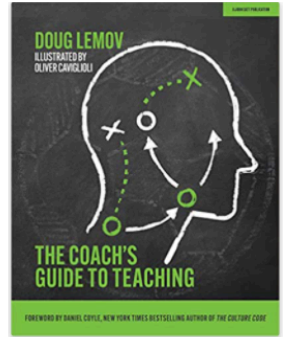


The Coach's Guide to Teaching Feedback 101, 201 & 301

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Notes on Feedback 101, 201 & 301

Feedback 101: describes fundamentals / ***focused & direct feedback*** (page 126)

Feedback 201: what happens after you give feedback (page 160)

Feedback 301: uses feedback to foster decision-making / problem-solving

Feedback 101

Focused Feedback—stay on point until skill is learned—do not wander too soon to the next concept/skill

Unbroken Attention—those who can focus best for longest separate themselves from the crowd

Provide feedback in low levels of distraction

Coaches jump around from concept to concept more than players do—coaches must also stay focused

Use Stoppage Strategically—too much is counterproductive—stoppages to be lightning quick

Slowing down the flow of feedback can actually speed up the rate at which players learn

- Goldilocks principle

Include ***Cue Words*** to support *when & how* to use the technical feedback

- *Example*: Explode; B1-E2; Turn-Dip-Sway; etc.

Words to be kept minimal—***less is more***

Too much information = overloading ***Working Memory***

Make use of ***Long-term Memory***—***Retrieval*** techniques

“When you chase five rabbits, you catch none.”

The Zorro Circle—see quotes above (players are happier when they know they can succeed/accomplish)

- this becomes self-belief which is vital to success

Apply feedback ***quickly*** after it is provided—the speed of ***Feedback to Apply*** matters

Economy of Language

Again, less is more—use the least number of words as possible

receive-try-reflect rather than ***receive-reflect-try***

- Speed from ***Feedback to Apply*** is more important than *Reflecting* on the feedback
- *Reflection* can be more effective during *Retrieval* at a later time

Feedback to be ***Solution*** oriented, not ***Problem*** oriented

- Say what to do, rather than what not to do

Solving a ***precise action*** is more useful than describing a ***desired outcome***

- *Example*: use the backboard on your lay-up is more beneficial than make your lay-up

Using words such as ***“Fix it.”*** can be powerful because it gives players confidence to fix it themselves

- ABCD Debrief technique can Fix It or have players Fix It during a Stoppage then reapply the Action

Distinguish the *person* from the *action*—coaches are to describe solutions, not imply character flaws

Sins of Diligence and *Sins of Enthusiasm*—athletes over emphasize a correction or try to please the coach

- Oftentimes players may take feedback too literal
- You need to go through a wall for our team

Assuming the Best is powerful because it shows your faith in your players

Tone and *Modeling* are critical for effective feedback

- Most coaches are too harsh too often (too critical)
- The opposite is to offer too much praise too often—too much praise can make it seem like you are surprised a player was successful (interesting concept)
- Goldilocks principle

Feedback 201

What happens *after the feedback* is the key concept of Feedback 201

Only a tiny portion of what we say is absorbed by players—they must also '*see*' what we want (modelling)

There is the *Letter of the Law* and *Spirit of the Law*

- Know and communicate your non-negotiables

Taking feedback is different from *Using* feedback

Coachability has more to do with *Using* feedback than *Taking* feedback

If your feedback is important, act the part!

Feedback is to be focused and in alignment with instruction

If a coach teaches a concept and offers no follow-up feedback, then the teaching likely wasn't important

Be attentive to their progress—this will result in greater enthusiasm and ultimate success

Alignment between feedback *during a stoppage* and feedback *during live play* is critical

Rule of 3: give players 3 things max to work on and also determine what is the *single most important thing*

- When there are multiple coaches, everyone must know the player's *one thing*

And most importantly, *coaches must provide timely feedback on a player's one thing as it occurs*

The consistency of messaging is vital to the learning process

Correct instead of *Critique*

- If necessary, turn *Critiques* into *Corrections*

Correction (corrective feedback) is to immediately allow the opportunity for immediate application

Feedback is to build a stronger and richer memory of correct execution

Players are to *Do the Answer*, not just merely *Describe the Answer*

- Words are to be turned into Actions

Binary Feedback: Yes or No verbal commands on a specific skill or concept

- To be used sparingly—can be effective but not designed to be a go-to feedback method
- *Example:* using the cross-step—when observing, coach says Yes or No constantly based on execution

Sometimes we are so busy **Teaching** we fail to allow for **Learning**

A tremendous strategy for **Learning** is to allow players to *forget* and then use **Retrieval Techniques** (circle back)

- working memory, long-term memory, performance learning

Teaching happens in the stoppage—**Learning** happens in the Doing/Action—**Retrieval** is integral to **Learning**

Stoppage—Immediate Action—Focus—Constraints—Stoppage to Reinforce or further Correct

- if additional Correction is required, get back to Action (Apply) or tuck away for Retrieval opportunity

Constraints-based Coaching—create specific situations to focus on a particular skill or concept

- temporarily changing the rules to highlight specific aspects of the game or skill

Manage the After—as mentioned previously, focus on the stoppage feedback during live play (execution)

Reflection can be a 201 Feedback technique—is definitely a 301 Feedback technique

- ask questions—players to understand and know the *Why*, not just *What & How*

Shorten the Loop between *Feedback & Action* to achieve optimal learning

- stoppages at opportune times are extremely valuable
- too many stoppages are counterproductive—know the difference between *Teaching & Learning*
- Goldilocks principle

Find a Win as soon as possible after the intervention or feedback

Getting it Right is the mid-point of mastery—Do it again, and again, and again...

Feedback 301

The end game of giving feedback is to make it less necessary in the future

We want athletes to make decisions without coaches **telling them to**

301 is about causing or getting players to think for themselves—decision-making & problem-solving

- It focuses heavily on asking questions

Rhetorical Questioning is disruptive, wastes time and is often insulting—it results in ‘crickets’

Questions for Novices and Experts are much different

- Novices generally require more direct feedback—questioning is designed to flush out thinking—as a general rule, fewer questions and more direct feedback
- Experts generally require more latitude to figure things out for themselves—when they can’t, just give them the answer without beating around the bush—experts like to be challenged

Constraints are designed for problem-solving and critical-thinking for experts

“Nothing wastes time and saps momentum like a poor question for which there is no clear answer.”

What players **‘see’** is critical to their learning—seeing quickly is a skill—what do players pay attention to?

Perception for an athlete is heavily visual—other learning styles come into play but visual is number 1

Coaches can **Guide** players into what to look at or look for—better information = better decisions

An elite player was taught early along their journey to LOOK **in the right place at the right time**

What do you see?

Where should your eyes go?

What should you look at?

What will XYZ tell you to do?

Coaches to teach players to become more **self-aware**... Example: I (coach) am not concerned if you make or miss a shot. I am more concerned that your feet are turned before you shoot.

- Then have players begin to pay attention to the technique correction (self-awareness)

Showing the Problem—it was mentioned earlier that effective feedback is to be **Solution** oriented and not **Problem** oriented—sometimes the problem is shown so the player understands what she is doing wrong

If you want to solve a problem, it has to be clearly visible—the details matter

Showing the Problem also reinforces **Player Accountability**—they may think they are doing something correct when in fact they are doing something wrong—show them

Coaches can utilize **Stoppages** to show the problem or sometimes coaches will have to **Recreate the Situation** to clearly demonstrate the problem

Asking Questions & Showing the Problem work especially well in synergy—this is a proven **Learning** technique

Participation Ratio & Think Ratio—you don't just want players to participate and you don't just want players to think—when they participate and think concurrently, learning is greatly enhanced

Questioning is to engage players mentally and make them active participants—the goal is for athletes to think in useful ways without wasting time

5 Types of Questioning Discovery Questions

Application Questions

Perception-based Questions

Check for Understanding Questions

Knowledge-building Questions

Discovery—What are some solutions? How can we solve this?

Application—How can we accomplish what we are trying to do? Which option is probably best?

Perception-based—What should you look for here? What do you see?

Check for understanding—What should we/you do here? What is our goal right now?

Knowledge-building—What are keys to effective pressing? What's the first thing we do when we lose the ball?

- Lemov, Doug. *The Coach's Guide to Teaching* (p. 209). Kindle Edition.

Data Gathering as a form of Feedback

- Coach is no longer the judge—results are objective
- Coach is a source of solutions and guidance
- Data can be analyzed
- What gets measured gets managed
- *Example:* tracking rebounds in practice—the data doesn't lie—prevents coaches from harping on rebounding because the results are clear
- Data, statistics and/or analytics are an effective teaching technique