Mentoring RiderCoaches

A Principle Based Case Study

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&
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Who is MTII ?

Established in July 1998

Multiple training centers

MSF curriculum

Florida & Georgia

MOTORCYCLE TRAINING INSTITUTE
Safety in Knowledge

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Overview

Mentoring Foundation - Slide Show

Your Turn - Slide Show Reflection

Why Mentoring?

RiderCoach Development Levels

Content - Context Threading

MTII BRC Continuous Improvement Model

Your Turn - Change From Within

RiderCoach Mentor Journey

Mentor Journey

MTII Mentoring Model

Your Turn - Case Studies

Q & A

Credits/Out-takes

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Tell me and I'll forget
Show me and I may remember
Involve me and I'll understand

Chinese Proverb

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Genuine, enduring change must start on the inside and work outward

David A. Stoddard, "The Heart of Mentoring … Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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mentoring focuses on facilitating learning
and
requires growing a partnership.

Zachary, Lois J., Creating a Mentoring Culture, Jossey-Bass, 2005

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Nurturing
&
Guiding

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The mentor's gift is not the opportunity to become like them, but the challenge to become more fully ourselves through them.

They call forth the best we have.

They invite us to transcend ourselves.

Laurent Daloz

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…once the principles become ingrained in us, they start to manifest themselves in everyday practice.

David A. Stoddard, "The Heart of Mentoring … Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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Mentors can inspire, encourage, raise questions, and facilitate learning, but they cannot change people.

Ultimately, their motivation has to come from within.

David A. Stoddard, "The Heart of Mentoring … Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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Up shift

not

Down shift

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Each mentoring partner is unique.
…individuality… must be honored and appreciated.
It is the context within which the relationship lives and grows.

Zachary, Lois J., Creating a Mentoring Culture, Jossey-Bass, 2005

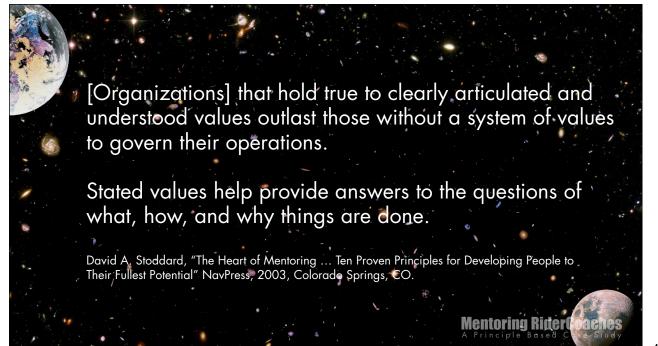Mentoring RiderCoaches
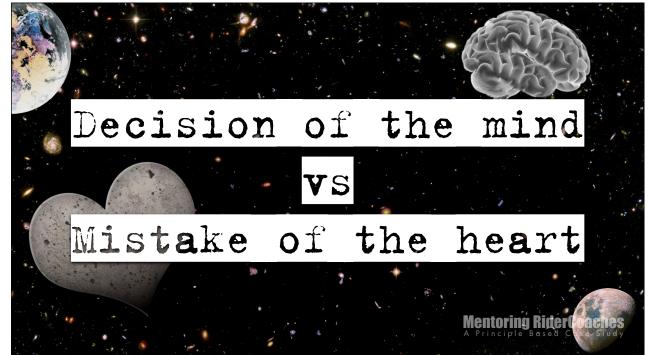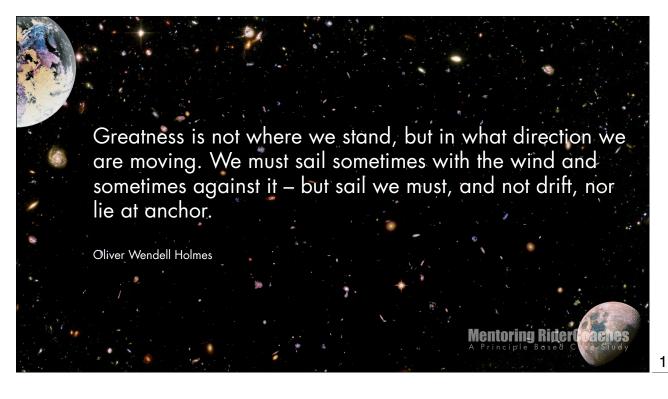A Principle Based Case Study

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Read by Jason Hooper

We will learn no matter what! Learning is as natural as rest or play. With or without books, inspiring trainers or classrooms, we will manage to learn. Educators can, however, make a difference in what people learn and how well they learn it. If we know why we are learning and if the reason fits our needs as we perceive them, we will learn quickly and deeply."

Malcolm Knowles, Educator

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[Organizations] that hold true to clearly articulated and understood values outlast those without a system of values to govern their operations.

Stated values help provide answers to the questions of what, how, and why things are done.

David A. Stoddard, "The Heart of Mentoring … Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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Decision of the mind
vs
Mistake of the heart

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Greatness is not where we stand, but in what direction we are moving. We must sail sometimes with the wind and sometimes against it – but sail we must, and not drift, nor lie at anchor.

Oliver Wendell Holmes

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Helpful mentoring suggestions:

Harness the power of storytelling.
Never mentor from behind a desk.
Listen with your heart, not just your head.
Ask the right questions.
Avoid quick fixes.
…relate to your mentoring partner's struggle…
Don't teach above where you are living.

David A. Stoddard, "The Heart of Mentoring … Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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The initial predominant model of the mentor was to be a "sage on the stage,"…the practice of mentoring has evolved in lock step with the expanding knowledge of how to best facilitate learning.

Zachary, Lois J., Creating a Mentoring Culture, Jossey-Bass, 2005

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Current State

Future State

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Creating a mentoring culture is a journey of organizational learning in which mentoring competency and mastery are enhanced at all levels: participant, leadership, administrative, and institutional.

Zachary, Lois J., Creating a Mentoring Culture, Jossey-Bass, 2005

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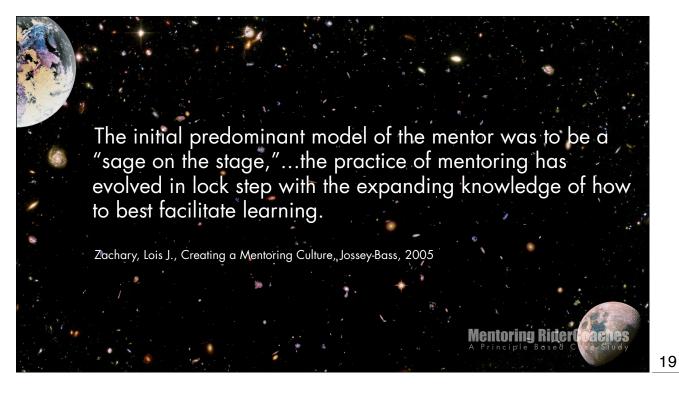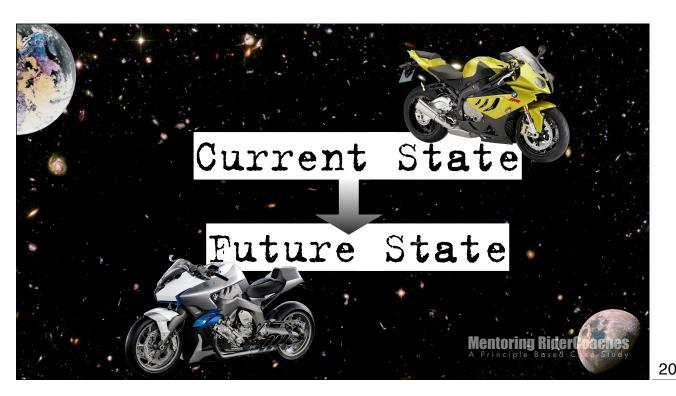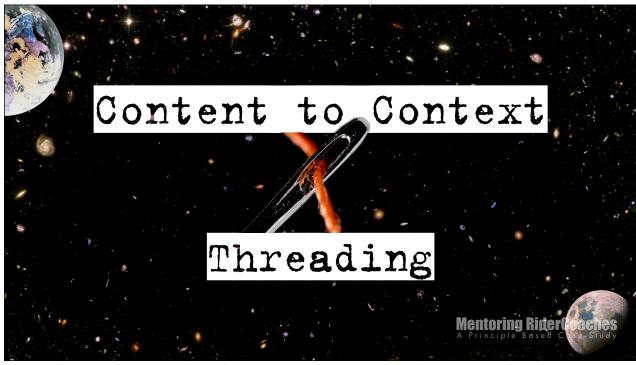
Read by Nick Maodus

This metaphor of a journey is also appropriate for creating a mentoring culture, for it, too, is a journey and not a destination.

Zachary, Lois J., Creating a Mentoring Culture, Jossey-Bass, 2005

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If you have a mentoring partner who remains arrogant and clearly seems unteachable, extending the relationship is a waste of time.

David A. Stoddard, "The Heart of Mentoring … Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

Content to Context

Threading

Partners will only learn what they value and consider important. One persuaded against his will remains of the same opinion still.

David A. Stoddard, "The Heart of Mentoring ... Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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The simple phrase "moving on" is a powerful metaphor for describing individual growth and learning. In our personal lives, moving on signifies growth and readiness for change. When we move on, we acknowledge our past and present (what it is we have learned and who we are) and move to a higher level, integrating what has come before with what is to be.

Zachary, Lois J., Creating a Mentoring Culture, Jossey-Bass, 2005

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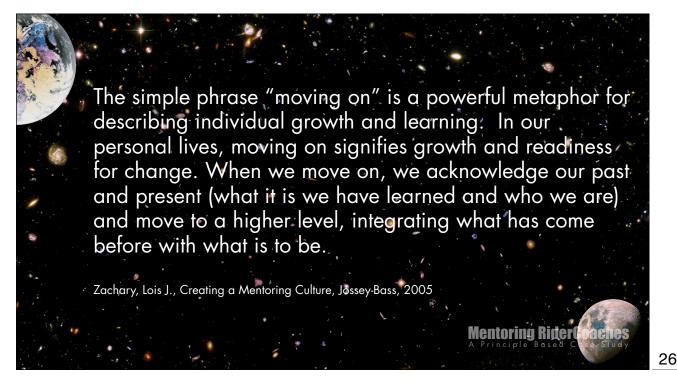We can help a person to be the best version of himself by our own willingness to understand the story of his world… his private feelings and past experiences. By our affirmation of the person as he is, without judgment, we give him support and strength to take the next step in his own growth to be the best he can be.

Michael M Cosgrove, Ph.D

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RiderCoach Candidate

⬇

MSF Certified RiderCoach

⬇

Effective & Efficient RiderCoach

⬇

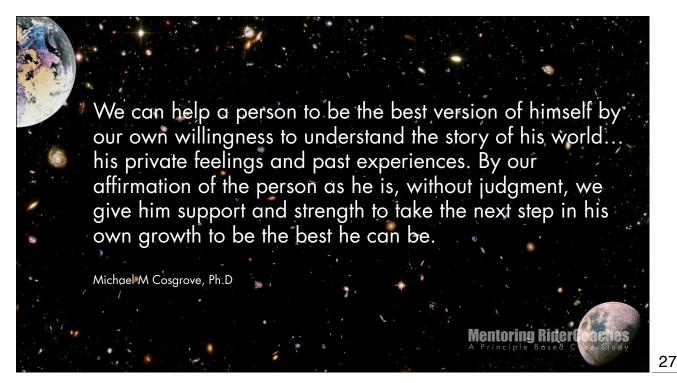Becoming the Best RiderCoach You Can Be
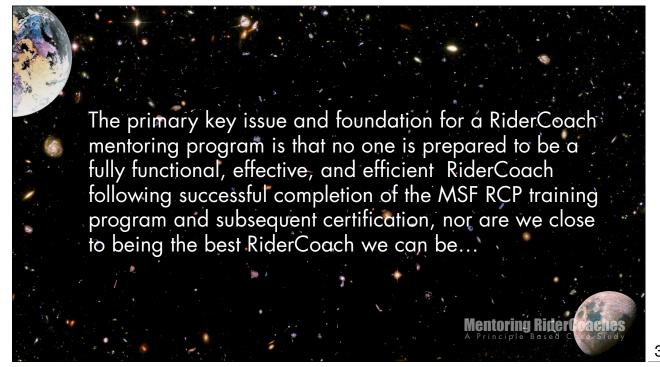
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The "Mentoring RiderCoaches" presentation will take participants on the RiderCoach journey from being trained and certified as a RiderCoach, to performing effectively and efficiently in the field as a RiderCoach, to being the best RiderCoach you can be…

Why Mentoring?

field officer training programs   improve judgment   reduce unintended consequences

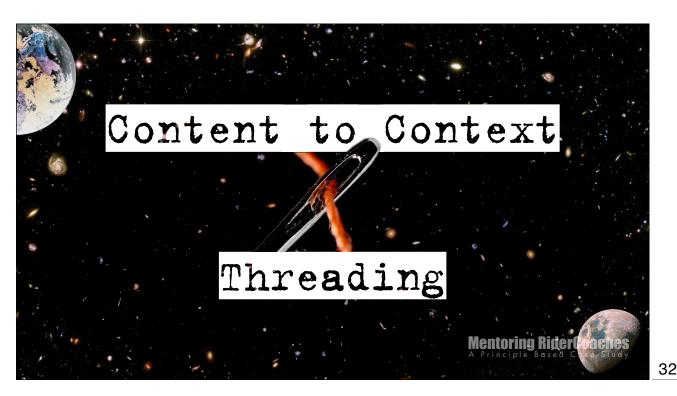Mentoring RiderCoaches
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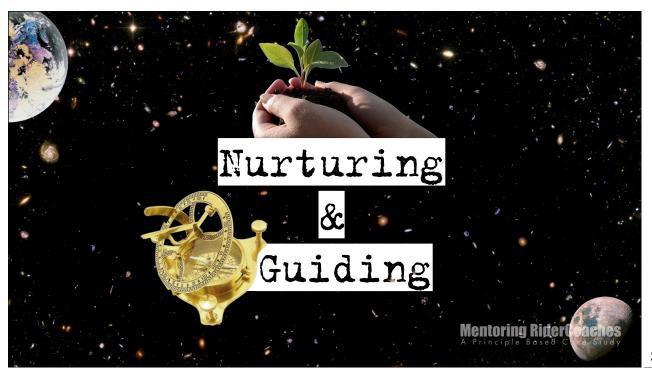
Just as police departments have "field officer training programs" for police recruit graduates, the need is no less great for RiderCoaches. The issue is important, because just as a police officer, who is trained but not mentored, can be positioned to make errors of judgment that can have catastrophic consequences, so it is with a RiderCoach who has been turned loose without the benefit of mentoring development immediately following certification.

The primary key issue and foundation for a RiderCoach mentoring program is that no one is prepared to be a fully functional, effective, and efficient RiderCoach following successful completion of the MSF RCP training program and subsequent certification, nor are we close to being the best RiderCoach we can be…

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RiderCoach Levels of Development

I. **Deliver Course Curriculum**
Content Centered
Minimum skill required

II. **Know MSF RiderCoach Guide**
Content presented with understanding
Additional skill required

III. **Know Principles and Concepts**
Content presented based on principles & concepts

IV. **On-Going Learning of RiderCoach**
From "rote" to "thinking"
Reflection – what can I do better
A commitment to life long learning
A commitment to continuous improvement
More effective communications
What went right, what went wrong, what could I have done better?...and do it!

Ray Ochs Ed.D, MSF - FRTP Update June 2010

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MTII mentor level I + II content
Forms basis for CI to incorporate levels III & IV

Content to Context
Threading

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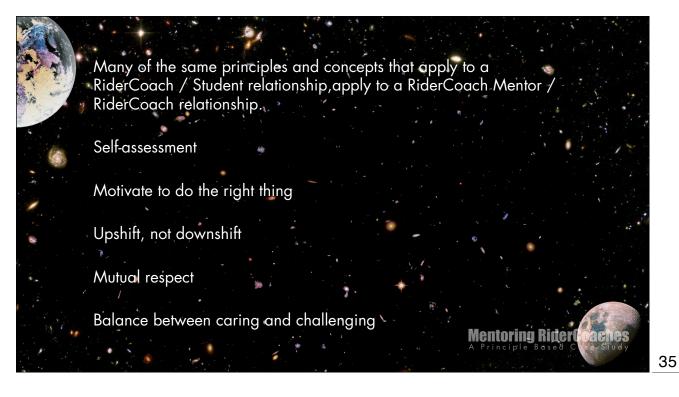
Mentoring can have many definitions…

For us, we will use a definition where the common elements of mentoring are Nurturing and Guiding RiderCoaches to become effective and efficient, and to become the best RiderCoach they can be….

As mentors, we will cast light on the path…

If our mentoring partners can grasp, buy into, and commit to the principle/concept behind the content, then the change will come from within rather than from without.

Thus, the need to establish a thread from content to context.

Many of the same principles and concepts that apply to a RiderCoach / Student relationship, apply to a RiderCoach Mentor / RiderCoach relationship.

Self-assessment

Motivate to do the right thing

Upshift, not downshift

Mutual respect

Balance between caring and challenging

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RiderCoach relationship. Self-assessment - 1. measure progress 2. gauge current state proficiency

We will learn no matter what! Learning is as natural as rest or play. With or without books, inspiring trainers or classrooms, we will manage to learn. Educators can, however, make a difference in what people learn and how well they learn it. If we know why we are learning and if the reason fits our needs as we perceive them, we will learn quickly and deeply."

Malcolm Knowles, Educator

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Continuous Improvement Model

Input   Process   Output

Sensory

Sight →

Sound →

Touch →

Smell →

Taste →

ESP →

S *Safety Principles*

A *Adult Learning Principles*

M *Motor Skill Principles*

→ Desired Results

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To orchestrate experiences designed to convey meaning to RiderCoach candidates and RiderCoaches for the purpose of principle and concept understanding and buy in.

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Your turn...

Nurturing & Guiding
Change from Within
Content - Context Threading
SP   NL

When the music starts:

Compare and contrast experience A with experience B

Where was your focus and attention?

Which approach enriches learning?

When the music stops:

Let's share your assessment...

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Once buy in of a principle and concept occurs, and decisions are made accordingly, desired outcomes and results are more likely to occur.

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MTII Mentoring Program is built upon organizational and adult learning principles and concepts.

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Organizational Principles

Lean
Continuous Improvement Strategy
Current State to Future State

Learning
Leveraging prior experiences
Life long learning

Knowledge Creation
Transform personal knowledge
into organizational knowledge

Exception Management
Focus attention on out of the
ordinary events

Personal Accountability
Self-Assessment

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RiderCoach Mentoring Journey

Interview

Pre RCP Workshops

RCAP (RiderCoach Apprentice Program)

RCP

Off-Line Mentoring (3-6 months)
RiderCoach Reflective Piece
RiderCoach initiated transition

In-Line (On-Going)

Mentoring Candidate

Mentor Journey

Interview

Mentoring skills assessment

Mentor Workshops

In-Line Mentoring Candidate

Candidate Mentoring Report
(Mentor Team Eyes Only)

Assigned and scheduled
Either *In-line* or *Off-line*

Mentoring Report
(Mentor Team Eyes Only)

Mentor Meetings

Clarification of content/context
applications

Clarification of Classroom and
Range components

Identify Mentor
Continuous Improvement
Opportunities

Identify Mentoring
Continuous Improvement
Opportunities

Mentors are assigned and scheduled as either on-line or off-line to mentor a RiderCoach.
Mentors complete a Mentoring Report
On-Going Mentor Meetings
Clarification of content/context applicationsClassroom and Range components
Mentor Continuous Improvement Opportunities
On-Going Mentor Workshops
Enhanced skill development
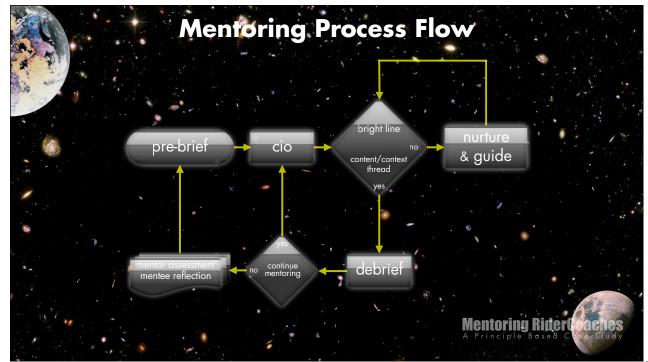
Mentor Characteristics

Good Listener

Empathy

Patient

Interpersonal Skills

Facilitator

Curriculum Understanding (Level II base)

Embrace Continuous Improvement

Effective Communicator

Self Assessment Skills

Evaluative Skills

Embrace Organizational Values, Concepts, & Principles

Trust of RiderCoaches

Writing skills

Computer literacy

Ability to *"Upshift"* not *"downshift"* RiderCoaches

Distinguish *Mistakes of the Heart* vs *Decisions of the Mind*

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Not only requires a specialized skill set but a temperament, style, presentation to be effective

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Decision of the mind

Know what to do, and don't do it.

Disciplinary/Corrective issue (make a conscious decision not to do the right thing)

Mistake of the heart.

Don't know what to do, and don't do it.

Training issue or mistake of the heart (chose to do the right thing, but miss it)

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re; CI model assumption that org principles are ingrained.
buy in

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Mentoring Process Flow

Mentoring Process Flow

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Mentoring Report Rationale

Vehicle to promote mentor team and organizational:
- alignment
- clarity
- accountability

Based upon continuous improvement principle

Current state to future state

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Demo...
Case Study

What do you see?

Is there a Continuous Improvement Opportunity application?

If so, what is the content to context thread?

What is your assessment of the experience that took place?

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Nurturing & Guiding
Change from Within
Content - Context Threading

Case Study TOOLS

Six Assumptions of Adult Learning
RiderCoach Guide:
  Classroom Concepts
  Motor Skill Principles
  Exercise Rationales
  Range Exercises: 2, 4, 5, 9, 12
Case Studies: 1 - 5

Focus on adult learning applications,
rather than compliance/content issues.

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Case Study

Range Exercise #10. Twelve Students. During the first couple of passes numerous students are having problems with path of travel, head turns, and the counter weight technique.

RiderCoach C1 begins to stop riders in the u-turn box and walk them through the path of travel. While walking them through the u-turn box, the RiderCoach provides stern verbal instruction and input for both path of travel and technique.

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What is the
Continuous Improvement Opportunity?

To have the RiderCoach;

Refrain from walking riders through path of travel in u-turn box.

Refrain from being too stern

Refrain from over verbalization

Use hand signals

Permit riders to learn on their own

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Context

The instructional environment should be high challenge and low threat.

Riders should attribute success to their own effort and ability, rather than the instruction/coaching of a RiderCoach.

A primary way to learn a motor skill is to practice in a safe environment. Practice provides feedback (knowledge of results) which can be enhanced by appropriate coaching.

Too much information, or over-coaching, can inhibit the development of motor skills.

Motor skills are best learned if acquired naturally as opposed to being forced.

Motor skills are retained better of a learner practices in a safe environment without distractions which can intrude on the perceptual-motor process.

Coaching is most effective in an environment of minimal stress and tension.

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Assessment

During the debrief and our self assessment, the RiderCoach indicated that he thought things went well during exercise 10. I referred him to the RCG MSP (which we agreed to use during our initial pre-brief together) and referenced "Too much information, over coaching, can inhibit the development of motor skills."

After reflection and discussion he realized that his coaching technique in the u-turn box was too much information and over coaching. We then reviewed the other contexts referenced above and applied them to exercise 10. The RiderCoach was very receptive to applying the concepts and principles to his performance. Since our first day, on the range, he has improved his self assessment process and is eagerly making an effort to move from his current state to his future state.

Your turn...
Case Study

What do you see?

Is there a Continuous Improvement Opportunity application?

If so, what is the content to context thread?

What is your assessment of the experience that took place?

Effective Mentors:

See mentoring as a process that requires perseverance...

Help mentoring partners align passion and work.

Help turn personal values into practice.

Model character.

Recognize that mentoring + reproduction = legacy.

David A. Stoddard, "The Heart of Mentoring ... Ten Proven Principles for Developing People to Their Fullest Potential" NavPress, 2003, Colorado Springs, CO.

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Credits

Steven Paul Zarbatany. . . . . Presenter

Mike Cosgrove Ph.D . . . . Presenter

Jason Hooper . . . . Technical/Media

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Credits

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Credits

Voice Talent

Colleen Boyle

Bill Cruz

Jason Hooper

Bridget Hunke

Nick Maodus

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