



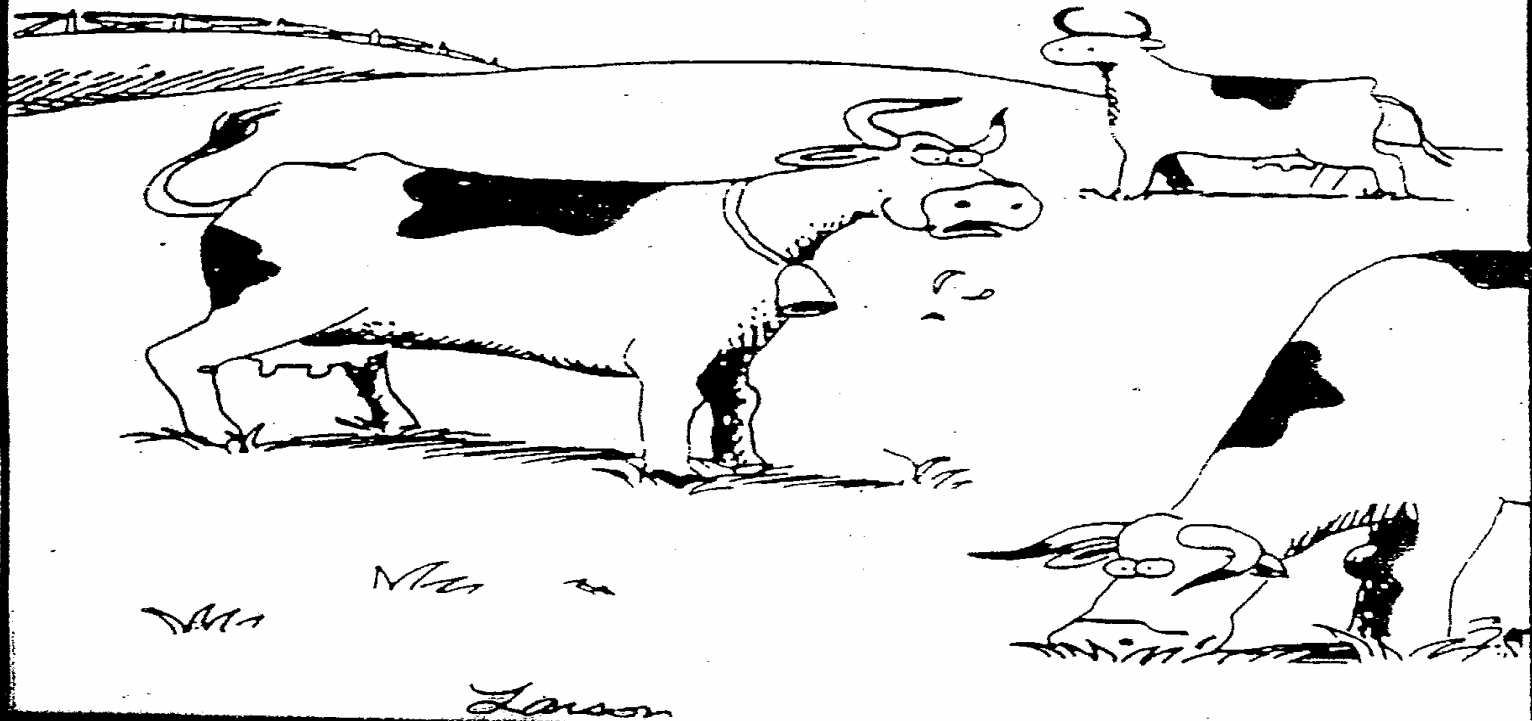
A Profession in Transition

2013 RM-Fall Fandango



Horst Abraham 2013

*"Hey, wait a minute! This is grass!
We've been eating grass!"*



CONTEXT:

- The Boomer market is shrinking
- The imbedded market is flat
- New markets remain largely untapped
- Areas compete for a greater share of a shrinking market
- Winter sport image has gone X-treme
- Hi-Tech gear makes learning sports easier
- The business world that 'feeds' us is undergoing seismic changes

Where does that leave our profession?

10 provocative 'messages I want to leave you with...

- 1. Technique gets in the way of Experiential Learning**
- 2. All ride sports are 'Open Skill' sports**
- 3. Replace technique with play & experimentation**
- 4. Learning trumps knowing as a core capacity**
- 5. Instructor as 'Designer'**
- 6. Replace ED/EC with 'Best Self'-teaching**
- 7. 'Active Learning' = 'Task-Community-Support'**
- 8. Multiple-person-lessons trump Single-person-lessons**
- 9. Hi – Positive – Energy = 'Heliotropic Effect'**
- 10. Switch from 'Movement Analysis' to 'Situation Analysis'**

POLY-MAN

Instructors
traditional
questions:

What?
How?

Unasked
Questions:

Why?
Who?




We must find
an approach
to instructing
that respects
the diversity
of students
AND
instructors!

Algorithmic
methodology
cannot
accomplish
that.

We learn from our Experiences.....



....suggesting 'Active Learning'.

A photograph of a snowy ski slope under a clear blue sky. Several skiers are visible, descending the hill. In the foreground, a skier in a blue and black jacket is in a dynamic, forward-leaning position. Behind them, a skier in a white and blue jacket is also in a similar pose. Further up the slope, three more skiers are visible, spaced out. The background shows a line of evergreen trees and a wooden structure, possibly a ski lift or building. The overall scene is bright and clear.

What do you see?

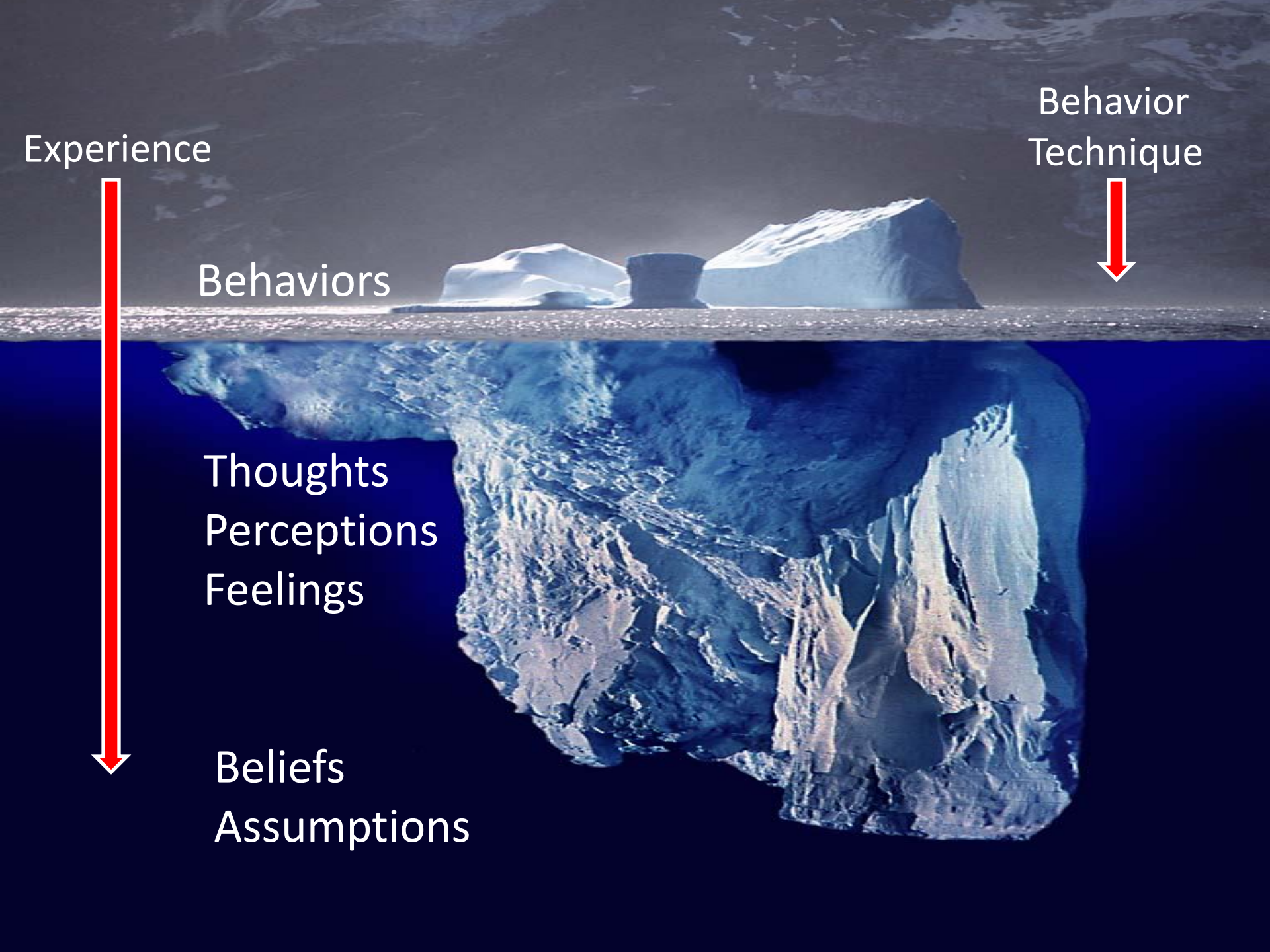
Experience


Behavior
Technique

Behaviors

Thoughts
Perceptions
Feelings

Beliefs
Assumptions



A skier in a red jacket is captured mid-air, performing a jump in a snowy mountain landscape. The skier is holding ski poles and is positioned in the center of the frame. The background features large, snow-covered rock formations under a clear blue sky. The skier's shadow is cast on the snow below.

**“Technique is used until
the real teacher shows up”.**
P. Palmer

Closed Skills: Few if any variables - stable environment



- * Repetition / Sameness / Efficiency
- * Training (education)



Open Skills: Many and continuous variables

- Changing environment requires (continuous) adaptation
- Perceptual skill development is key
- Concept of 'Limited Capacity' applies
- Collaborative dialogue is an integral part of the methodology
- Some of the most important learning cannot be taught



People Generally Remember.....

10% of what they READ

20% of what they HEAR

30% of what they SEE

50% of what they SEE and HEAR

70% of what they SAY or WRITE

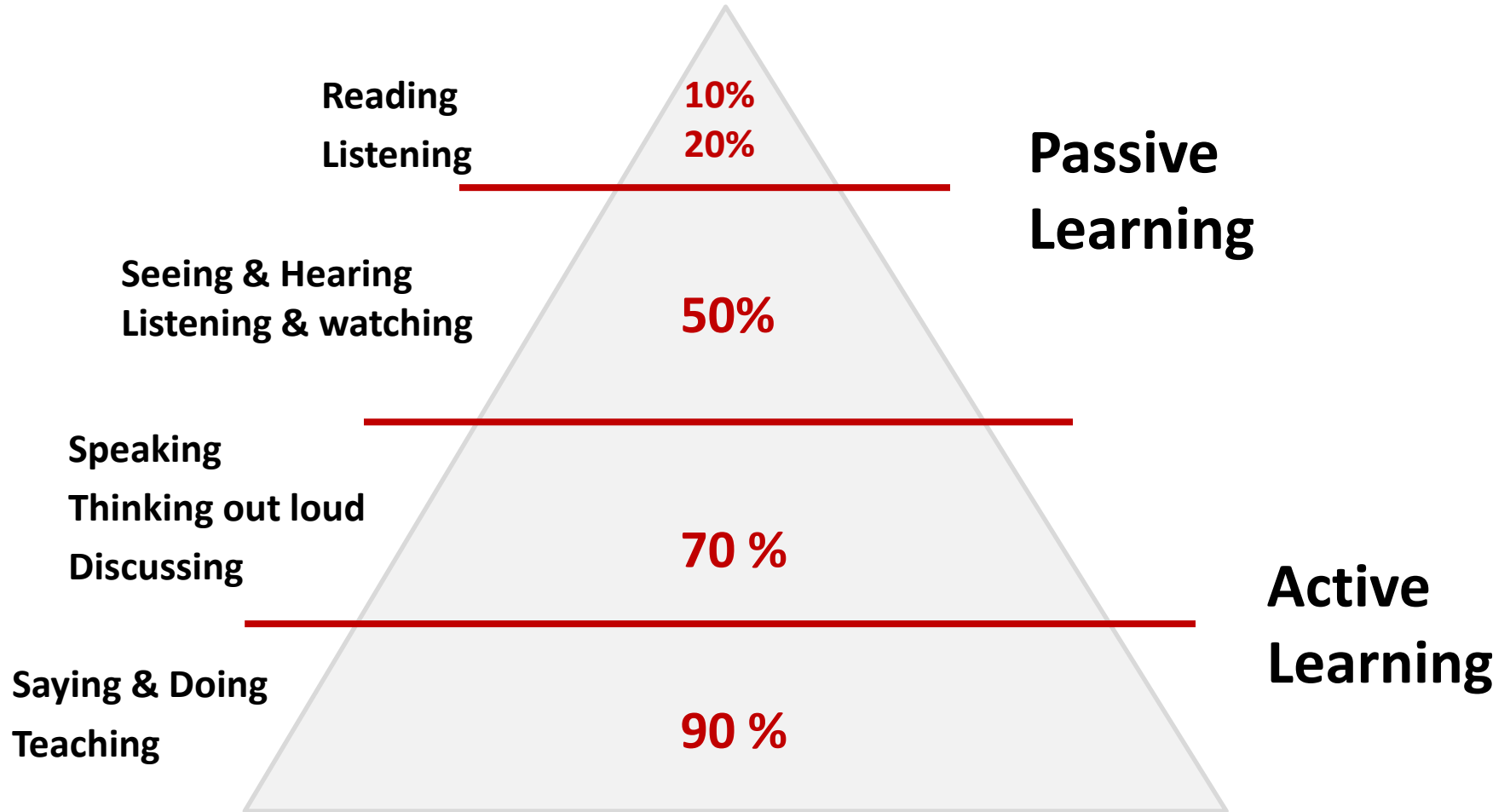
90% of what they DO!

Exercise:

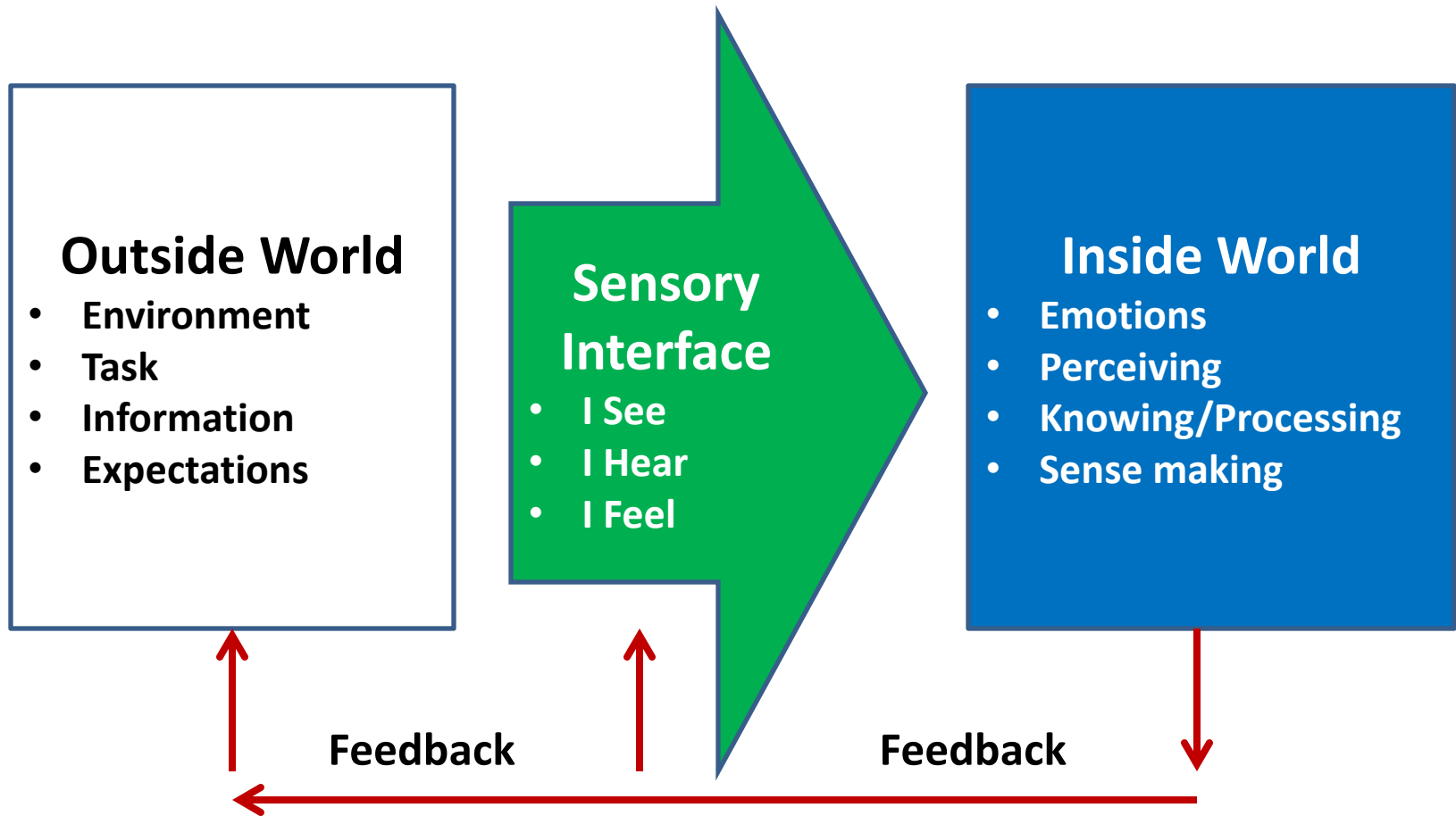
What are the instructional implications of the above?

The Learning Pyramid

What we remember after two weeks Engagement with what we have learned

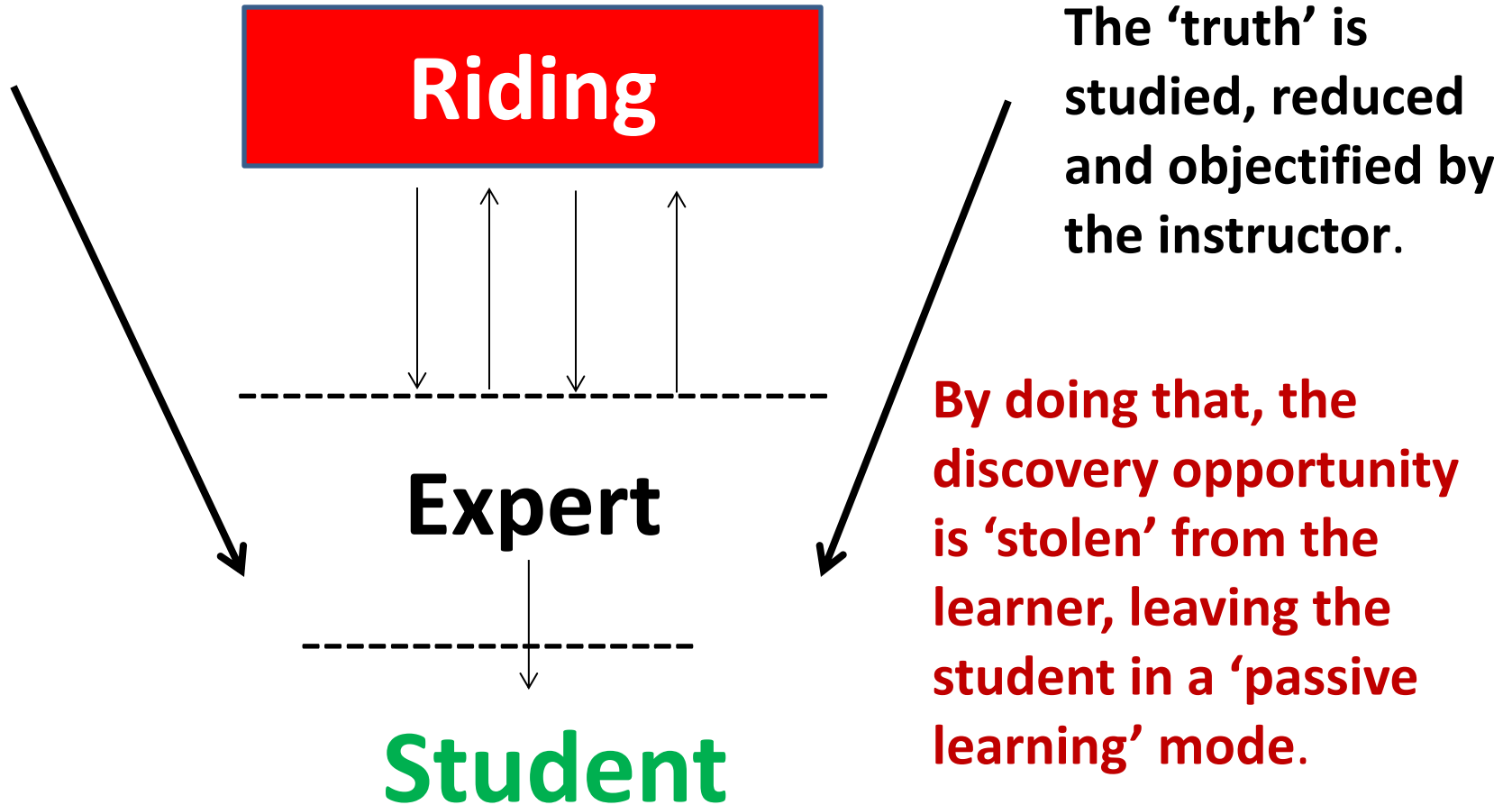


Three Worlds of the Learner



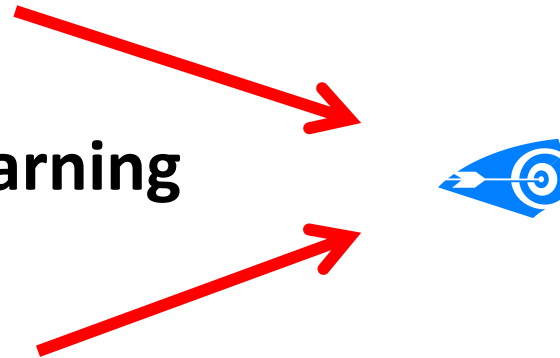
Hierarchical Model

A prescription for 'passive learning'



Learning Dichotomy

Technique focused learning

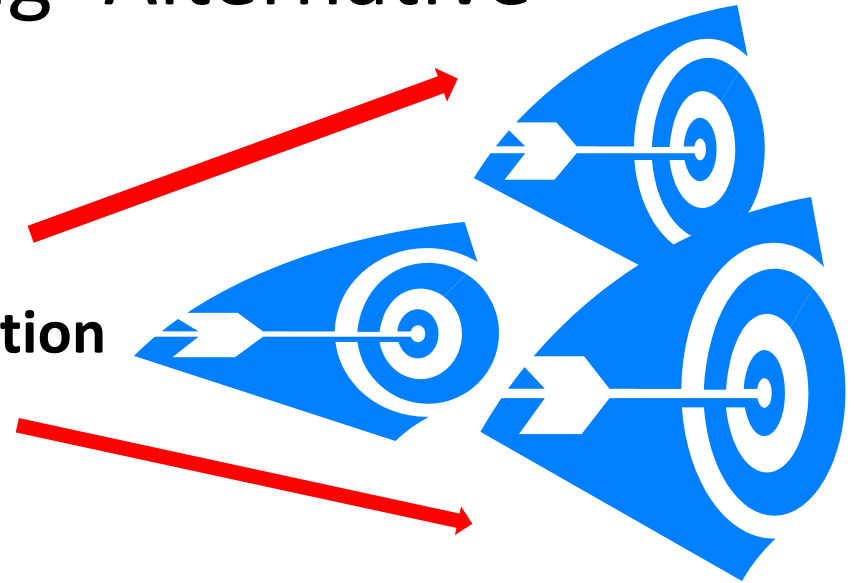


- **Narrow performance boundaries generate performance anxiety**
- **Errors & fear of errors trigger the ‘Cortisol Effect’**
- **‘Selective Attention’ creates competing priorities – task /awareness of what is happening - Selective Attention**
- **One skill @ time (!?) -**

Active-Learning- Alternative



Play and Experimentation



- **Soft focus on ‘task’**
- **Emphasis on play & experimentation = productive energy**
- **Increased risk taking**
- **Increased ownership**
- **Generates FLOW**
- **Self generated insight and BFOs generate ‘learning addiction’**

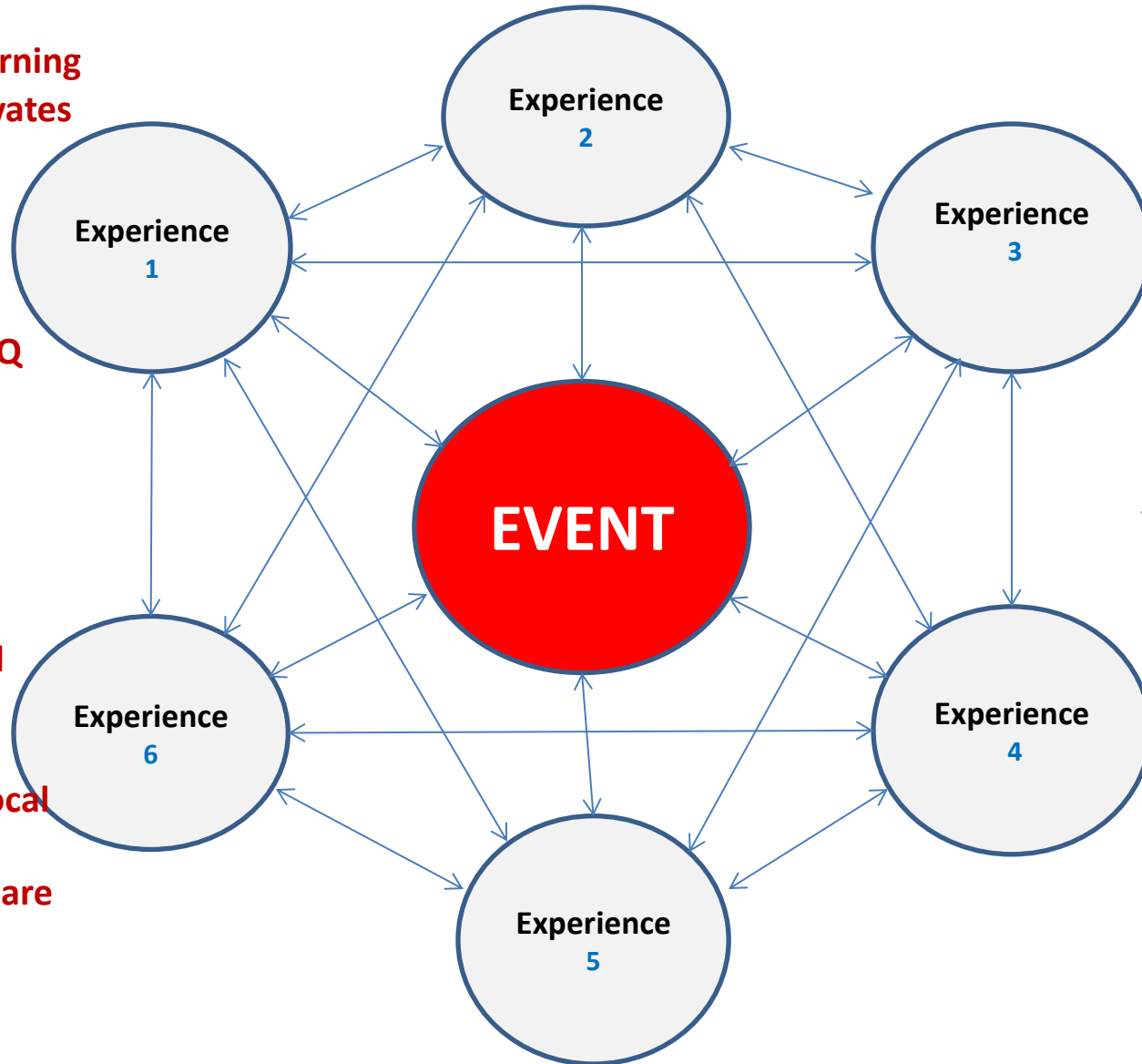
Building the 'Learning Community'

Task-Community-Support

TASK drives learning
Challenge motivates

Community
When hierarchy gets out of the way, collective IQ & engagement exponentially increases.

Support
Design & Manage a social environment in which mutual support, reciprocal learning and positive energy are abundant.



Clarity of the 'event' increases with each 'truth' being revealed

Six Primary Facilitation Targets

- 1. Learning Environment**
- 2. Learning Activity**
- 3. Sensory Awareness/Acuity**
- 4. Affect – Feeling & Emotions**
- 5. Sense Making – Personalizing**
- 6. Facilitated Task Learning**



Exercise:

Select a situation of your choice and give an example for each of the facilitation targets.

The art of asking questions in the instructional process

- **Past:** Inquiry about past experiences that have transfer value.
 - ✓ *How physically, mentally, artistically active are you in your daily life?*
 - ✓ *What sports & activities are you involved in that you greatly enjoy?*
- **Present:** Questions about environmental and movement awareness.
 - ✓ *What happens when you are at your best?*
 - ✓ *What part of your performance works best/least well?*
 - ✓ *What are you paying attention to most right now?*
 - ✓ *Given all that is happening right now, what should we pay attention to?*
- **Future:** Identify needs, dreams, desires to establish purpose/motivation.
 - ✓ *What excites you most in life? What are your turn-offs?*
 - ✓ *What is currently not possible, but if it were, it would make a great difference?*
 - ✓ *What would you like to accomplish today/next?*

Fits-Posner Skill Development

+ Blanchard's 'Situational Leadership'

1. Cognitive Phase – 'I can see it!'

High need for advice – low to medium need for motivation

2. Associative Phase – 'I explore it'

Medium need for advice – High/medium need for motivation

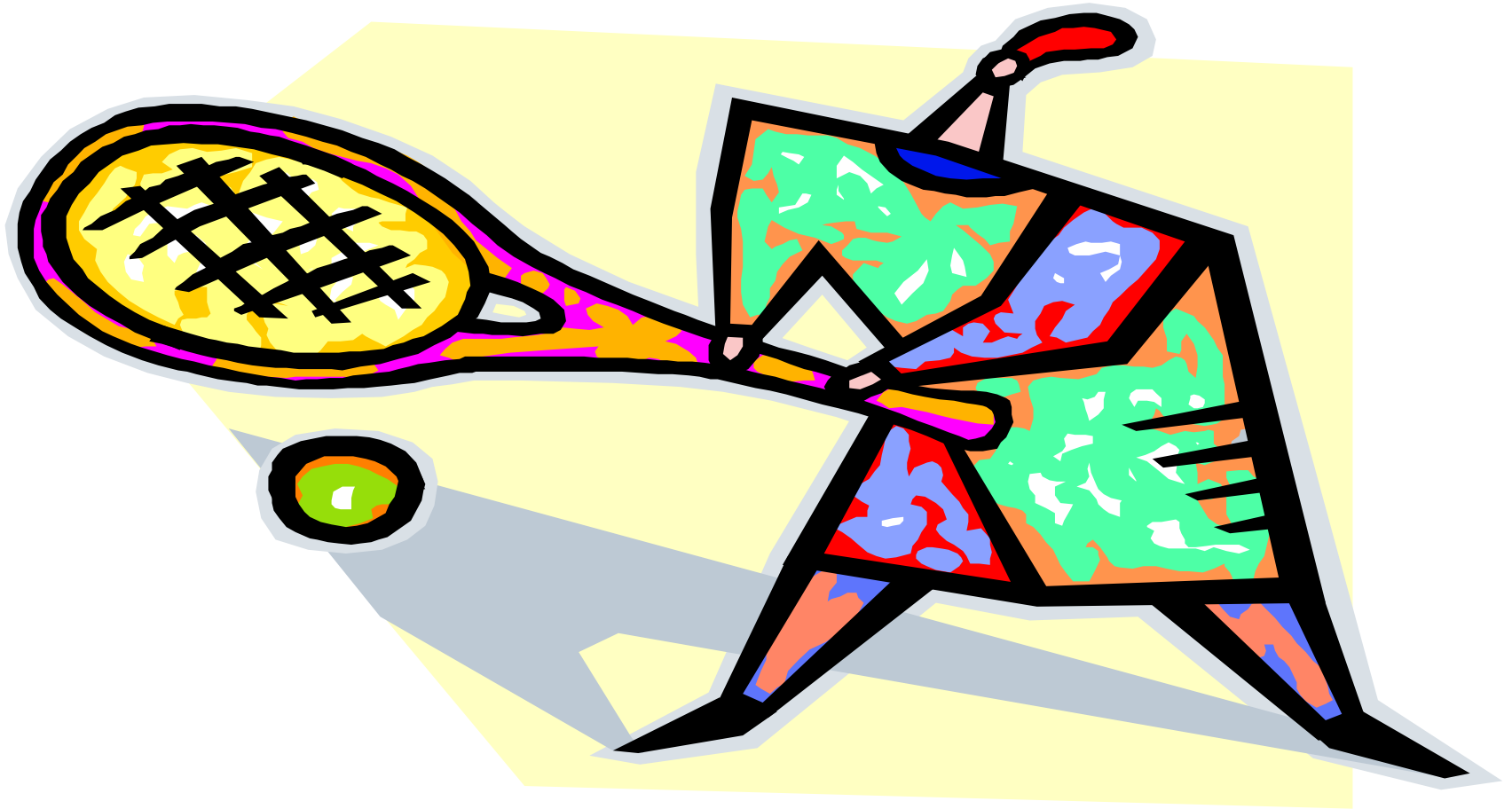
3. Autonomous Phase – 'I can do it'

Low/no need for advice – Low/no need for motivation

Bosch:

“In the advent of Neuroscience, a purely ‘mechanical’ approach to teaching Motor Skills has been found to be wanting”

Molly – GUC !!!???



So What?!

- Less authority – more collaboration – R&Rs redefined
- Less monologue - more dialogue
- Less performance pressure - more Play & Experimentation
- **Less 'Instruction' - more 'Reciprocal Teaching'**
- Less talk - more Music & Rhythm
- Less direction - more Metaphors & enabling VAKE language
- Less ED/EC - more 'Personal Best'
- Less instruction - more 'Energy Management'
- Less certainty - more Vulnerability
- Less 'Tell' – more Questions
- Less 'expertise' – more Curiosity
- Less objectified 'truth' - more Sharing of Experiences
- Less MA – more SA

Reciprocal Teaching:

“Is the ongoing dialogue between teacher and student in which both take turns assuming the role of leading and following for the purpose of”:

- Examining multiple experiences
- Making sense of what is going on
- Exercise ‘differential diagnostics’
- Generate dialogue from which to move to action
- Learning ‘Forecasting & Predicting’ - open-skill MUST!
- Reveal invisible factors
- Increase the sense of ‘Ownership = ‘Active Learning’ – Learning Addiction
- Allow for learning to take place that cannot be taught

- Annemarie Sullivan Palincsar

Energy Management

Definition:

The extent to which a person or team mobilizes its emotional, cognitive and behavioral potential to pursue a goal.

**Hi- Positive Energy =
4 to 6 X Results**

High Performance Team Characteristics

SOURCE: Losada & Heaphy, 2003

	<u>Team Performance</u>		
	High	Medium	Low
Positive / Critical Ratio	5.6 : 1	1.8 : 1	.36 : 1
Ask / Tell	1.1 : 1	.67 : 1	.05 : 1
Others/Me Ratio (internal / external focus)	.94 : 1	.62 : 1	.03 : 1
Connectivity Average (mutual influence, assistance, support)	32	22	18

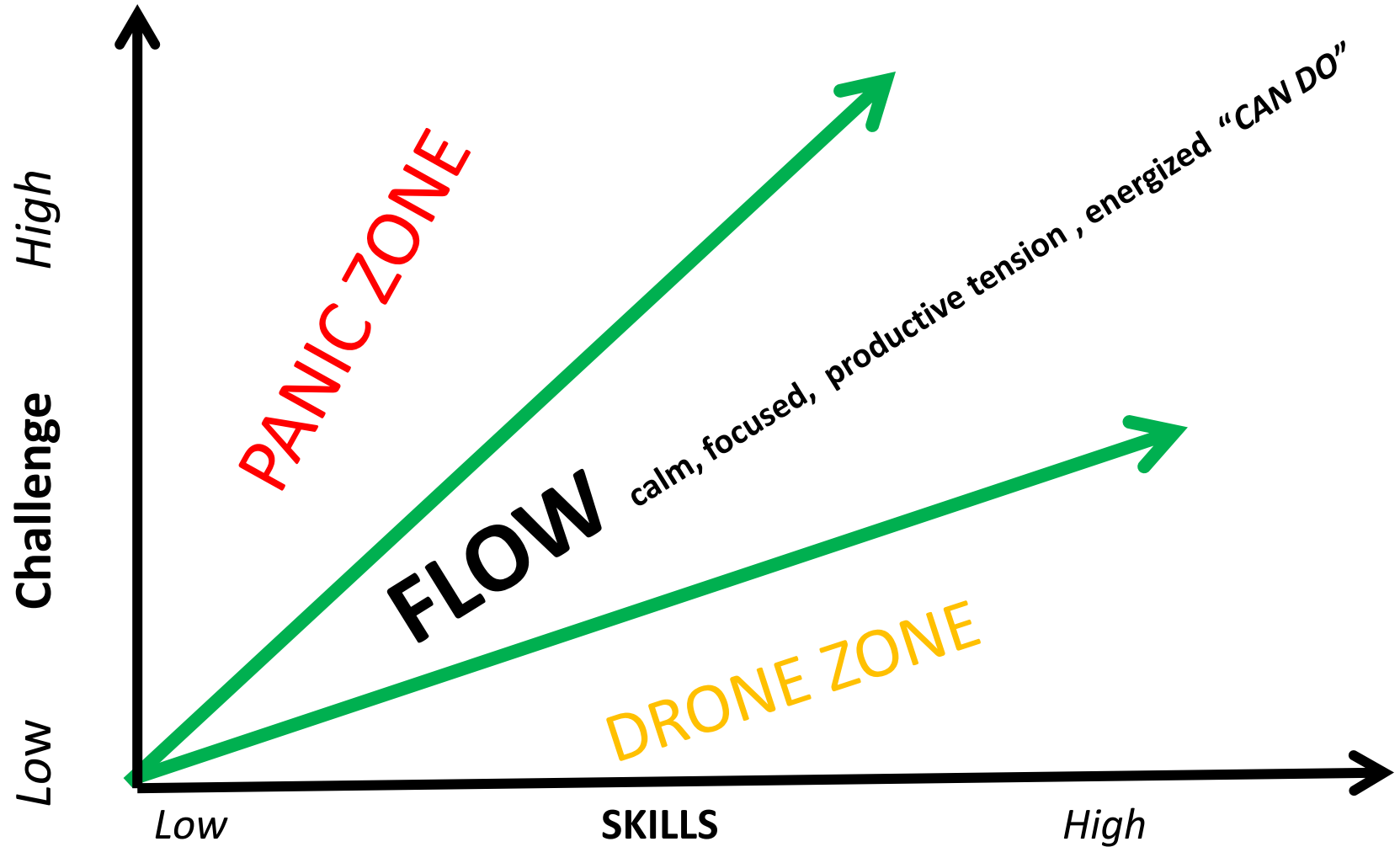
Factoid

- When **resolving a challenge**, the brain releases a rush of neurotransmitters like adrenaline, dopamine – creating a **‘learning addiction’**.
- Instructor’s challenge: Determine when to teach by
 - ✓ **‘giving instructions’**
 - ✓ **‘guided discovery’**
 - ✓ **‘free to experiment’**
- When instruction predominantly relies upon **‘do as I do’**, teaching gets in the way of creating a ‘learning addiction’ and **prevents ‘active learning’**.

Source: QEEG - Quantitative Cognitive Science.

Flow

Mihaly Csikszentmihalyi



11 paradoxical messages I want you to remember

Research on learning- and performance management suggest:

1. Technique gets in the way of experiential learning
2. Not all sports are the same: Any Riding is an 'Open Skill' sport
3. Replace Technique with 'Play and Experimentation'
4. Learning trumps Knowing
5. Instructors are Designers of learning/performing/social environment
6. Replace ED/EC with 'Best Self' teaching
7. 'Active Learning' is best prompted by 'Task-Community-Support'
8. Group lessons trump single person lessons in value and impact
9. The 'Heliotropic Effect' – What is your emotional wake?
10. Manage your and other's Energy
- 11. Move from MA to SA**

corbis.

A Profession in Transition!

You are the most influential people in the industry.
Help keep our profession relevant by moving it into
the new millennium?

Happy Holidays!



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