

RiderCoach Abilities and Development

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Tribe Talk

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This work is still unfinished!

- The following presentation is an accumulation of data and research.
- More so than an end, this is a continuation
- The thoughts and material presented here do not necessarily reflect future developments from MSF, but they could.
- Some of the concepts introduced in this session may even conflict with material from other presentations. Such is the nature of development.
- If this presentation causes you to think, and to examine your current values and methods, I have been successful.

In the book, *“If I Understood You, Would I Have This Look on My Face?”*, Alan Alda states that communication can be enhanced if the message is preceded by an appropriate story...

- I was sitting in a hotel room trying to figure out what to do with the RCP that had started that day. During the weeks leading up to the workshop, the number of candidates fluctuated quite a bit, getting as low as four, but bumped up to “five or more” shortly before the workshop was to begin.
- I was assured that all the candidates would receive their RiderCoach materials in advance and that all would also receive the standard pre-course assignment. On the morning of Day 1, I had eight candidates (good), two of whom had received the RCG and pre-course assignment...yesterday. Oh, and none of them had seen a BRC in at least two years.
- As I sat in my room listening to MotoGP, I began to ponder how I could restructure the RCP Parts to best fit the needs of the candidates.

I started out by listing what knowledge and skills were needed by the candidates:

1. RiderCoaches need to know the form and structure of the BRC itself.
2. RiderCoaches need beyond-BRC riding skill.
3. RiderCoaches need to understand basics of adult learning and motor skill development.
4. RiderCoaches need to have basic class facilitation skills.
5. RiderCoaches need to have basic teaching environment management skill.
6. RiderCoaches need to recognize risk and actively manage its level during class.
7. RiderCoaches need to understand that it is their responsibility to develop as coaches. The RCP is just a start.

- *A key tenet from Charlotte Danielson’s “Enhancing Professional Practice: A Framework for Teaching” is that Competencies must not be duplicated.*
 - *Thus, knowledge and riding skill are in the same category, “Subject Matter Knowledge and Skill”.*
 - *Similarly range management and classroom management group together under “...Environmental Management”.*
 - *I was able to distill my notes into five key areas, with (hopefully) no overlap.*

1. Facilitation and teaching knowledge and skill
2. Understanding applicable learning principles
3. Relevant curriculum subject matter knowledge and skill
4. Teaching/Training environment management
5. Professional responsibility and development

1. Facilitation and Teaching Skills

- Facilitation skill requires time to develop. Facilitation is something that is learned largely through experiences and coaching (whether coached by others or self-reflection), this development needs to be active.
- *Facilitation skill is a logical anchor point for RiderCoach Competency, components from all the other areas tie in, bit by bit, as the a RiderCoaches abilities develop.*

2. Understanding of Applicable Learning Principles

- Although the RC Kit provides a great deal of information on Adult Learning and Motor Skill Development, particularly in Section V, much of the understanding that needs to develop in this area seems to be experiential.
- While basic principles are addressed through reading, much of the work in this area develops inline. RiderCoaches acquire knowledge, but learn how to best utilize this information through practice.

3. Relevant Subject Matter Knowledge and Skill

- With RCGs and Range Cards at hand a solid foundation has been provided.
- With reference material always on hand, answers to, 'what's next' and 'how to', are available. RiderCoaches only need not be afraid to look.
- Knowledge fades with memory and skills are perishable. Deliberate preparation and practice are necessary to maintain competency.
- Riding Skill beyond that required for the BRCu is certainly handy, but is not absolutely necessary.

4. Teaching/Training Environment Management

- Managing the learning environment develops with experience. Whether it is a new way to arrange the classroom to encourage small group work, or managing a safe environment on the range, developing effective learning environments is a continuous process.
- With RC materials always at hand, answers are never far away. When making adjustments, it is important to remember that the first try does not often yield a final result.

5. Professional Responsibility and Development

- Regularly reviewing RCG Section V and noting how very little of that information that we utilize should be reminder enough.
- An RCP lays the foundation. We need to continually consider how more there is to know to become a highly effective RiderCoach, and that gaining this knowledge is our responsibility as professionals.

Now, into the mechanics. How does this develop into a framework for Professional Development?

- Establishing a set of measurable competencies
 - is common to most professions. (Danielson)
 - provides a framework for skill development.
 - provides those in the profession with standards from which they can assess themselves.
 - provide common vocabulary for those in the profession.
 - provide basis for assessment (self and other).
 - Assessments must be in the open. No secret standards. RCs, Managers, other Stakeholders, all have access to the same information.

- Categories need to:
 - be comprehensive and non-redundant
 - be clearly defined
 - provide coherent structure

Which brings us back to the things that my inadequately prepared RiderCoach Candidates needed...

- Facilitation and Teaching Skills
 - This Competency addresses the skills and needed for coaching and teaching
- Understanding of Learning Principles
 - This Competency addresses the RC's knowledge and understanding of Learning Principles which are involved in the conduct of RiderCourse curricula.
- Relevant Motorcycling Knowledge and Skill
 - The Competency addresses the RC's grasp of the curriculum content and structure and physical performance level.
- Teaching /Training Environment Management
 - This Competency addresses the RC's knowledge and abilities with regard to overall management of all class environments.
- Professional Responsibility and Development
 - This Competency addresses the RC's understanding of their own capabilities, their interest in self-improvement, and their overall dedication to teaching.

Am I following the rules?

- While not fully developed, these five RiderCoach Competencies meet the following measures:
 - Comprehensive
 - Non-redundant
 - Clearly Defined
 - Provide Coherent Structure
- Now, how could this all be assessed?

How about an assessment system? Something to quantify competency in each of our skill domains.

1. Not Yet Competent*
2. Competent
3. Accomplished
4. Master

*(*Incompetent requires experience)*

Borrowing from several sources, here are some descriptions:

Not Yet Competent

- A RiderCoach performing at a Not Yet Competent level does not appear to understand the concepts and principles underlying the component being addressed. Their coaching does not meet minimum guidelines. Intervention by supervisory personnel is required
- Examples could be: failing to utilize group discussion, failing to incorporate the adult learning model, failing to be present (physically or mentally) during riding exercises, failing to recognize fundamental safety errors, failing to coach within established curriculum guidelines, etc.

Competent

- A RiderCoach performing at the Competent level is coaching at the level expected at the conclusion of a RiderCoach Preparation Course. An RC performing with basic Competency demonstrates understanding of the underlying form and structure of the curriculum and strives to remain within established guidelines.
- A RiderCoach performing at the Competent level may not be consistent at this task but recognizes errors and implements strategies to stay on track.
- *Note: When adjusting to new curricula or adopting new instructional activities, Accomplished RiderCoaches often find themselves working at the Competent level.*

Accomplished

- A RiderCoach performing at the Accomplished level has clear understanding of the concepts underlying the components of their competencies. Most RiderCoaches who conduct courses on a regular basis will probably consider themselves to be Accomplished.
- RiderCoaches who are Accomplished thoroughly know and understand the curriculum, and their students. Accomplished RiderCoaches are clearly prepared for every class and utilize a variety of teaching and coaching strategies to maximize the learning potential of every student.
- Accomplished RiderCoaches are prepared for a wide range of variance in class personality and can readily move between multiple teaching modes, as needed. Accomplished RiderCoaches are proficient with the nuts and bolts of teaching and expend effort on professional development.

Master

- [RiderCoaches] performing at the Master level are distinguished [RiderCoaches] and make a contribution to the field, both in and outside of their [program].
- Their [classes] operate at a qualitatively different level from those of other [RiderCoaches]. Such [classes] consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. (Danielson)
- *"Master level performance is a good place to visit, but don't expect to live there."*

Ms. Danielson has been a big help up until now, but where do we find the comprehensive, non-redundant, clearly defined, and coherent standards that we'd like to assess?

Maybe it's all already in the RiderCoach Guide?

Facilitation and Teaching Skills

RiderCoaches do not need to be well-versed in teaching-learning dynamics, but a knowledge and understanding of these concepts and principles is of great value in facilitating the BRC.

RiderCoaches must have the abilities and competencies to manage and produce a positive learning environment.

RiderCoaches must be able to adapt to a variety of circumstances.

Be a help agent toward achieving objectives in an effective, efficient, and learner-centered manner.

Rider-specific coaching can augment the rider's own intrinsic feedback.

The facilitator must thoroughly understand the specific objectives of an activity in order to set up the activity properly.

A RiderCoach should transcend being simply a presenter.

Using a good question can facilitate high-quality learning, especially deeper learning in which a participant moves beyond mere surface learning...

Understanding of Learning Principles

A learner centered environment provides a social framework where participants are personally and actively engaged with the material.

Learning is voluntary and participants cannot be forced to learn material that is not relevant or meaningful to them.

The learning environment should be characterized by high challenge and low threat.

Participants are engaged in activities that foster learning and understanding.

Past experiences form the basis of new learning.

Motor skills are developed in three stages: (1) early or cognitive, (2) intermediate or associative, and (3) final or autonomous.

Motor skills are best developed if initial learning occurs with an emphasis on control and not speed of movement.

Motor skills develop when there is knowledge of results or feedback.

Not providing enough information or feedback (under-coaching, a Type II error) can inhibit the development of motor skills.

Relevant Motorcycle Knowledge and Skill

Safe motorcycle operation is a mental, physical, social, and emotional activity that requires specialized skills and behaviors.

Motorcycle crashes are not usually caused by a single factor but by an interaction or combination of factors.

Motorcyclists should constantly self-assess their riding skills and motivations and must make decisions that keep their level of skills greater than the risks they take.

Riders sometimes get into risky situations by doing things they know they should not, rather than not knowing what to do.

RiderCoaches should be models of excellent riding and have adequate expertise about safe motorcycling.

Having safety as a top-of-mind value is beneficial in risk reduction.

An overall goal is to encourage good rider character as a subconscious, top-of-mind value.

Riding is more a skill of the eyes and mind than of the hands and feet.

Teaching/Training Environment Management

The BRC is not a script, nor is it a one-size-fits-all program.

The facilitator's task is therefore focused on establishing and sustaining a learning environment that presents the learner with the building blocks that will lead to personal discovery of targeted objectives.

Is it safe? (physical safety on the range and mental/emotional safety in the classroom)

The formal classroom is designed to be a dynamic, interactive, and learner-centered environment.

Learners are to actively process information, maintain a condition of relaxed alertness, and be immersed in the content via interactive learning activities and small group interaction.

RiderCoaches must keep in mind the mutual goal of achieving the concepts, content, and competencies that lead to a positive learning environment.

RiderCoaches should identify opportunities to coach in a helpful way not only to prevent incidents, but to accelerate learning.

Professional Responsibility and Development

A RiderCoach provides the environment, structure, activities, guidance, and questions for participants to be successful.

The goal is to have RiderCoaches use good judgment in conducting courses safely, effectively, and efficiently. A primary responsibility of being an MSF-certified RiderCoach is to ensure a positive learning environment. It is helpful to understand the nature of learning, instructional styles, and learner styles.

A fundamental task of a RiderCoach is to provide experiences through the structure of the RiderCourse to foster the quality of learning.

Facilitating goes beyond the mere delivery of information and includes efforts to make learning activities meaningful and useful.

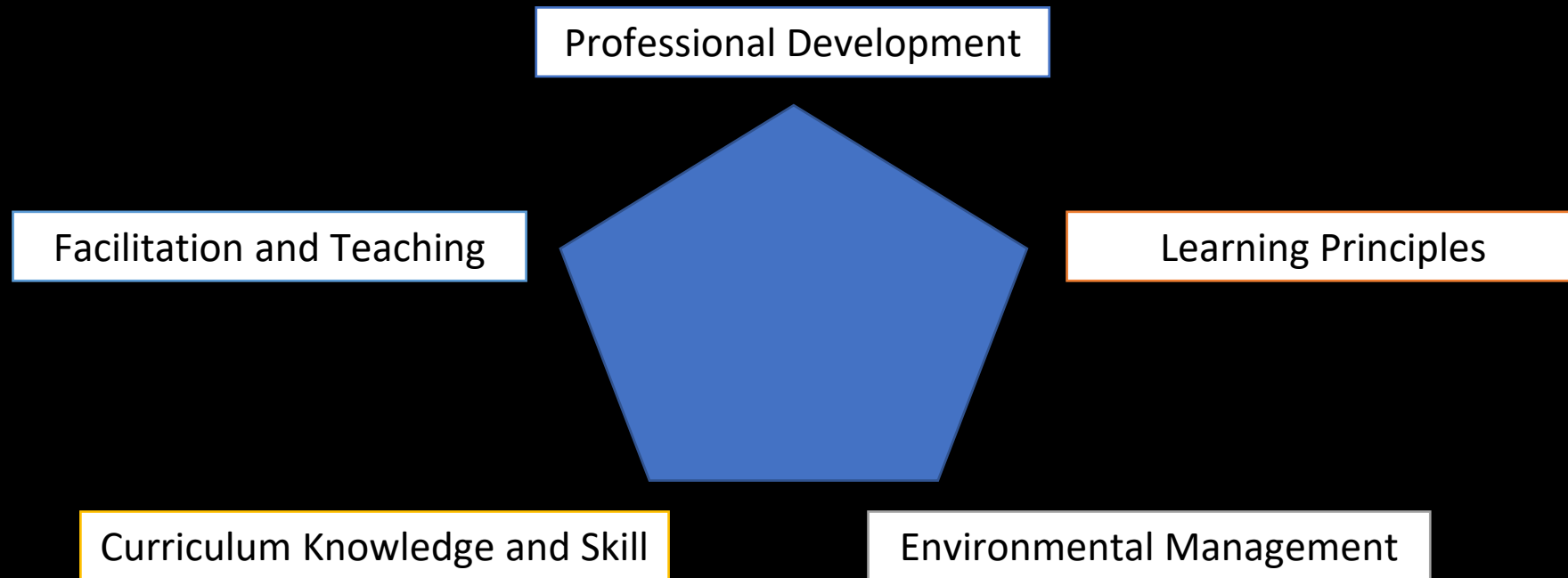
They demonstrate competence by having an understanding of motorcycle operation as well as an ability to communicate effectively with each rider about how to stay safe and improve.

A RiderCoach must understand the concepts and principles of motor skill development.

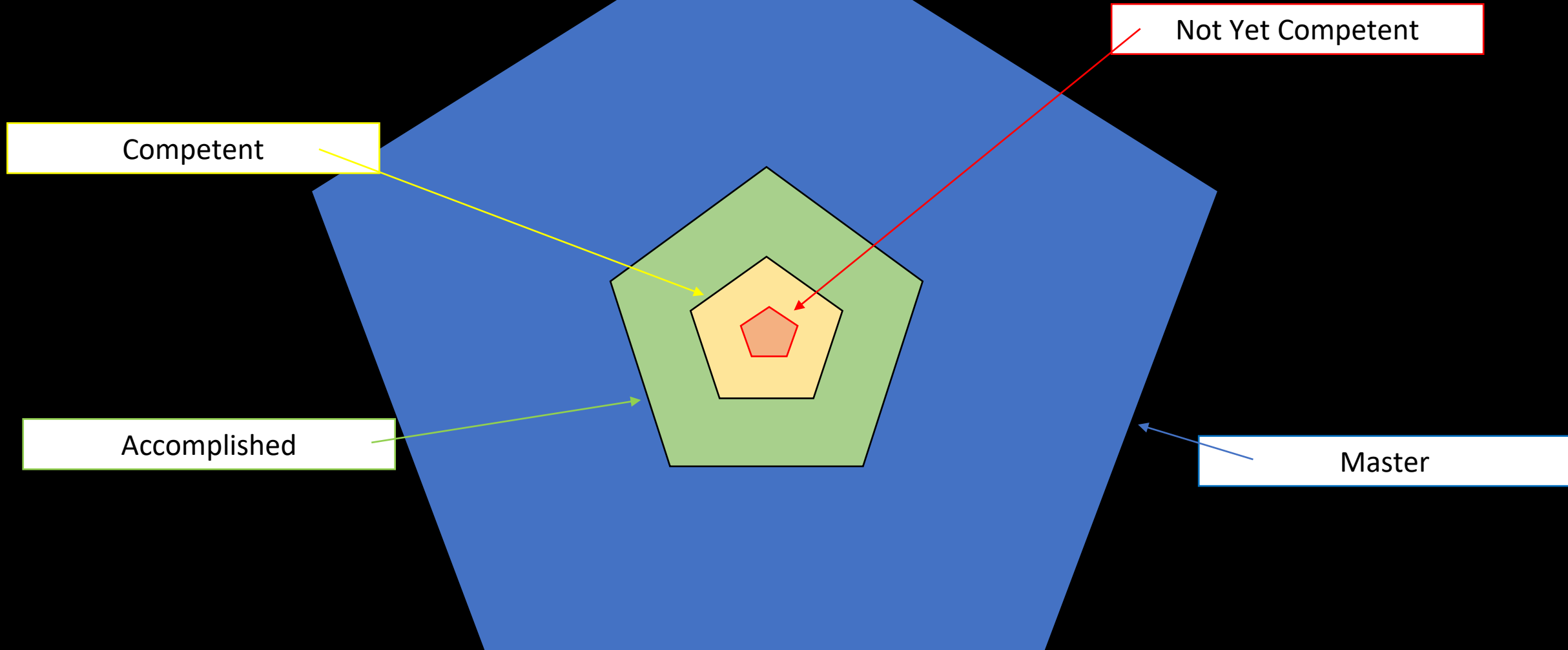
And then, try to visualize the whole thing...

The RiderCoach Map?

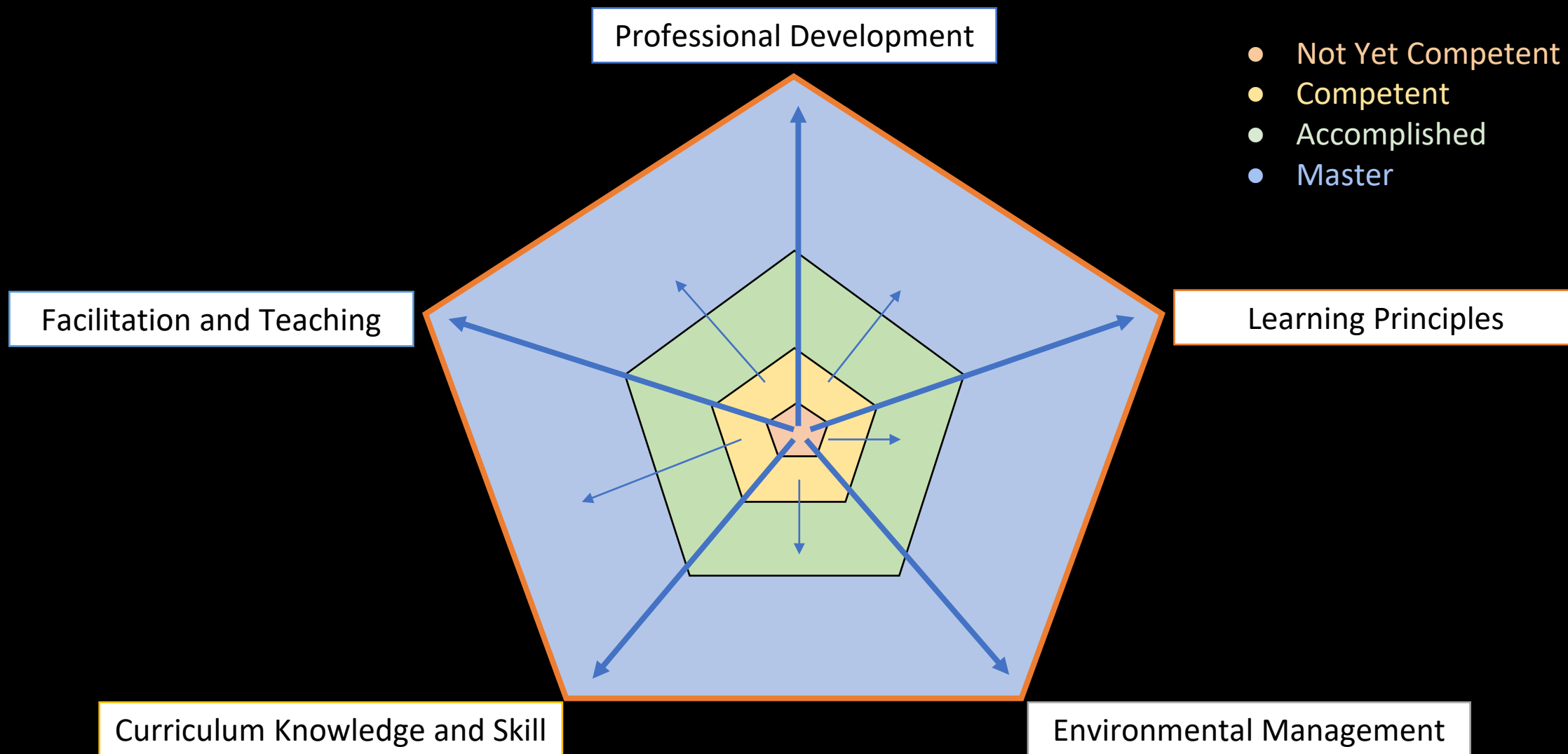
Start with Five Competencies...



Plus levels of development...



*And wind up with a dynamic System.
What influences the shape of your map?*



Reading List and Other Notes

- The Talent Code, Daniel Coyle, Arrow Books, 2010
- Coaching for Performance 2nd Ed., John Whitmore, Nicholas Brealy Publishing, 1998
- Telling Ain't Training, Stolovitch and Keeps, ASTD Press, 2011
- The Accelerated Learning Handbook, Meier, McGraw Hill, 2000
- Coaching Science, McMorris & Hale, John Wiley & Sons, 2006
- Enhancing Professional Practice, Charlotte Danielson, ASCD Publications, 2007
- If I Understood You, Would I Have This Look on My Face?, Alan Alda, Random House, 2017
- The RCG!
- Special thanks to Dan Petterson and Don Green