

ARTICLE (Part 1 & 2)

How To Get New Recruits Motivated & Shooting Accurately "Instantly" Using The World's Fastest Teaching Method In Firearms Training

Discover the Secrets to Training Today's Recruits

Training your recruits to shoot with absolute precision accuracy is easy when you understand how they will take in information and represent that information in terms of behavior. The instructional process for teaching someone to shoot can be broken down into two components, 1) the physical skills and 2) the mental skills. The physical skills make up 20% of the process and the mental skills make up 80% of the process. This article will assist you in understanding how your students' minds work and give you better insight into reading your students. We will profile the different personality types and create several models that will assist you in accelerating your student's learning process and improve your effectiveness as an instructor.

THE PROBLEM IS THE DIFFERENCE

The recruits of yesterday grew up hunting and fishing. In both activities their role was one of a predator. The recruits of today grew up playing video games. Even though they role play with a gun, it's not the same as tracking, shooting a real gun, and gutting your kill. Many recruits entering an Academy today have never even shot a real gun.

It is important to realize that the psychology behind the hiring process used by many police agencies appear to be more focused on hiring "Social Workers" not "Warriors". The mind-set and motivation of today's recruits are very different from years previous.

The sophistication of the new recruits has changed. Most of the new recruits have been to college and their model of learning is incongruent with the paramilitary model. Using the "Drill Sergeant" approach and inducing stress during the initial phases of learning actually inhibits the learning process, retards retention of the material presented, demeans the student and reduces their motivation to excel or even want to shoot. In order to meet the needs of this new breed of officers, our teaching methodology must also become more sophisticated.

Your students don't see the world as it is, or in the way you saw it when you entered the academy. They see the world as they are, based on how they process information and their own personal experiences.

Example: Three people witness an accident. All three will experience a different reality and respond to it differently. One person may be shocked by what they saw. Another may feel pity and be sympathetic to the victims. Another may feel angry that people aren't more careful. The same incident makes people feel and react in different ways.

We will illustrate how the way a student feels during the learning experience; will determine what and how much they will learn.

STATE DEPENDANT LEARNING

Every recruit has the natural ability to shoot with precision accuracy provided they are in the right emotional state. (We are assuming they have ALL the required physical, visual and motor skills.) The natural state the recruit habituates will be the source and indicator of their ability to shoot with precision accuracy. A shooter who has an aversion to recoil will habituate a negative state.

It is the emotional value (the state) that prohibits or enhances a recruit's ability to achieve peak performance in marksmanship. In other words; If you know how to change the recruits emotional "state" you will change the behavior. If you change the behavior, the recruit will achieve precision accuracy. The "emotional state" is the key.

THE INSTRUCTORS ROLE

The biggest problem I've witnessed in firearms training is that some instructors will project their own personality and traits into the student rather than taking their students prospective and trying to understand what their student is thinking and feeling.

People are very complex and this is why it is important to pay attention to the recruit's every word, gesture and nuance. These subtle cues are as important to the instructor, as the contextual cues are to an officer who is faced with a shoot / don't shoot situation. The key is to look at and recognize available indicators so you can predict how the recruit will think, feel and behave. This will allow you to use these indicators in structuring the learning process, so the recruit succeeds and develops the confidence and belief; "I Can Do It !"

SUCCESS BREEDS SUCCESS

Every recruit will miss a shot! Therefore we must pre-load their mind that a missed shot in the early stages of learning does not make them a bad shooter. Recruits easily adopt negative beliefs about their ability when ever they miss a shot. Erin Beck, a psychologist, states from his book Cognitive Theories and Emotional Disorders, "Such explanations cause feelings of having something wrong with one's self." In other words; the recruits personalize the miss and create a belief that there is something wrong with them. After several failures many recruits will quit trying and a minimal score in qualification becomes an acceptable standard in their mind.

In college many of these recruits were taught to use the thinking part of their brain to succeed. When learning to shoot with precision accuracy, thinking will often create "Paralysis Through Analysis." Let's face it, knowing the mechanics and skills required to make perfect shots every time doesn't automatically improve proficiency. By now I am sure you've realized that no matter how hard a recruit tries to intellectually "will" their shots into the center of the target, conscious knowledge and will power just doesn't work, especially under stress! Allowing a recruit to shoot hundreds of inaccurate shots will only instill habits that often leave your recruits disappointed and unmotivated.

Succeeding with 1-hole groups perpetuates and raises their self-esteem to continue to want to succeed. It raises one's self-confidence and in turn they become more capable. It is critical to get "every" student shooting 1-1/2" groups at 15 feet starting with their first 5 shots. Anytime you allow a student to throw a shot, the student has the potential to adapt negative beliefs about their ability. These negative beliefs can create doubt and a lack of confidence especially in the initial phases of learning. This can create a cycle of negative behavior and inaccuracy. The key is to structure the learning experience so the recruit succeeds and is motivated to want to shoot more and show-off their new skill. If you think about why we became instructors, you'll realize it is because we were good shots. We need to give our students the same opportunity, motivation and skills.

TEST

Once the recruit has mastered the basics of marksmanship and they have repeatedly demonstrated the consistently to shoot 1-1/2 inch groups at 15 feet and 3 inch groups at 30 feet, you can progressively introduce more difficult drills which create intervals of stress. You can create pressure on the recruit by limiting the target's exposure times or forcing them to identify contextual cues in a shoot / don't shoot scenario and respond appropriately, etc. This will create a 3-dimensional picture of their profile. If you change the student's emotional state, their profile will change and their behavior will change.

The key is to learn how to predict their behavior before it happens. This gives you the opportunity to use a progressive training methodology to structure the learning experience so the recruit is able to succeed and generalize the application of marksmanship into any context. You can use hypnosis to future pace and reinforce the state, skills, and behavior; so they are programmed to the unconscious and shooting accurately becomes as automatic as driving a car.

BRAIN - BODY TEACHING PROCESSES

The Left & Right Sides Of The Brain

We know the left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. Most people have a dominant side of their body such as a dominant right hand, or a dominant right eye or a dominant right leg.

The left side of the brain is responsible for cognitive functions such as language, reasoning and many thinking types of processes. Generally it is the left side of the brain that is dominant with most people. Although you can have a right-handed person with a dominant left eye or left leg, their dominant hemisphere will still be their left.

The right side of the brain controls the left side of the body. The right side of the brain is responsible for our creativity, imagination and the behavioral feeling processes.

You'll find most people have preferences of intellectual or creative activity. Most artists tend to be predominately right - brained. They are very creative, emotional and generally very sensitive in nature. Comparably most engineers are dominantly left-brain. They tend to have dry and very logical personalities.

I realize I am stereotyping but I feel it is necessary to give generalities to make the point: Everyone has different personalities and their personalities consist of models or perceptions of the world that are primarily derived from one hemisphere or the other. By appealing to the selected hemisphere through the way we teach or instruct our presentations, the language we use and how we deliver our demonstrations, we can directly meet the model of each person's preferred learning style & strategy and significantly accelerate their learning process.

Left & Right Hemispheric Differences

Dr. Roger Sperry of the California Institute of Technology discovered that the left and right side of our brains have specialized functions. Subsequently, educators Butler, Gregore and Hermann made two further distinctions within each hemisphere; the Upper and Lower.

It is important to realize that no learning or thinking style is better or worse than any other style. It is also important to realize that one would expect to find that there are as many differences as there are similarities. Hemispheric dominance plays an important role in how our recruits process information and represent that information in terms of learning to shoot accurately. These differences play a very important role in how we teach.

To Be Continued . . .

In Part-2 of this article you will discover the differences in the way the brain processes information and how those differences create very different learning styles. You will discover how to identify your recruit's specific learning style and strategy. You'll learn what motivates them and how you can effectively direct their behavior based on how they process information so they can shoot with absolute precision accuracy "instantly".

Part 2 of 2

GET NEW RECRUITS MOTIVATED & SHOOTING ACCURATELY "INSTANTLY"

Discover the Secrets to Training Today's Recruits

Definition of INSANITY:

"Doing the same thing over and over again and expecting different results."

Albert Einstein

Definition of INSIGHT:

"A new understanding of what you already know, that allows you to achieve, what you always believed to be impossible."

Matt Seibert

PART-1 REVIEW

In Part 1 of this article we learned that the new recruits of today have been brought up very differently than many of us who were exposed to the "Drill Sergeant" approach of yesteryear. Many recruits are very educated and their model of the world is very different than ours. This now requires a more sophisticated approach in our teaching methodology.

We also identified the importance of creating "State Based Training". We now know that the recruit's emotional state will determine their ability to comprehend and apply the principles of marksmanship.

Our role as instructors has changed. Instead of beating the information into the recruit, we must sculpt our teaching process around the recruit's learning strategy to maximize their performance. This will assure their success. With every success they experience, their self esteem and confidence will increase. As their confidence increases, so does their motivation to want to learn more from you. The key is to get the recruit shooting 1-hole groups with their very first shots.

To achieve what we always thought was impossible; we must understand how the student learns. We will now explore how the brain takes in information and represents that information in terms understanding and accuracy. This will give us insight as to how our approach to teaching the fundamentals of marksmanship will affect the recruit's emotional state and ability to shoot with precision accuracy.

In Part 1, we described the left and right hemispheric differences. We also discussed how brain researchers have discovered two other distinct areas of the brain that affects the

way people process information. Each area processes information very differently. By determining which area of the brain is more dominant in the individual we can teach to their preferred strategy for learning a skill. We will profile the four different learning strategies based upon what part of the recruit's brain is more dominant. The profiles below will not only describe these differences in learning strategies but will also illustrate how we can structure our teaching strategies so the recruit will more fully integrate the skills we are trying to impart.

Sounds Complicated ? . . . It's NOT once you're on the inside !

I'm going to ask you to keep an open mind and as your mind opens you'll discover the secrets to having your recruits shooting with "instant" precision accuracy !

ABSTRACT SEQUENTIAL LEARNER

Cerebral Left

With the "Abstract Sequential Learner" the left side of their brain processes parts better than wholes. It works sequentially, processes words, grammar, syntax, and linear data. It is logical, orderly and proceeds step-by-step. This learner measures, memorizes, organizes, names, compartmentalizes, compares and will constantly be watching the clock on the wall. This learner wants schedules, predictability, organization, precision work and problems to solve. They prefer to work independently. Their strategy is both intellectual and rational; they need a sequential and structured approach.

This recruit needs the parts of the whole broken down and presented in a logical order. It is important to realize when you give the big picture of the process and your "Big Picture People" grasp the idea, your Abstract Sequential Learner students are "unable" to comprehend the material until the whole is broken into all its components and he can grasp the relationships.

An example of this would be teaching the trigger pull on a double action semi-auto. Because of the long double action pull on the first shot and transition to a single action pull on the second shot, the steps to manipulate the double action pull needs to be explained in detail. i.e. How to take the slack out of the double action pull, the emotional state of "detachment" needs to be integrated into the process to eliminate the "emotional bubble" that builds when most people compress the trigger. Then an explanation of how the cycling of the slide ejects the casing, and leaves the hammer cocked in the single action position. Now a step-by-step explanation of the technique for engaging the single action trigger needs to be taught...etc. It is important that comparisons, similarities, and differences are made between the double action trigger compression skills and the skills required for compressing the trigger in the single action mode.

Compare the above strategy of explaining the difference between the double action and single action compression skills to the traditional way it is explained to the recruit: "The first pull is double action and it is long and hard. Then the single action pull is a lot lighter." This kind of explanation does not compute with the strategy of the "Abstract Sequential Learner" and leaves them hollow. (In addition, we never want to pre-load the student's mind linguistically that there is anything "hard", about compressing the trigger! This sets the student up for failure psychologically for it implies the task is "hard" and suggests that a lot of force will be required. This causes the student to "force" the shot.)

One of the biggest problems with this learning strategy from the instructors view point is you must use psychological strategies to get this student to make a hemispheric shift from their left brain to their right hemisphere when shooting. If you are teaching the presentation by the numbers to this student (Step by Step: 1,2,3,4,5) the presentation will appear very choppy and mechanical. In order to get the presentation to flow smoothly a hemispheric shift must occur to access a flow state. This can only be

accomplished after the required movements for each step of the draw is understood and how those movements relate to each other within the context of presenting the gun to the target. The use of a visualization can assist the student to make the hemispheric shift. One example of using visualization would be to have the students relate the movement of wiping their own hands on their pants and then extending their hand to shake someone else's hand. This is an easy way to demonstrate the flowing movements required for a smooth and accurate draw.

If you are working with a first time shooter you must prepare this student for what they will experience; the sights, sounds and feelings of the shooting process before he is allowed to shoot. This can be accomplished by starting with a Power Point program loaded with animations and video clips. You can also have the student watch you shoot a precision shot.

You can match this student's strategy by pre-loading his mind that for every action, there is an opposite reaction. Explain: "There is pressure pushing the bullet out of the barrel and there is pressure pushing back on the frame of the gun. That pressure is what you will feel when the gun releases the shot."

When teaching this recruit tactics such as a house clearing exercise, you will need to create a mind-set to compartmentalize the house into groupings. This type of student tends to get overwhelmed by one big task. By simplifying the task of clearing a house, the job is made a lot easier if the task is compartmentalized and undertaken one room at a time.

It is also advisable to allow this student to have an opportunity to practice the skills without interpersonal coaching or interrelated group exercises.

CONCRETE SEQUENTIAL LEARNER

Lower Left

The "Concrete Sequential Learner" is best characterized by steadiness, reliability and organization. They prefer words over shapes, concepts and general ideas. They also like specifics, have patience, can stay in one place, are loyal, good listeners and are great at following directions. These learners dislike changes or surprises, need careful directions and substantial encouragement. They prefer to work with others. They are practical, predictable, to the point and structured.

This student is best characterized as "one who listens". This does not always mean their lead sense is auditory, it means that they listen to directions well. He is able to assimilate verbal instructions well and has a very confident appearance. He tends to be very rigid in his thinking. He will generally be one to ask and need to know "WHY". It is IMPORTANT TO REALIZE that he is NOT trying to be difficult. He has a belief system and you are going to have to prove to him "why" he should change a previous belief or way of doing something. The traditional answer "Because I said so !" is inadequate and will "turn off" this student's motivation to learn more.

An example of this would be teaching the "Concrete Sequential Learner" the proper grip on the pistol. You must explain how a proper grip allows the sights to naturally align after the pistol has completed the natural cycle of recoil. Ask the student after they release a shot; "Did your sights naturally come back into alignment after the gun released the shot?" If they say "NO" you have the opportunity to create change! Illustrate that their current grip will not allow them the opportunity to shoot a fast second shot because they now have to take the time to realign the sights and go through the visual syntax required for precision accuracy.

Can you see how this is different from the traditional method of instruction: "You have a bad grip! Do this . . ."

When teaching a recruit with this learning strategy it is best to focus on the important things first and start by making small changes. If something isn't completely broke, don't try to fix everything all at once. Remember that a lot of small changes will eventually make up a big change.

When working with this student, each direction must be specific to the task at hand. Don't try and give a lot of global benefits to the specific task. Give specific benefits with each specific task.

This student will need a lot of encouragement with each change and a whole lot of praise when he does well. The praise needs to be specific to the behavior you are trying to change.

Example: "I really liked how you were gripping the gun. It gave you the ability to shoot a very fast and accurate second shot!" Compared to the traditional way of praising; "Good shot!" which strokes the student's ego, but does little for reinforcing the behavior required for success. *(Please understand, my intent is not to criticize, for I still catch myself being to general with my praise at times. It can take time to change our own behavior, and awareness is the first step to change and improvement.)*

This student will excel when allowed to work with other students. They like shooting games that have predicable results. This game playing will affect a right hemispheric response and accelerate their learning process.

ABSTRACT RANDOM LEARNER

Cerebral Right

The learning strategy of the "Abstract Random Learner" is generally creative, holistic, and synthesizing. They prefer abstract concepts, patterns, spatial data, and are better at processing whole concepts instead of partial concepts. They also fill in gaps, use intuition, prefer spontaneity, and non-linear thinking. This learner wants all the material in one big package all at once. They prefer to work independently. This learning strategy is characterized as thematic, emotional and interpretive which is very common of artists.

With this learning strategy the instructor must demonstrate the complete act of shooting. The student needs to see, hear and get a sense of the whole process. It is important that the instructor demonstrates the act of shooting live fire in front of class. Many instructors will not shoot in front of their students. It is important to realize that if you don't actually shoot and demonstrate the process, these students will be left without a vital piece of information, i.e. the benefit and end result of the process. The student needs that piece of the whole in order to comprehend the process.

To extenuate this demonstration the shooting process would be presented in an open format. This suggests that the demonstration is inclusive of the applications of the skills to be learned. By this we mean that the instructor presents a "situation" in which the recruit would actually apply the skill to be learned. The demonstration could include a build-up of when the shooting process would be utilized: "You're in a bank and a masked man enters the bank and points a gun at a teller and demands money. You see an opportunity where the assailant is not focused on you and this is your opportunity to engage." Then after prefacing the situation the instructor draws and makes the accurate shot at the target completing the sequence.

It is important that we meet the student's learning model by allowing him to "fill in the gaps" of the situation presented. Let him fill in the "application gaps" using his creative

imagination. Because this type of learner likes to fill in gaps, it is important that the instructor does NOT allow this student to fill in the gaps of the required elements for performing the skill. It is imperative that the instructor fill in the gaps of the "skill's elements" that need to be learned. It is critical that you present all the elements of marksmanship for successfully achieving precision accuracy. A multi-sensory enriched Power Point Program works like magic for a student who prefers an abstract random approach to learning.

It is also important that you allow this student the opportunity to practice alone. I'm not saying unsupervised, I'm suggesting you give him the opportunity to practice the skills without interpersonal coaching or group interrelated exercises such as game playing or competitive interaction. (*Rarely do instructors allow the students the freedom of practicing on their own. i.e. "I want you to take the next 15 shots and practice 5 sets of "mozambiques on your own."*) This allows for self discovery and a deeper understanding and integration of the skill.

You will generally find that this style of learner represents his experiences kinesthetically. This can pose a problem with his ability to become immune to recoil. The key to assisting this person with recoil is by changing their emotional state so they can control the level of their emotional arousal. You can do this by using "fractionation". (Refer to our article in the IALEFI Magazine, Issue #47, "The Neuro-Psychology to Peak Performance") This will distract the natural kinesthetic tendency and create a resourceful state. [CLICK HERE TO REVIEW THE ARTICLE](#)

CONCRETE RANDOM LEARNER

Lower Right

The "Concrete Random Learner" lives in the kinesthetic-auditory world of music, feelings, relationships and physical movement. They detect tonality easily, tempo, and inflection in speech, but less of the content of the words. They rely more on hands-on experience and their own sensations and feelings about what they are doing. This learner gets "antsy" easily and wants to touch, feel, taste, construct, handle, manipulate and listen to the material. In addition they like more fun and surprises in class. They prefer to work with others. They are original, experimental, investigative, option-oriented and risk-taking. They need challenges, like to dream, investigate and like concrete problems that can be solved with random non-linear means such as brainstorming.

If you are teaching the slow, smooth, rearward compression of the trigger, the tonality of your voice must reflect the speed and physical characteristics you require in the movement. Your voice must be slow. Your voice must be soft. Your voice must reflect a constant flowing quality that is smooth. If you are teaching the student to prep the trigger and you desire the slack to be drawn out of the trigger quickly, you must then reflect that quickness in your voice. "Once you have taken out the slack and you immediately feel the sears engage" . . . *you will pause*, "noticing the feeling and sensitivity to the trigger as you gently compress the trigger as the gun releases the shot." Your voice must be ever so soft and the tone must drop, reflecting the calmness of the movement. This will also induce and reinforce the emotional state required for the execution of the motor skills required for a precision shot.

Compare this approach to the traditional; "Front Sight - Press!" You can see the difference is dramatic between the style described and that of the traditional style of communicating. The difference in the results will be dramatic too !

I am sure you have noticed some students physically moving their hands as you verbalize the instructions. They are getting kinetically in touch with the information you are communicating in your presentation. It is their way of processing and learning the

information. A strategy you can use to accelerate their learning process is to encourage the student to go through the movements as you explain and demonstrate. If you are teaching them the compression of the trigger on a single action semi automatic you would allow them to hold the gun and "dry fire" as they become sensitive to the sears engaging and better understand what it feels like to gently compress the trigger. An example of your instructions may sound like; "As your trigger finger makes contact with the trigger, I want you to become aware of the sensation of your finger making contact with the trigger. *You'll now lead and pace the student as they follow your instructions . . .* Because you've taken up the slack in the trigger you may begin to notice the muscles in your trigger finger contracting as you gently compress straight back; that's right gently compressing." You can guide the student with your language, tempo and tonality into "Instant" success.

It is also important to realize that anytime you change the physical position of the gun from the the low ready position or waist level when they "dry fire" the gun, in contrast to when they bring the gun up to eye level and into the sighting plane, there is the possibility that their emotional state may change. The positioning the gun in front of a persons face may change the emotional state and alter the feeling of compressing the trigger. We have also found that the recruit's eye dominance may become unstable or shift to the other eye due to the change of the inter-limbic relationships. Refer to our article in the IALEFI Magazine, Issue 44, "Insight To Eye Dominance".

[CLICK HERE TO REVIEW THE ARTICLE](#)

This student also gets "antsy" very easily. One reason is due to the process of getting in touch with the information, which is manifested in excessive body movement. If the stimulation gets to intensive the cognitive process of "what is being taught" will shift to their body sensations, thus causing over stimulation. Once this occurs new information will not be processed. You must deliver information in short intervals and allow for breaks or "Absorption Time" so their stimulated senses have the opportunity to subside and the information has the ability to process and organize itself.

CONCLUSION

Discover How to Supercharge Your Training

Every Law Enforcement & Military Firearms Instructor I know wants to do a good job and is often frustrated when they can't get their students shooting with accuracy and consistency. **If you continue using the traditional method of teaching marksmanship, it will only yield the same frustrating results.**

There Is An Alternative !

Teaching an academy class with 40 recruits makes it difficult to identify and remember every individual recruits learning strategy. It is just as difficult to adjust your teaching style and strategy to meet every recruit's specific needs every step of the way. At Insight Firearms Training Development we have spent 15 years of research to produce a more sophisticated method of teaching that incorporates every student's learning style and strategy. This multi-dimensional method of teaching will give you the skills to easily enter your recruit's reality and communicate information that will be clearly understood. It allows you to easily influence, create change, modify behavior and have all your recruits shooting with precision accuracy instantly.

This is NOT hype. It Works Like Magic !

If you want to improve the qualification scores of your recruits, you must improve the way you impart information. By understanding the differences in how your students learn and by taking a more sophisticated approach in teaching today's recruits, you will gain insight into how you can restructure the way you teach so every recruit can shoot

qualification scores of 90% and better using 50% less ammunition and have those skills transfer to the street.

YOU MUST TAKE ACTION TO MAKE A DIFFERENCE

We look forward to meeting you at the next 2-Day Law Enforcement & Military Program. You too can make a difference !

Any assistance you can provide in making this process available to all law enforcement officers would be greatly appreciated, especially by those whose lives you will save!

Respectfully,

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