



RED2BLUE CERTIFIED COACH WORKBOOK

 **GAZING**
Red2Blue

SESSION 01

| **WHAT IS RED2BLUE?**



SESSION 01

CONCEPTS

The Performance Line

1. Gain a well-rounded perspective by rating your performance on a 0 to 100 scale.
2. Perfection is rare; remember that there's always room for improvement.
3. Keep making progress and reflecting; even small improvements matter; it's a continuous journey.



0%



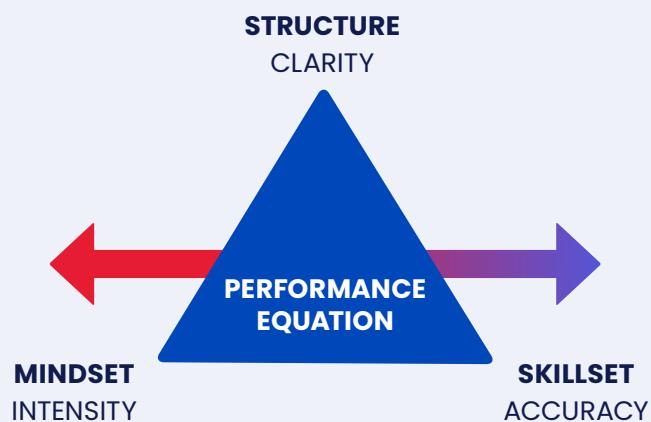
100%

Where do you think you are?

Notes

The Performance Triangle

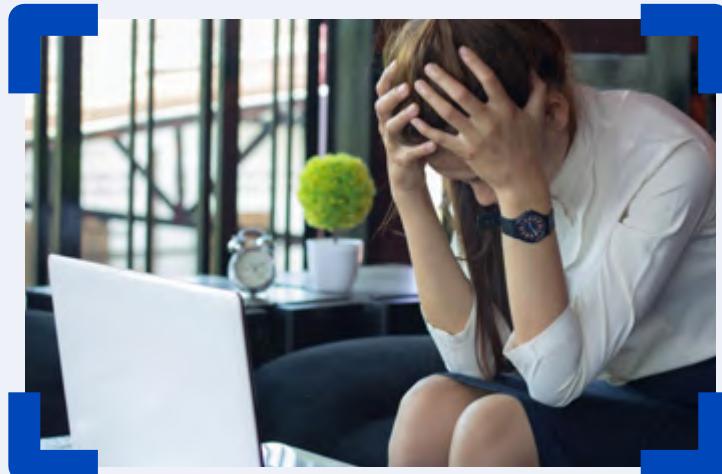
1. It is useful to break performance into three components: Structure, Skillset and Mindset. This allows for a systematic approach to improving performance.
2. All components are important, but the mental element is often addressed in the least systematic manner.
3. The mental component is often the most inconsistent element of performance.



Notes

Bad day in the office

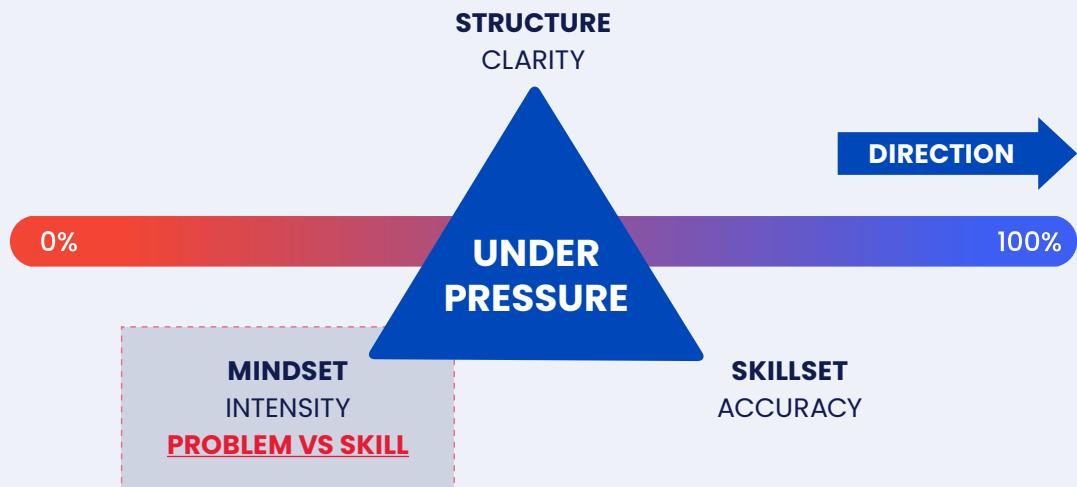
1. Make a list of things that can happen which contribute to a bad day in the 'office'.
2. Don't feel restricted by work issues alone.
3. Please include anything you feel negatively impacts on the performance of either you or the team



Notes

Problem vs Skill

1. Mindset is frequently isolated in performance terms, often treated as a problem, unlike structures and skillsets.
2. Our goal here is to demystify mindset by presenting it as a skill.
3. Just as every skill has a core component, like balance for riding a bike, control of attention is the prime issue in this context.



Notes

What is the skill? Recognise, Accept, Choose

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Notes

Red / Blue

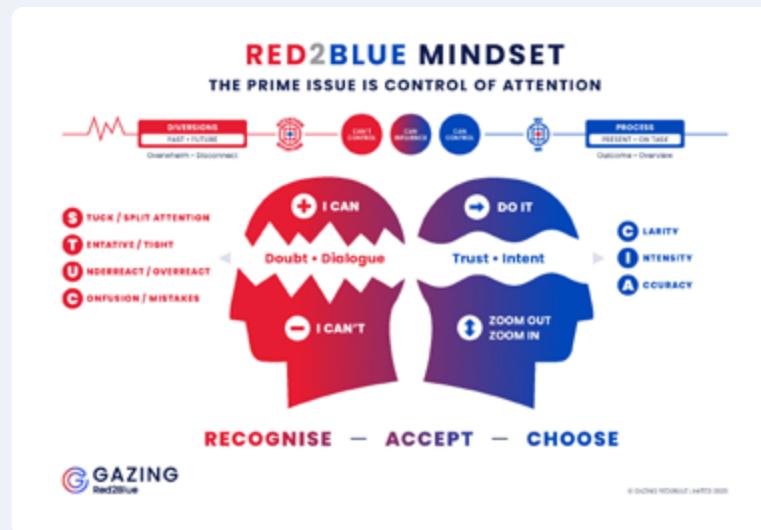
1. High performers typically focus attention on the critical processes that lead to desired outcomes, rather than the outcomes themselves (Process).
2. Poor performance is usually caused by diverted attention (Diversions).
3. The prime issue in human performance is control of attention.



Notes

Red Head / Blue Head

1. The Red Head is underpinned by doubt and a focus on the past or the future.
2. The Blue Head is underpinned by trust and allows you to focus on critical processes.
3. By focusing on good processes, you have a better chance of achieving a desired outcome than by just focusing on the outcomes themselves



Notes

On Task: Gazing Principle

1. High level performers concentrate their attention on carefully selected processes that are most useful for the context they are in.
2. Being able to and shift and adapt according to the outcome needed in that context requires a clear overview.
3. Practicing being aware of the overview enables you to be clear when it counts. This in turn allows you to be able to adapt and adjust to changing circumstances. Ultimately you just 'do it' – you're not trying to do it as there's always a gap between trying and doing.



**FOCUSED ATTENTION / DIRECTED
ADAPT – ADJUST – OVERCOME**

Notes

SESSION 01

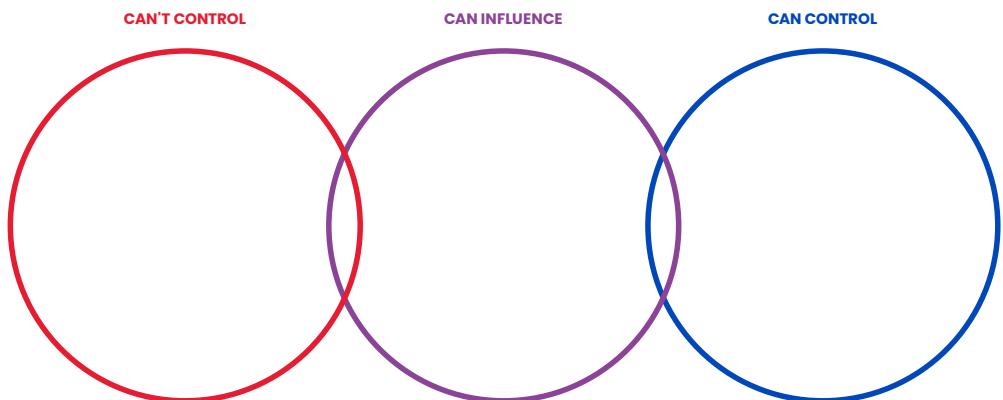
TOOLS

Control Circles ©

1. When we are in a loop and feeling overwhelmed, our attention is often on things we have no control over (e.g., other's responses). We can, however, influence them.
2. We influence them by placing our attention on the things we can control. The more proficient we become at this, the wider our 'circle of influence.'
3. Using the tool helps because it provides clarity.

RED2BLUE CONTROL CIRCLES®

1. In the right hand circle, write in what you have control over.
2. In the left hand circle, write in what you don't have control over.
3. Reflect on what happens when your attention stays on what you don't have control over. How does having clarity around this help?
4. In the middle circle, write down what you can influence. Reflect on how you might do this.



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Control Circles © continued

1. Draw three large circles on a blank piece of paper;
 - Label the left circle 'Can't Control',
 - Label right circle 'Can Control',
 - Label the middle circle 'Can Influence'.
2. Make lists for each circle.
3. Think back to past experiences when you became fixated on the third Can't Control circle.
 - How did this make you feel?
 - How did this make you behave?
 - Was it helpful in terms of your performance?

Notes

Recognition Radar ©

1. Engage in this tool to gain insight into your patterns of emotions and behaviours.
2. Examine the tool to understand potential responses during "red" or "blue" situations.
3. It's perfectly acceptable to discuss this with others, as movements between "red" and "blue" are normal.
4. Deepen your understanding to help you recognise faster and acquire practical tools for improvement.

RED2BLUE

BUILDING YOUR OWN SPECIFIC RECOGNITION RADAR TEMPLATE

DIVERTED

Red Indicators

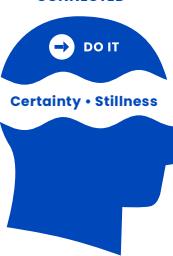
- What are the typical indicators that you are performing from the **Red**. How would being diverted manifest itself for you / your team?



DISCONNECTED



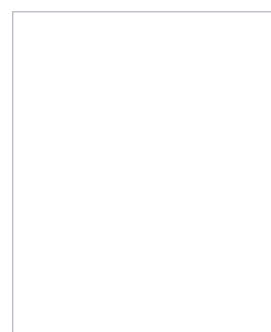
CONNECTED



ON TASK

Blue Indicators

- What are the typical indicators that you are performing from the **Blue**. What would being on task look like for you / your team?



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Notes

SESSION 02

HOW DO YOU USE RED2BLUE?



CONCEPTS

ESCAPE ©

1. Pressure comes from Expectations, Scrutiny, and Consequence.
2. Pressure drives performance.
3. Pressure can divert.

E XPECTATION

S CRUTINY

CONSEQUENCES

AGGRESSIVE

PASSIVE

ESCAPE

Notes

Recognising Loops using The Scenarios as examples

Where has your attention been placed when you have performed poorly?

Where has your attention been placed when you have performed well?

Consider your own teams:

Describe the last time one of your team members was in a loop:

1. What was their response?
2. What Pressure Point(s) triggered the loop?
3. How did it impact on performance at an individual and/or team level?

Self-Reflection

Describe the last time you were in a loop:

1. What was your response?
2. What Pressure Point(s) triggered the loop?
3. How did it impact on your performance?

Trigger Reflection

- › What takes me off task?
- › How does that affect others?
- › How do I react when my mates are off task?
- › How can I help them get back on task?

Notes

SESSION 02

TOOLS

What If's

1. Poor responses to pressure can be mitigated by deliberately anticipating what could go wrong.
2. This allows you to keep perspective, rather than catastrophise everything in equal measure.
3. It allows you to condition and train for critical moments and to address patterns of Red side behaviour.

RED2BLUE WHAT IF'S

List your What Ifs, and alongside them give a rating from 1 to 10, according to their level of risk and impact.

Think about a strategy you could use to stay in the Blue or get yourself back into the Blue when these things happen. Make sure you practise and test them under pressure to make sure they really do help you stay Blue.

What Ifs Things likely to happen that will cause you or others to go 'Red'	Rating	Strategies to move back or stay in the 'Blue' e.g. Physical rituals, key team words, breathing, looking up and around, specific process
01		
02		
03		
04		
05		
06		
07		
08		
09		
10		



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Mental Preparation: My What If's

A lot of the things that cause us to go into a Red head are predictable. If we plan strategies on how to respond to pressures in advance, this can help us stay Blue. This can be applied to your performance in any of the following areas: exams, sport, arts, your education in general, and personal and family life.

List your 'What Ifs' (things that might go wrong) and alongside them give them a value out of 10, 1 being of no importance, 10 being a disaster.

List your strategies for dealing with each of your What Ifs. Keep in mind what you can control, what you can't control and what you can influence

What Ifs Situation Things likely to happen that will cause you or others to go 'Red'		Rating	Strategy to deal with it (what should we do if it happens or what should we practice in advance)
01			
02			
03			
04			
05			
07			

08			
09			
10			

Notes

Screw Up Cascade (SUC)

1. Which actions on the list do you do?
2. How has this hindered your performance?
3. What can you do to correct this?

RED2BLUE SCREW UP CASCADE (SUC)

Make a list of all the ways we could screw up

Pick the top 3 (ones we have done the most)

01	
02	
03	

Decide on a useful strategy to avoid each of these happening

01	
02	
03	



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Notes

SESSION 03

HOW DO YOU PRACTICE RED2BLUE?



CONCEPTS

IQ Test

1. Reflect on your reactions to pressure, surrounding your thoughts about its expectations, scrutiny and consequences.
2. For example, you may have experienced a feeling of disconnecting from the process and perceiving it as unjust. Others may be diverted we are not marking it!
3. Notice the changing degrees of focus on the process and how external factors can influence their impact on performance.

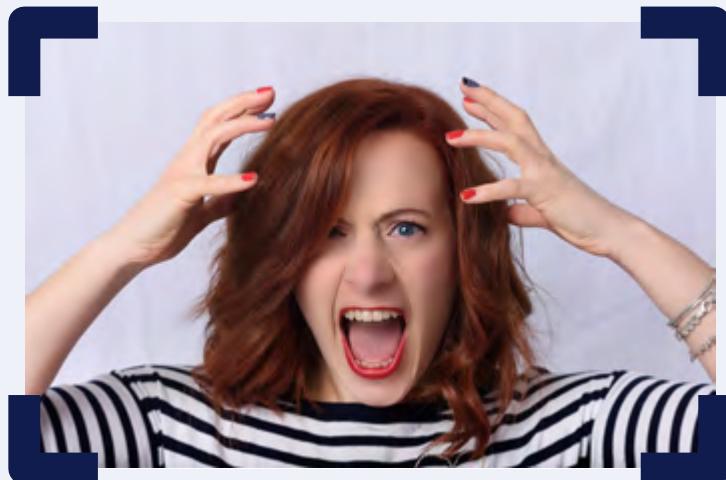


Notes

Notes

Individual triggers

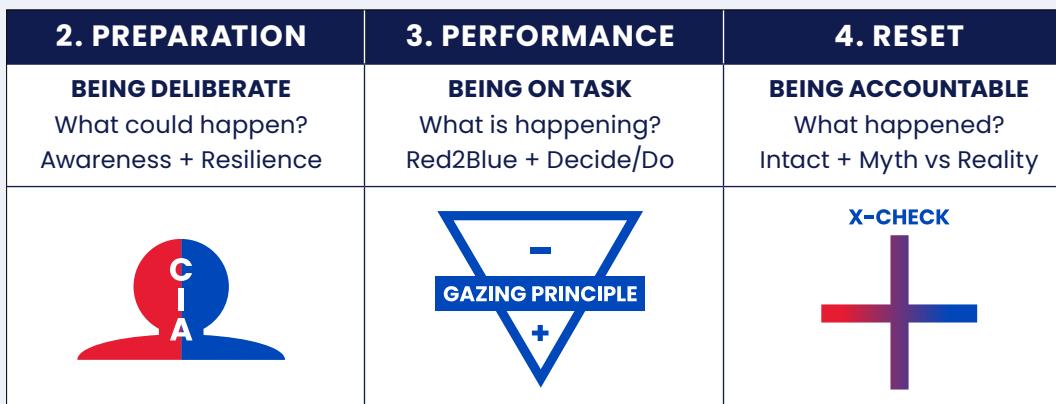
1. Your beliefs are not absolute truths, but rather your personal perspective.
2. It's okay to defend your values, but sometimes flexibility is more beneficial.
3. Understanding your values helps maintain perspective and adapt in various situations.



Notes

Performance Timeline – Sustaining Practice

1. Diving into detail is straightforward, but maintaining clarity is challenging.
2. Red2Blue centers on controlling attention with a “red or blue” concept.
3. Red2Blue helps prevent overwhelming with tools and tasks by providing a clear, timeline-based application and promotes coherent coaching and training.



- » Clear plan
- » Clear roles
- » Processes tested for pressure
- » Ready for what if
- » Trust
- » Intensity
- » In the moment
- » On task
- » Decision making
- » Zoom out
- » Perspective
- » Intact
- » Feedback
- » Honest
- » Adaptive

Notes

SESSION 03

TOOLS

Priority Planner

1. Performance improvement requires a clear vision and goals.
2. A clear vision aligns personal aspirations with performance objectives.
3. Effective performance requires a focused, meaningful task, and a concise strategy.

RED2BLUE PRIORITY PLANNER

Overview

Purpose	
Primary Indicator	
Primary Responsibility	

Critical Building Blocks

Specific Focus				
Primary Responsibility				

Key Actions

Key Indicator

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Notes

Mental Skills X-Check

1. Use the Mental Skills X-Check for Red2Blue performance review.
2. Avoid overly simplistic evaluations, focus on improvement.
3. Analyse trends, identify issues, and adjust strategy or execution as needed.

RED2BLUE MENTAL SKILLS X-CHECK

These statements are designed to help you give some structure to your mental skill review process. You don't get physically fit by accident. Likewise you won't get mentally stronger without working on it.

PUT YOUR SCORE OUT OF 100 IN EACH BOX.

INTENSITY	DECISION MAKING		
0  100	0  100		
I was able to raise my intensity levels when I needed to and keep calm when I needed to.	I was clear how I wanted to act and how to adapt if others reacted differently to what I was expecting or what I was doing wasn't effective.		
I brought the right amount of focus to get the desired outcome.	My decisions were helped by feedback I received by others / myself.		
When I was feeling tired or not 100% I stayed on task and could still perform effectively.	Despite pressure I kept actively looking at what the best options to take were whilst still accomplishing the desired outcome.		
Total Score	/ 300	Total Score	/ 300
DIVERSIONS	EXECUTION		
0  100	0  100		
I was not diverted by any events in the lead up to the situation.	I chose the best skill for the situation not the skill I am best at.		
I didn't let diversions (e.g. what other people were saying/doing) divert me from fulfilling the task.	The way I practiced my skills helped me execute under pressure and keep faith in my ability.		
If I made an error I didn't let it affect the quality of what I did next.	My skillset stood up under pressure.		
Total Score	/ 300	Total Score	/ 300
In terms of mental skills, what did I do well?			
In terms of mental skills, what could I do better?			
What am I going to do about it now?			



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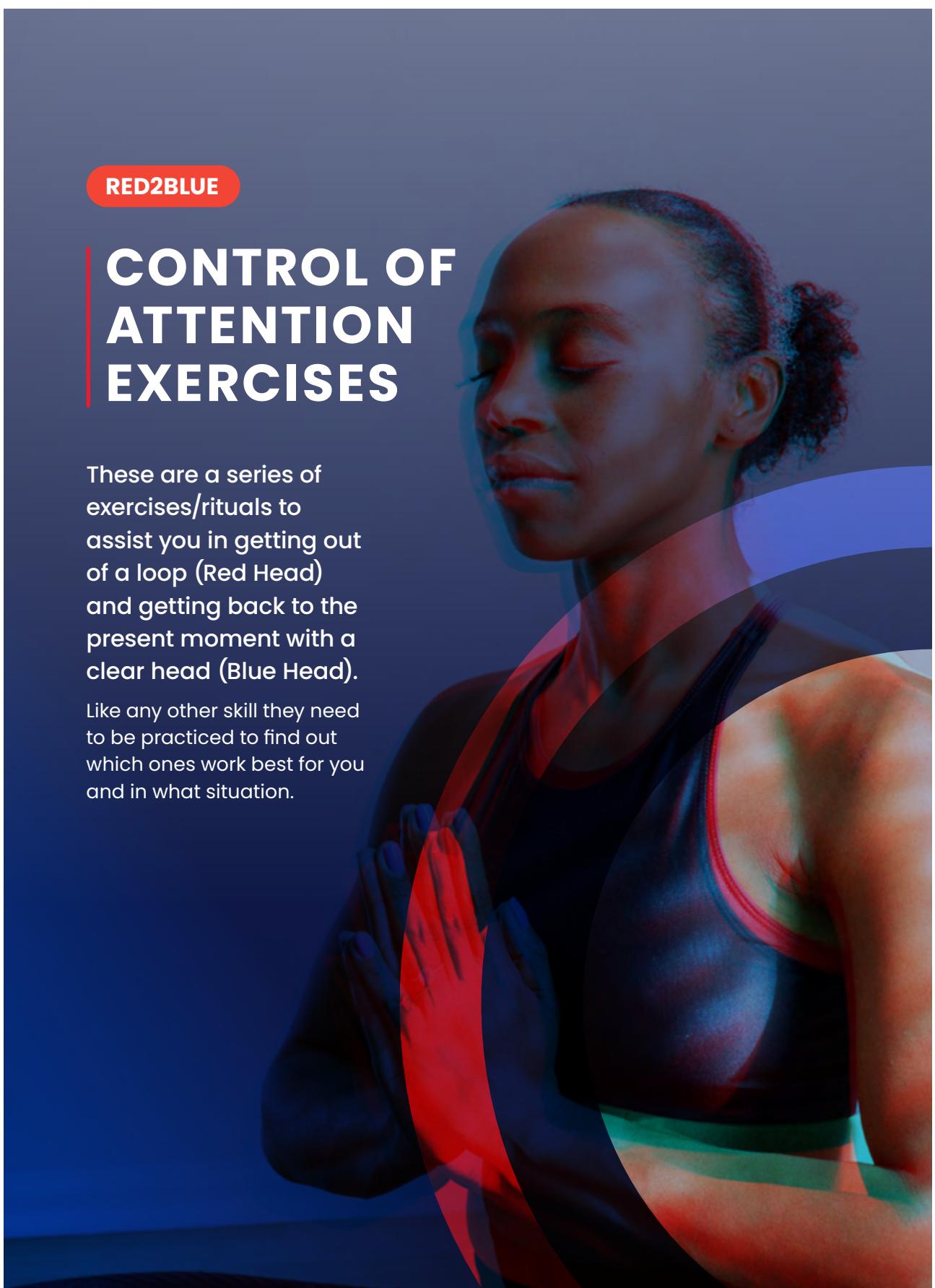
Notes

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CONTROL OF ATTENTION EXERCISES

These are a series of exercises/rituals to assist you in getting out of a loop (Red Head) and getting back to the present moment with a clear head (Blue Head).

Like any other skill they need to be practiced to find out which ones work best for you and in what situation.



EXERCISE 1

RITUALS

When you start to become aware of yourself slipping into the 'Red':

01

Do some physical action, e.g. holding the wrist, brushing hands, stamping foot. The action will be largely dependent on the context and situation you're operating in.

02

Place your attention on something external.
Notice its shape, texture. Notice the space around it.

03

Choose the next task.



EXERCISE 2

GROUNDING

When you start to become aware of yourself slipping into the 'Red':

01

Place tongue on the bottom of your mouth.

02

Feel ground under your feet.

03

Feel your stomach move in and out as you breathe.

04

Hold the first two fingers of your left hand (optional).

Learning Point

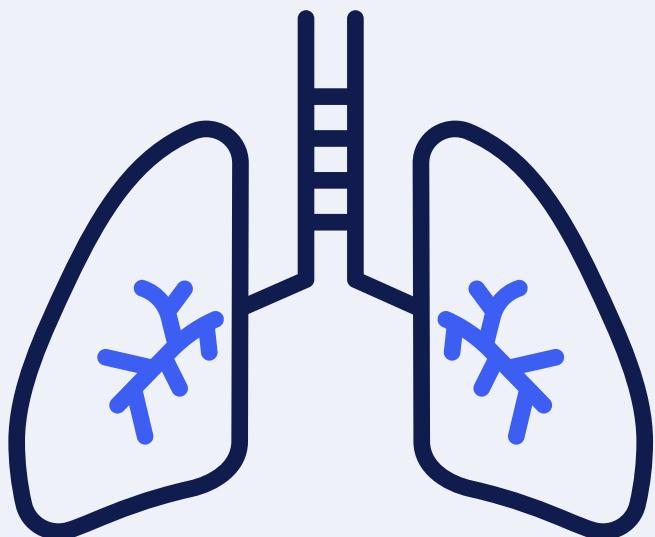
This helps take the emotional heat out of a situation and because you are engaged in a deliberate activity (placing tongue, feeling the ground) it facilitates a sense of control over the situation.



EXERCISE 3

STOP

- Take one to three breaths, count of five in, count of seven out. The out breath needs to be longer than the in breath. This indicates that you're being deliberate which means you have regained control.
- Observe thoughts and feelings. When you're observing you're not participating, which means you're detached and not caught up in the moment unless you choose to do so.
- Proceed purposefully with the next steps.



EXERCISE 4

SPACES

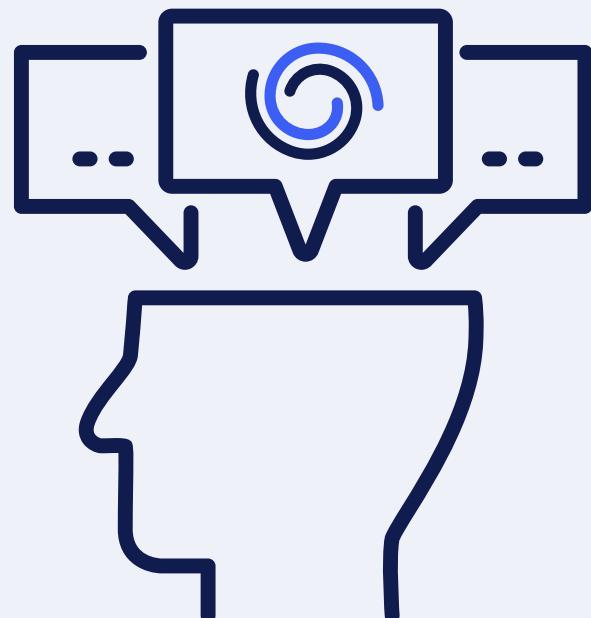
- › When you feel yourself drifting off or becoming busy inside your head, try looking up and noticing as many spaces around you as possible. Count them.

Learning Point

The purpose of this exercise is to enable us to become aware of when we are fixating and to be able to shift our attention.

The above exercise helps us become aware of our internal dialogue, our internal map and to snap out of it.

It also helps you see spaces, which in some situations is useful.



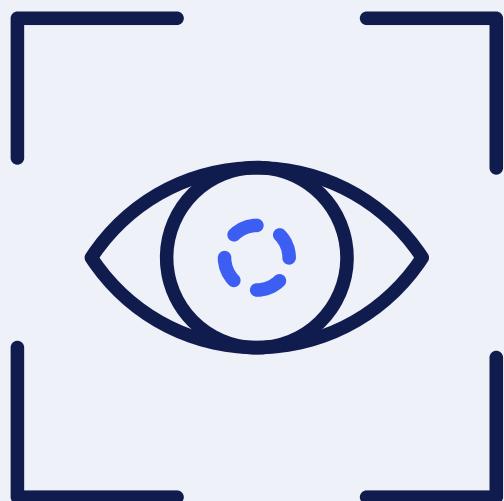
EXERCISE 5

LASER GUIDED

- › When you feel yourself drifting off or becoming busy inside your head, try looking up and focusing on objects around you. As you see each one, imagine a laser dot (colour of your choice) right in its centre, or wherever you want to put it. Then shift your attention to the next object and do the same thing, being as deliberate as possible about where you want to point the laser.
- › In between placing the dot on each different object look up and around you.

Learning Point

You have control over your attention.
Being specific about where you place it is your choice. Sometimes it helps to shift back up to an overview. But it's always useful to be as specific as possible.



EXERCISE 6

INSIDE OUT

- Notice when you stop ‘seeing’ what is going on outside or notice when you are having continuous thoughts of a negative nature. Deliberately shift your attention to the ‘outside’ – observe something external – it could be an object, a person, anything – as long as it is on the outside.
- Practising this exercise when you’re driving, or when you are in a boring meeting, or whenever you feel yourself going into a trance listening to the voices in your head. It will develop the ability to break your state when desired. You’ll be interested to see how much of your day is involved with some kind of internal dialogue. Sometimes this internal dialogue is useful, but many times it is not.

Learning Point

Some people have said that we live our lives in a series of trances. We get caught up in our own internal dialogue, particularly when there is an emotional connection. Partly this is to do with our attention fixating on our response. Rather than attending to the issue, we become involved with our ‘story’: our feelings dominate, and we can lose sight of the issue that often doesn’t get addressed. And when it doesn’t, we then head towards the Red which is a particularly destructive kind of trance. The above exercise helps us become aware of our internal dialogue, our internal map.



EXERCISE 7

LABELLING 1

- Look around and observe an object or thing without giving it a label. Notice everything you can about 'it'. How would you describe that object to someone who had never seen it before?
- Now, observe a person without 'naming' them. What do you notice? How does that make you feel when you do this?
- Now, observe this person and give them a name other than their own. How does this make you feel?
- Now, give them the name of the object you observed.
- How does this make you feel?

Learning Point

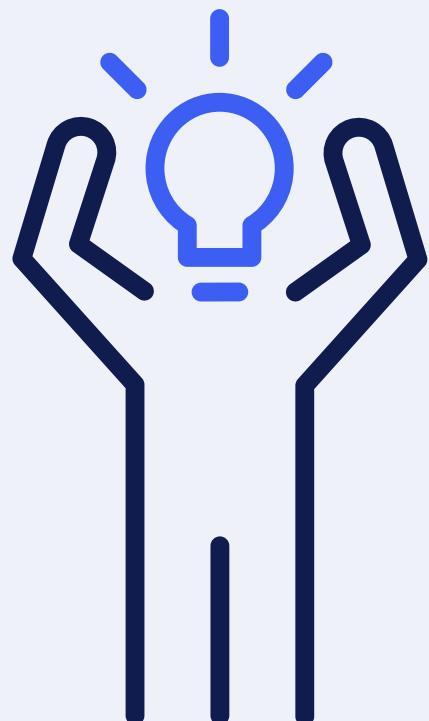
What we label can have a profound effect on the way we respond to people, places and things. Often by changing the label, or not giving a label at all changes our perception, which in turn changes our response and often impacts on our performance.



EXERCISE 8

LABELLING 2

- Think of a time when you were confronted by a person or a situation where there was a great deal of emotional heat.
- What label did you give it, what judgements did you make around them? What assumptions did you make? Did this help?
- When you run the event through your mind, giving the situation another label, what difference do you notice?



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| EXAMPLE SCENARIOS





SCENARIO 01

PENALTY SHOOTOUT

You are about to take a penalty in the cup quarter final against your rival team, who you have not beaten for the past 3 years. The shootout has gone to sudden death and you now must score to win. The fans are shouting and the other players are reminding you of the two big chances you missed during the game. You did not want to take a penalty, but your coach has made you do it and you have no other choice. You are thinking about the misses you had in the game, as well as the penalty you missed 3 weeks ago against another team.

What Red Head thoughts might this scenario lead to?

How could those thoughts make you feel and act?

How could those feelings and actions impact your performance?

What might help you shift your attention from Red to Blue?



SCENARIO 02

TEACHING

It is 2:00 pm, and you are about to teach your last lesson of the day. You are exhausted as the children in all previous classes have been misbehaving. Five minutes later, all the children arrive at your class and will not sit down. Instead, they start speaking to one another and not getting ready to start the lesson. As you get angrier, you yell at your class and tell the children to sit down and stay quiet. You want to start teaching, but you can't stop thinking about the shout – that is not your teaching style.

What Red Head thoughts might this scenario lead to?

How could those thoughts make you feel and act?

How could those feelings and actions impact your performance?

What might help you shift your attention from Red to Blue?

SCENARIO 03

AUDITION



You have just arrived at the auditorium where the audition for the best drama school in London will take place. You have prepared months for this audition, knowing that the scrutiny will be extremely high from the Heads of Department and other candidates. However, you realise that you have left your music sheet at home, meaning you now must sing acapella in front of everyone. You are worried that you will not be able to sing as well without music, and you start panicking about the audition even more than before.

What Red Head thoughts might this scenario lead to?

How could those thoughts make you feel and act?

How could those feelings and actions impact your performance?

What might help you shift your attention from Red to Blue?

Notes

Notes

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