

BMW Car Club
of America
Tarheel Chapter



INSTRUCTOR'S CORNER

ISSUE #2, March 2014

“PERSONALITY TYPES”

INTRODUCTION

In Issue #1, we talked about asking questions and the importance of the pre-track interview, both by email before the event, and during the meet and greet time on Saturday morning. Getting to know your student will help make the weekend a better experience for both of you. Things like occupation and hobbies can tell you a great deal.

Asking questions about past track experience, car modifications all help to build a good level of communication, but asking questions that give you an idea of “who” the person is can really pay off.

There is tool that seems to work for many people, in many situations. It has a variety of names, has been covered in many books, and you may have even been exposed to it in your professional life or in other circumstances. Basically, it focuses on trying to determine the “personality type” of your driving school partner.

Once you have a glimpse of the person, you can likely succeed in communicating in a way that works for them by focusing on what does and does not predict to work for them. The following is a drastically condensed, highly edited and non-scientific summary.

Personality Types D, I, S, and C

The following are very “broad brush” comments, and are the fundamental aspects of this theory. Most people are combinations of the four basic types, and their personalities are modified as such. I think each of us can identify a person who kind of fits into one of these types, maybe even ourselves.

Type D sometimes called Dominant

Independent, self motivated, driven to achieve. Likes control, a problem solver/fixer.

May challenge authority, argumentative, set in his/her ways, risk taker, may have time management issues.

What works? Motivated by results, likes to overcome obstacles, bored by routine, responds to recognition for accomplishments.

Type I sometimes called Inspirational

Charismatic, Social by nature, good communicator, team oriented, and persuasive.

Enthusiastic problem solvers who love to share solutions

May rely on gut instinct rather than thoughtful judgment, may lack attention to detail, may not be the best listener

What works? Acceptance or praise of their performance, wants to be liked, works well in a peaceful, friendly environment

Type S sometimes called steady

Thoughtful, considerate team player. Reliable, sincere, trustworthy, lots of common sense.

Resistant to change, finds it difficult to adjust to changing circumstances without a clear understanding, needs established and clear priorities

What Works? Likes to work at a steady pace with clear goals, likes to be led logically from start to finish. Likes recognition for loyalty, dependability

Type C sometimes called compliant

Analytical, methodical, systematic. Wants to know how and why. Constantly checks for accuracy. Follows the rules. Even tempered. Sets high standards for self.

Requires structure and organization to perform. Stresses when task is not clear, or change is sudden without clarity. Wants ideas supported by data. Can be arbitrary when not in agreement with a concept.

What works? Discussing a plan well ahead of the execution, and having a clear understanding of the expected process and outcomes. Reward defined and achieved outcomes with praise.

What is the common denominator? Everyone responds to positive feedback!

Remember, everyone is a mixture of these 4 fundamental types, so you will have to determine which of these is the primary driver of their behavior, and use it to help you establish working communications with the driver.

So, another tool for the tool box.

Technical Topic from Issue #1

If you recall the topic was “tire pressure adjustments in cold and rainy weather”. The comments we received were pretty equally divided between add pressure and subtract pressure to benefit handling in these conditions.

TECHNICAL TOPIC #2

Your student is an intermediate; let’s say a “B” student with several schools at this track. They are driving an E92 M3 with track tires. The day is very nice, and the track is in great condition. In the first session, they are feeling their way, gradually building speed and listening very well. In the second session, they have built enough confidence to begin to “push” the car, and you notice the electronic nanny light coming on more and more, and the engine management system begins to intervene. After the session, during the debrief, you ask if he/she noticed the lights, or the intervention. They say “Yeah, I think I felt them come on a couple of times, and the throttle response was very poor.” Then they say “I want to turn that system off for the next run.”

And your response is ????????????

SUGGESTED READING MATERIAL

Ross Bentley recently did a “webinar” on motorsportreg.com. The recording of the webinar and the slides that went with it are available at:

http://info.motorsportreg.com/7-habits-hpde-webinar?utm_campaign=Ross+Bentley+Webinar&utm_source=hs_email&utm_medium=email&utm_content=11966587&_hsenc=p2ANqtz--WYLZWY6Uw3eOa41299BVHxHxkJQOY2UWH5xjyYRJK2x-vep46cdwipZULRLj1Lm9NIMH5Uxk9wx00X4mh8zYKKxdIQ&_hsmi=11966587

CONTACT US

Please do, we want to hear what you want to say on the subject of instructing.

Contact us at smeyer1116@yahoo.com

