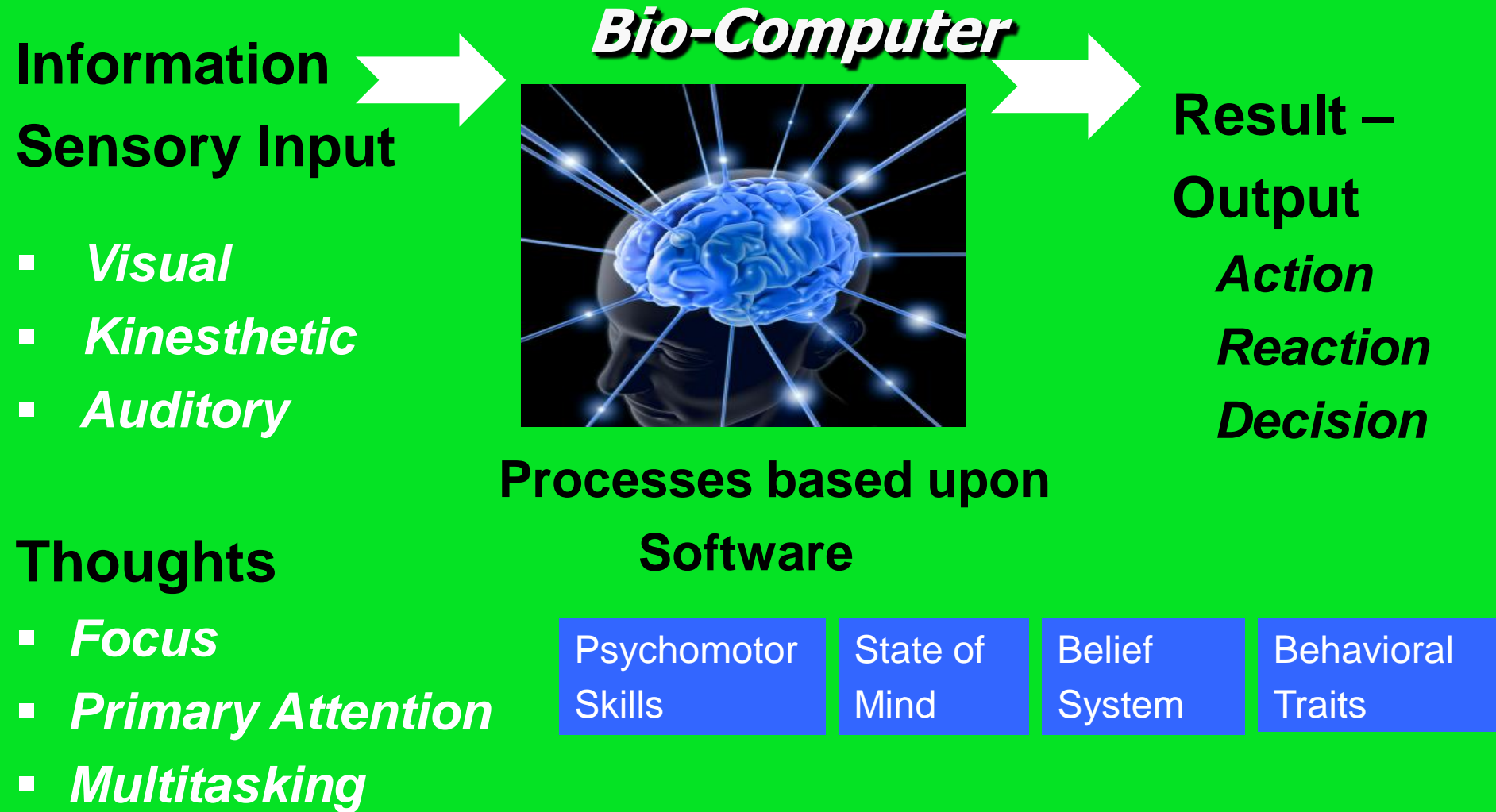


**Crummy**

***Performance Continuum***



# ***The Performance Model***



# ***The Brain***



# ***The Brain is a Bio-Computer***



***The Brain must have  
software – to function !***



# ***Learning is Programming – Programming is Learning !***



***Programming – Deprogramming - Reprogramming***



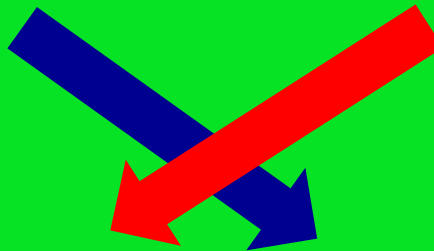
# ***Left Brain***

**Structure**  
**Detail**  
**Language**  
**Logic**  
**Linear**  
**Little Pieces**



# ***Right Brain***

**Creative**  
**Art**  
**Free Form**  
**Big Picture**  
**Intuitive**



**Controls Left Side  
of Body**

**Controls Right Side  
of Body**

# ***Performance Under Pressure***

**"If an engineer wants to know about what he's designing, he puts it under great amounts of stress. It's the same with human beings. If you want to find out how things operate... find out how we operate under stress."**<sup>1</sup>

**"Police, soldiers, race car drivers, and helicopter pilots train to anticipate the strange behaviors they will encounter at the worst of times. They know that it's too late to learn those lessons in the midst of a crisis."**<sup>1</sup>



<sup>1</sup> 'The Unthinkable' by Amanda Ripley

# ***The Performance Model***

## ***Bio-Computer***



Processes based upon  
Software

# ***The Performance Model***

## ***Bio-Computer***

**Information  
Sensory Input**

- ***Visual***
- ***Kinesthetic***
- ***Auditory***



**Processes based upon  
Software**

**Result –  
Output  
Action  
Reaction  
Decision**

# ***The Performance Model***

## ***Bio-Computer***

**Information**  
**Sensory Input**



- ***Visual***
- ***Kinesthetic***
- ***Auditory***



**Result –**  
**Output**  
**Action**  
**Reaction**  
**Decision**

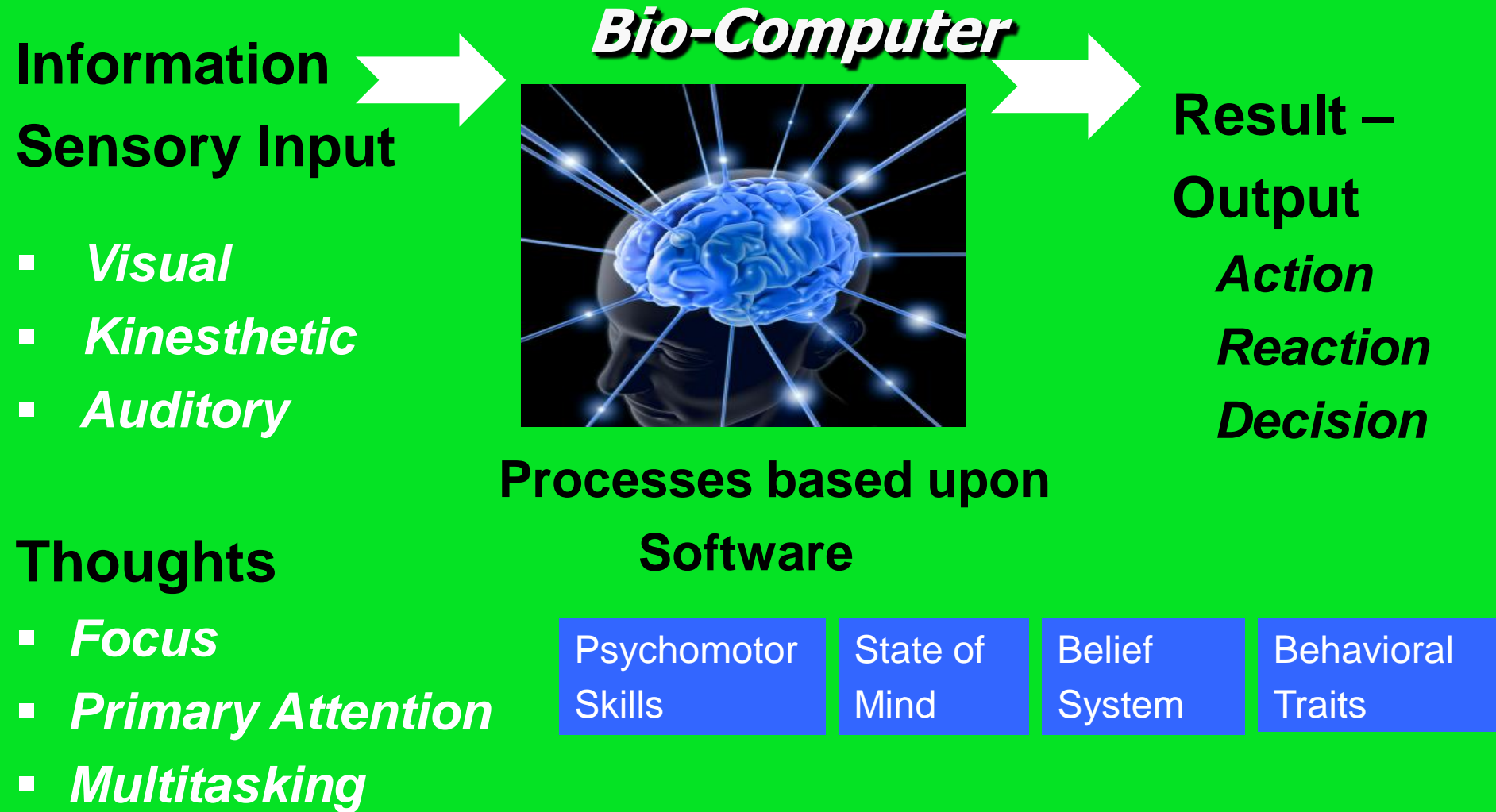
**Thoughts**

- ***Focus - Concentration***
- ***Primary vs Divided Attn.***
- ***Multitasking***

**Processes based upon**  
**Software**



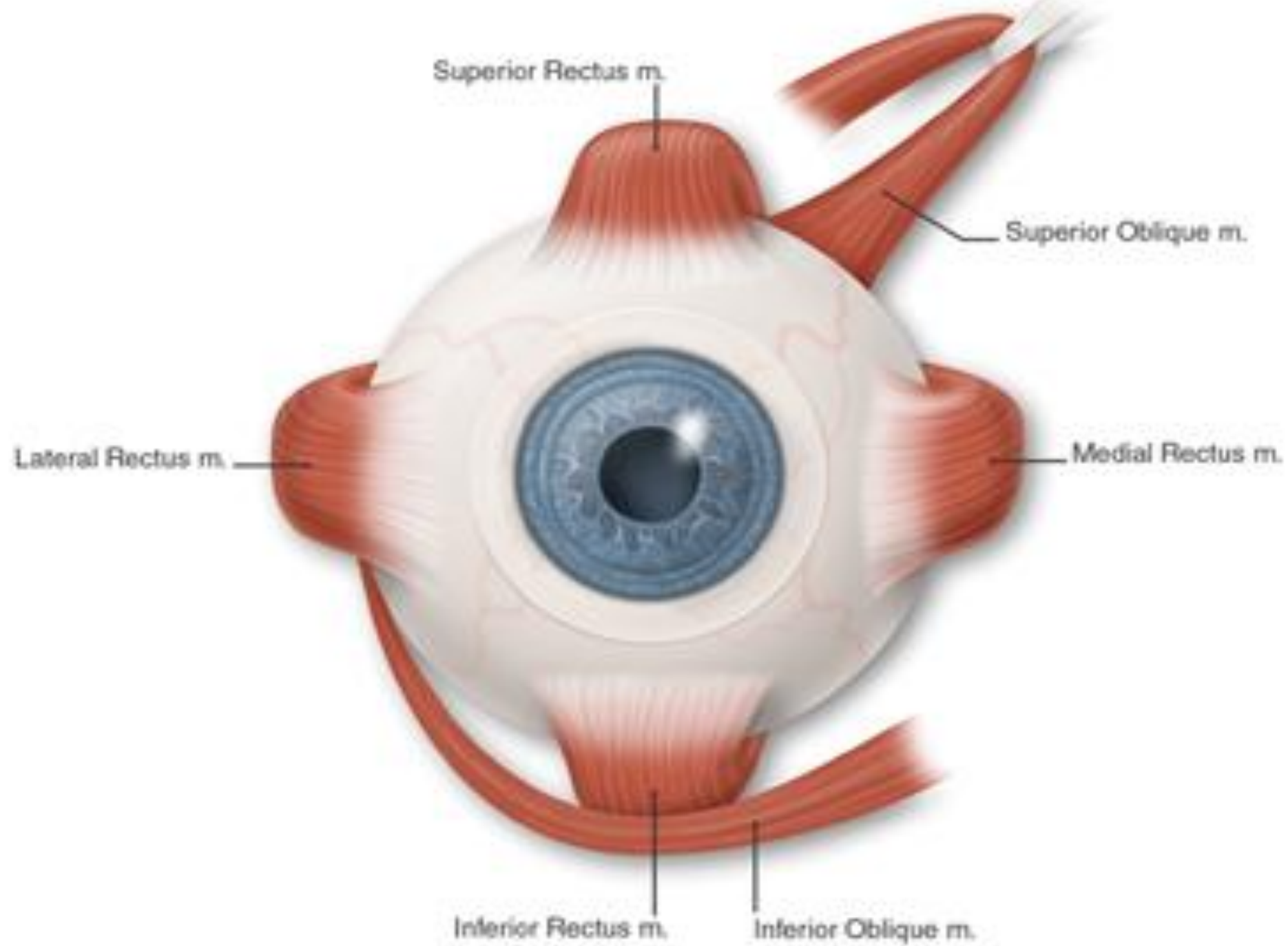
# ***The Performance Model***



# ***Visual Sensory Input***



- ***Visual Spatial Awareness***
- ***Visual Tracking***
- ***Depth Perception***
- ***Closure Speed***
- ***Visual Processing Speed***
- ***Vision Acuity***



# ***Physiological Strategies***

***Muscle Checks***

***Breathing***

***Cross Crawls***

# ***Physiological Strategies***

***Cross Crawls***

***Lazy 8's***

***Walking***

***Centering***

***Visual Processing Exercise***

***Reaction and Response Time***

***Hook Up***



# ***Kinesthetic Sensory Input***



***Proprioceptive***

***Vestibular***

***Visual***

# ***Psychomotor Skills***



**The brain transmits electrical communication to the muscles. Actions or reactions occur at the subconscious level.**

# ***State of Mind - Psychology***



“States” happen to us or within us, typically without our conscious direction. We see... hear...smell...something, and based upon that “trigger” - what that something represents to us, we go into a “state”.

Fear

Doubt

Fatigue

Stress (the bad kind)

Anger

Frustration

Anxiety

Confident

Happy

Excited

Stress (the good kind)

Integrated

Energized

# ***Belief System***



*We perceive HOW we perceive, BASED upon our programming. In order to look at myself in a different way, I must change my programming!*

**What does my student really believe about him / herself and what they can potentially do?**

**How do I change my programming?**

**By “doing” ... or ... By “talking about it”**

# ***Development of Beliefs***



- ***Environment***
- ***Happenings***
- ***Knowledge***
- ***Past Results***
- ***Mental Equivalent***

***Belief re: Limitations – and – Possibilities***

***“I can” ... or ... “I can’t” – You’re right.***

***Power of Beliefs***

***Superstition Effect***



# ***Behavioral Traits***

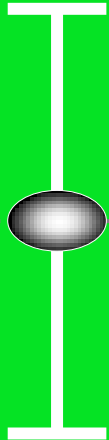


**Dominance    Extroversion    Patience    Conformity**

# ***Behavioral Traits***

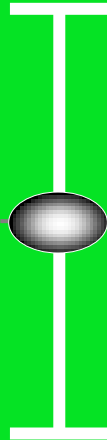


- **Dominant**
  - Likes to be in Charge



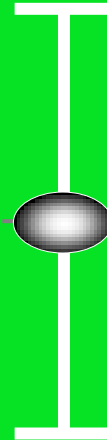
- Lets others be in Charge

- **Extrovert**
  - Enjoys Attention



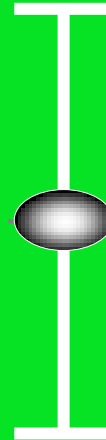
- Low need for Attention

- **Pace**
  - Low Urgency



- High Urgency

- **Conformity**
  - Attention to Details



- Big Picture

# ***Focus and Concentration***



***What is focus ?***

***Primary vs. Divided Attention***

***Alternating Attention***

***Multitasking***

***Exercises***

# ***Decision Making***



## **Elements of Decision Making . . .**

- ***Objective***
- ***Motivation***
- ***Flexibility***
- ***Risk***
- ***Information – A bad decision can be the result of “bad” information***
- ***Speed***
- ***Fight or Flight***

**Conscious Level**

**2,000 bytes**

**Subconscious Level**

**???**

# ***Decision Making***



## **Elements of Decision Making . . .**

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- ***Speed***
- ***Fight or Flight***

### **Conscious Level**

**2,000 bytes**

### **Subconscious Level**

**Up to 4,000,000,000  
bytes of information**



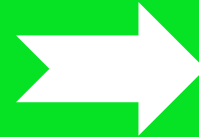






# ***The Performance Model***

**Information  
Sensory Input**



**Result –  
Output**  
*Action*  
*Reaction*  
*Decision*

**Processes based upon  
Software**

**Thoughts**

- ***Focus***
- ***Concentration***
- ***Multitasking***

Psychomotor  
Skills

State of  
Mind

Belief  
System

Behavioral  
Traits

# ***Learning ... is ... ???***

## ***Learning Styles***

***Visual***

***Kinesthetic***

***Auditory***

***Most effective learning is the ability  
to use ALL sensory processors.***

# ***Stages of Learning***

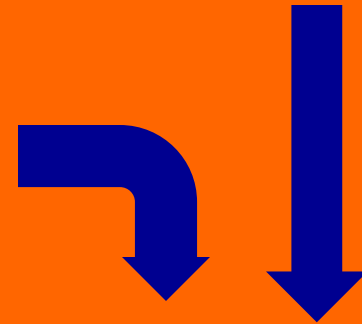
***Unconscious  
Incompetence***



***Conscious  
Incompetence***

***Awareness***

***Unconscious  
Competence***



***Conscious  
Competence***





# ***Stages of Learning***

***Inception***

***Deception***

***Transformation***

***Identity***



***The End***

