



## **POC INSTRUCTOR SCHOOL NOTES**

### **1. OPENING COMMENTS**

- A. Thank you-all volunteers
- B. Speakers by name.
- C. Chief Driving Instructor

### **2. WHAT THE DAY LOOKS LIKE**

How many of you know where you are? Explanation.

### **3. THE BIG PICTURE**

- A. Short Track Series – increased to four events to receive license. Why?
- B. More seat time with Instructor.
- C. Everybody on the same page – the “synergy” of our Instructors.

### **4. THE ROLE YOU PLAY**

- A. What is a mentor?
- B. The history of the P.O.C.
- C. The spirit of the P.O.C.
- D. There are no stupid questions.
- E. Explain the concept and why of seat time.
- F. Open Doors.
- G. They are stepping into our world.
- H. You are the expert.
- I. You are the P.O.C.
- J. You can say No!

**THANKS FOR YOUR COMMITMENT AND PASSION!**

# **Porsche Owners Club Driving School Instructor Workshop**

## **I. Schedule For Today**

- A. Duration: 9:30 am – 3:00 pm.
- B. Breaks as needed.

## **II. Introduction**

- A. History of the P.O.C. Driving School.
- B. Mission of the Program.
  - 1. To train safe courteous drivers.
  - 2. Generate enthusiasm to be an active part of the P.O.C.
  - 3. Provide a positive experience so that the P.O.C. will continue to grow.
  - 4. Have a Driver Training Program that is recognized for excellence in the amateur sport racing community.
- C. Why are You here?
  - 1. Camaraderie (introduce yourself).
  - 2. Desire to share your enthusiasm for the sport of amateur racing.
  - 3. Desire to improve your understanding of P.O.C. goals for training and to help standardize the process.
  - 4. Commitment to serve the Club.
  - 5. T-shirt/patch.
  - 6. Recognition
  - 7. Your role as Ambassador for the Club.

## **III. Our Expectations of You**

- A. Live up to your commitments:
  - 1. This is a Volunteer Organization in which all members should share responsibility equally.
  - 2. Make time to instruct, you have all been there as students.
  - 3. Great instruction develops great competitors.
- B. Know the Rules:
  - 1. One student per car.
  - 2. Be on time for your students.
  - 3. Sign off on the checkout card.
  - 4. Be clear, accurate and supportive in your comments.
  - 5. Do not push someone beyond their comfort zone.

6. Do not push on a student's throttle leg.
7. Listen to the student's question before answering it.

#### C. Follow the Rules

1. Don't ask me to bend the rules (it sends the wrong message to students).
2. Don't violate the rules, especially in the presence of a student.
3. Passenger properly dressed/waiver release signed.
4. Wristbands.
5. Instructors may take passengers out in any group, but Orange & Red, but limit yourself to 7 or 8/10ths with passengers.
6. Don't try to bypass pre-grid.
7. Respect for other Instructors.

### IV. Before you get into the car.

#### A. General questions to learn about your student:

1. What is the student's driving background (driving schools, autocross, etc.).
2. What does the student want from today's session?
3. Is the student comfortable with the transmission in this car? If not, try to minimize shifting until he/she is more comfortable.
4. Can the student heel/toe? If not, don't work on this here unless the student is experienced.
5. Is the car in good condition? Has it been modified?
6. How is the student feeling? Anxious, exhilarated, overwhelmed? Reassure him/her that you will progress at a comfortable pace.

#### B. Review safety equipment with the student:

1. Is his/her helmet SA 95 or higher?
2. Is driving suit 2-layer or 1-layer with Nomex underwear?
3. Do driving shoes have leather uppers?
4. Do they have driving gloves?
5. Are the safety harnesses 5 years old or newer?
6. Is the fire extinguisher easily accessible?

#### C. Review emergency procedures:

1. In a spin, both feet in: push the clutch to the floor and the brake hard, locking up if necessary.
2. If you can't make a turn, DRIVE OFF STRAIGHT; don't try to save it.
3. Do not try to re-enter the track until the car has stopped, the student and the instructor are ready and the track is clear. Look to the corner workers for assistance.

D. Review the flags and what to do:

1. Green – Track is clear and open.
2. Standing Yellow – Something has changed ahead, be cautious!
3. Waving Yellow – Something has changed on the driving line. Slow down and be cautious!

E. Review basic terminology:

1. Apex.
2. Turn-in points.
3. Braking points.
4. Oversteer.
5. Understeer.
6. Lifting.
7. 13/13 Rule.

F. Basic Track Etiquette:

1. Check your mirrors.
2. Point passing cars by – if they are in your mirrors.
3. Do not pass without a signal from the driver you are overtaking. They might not see you in their mirrors!
4. Do not accelerate after giving another driver a point by to pass.
5. Use hand signals when leaving the track.

G. Review the goals of the session:

1. Safety before anything else.
2. Look where you want the car to go.
3. The focus is on safety and learning proper driving techniques.
4. The focus is not on speed for speed's sake.
5. You have to go slow to go fast.
6. Do not drive beyond your comfort zone.

**V. With the Instructor driving the first few laps**

A. Entering the car:

1. Agree in advance on a meeting place.
2. Point out the efforts you are making to get yourself into the proper driving position.
3. Buckle up.
4. Review hand position – 9 & 3 with no death grip.
5. Doors unlocked.
6. Both windows down.
7. No loose materials in the cockpit.

8. Check the gauges. Mention that the oil pressure and engine temperature must be monitored.

B. Pre-grid:

1. Talk about how to get to pre-grid (5 MPH in the pits), what to do in pre-grid, why you must be ready to drive before you reach the starter, and where to position the car near the starter.
2. Point out that the first two laps are used to warm up the tires, brakes, engine and driver. Also to find the track and make some decisions as to what to work on first.

C. While you are driving the student's car:

1. Point out the braking, turn in, apex and track out (drift) markers.
2. Talk your way around using **club standard terms** of light on the gas, full on the gas, off the gas, brake, down shift, off the brakes, turn in, apex, drift point, braking points.
3. AS you are driving, tell the student where you are looking. **VERY IMPORTANT!!!**
4. Point out your smoothness.
5. Ask questions to verify that the student is comfortable and "getting it".
6. After 2 laps, ask the student if he/she is comfortable with what you have demonstrated and is ready to drive.
7. Set a good example and drive slowly in the hot and cold pits (5 MPH).

**VI. Student's 1st Session – Objective is familiarization with course direction, speed and the car.**

A. In pregrid – Review what you want them to do the first lap:

1. Drive at moderate speed and find the track, get an idea of the line.
2. Mention smoothness.
3. Look where you are going, look with the whole head.
4. Consistency.
5. Talk themselves around the course (using **the club standard terms**: light on the gas, full on the gas, off the gas, brake, down shift, off the brakes, etc.).

B. As the student is driving:

1. BE CALM, don't talk too much.
2. Talk them around the course using the club standard terms, over and over until they know it (light on the gas, etc).
3. Observe and offer advice and encouragement; Be generous with your praise.
4. Don't work on too much at once; Be sure they seem to get one thing before stressing the next.

5. Remind the student to be aware of corner workers.

C. After the checkered flag has been thrown:

1. Point out what they did well and what needs to be improved. Be very positive.
2. Listen and respond with empathy.
3. Maintain and enhance self esteem.

**VII. Student's 2<sup>nd</sup> Session – Master a few corners**

A. Did they check tire pressures? Same? Higher? Reason?

B. Corners:

1. Work on the most important corners first.
2. Which ones are they and why?
3. Hit the same mark each time? What does this mean? 10" away is about 7" too many if you are going to miss the apex, do NOT move over abruptly as this might unsettle the car.

C. Reference points:

1. Brake.
2. Turn.

**VIII. Student's 3<sup>rd</sup> Session – Objective is to be more comfortable and consistent**

A. Do they know where the track goes? Or maybe not? Retrain as necessary.

B. Try to put together one good lap.

C. Check hand position constantly.

D. Give encouragement! Are they feeling more comfortable?

E. Check mirrors.

F. Tell them what you expect from them.

G. Check gauges:

1. Is the car getting hot?
2. Oil temperature?

**IX. After the student has been driving for a couple of sessions**

A. By now they know their way around the track.

B. When you are in the passenger seat observe:

1. The student's habits with their seat belt, seat position and hand position.
2. Did the student confirm that you were safely belted in and ready to go?
3. Are they online?

4. Are they paying attention to the corner workers?
5. If they are sloppy, ask them to slow down until they are consistent and precise.
6. BE POSITIVE! Two compliments for each suggestion is a good ratio.

**X. Student's 4th Session**

A. Track knowledge:

1. They know their way around the track.
2. They can hit apex of each corner, maybe not each corner each time.

B. Mirror work is better

C. Can wave at corner workers.

D. Need to start checking gauges.

E. They have reached a comfort level, now start pushing it:

1. Start moving their references – turn in, braking.
2. Accelerate.

F. Don't lose smoothness.

**XI. Student's 1<sup>st</sup> Session – Objective is to put together several consistent laps**

- A. Make sure the student has checked the car, removed loose debris from the cockpit, tires checked, warmed up car.
- B. Work on worst corners.
- C. Push a little if they are comfortable.
- D. Try to get them smooth again and on line.
- E. After the checkered flag, get feedback on session and the day before.

**XII. Student's 2<sup>nd</sup> Session – Time to solo**

- A. Let them know that you will be getting out.
- B. Balance will be different, but they may not be going fast enough to notice.
- C. Do several laps, then use your judgment.
- D. If they are ready have them bring you in using proper hand signals. Then send them out alone.
- E. When to approve a student for solo driving:
  1. They must know the line and drive it consistently.
  2. The student must “look where they are going”.
  3. The student should be smooth in their steering, braking and accelerating.
  4. Check gauges once per lap.
  5. Know meaning of flags, check corner workers frequently.
  6. Express a desire to begin driving alone.

7. When the student is solid, but not necessarily perfect in all of these areas, they should be allowed to drive alone.
8. The student should be encouraged to use Instructors throughout their driving career to double check skills and identify any bad habits.

**THE TRUE JOY OF THE SPORT LIES IN THE CONTINUING LEARNING EXPERIENCE. REMEMBER THIS IS SUPPOSED TO BE FUN!! TRY NOT TO STRESS THE STUDENT OUT!!**

## Driving Instructor School

1. Be more than a driving instructor, be a mentor.
2. The “Partnership” of Racing
  - The importance of courtesy & citizenship on track
  - Sharing the track, leaving “racing room”
  - Maintaining awareness of others at all times
  - Don’t attempt the “low percentage” pass
  - Emphasis on anticipation and good judgment
3. Using practice sessions for practice!
4. Prepare your students for the unexpected
  - What to do for mechanical failures (Don’t oil down the track!)
  - How to handle red flag & black flag situations
  - Incident avoidance
5. The difference between driving and racing
6. Review the 13/13 Rule with all students