

Should we do it? Use “SEE-CC” as your guide

S - Safe - Is the proposed action safe? What are the risks?

E - Effective - Will the proposed action result in student learning or avoid impeding student learning?

E - Efficient – Does the proposed action accomplish the range management purpose and is there little or no waste of time, motion and coach energy?

C - Consistent - Is the proposed management movement of students similar to what they have previously experienced?

C - Communication - Have the coaches talked and agreed about the proposed action ahead of time?

The rationale for thinking about **Effective** as related to student learning (as opposed to the usual range management) is simply to ensure we make student learning our priority. Safety first. Student learning second. Then range management.

Efficient connects to range management – getting the management job done in a manner that wastes the least amount time and energy. If we put getting the range management job all under the efficient heading, that opens the opportunity for us to connect effective to something more important than range management, which is student learning.

The additional two “C’s” provide further guidance. We could answer “yes” to the SEE questions and still implement a student movement directive that is radically different from what students have experienced previously – not a good thing. So, the first “C” is the question, “Is what we are asking students to do **Consistent** (similar) to what they have previously experienced?” It would be nice to be able to answer “yes”.

The second “C” is **Communication**. “Have we communicated with our fellow coach?” Many unsafe situations are created simply because the coaches have not communicated. One coach thinks we are ending the exercise by stopping students in line and the other thinks we are sending riders to the stage. Either decision could have been safe, effective, efficient and consistent, but students get confused because they receive different instructions from each coach and begin riding in a POT that creates unsafe conditions.

NOTE: The above SEE-CC model has been developed by Dan Petterson, Ed.D., petterson@pobox.com for use as a discussion tool and guidance for coaches. It is not an MSF document and should not be thought of or discussed as an MSF approved concept.

*To read the MSF materials on using SEE on the Range go to the General Materials section of the RETSORG Library.
Basic RiderCourse: Range Coaching (Part A) http://www.retsorg.org/Attachments/SCA_Range_Coaching.pdf
Use SEE in Coaching on the Range (Part B) http://www.retsorg.org/Attachments/SEE_2_7_15.pdf*

Instructor Guidelines For Working Together as Effective Teams

Note: It is important that we are able to work effectively with each of our instructor team members. These guidelines represent the core concepts derived through RiderCoach (Rider Training Instructor) focus group discussions

- **Student Focus:** It is important to remember who we are there for - the student. Our work is not about our needs but about the "saving lives and fueling dreams" of our students.
- **Communication:** Always a lot easier said than done but it seems the number one key to working well together as a team is to talk. Because coaching/instructing the BRC allows for options and alternatives it is important that we communicate our plans - about time management, who will read the cards and who will ride the demo, what path the demo will take, how we will get students out of the staging area and how we will end exercises - to list just a few of the important things to *communicate* about. Talking, a day or more prior to the course is the time to begin the sharing of ideas.
- **Flexibility and Respect:** Recognizing there is no absolute one right way, recognizing we all are certified coaches/instructors and very good at what we do, should lead us to act respectfully toward each other (hopefully we actually feel respectful) and be willing to be flexible (within MSF and state standards/guidelines) in how we conduct the BRC.
- **Time Management:** We know our course has time guidelines but we also know the nature of our group, the weather and how much the coaches talk, can dramatically impact the total time for conducting the BRC. Our focus must be to "stay on time by managing the time." What is "on time" becomes the question and is what needs to be discussed among coaches. For example, if one coach assumes finishing the classroom at 9:00 p.m. on Friday constitutes being on time and the other coach thinks if we are done before 10:00 p.m. we'll be in great shape, Saturday and Sunday are already set up to be a "time bomb."
- **Be Prepared:** Sharing the load is important and can only be accomplished if everyone is prepared (and willing and able) to do all the tasks - to facilitate the classroom, provide range exercise directions, ride any demonstration, pick up cones, load the bikes, fuel the bikes, etc. etc. Talking about who will do what and when is a key. Sharing the "lead" is suggested (unless state or program standards dictate otherwise).
- **Perfect Demonstrations:** Riding perfect demonstrations is our goal - not showing off our skill but showing perfect technique at appropriate novice speed. Knowing that perfection may not happen each and every demo, using a bit of respectful humor when the occasional demo flaw occurs, will yield buckets of effective team work points. The person riding is NOT the *assistant* (or "my demo rider") to the person reading the cards. Using names, referring to each other as partners or co-coach (co-instructor), demonstrates respect and equal standing.
- **Maintain Professionalism:** At all times. Agreeing to disagree is OK. Disagreeing is OK but not in front of students. Be respectful of each other and the students. Dress the professional part - in the classroom and full gear on the range - even when "bump" starting a bike or simply straddling the bike to demonstrating a control.