Feedback 101, 201 & 301

Feedback 101:   describes fundamentals / focused & direct feedback
Feedback 201:   what happens after you give 101 feedback—feedback (101) is to be followed up with feedback (201)
Feedback 301:   uses feedback to foster decision-making, critical thinking & problem-solving

FEEDBACK 101
Focused Feedback—stay on point until skill is learned—do not wander too soon to the next concept/skill.

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* (KPF's) 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*
- *"When you chase five rabbits, you catch none."*

Apply feedback *quickly* after an action is executed—the speed of *Feedback to Apply* matters

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

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)
- Again, Goldilocks principle

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

Taking feedback is different from *Using* feedback

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

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

Rule of 3: give players 3 things max to work on (KPF'S) 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) must then immediately allow for the opportunity for immediate application.

Players are to *Do the Answer*, not just merely *Describe the Answer*
- Words are to be turned into Actions

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

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

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*

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, critical thinking & 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

"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? What did they see?

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

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)

Coaches can utilize *Stoppages* to show the problem or sometimes coaches will have to *Recreate the Situation* to clearly demonstrate the problem—once the problem is clearly known or understood, then the solution is more readily incorporated.

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