

FEEDBACK THAT EMPOWERS: How to Praise and Provide Correction in an Encouraging Manner

This section is designed to provide the Course Facilitator with language that constructively addresses areas of recognition, good performance and those needing improvement. **You may need to change the adjectives (e.g., excellent, poor) in order to encourage or discourage a particular behaviour or attitude.** The lists below are by no means exhaustive nor are they meant to confine your observations. Course Facilitators need not use these ideas if they have other relevant observations to report.

DEMONSTRATION EVALUATION

In this section comments are generally to:

- highlight particular "red flags" which will be instructive to a participant who did not meet the standard and will need to improve her/his skills before future testing
- commend participants on areas that have been improved during the course
- remind participants with proficient skills about the importance of using their skills to best present a technical model for their future students.

LEADERSHIP EVALUATION

Professionalism

- Is punctual and prepared to begin an activity
- Shows a consistent level of participation in group discussions and exercises
- Presents a professional image with proper attire
- Is supportive of other participants' learning and efforts
- Is supportive when others leading or teaching
- Demonstrates a positive attitude towards learning
- Shows attention to detail
- Willingly works with others
- Respects the rights, property and opinion of others
- Establishes positive relationships with peers and adults
- Shows respect for the ideas of others in the group

Leadership

- Takes charge of group situations
- Is respectful of others when they are speaking
- Takes initiative and a leadership role
- Welcomes new tasks and seeks new opportunities for learning
- Responds well to challenges

- Observes questions and explores
- Approaches new learning situations with confidence
- Assumes responsibilities in group settings
- Volunteers and takes initiative
- Contributes to cooperative problem solving
- Helps to motivate others and encourages others to participate

Communication

- Is enthusiastic, friendly and gets along well with other participants
- Demonstrates body language that represents enthusiasm for the sport and respect for the game
- Is thoughtful and respectful with feedback to other candidates
- Projects voice and varies tone to show enthusiasm for the sport
- Listens to, acknowledges, and considers differing opinions
- Listens to others without interrupting
- Recognizes the contributions of others through encouragement, support or praise

Note: It is often easy to commend good behavior and challenging to address skills or behaviors that need to be transformed (whether because they do not meet standard or they are not productive).

- Issue: The participant is late to activities, interrupts often by distracting others and does not participate unless requested.
- Think about: Why they are participating? Strengths? An in-course experience?
- Comment: It is obvious given your level of play and demonstration abilities that you have invested considerable time in your tennis. This must have taken many hours of practice and the dedication of your family and/or coach(es). You know first hand the importance of being on time and committing to participating fully, giving your best effort – in order to have results. Apply this to your future coaching.

TEACHING EVALUATION

In this section comments are generally to:

- highlight particular "red flags" which will be instructive to a participant who did not meet the standard and will need to improve her/his skills before future testing. Provide specific examples of competencies that will need to be addressed and improved.
 - Example: Practice your tactical scenarios with respect to each ball control as this will help you "sell" your topic by connecting it to a "tactical story" that makes sense for your students and will be easier to connect to the "game" that they will play at the end of your lesson.
- commend participants on areas that have been improved during the course

- Example: Your ability to be a "demanding coach" by using process goals to challenge your students' "athletic stance" is clear in both your "tennis specific warm-up" and also your lesson on "receiving short balls". Well done!

GENERAL COURSE COMMENTS

This section is the last impression the participant will have after reading through their Summary of Results. Use this section to convey personal thoughts about their overall course participation – feedback that demonstrates you paid specific attention to them during the course. Remember that these comments often dictate both how they will "read" their results AND what their impression of the coaching certification process will be.

- Gets along well with other course participants.
- Was focused throughout the course and demonstrated steady improvement.
- Is supportive of other participants' learning and efforts
- Establishes positive relationships with peers and adults
- Responds well to challenges, welcomes new tasks and seeks new opportunities for learning
- The future of coaching just got better!
- Great job and a pleasure to meet you!
- Best of luck in tennis and in your coaching!