

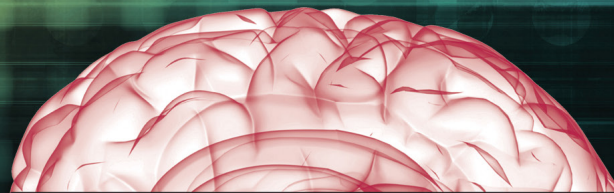
# PEAK PERFORMANCE PLAYBOOKS

The Mind and Brain Science of Performance Preparation, Practice, and Optimization



## PLAYBOOK I

*PEAK PERFORMANCE  
PREPARATION  
FOR COACHES*



**NeuroMentor**<sup>®</sup>  
Institute for Peak Performance

PLAY TO WIN

**David Krueger MD**

# PEAK PERFORMANCE PLAYBOOK I

## The Mind and Brain Science of Performance Preparation, Practice, and Optimization

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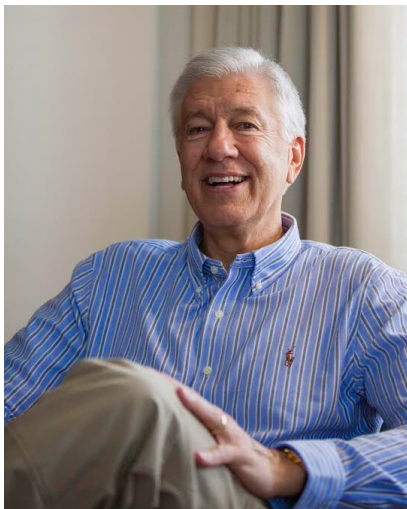
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— Dedicated to two outstanding performers, Mariel and Nia —

## PEAK PERFORMANCE PLAYBOOKS

### The Mind and Brain Science of Performance Preparation, Practice, and Optimization

#### Introduction

*The Peak Performance PlayBooks* offer practical guidance for both coaches and players to systematically apply mind, brain, and performance sciences to achieve and sustain optimum success.

*PlayBook I. Peak Performance Preparation for Coaches* covers the basics of performance preparation in coaching. Fundamentals include facilitating communication with players, coaching the process of change, performance preparation, enhancing player performance, and team development practices.

*PlayBook II. Peak Performance Practice for Coaches and Players* presents strategies for a systematic application of deliberate practice and optimal performance.

*PlayBook III. Peak Performance Optimization for Players* includes strategies for sustaining peak performance under pressure, the art and neuroscience of winning, and navigating the challenges accompanying extreme success to sustain it.

Two questions serve as backdrop for this training program:

How can preparation, practice, and performance be developed and applied to consistently generate optimum performance?

How can coaches and players individually and collectively achieve and sustain performance success?

These 3 PlayBooks and Webinars form a blueprint to systematically develop and sustain peak performance. Applications of deliberate practice will offer proven systems to consistently optimize achievement. If you want to change a habit or behavior, or create a new one, focus on the system. The goal is not what distinguishes winner from loser, since both have the same goal. The system involves mind and brain-based principles informing deliberate practice and an ideal performance flow.

The most powerful intrinsic motivation and performance flow occurs when a performance habit becomes part of an identity. “This is who I am.” We then tend to act in alignment with the beliefs and habits forming that identity of remarkable success.

The most effective way to enhance performance preparation, practice, and optimization focuses on who you wish to become – coach, player, team – and developing a proven systematic process to achieve that.

## PEAK PERFORMANCE PLAYBOOKS

The Mind and Brain Science of Performance Preparation, Practice, and Optimization

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# PLAYBOOK I. PEAK PERFORMANCE PREPARATION FOR COACHES

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## PEAK PERFORMANCE PREPARATION FOR COACHES

Two anthropologists were chosen to enter separate, essentially identical ape colonies where they would live and observe for a year, not communicating with each other. They and their respective Oxford research teams were chosen because of their remarkable similarities of personality, philosophy, and education.

When the two anthropologists emerged after a year to compare notes, they expected essential similarities but instead found remarkable discrepancies. One anthropologist, after an initial period of transition, was accepted by the apes, integrated into the colony, and achieved a unity and comfort with the apes. The other anthropologist never got beyond the social periphery of his colony, remained careful and vigilant, always seemed on the cusp of a conflict, and never reached a harmony.

The anthropologists could not understand the discrepant results or find any reasons. They and their teams puzzled for months until they finally found one difference. The anthropologist who was the uncomfortable, careful outsider carried a gun. His gun never showed; he never used it; the apes never knew he had it. But he knew he had it; he knew that if things got tough, he had an “out.” The anthropologist who had no gun had a commitment: he knew from the beginning that he would either make it or not on his own.

In retrospect and reconstruction, each of their assumptions created the reality that they experienced.

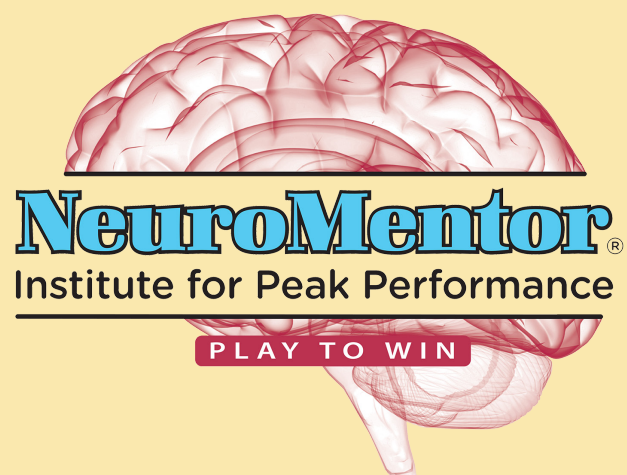
We tell our story. Then our story tells us.

Beliefs become predictors and confirm the reality that generates them. Beliefs take on a life of their own. Beliefs make up our identity. We work diligently to make our beliefs consistent with one another and with our identity. When we change our beliefs, we change ourselves as well as our identity. So, it is not a simple or easy matter.

Neuroscientists estimate that from 90 to 95 percent of our operating system is unconscious. This means that the vast majority of our responses are based on established algorithms for behavioral, emotional, and performance patterns. This operating system ghostwrites beliefs and behaviors—the shadow stories on unconscious autopilot. As we repeat responses, the brain wires those as the default mode.

The neuroscience of performance is based on a bedrock foundation of understanding both mind and brain. We’ll discuss how to create new performance behavior side by side with unlearning old automatic behavior. The approaches to changing behavior that work also consider what this is doing to your personal story and identity.

First, we’ll discuss the basics of how coaches can facilitate optimum communication and collaboration with players. Then we’ll lay out how, specifically, you can make use of this information to facilitate performance enhancement strategies using mind and brain sciences for both players and team.



# A. Facilitating Communication with Players

## The Question Launches the Story

### *How can the coach best engage participation by the player and minimize opposition to instruction?*

Asking a question will shift the listener's perspective to one of participant, of looking for answers rather than opposing a position or dictate of the coach. Once someone picks an answer, they are more likely to act consistently with that answer. A player is pulled by a question and by the answer much more effectively than he or she is pushed by a command or even a statement. By responding to a question, the player gives more information to the coach and puts the process into an output channel in the answer, which can then serve as guide to commitment. Asking is more likely to change someone's mind and to inspire endorsement and participation than telling is. We commit to that which we help co-create.

Whether dealing with a terrorist or a suicide threat, the hostage negotiator begins with asking how the person is, to make it about that person rather than about the negotiator. A demand, command, or statement makes it about the speaker, not the recipient. Asking a question to engage the thinking of the player creates a collaborative alignment with the player as point of reference. What the player thinks matters. When it matters, they will be more committed to *their* answer.

This is the first teamwork—the coach and player working together.

When I began coaching my son's team of six-year-olds, they were all playing basketball for the first time and didn't know anything about the game. I intuitively decided that rather than going over rules and a lot of instructions, we would have fun. If they were doing ten things as a team, I focused on the one thing that was good practice rather than pointing out what they were doing that was wrong. Particularly when one player did something good, I highlighted this player and what was effective.

Gradually, the number of best practices grew individually and for the team, and their pleasure grew because they learned how to be effective.

Then they were in a position to understand why the good things worked. And things like double dribbles, carrying the ball, and fouling just didn't work so they learned to do something better.

What are the fundamental essentials of communication that the coach needs to be aware of to be effective?

*“The biggest block to personal communication is man's inability to listen intelligently, understandingly, and skillfully to another person.”*

**Carl Rogers**