



# Cultivating Effective Feedback

*December 1, 2018*

# Feedback - a Broad Topic

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- Feedback reflects growth and development
- It marks where we've been, where we are and where we're going
- Effective feedback inspires and empowers
- How to build your own macro and micro feedback models for:
  - Leadership
  - Instruction/Coaching
  - Skill acquisition



# A Personal Story

- When success doesn't feel successful
- Journaling is good
- Writing my interpretation of another's perspective stimulates honesty
- Being willing to share it with the other person requires integrity



March 10, 2008

Dear Dave:

Congratulations! Through your dedication to professional development, your skiing, teaching and coaching performance as well as your technical knowledge, you will continue to remain on staff as a PSIA-NW Alpine Divisional Clinic Leader (DCL). Based on the strong turnout and interest in being an Alpine DCL, you should feel very proud of your accomplishments. Take time to acknowledge your success! You are among the best in the Northwest!

Your assessors identified some performance goals for you. Progress toward these goals is essential to inspire our membership and maintain your staff position. Our membership is the reason we exist.

Please take some time to "own" this feedback, craft a development plan and follow through. In doing so, you will undoubtedly elevate your performance for the Division and progress towards achieving your personal goals.

#### Performance Goals

**Skilling-**Your dynamic skiing is a strength! View the stepping stone skilling tasks as a means to take your dynamic skiing to a whole new level. Delivering a consistent and accurate "skiing image" is essential to our aspiring membership as well as the learning public.

- While paying extra attention to Level II exam tasks achieve mastery of all exam tasks as well as advanced variations. In particular, own, understand and execute the common movement patterns that occur within each task and master the blending of common skill features present in these tasks.
- Widen your stance. To this end, it may help to explore your boot fitting and alignment.
- Take your performance of linking turns to a whole new level. Think of linking arc-to-arc, edge-to-edge with varying degrees of steering, edging, flexion and extension movements depending on a given skiing task (i.e., skill blending, DIRTD, accuracy and precision, etc.). Really focus on the transition phase and how the completion of the previous turn has a tremendous impact on the initiation of the next turn. The transition reveals many cause and effects relationships. These cause and effect relationships are the keys to identify, diagnose and coach accurate and efficient movement patterns which ultimately lead to enhanced ski performance and fulfillment of personal performance goals.

**Technical-**Your technical knowledge and group commentary are strengths. Expand your repertoire to raise your skiing and coaching abilities.

- Seek additional sources of information to deepen your understanding of common movement patterns and skill blending. The Canadian Ski Coaches Association (CSCA) has some excellent video sources as well as the United States Ski Coaches Association (USSCA). Incorporate this information into your own skiing as well as the mastery of exam certification tasks.
- Expand your understanding of alignment and boot fitting topics as well as how they impact movement patterns and ski performance in your own skiing. Videotape your skiing while tinkering with your alignment in exaggerated ways. Feeling and seeing the cause and effect will accelerate the learning process dramatically. Be sure to incorporate some scientific "controls" (i.e., same slope, same task, same day, etc.).

Sincerely,

Lane & Nick

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# Self-Feedback is Powerful

- I am my worst enemy
- I am my best coach
- Would I hire myself as a coach?
- Why and why not?
- Opportunity knocks!
- If I can't observe myself, who can I trust who can?
- I want it bad
- Congratulations! I'm receptive for feedback!



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# Dimensions of Feedback

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- Internal and external messaging – failure, approval, certification, fame
- Objectivity and subjectivity – fastest, summited, almost, adequate
- Consequences – fun, personal best, certification, a pay raise?
- Concentration – light, medium duty or industrial strength!
- Why does failure rarely feel like success?



# Leadership Can Be Lonely

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- Flashlight in pitch black tunnel
- Everyone is looking to us/me but who can we/I look to?
- The more honest and open we are/I am with others...
- 360 degrees reviews
- Leadership/personality inventories

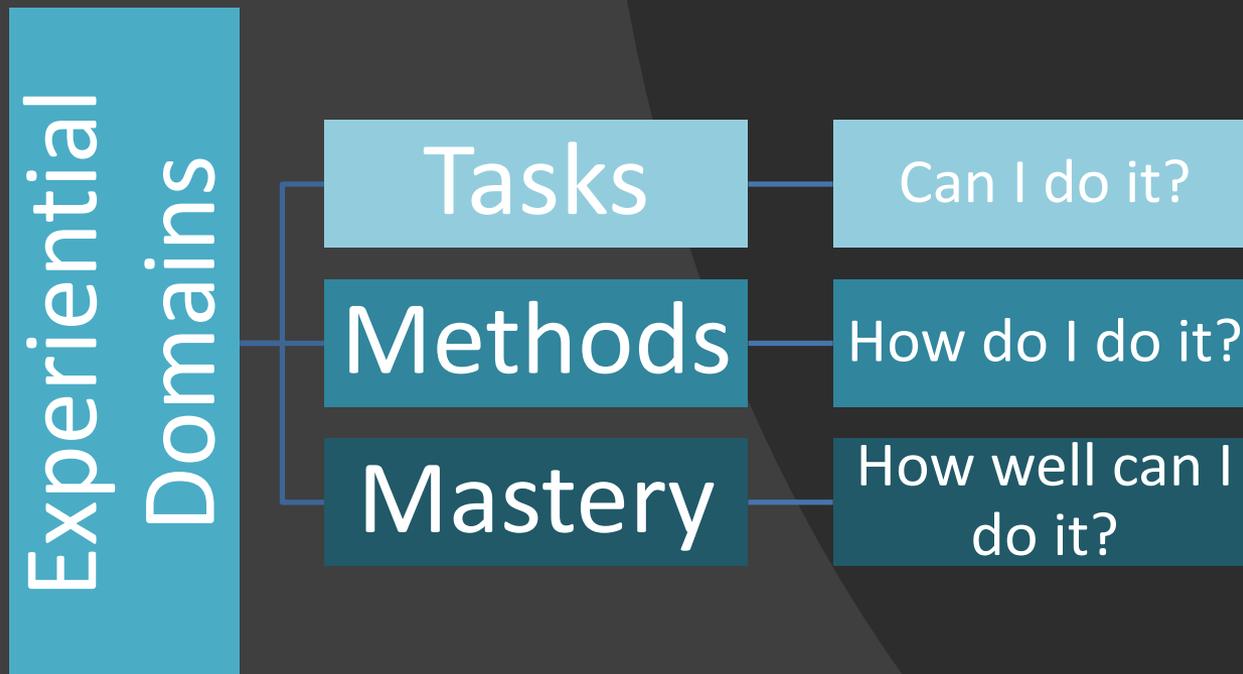




Feedback  
Models

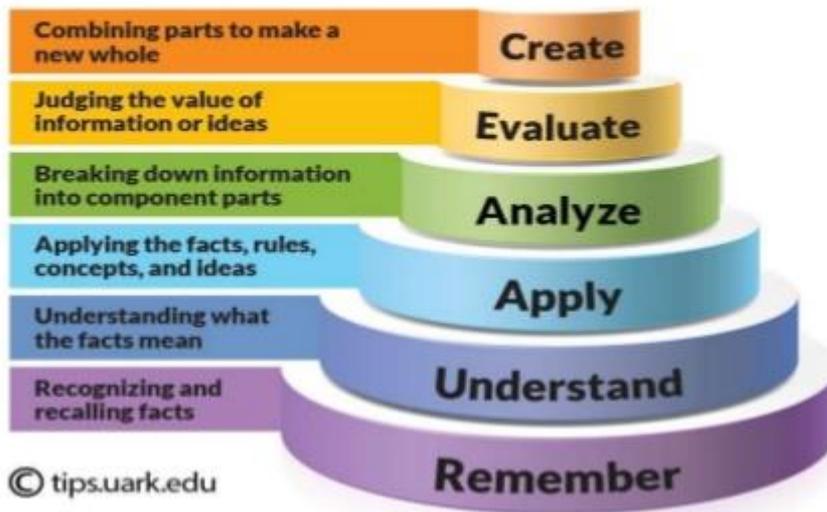
# Experiential Domains - Macro

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# Understanding - Macro

## Bloom's Taxonomy = levels of thinking

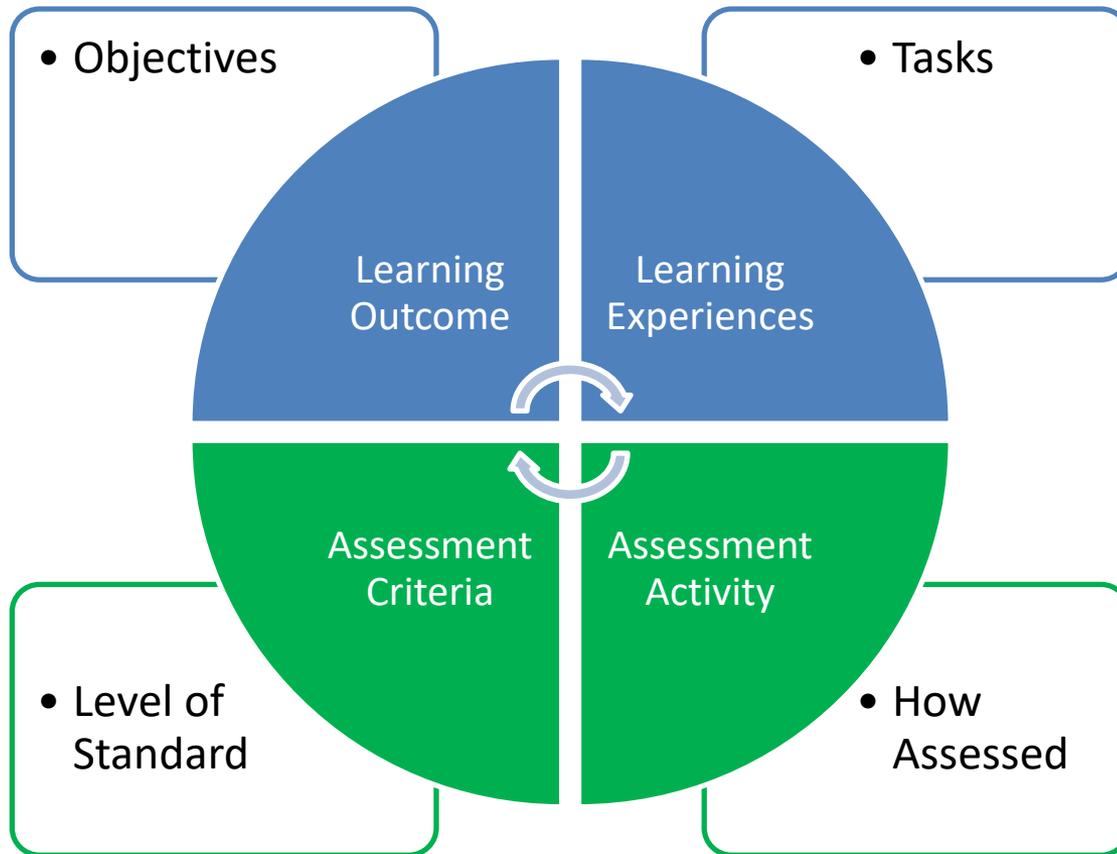


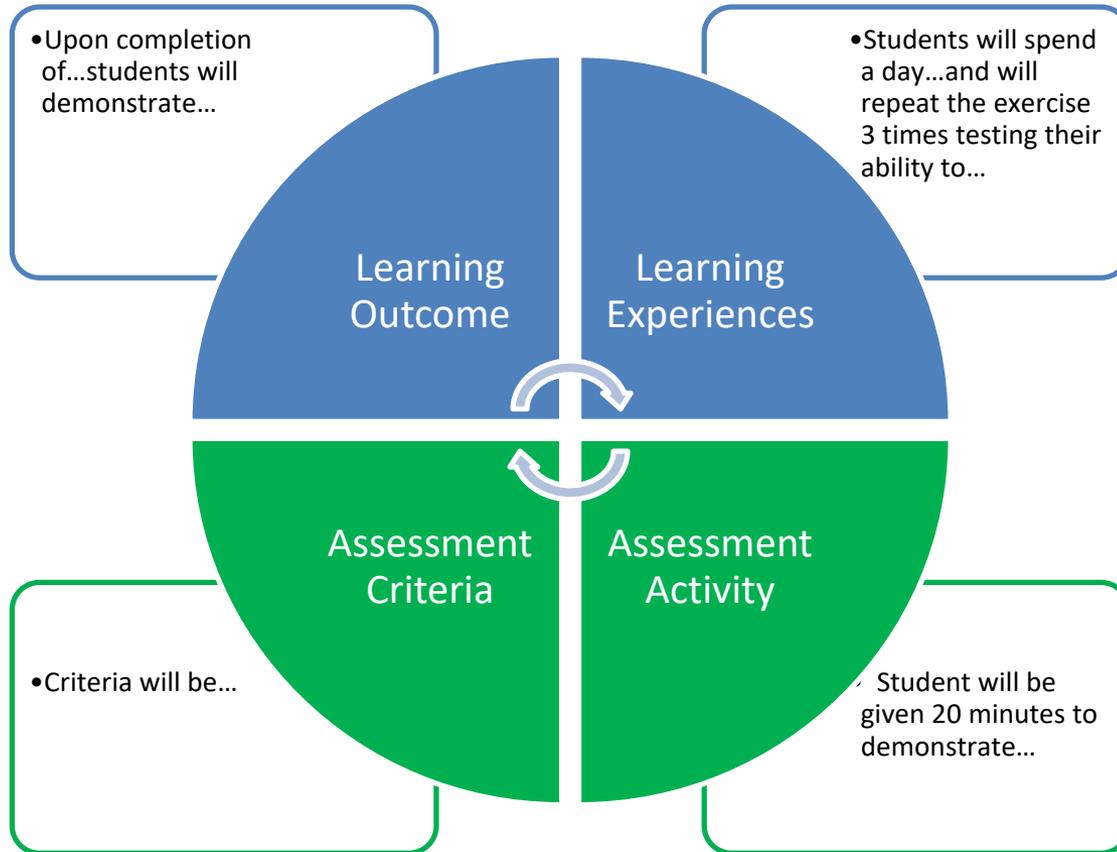
# Learning & Assessment - Macro

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- **Learning Outcomes: (Objectives)**
  - A statement of what is expected to be achieved on successful completion of a course.
- **Learning Experiences: (Tasks)**
  - The experiences candidates have to enable the knowledge and skills required for the learning outcomes to be addressed.
- **Assessment Activities: (How assessed)**
  - Tasks the candidate will engage with to provide evidence that they have achieved the learning outcomes.
- **Assessment Criteria: (Level of Standard)**
  - A clear description of levels of achievement and what performance is required at each level.





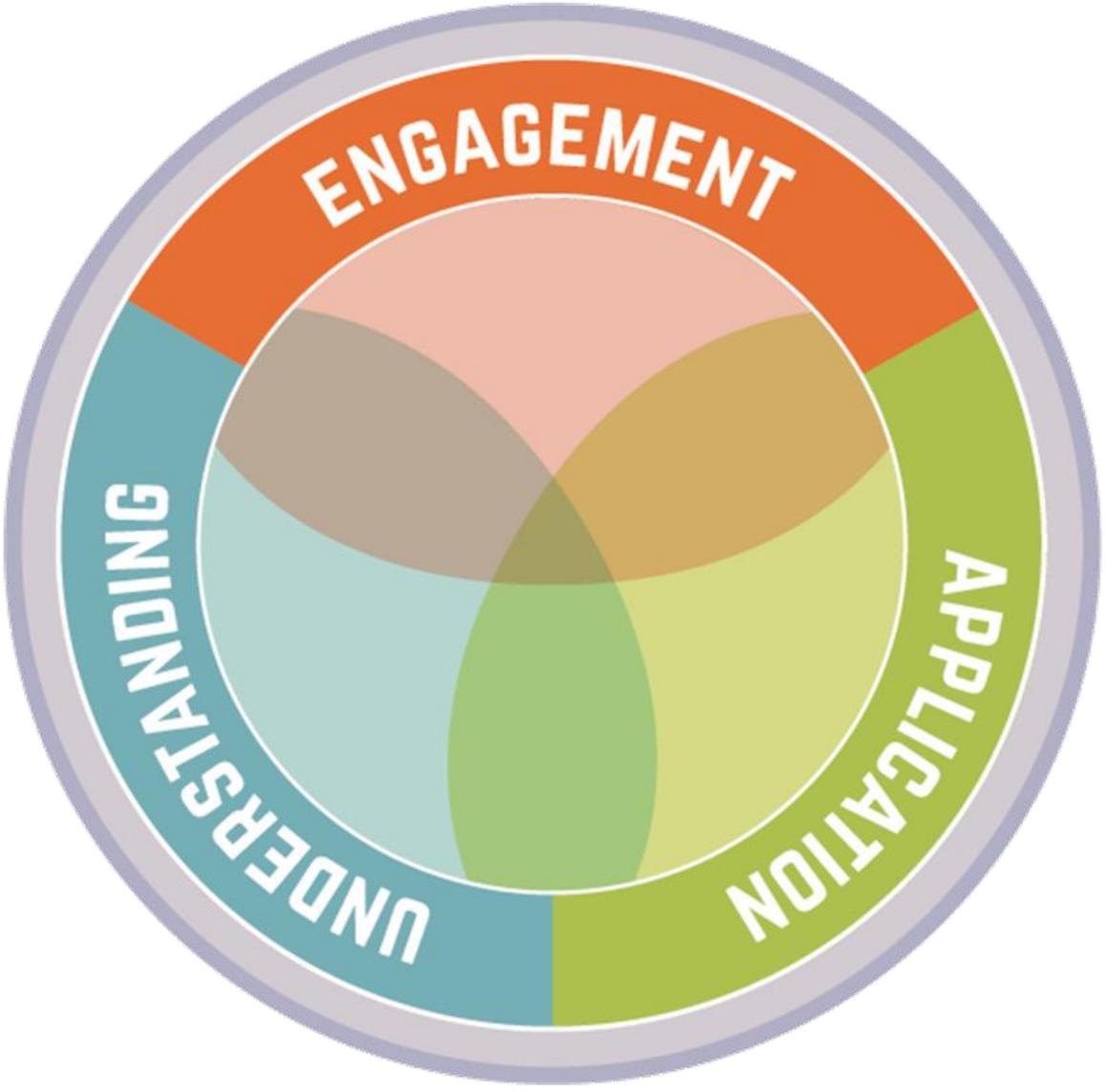


# Instruction - Macro

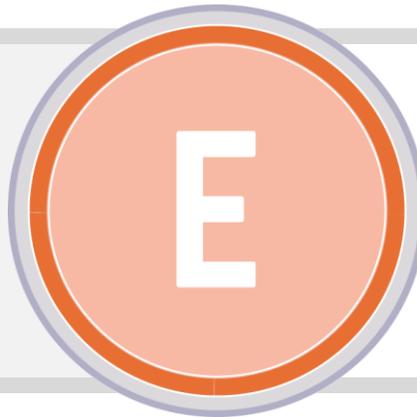
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- Identify inter-related concepts
- Delineate approach from subject matter
- Look for interfaces
  
- Develop observables – “evidence of learning”
- Identify cause and effect relationships
  
- The Rule of 3





Teacher tailors activities to develop & maintain student engagement



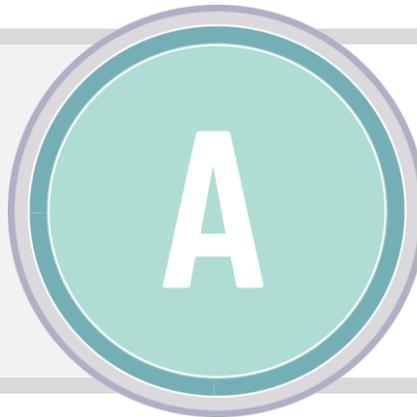
Students are motivated, interacting & focused

Teacher adjusts approach based on student understanding



Students exhibit and share their understanding, beliefs

Teacher creates opportunities for learning and meeting student needs



Students are actively working to apply content

# Skill Acquisition - Micro

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- Identify inter-related concepts
- Skills, Environment, Tools, Techniques, Tactics, Outcomes
- Look for interfaces
  
- Identify cause and effect relationships
- Develop a communication framework
  
- The Rule of 3



**The Feedback Model**  
A Communication Framework

**DEFINES**

**Movements**

Defined by The Skills Concept, Functional Movement Patterns, Skiing/Riding Concepts, D.I.R.T. and/or Direction.

**DICTATES**

**The Feedback Model**  
Feedback Relative to Focal Points

**Desired Outcome**

Turn Size, Turn Shape, Terrain Selection, Speed, etc. relative to student abilities and desires.

**Communication (Coaching/Teaching)**

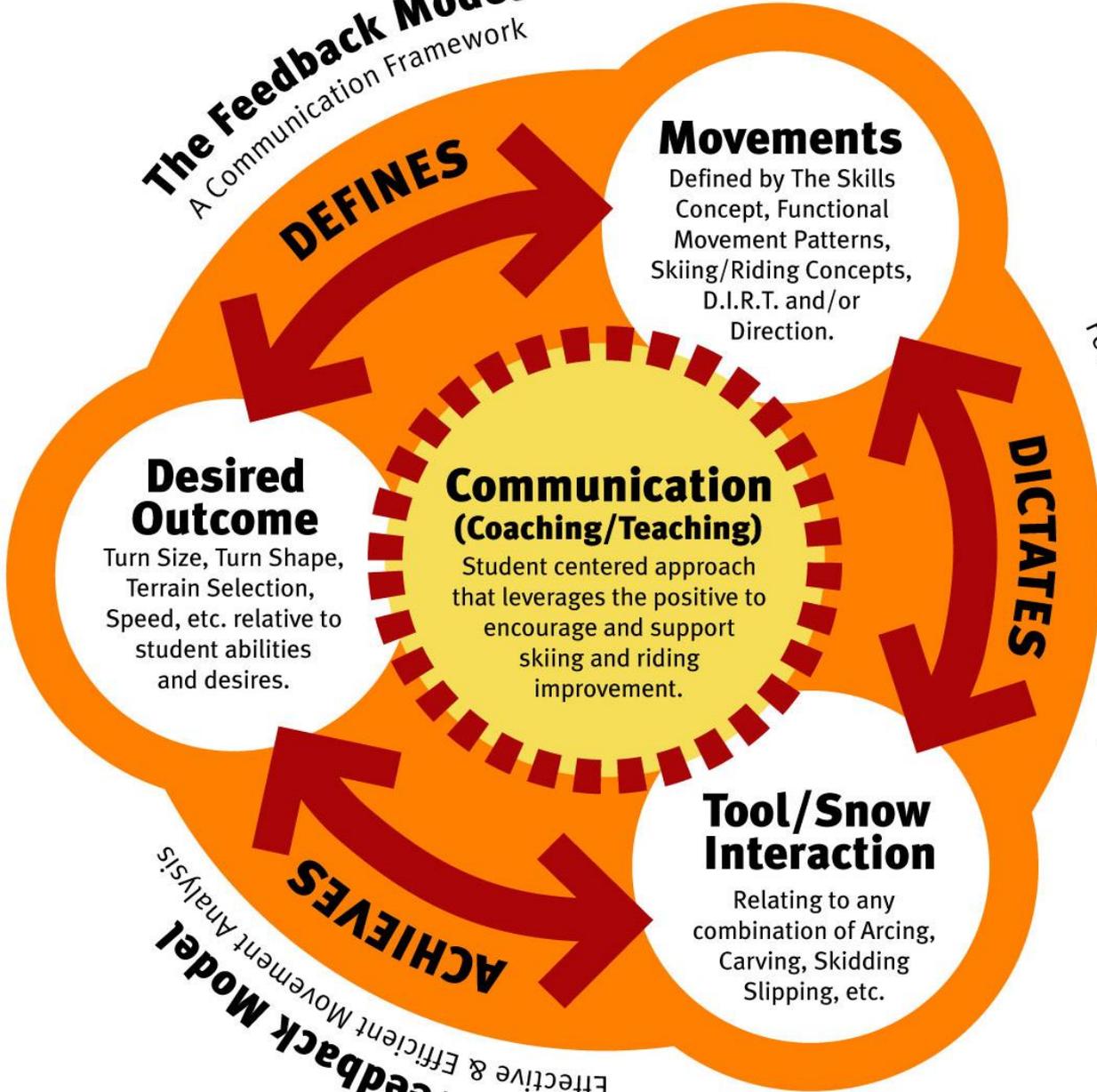
Student centered approach that leverages the positive to encourage and support skiing and riding improvement.

**Tool/Snow Interaction**

Relating to any combination of Arcing, Carving, Skidding Slipping, etc.

**ACHIEVES**

**The Feedback Model**  
Effective & Efficient Movement Analysis



# Coaching - Micro 1:1

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- Age awareness when communicating
- Pacing, body language and eye level
- Sandwiching
  - Start with a compliment
    - Ask open-ended questions - “what are you working on?”
    - Stimulate awareness, reflections, sensations, understanding
    - Be relevant, be specific
  - Close with a compliment (or challenge as a vote of confidence)



# Wrap Up

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- Feedback has many dimensions – approach it accordingly
- Honest self-assessment is powerful – share it with others you can trust
- If you want feedback, ask for it – the more specific, the better
- Positive strokes feel good – challenges are a vote of confidence
- Failure is success even though it may not feel like it
- Success is affirmation along a path towards another milestone





# Thank you!



Dave Rowe is a Level III certified Alpine and Telemark ski instructor, a Divisional Staff member of the Northwest Division of the Professional Ski Instructors of America (PSIA-NW), an Alpine and Telemark Certification Examiner and a member of the PSIA-NW Technical Team. Dave provides training to Snowsport School Directors and their instructors throughout the Pacific Northwest with the aim of raising professional standards in order to foster exceptional guest experiences. He can be reached at [drowe@hcadv.com](mailto:drowe@hcadv.com) or (425) 931-8058.