

High-Performance Instructing

Be An Even Better Instructor

SPEED SECRETS

Why Are We Here?

How
When
What

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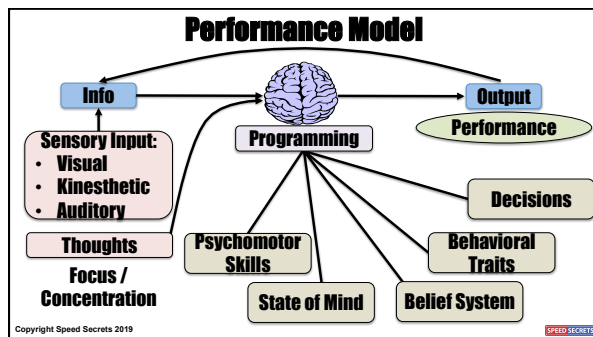
INSTRUCTING "BEST PRACTICES"

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What percentage of driving is mental?

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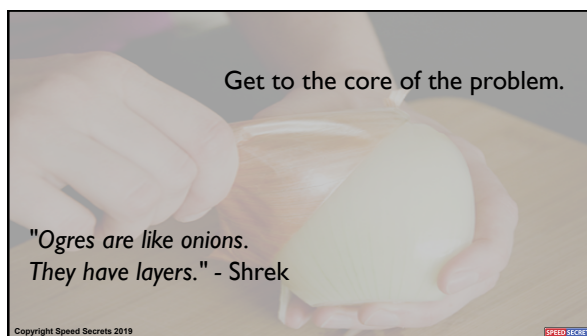
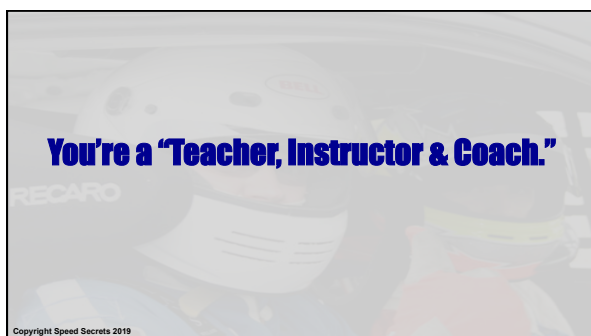
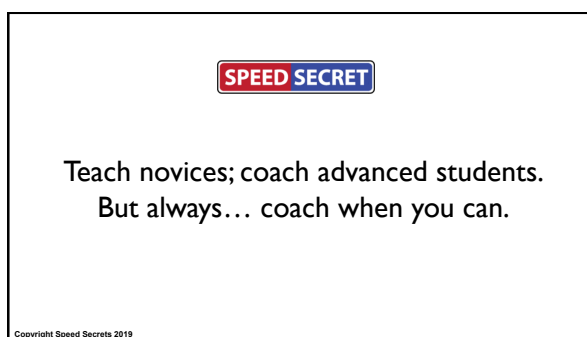
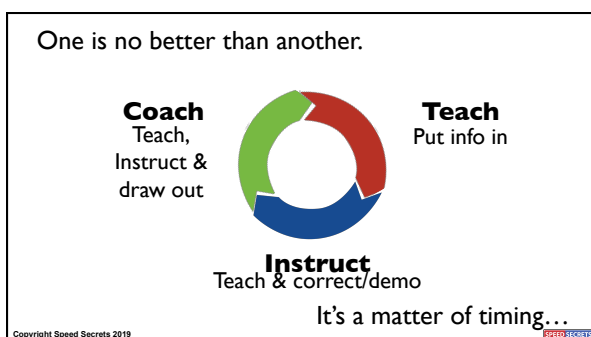
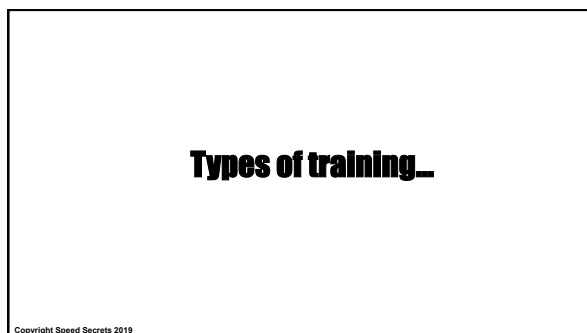
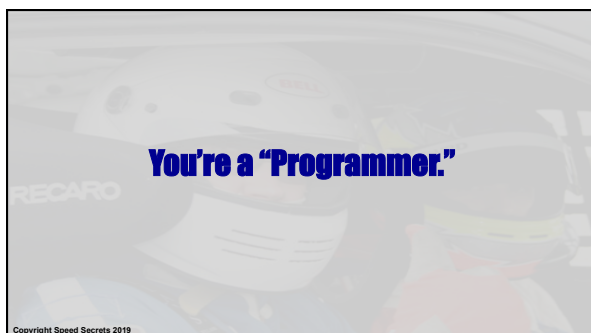
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- ▶ We do what we do because we're programmed to do so
- ▶ We don't do what we want because we either don't have the right program, or...
- ▶ We access the wrong program



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Focus on the solution, not the problem.

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You're an "Onion-Peeler."

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- Ask, listen, coach - draw out knowledge, rather than just stuffing it in
- Body language, gesturing... Yours & student's
- Change cadence, volume when talking



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- Students learn more from your actions than they do from your words.



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SPEED SECRET

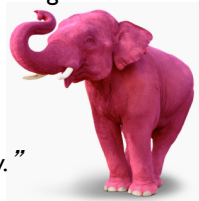
Communicate with your mouth,
ears & body.

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You're a "Communicator."

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You cannot **not** think about something.



"Try not. Do or do not. There is no try."
- Yoda

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SPEED SECRET

Tell your students what to do,
not what **not** to do.

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You're a "Focus-er."

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Feedback: There are 2 types?



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Feedback: There are 2 types?

1. Confirming
2. Corrective

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Feedback: Focus on the solution

Describes the Problem	Vaguely Constructive	Focused on Solution
"You're not smooth"	"Drive smoother"	"Practice a slower brake release"
"You're not looking far enough ahead"	"Look ahead"	"Look through the apex to the exit point"

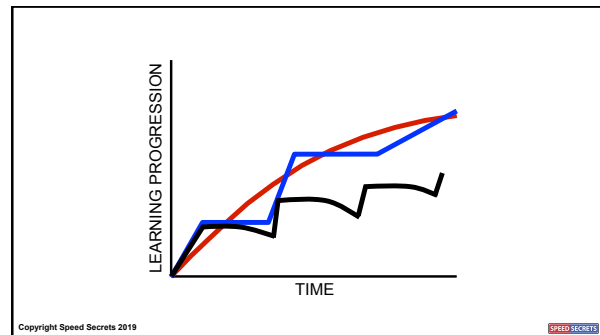
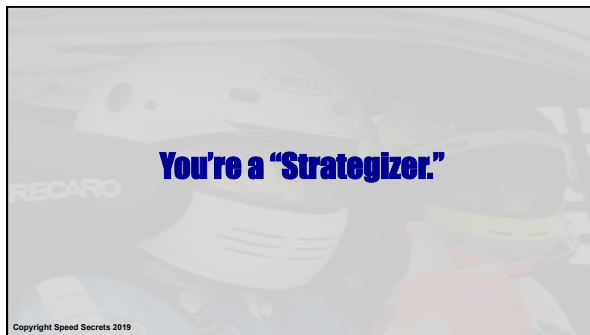
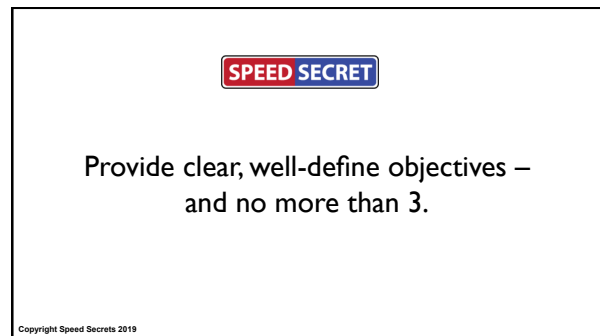
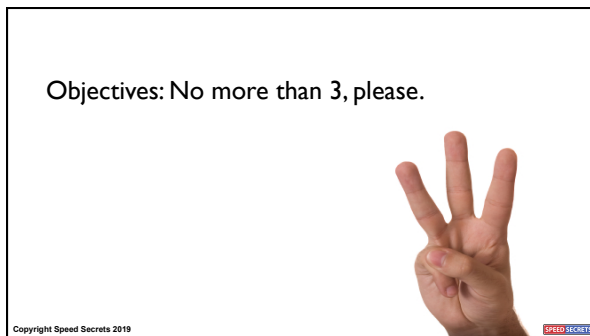
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Feedback: Build triggers

Long Description	Short Description/Trigger
"Practice a slower brake release"	"Slow release"
"Look through apex to exit point"	"Look to exit"

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If your student doesn't appear to be learning, just wait... he/she will soon.

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You're a "Learning Manager."

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Awareness leads to changes in behavior.



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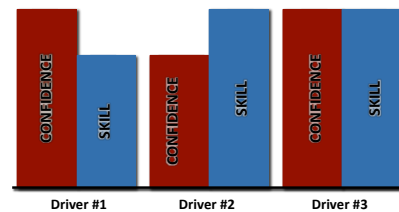
Make sure your student has a strong Mental Image of the task, and an Awareness of what he's doing now.

$$MI + A = G$$

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You're an "Awareness-Bullder."

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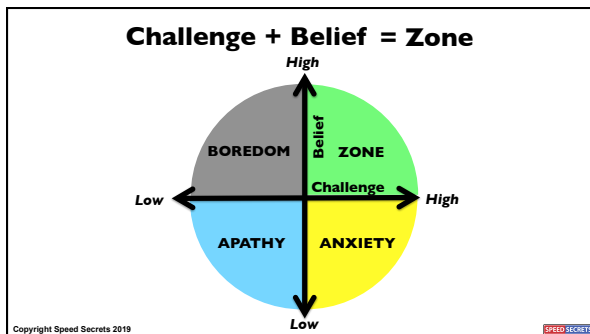
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Balance Confidence with Skill.

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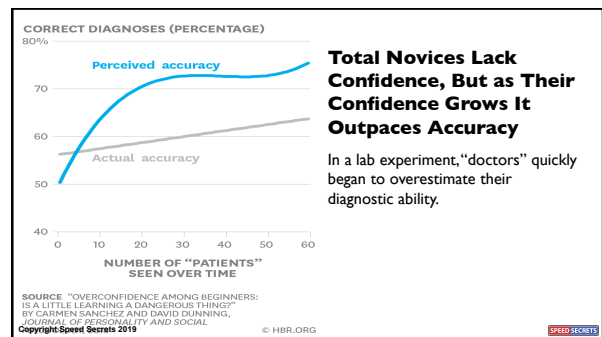
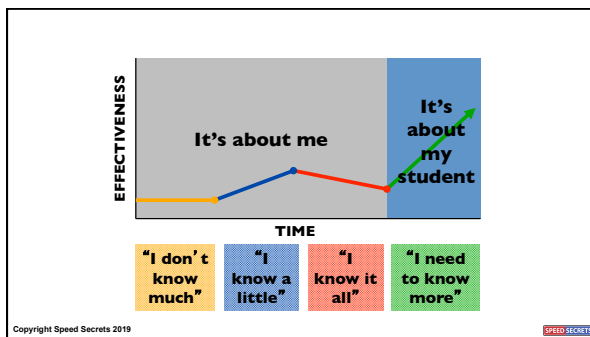
You're a "Confidence / Skill Manager."

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You're a "Zone Influencer."

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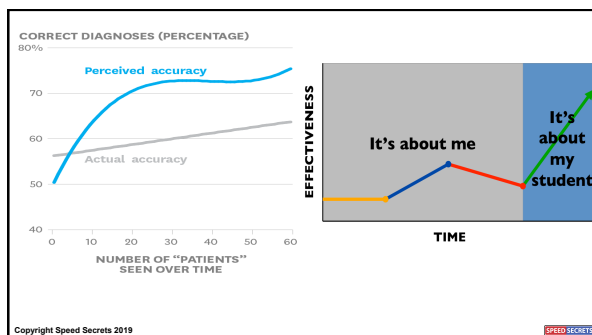


"Doctors learning to do spinal surgery usually do not begin to make mistakes until their 15th iteration of the surgery. Similarly, beginning pilots produce few accidents – but then their accident rate begins to rise until it peaks at about 800 hours, where it begins to drop again."

Dr. Carmen Sanchez & David Dunning; Harvard Business Review, March 29

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Remember what it's all about:
Our students.

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**You're here for your
Students.**

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WHAT TO TEACH

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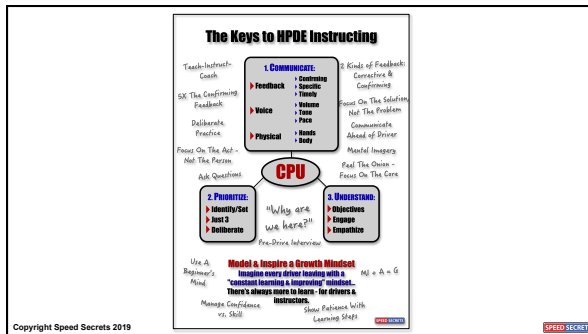
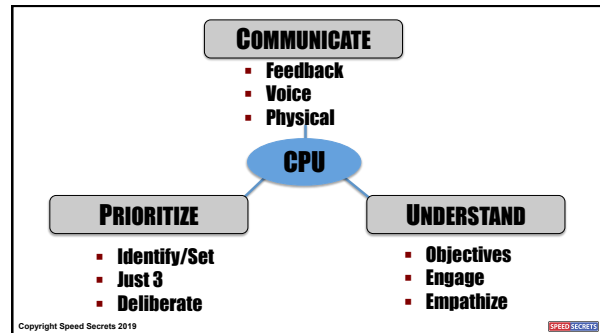
- ▶ Steering technique
- ▶ Line
- ▶ Exit speed
- ▶ Braking
 - ▶ Application, release
 - ▶ Trail braking
 - ▶ BoB vs. EoB
- ▶ Maintenance throttle

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INSTRUCTING MODEL

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What If...

Every student left with a mindset of...

"I have more to learn."

"I want to get better."

"Everyone can improve."

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A Growth Mindset.

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How Can You Inspire A Growth Mindset?

- Commit to never-ending improvement
- Demonstrate/Model

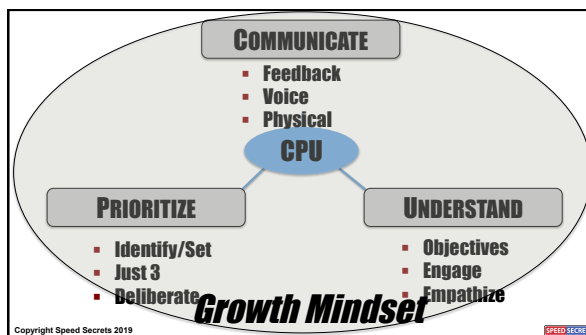
"I don't know, but I'll try to find the answer for you."

"I don't know. Let's figure it out together."

"I'm still learning and improving, too. There's always more."

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A CHALLENGE

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My Challenge to You...

1. Demonstrate/model a Growth Mindset – commit to being an even better instructor
2. Be deliberate in your approach to improving as an instructor
3. Share your experiences & learn from others

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**What are you going to
work on to be an even
better instructor?**

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