

Is Mixing Praise and Feedback a Problem

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SPEAKERS

Larry Lauer, Johnny Parks

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Johnny Parks 00:05

Welcome to Compete like a Champion, you're here with Dr. Larry Lauer, mental skill specialist with USTA Player Development, and coach Johnny parks with IMG Academy. Today, we've got another great episode for you what we're going to be talking about is mixing praise and feedback a problem? And Larry, this is going to be this is going to be a good one to talk about, because I think we've both seen examples of where maybe we've done it, maybe currently or in the past, and we pick ourselves up from doing it or recognize when we're doing it, but mixing the two where we praise somebody and then give them the feedback and and ultimately, that could create confusion. So what we did is, you know, I found found an article on Psychology Today from a PhD, Dr. Susan Weinschenk, hopefully I didn't shank that name. Do you know how to pronounce it? Okay, Susan? Dang. Well, brain wise.
- L

Larry Lauer 01:05

Sorry.
- J

Johnny Parks 01:06

Well, anyway, she came out with this article, why you shouldn't mix praise with feedback. So ultimately, she says, to stimulate the desire for mastery, give lots of feedback, but with but withhold the praise. What was your initial thoughts here, when you read the title? And

that that sub that subtitle there, Larry?



Larry Lauer 01:27

Well, my initial thought was, that that's interesting, because I think I do that often. So it kind of caught my eyes, like, Oh, I think I do that. And then I wanted to know, why. Which I had my own preconceptions, I mean, I think a lot about the more we use evaluative sort of language, that's good, that's bad. That's amazing. It gets people evaluating themselves, which can be good or bad. But then as you read it, you know, again, it makes a lot of sense, you know, you're drawing someone's attention away from their work and just mastering that task or, or that skill or whatever it is, and getting it focused on receiving praise, right? So the attentions going out away from the work to you know, what is what is coach Johnny think what is coach Larry think. So you start seeking that, that praise, versus doing it for your own sort of enjoyment or drive, right, I want to get better, I enjoy getting better at this. You start seeking that praise instead. And, you know, one of the things I don't really get into here, but when that praise is not there, just how motivated you're gonna, are you gonna be right if you're really seeking that praise? So but as they say, you know, they they're talking about how the, there's research to show that you know, this praise, which is the rewards an extrinsic reward dampens the intrinsic drive. And in my thought is Yeah, okay, well, that can make people reliant on that praise unless intrinsically driven, less focused on mastery on on the task at hand, so...Thoughts?



Johnny Parks 03:15

Yeah, it was really interesting and what what caught me was, like you say, so talking about the extrinsic. You know, praise is extrinsic, and they said, you know, whether teachers coaches or you're a leader in the workspace and trying to motivate or inspire your, your employees, basically, say, if you've decided to use the desire of mastery to motivate people, instead of using rewards, you are using intrinsic motivation. The motivation is coming from inside the person who asked what intrinsic motivation is. But the interesting thing is, is that extrinsic praise tends to dampen intrinsic motivation coming from the desire for mastery. So what they said basically was, in some research, he found my Mark Lepper showed that if you gave a reward when people do something, it dampens their desire to do it for intrinsic reasons, which is ultimately we've talked about this in the podcast before is that ultimately, if you want to be really good at what you do, you have to be the sort you have to be the main driver of that. Right. And we I think if we go back, we actually had the discussion on motivation versus inspiration on that podcast. And for those that haven't listened to it, we went a bit deeper into this is should we as coaches be looking to motivate students or or inspire students? What is really the difference between the two, but ultimately, that intrinsic drive, we ultimately, probably shouldn't be finding

ways to dampen that. So that was what I found really interesting is that I think we've fell away to praise somebody and give them feedback as a way of motivating them and helping guide them through a problem. But what they're saying is is from that researchers, you know, it dampens their desire to do it for intrinsic reasons. I just I found that fascinating.



Larry Lauer 05:01

I think it is fascinating. I think there's some nuances to this. However, I think it goes to show, you know, stuff that we've talked about JP, like your words matter, how you reinforce how you reward matters. And at the end of the day, you wanted that sport, to come from that athlete, that they do that for their own reasons, they do it to, you know, get better, because they love it, they love to compete, they love to work on things and make them better. They love the excitement, whatever that intrinsic drive drivers are. But the more that we draw that attention away from that intrinsic, we make it about us, we make it about you need to demonstrate to me that you're worthy of my praise. And most people are people pleasers, right, as we know, and we want to make others happy. So we become more focused on, like, Is that good? Is that good? So that's, you know, and that happens a lot was kids to have their parents hated, is that good enough? And they're looking over to the sideline all the time, right? Did I do that, okay. And when they don't do something wrong, are my parents upset about that? So it definitely draws your attention away from just the process of paying attention to your own sensory information, and your own thoughts about what's happening, to seeking out other information. So I can see from that sense, too, right? Just, it's just, it's a distraction in some ways. And then there's the motivation, part of it, where your focus becomes more on seeking out that praise, needing praise to feel like you're doing well, to feel excited about your task versus like, no, I, I enjoyed it so much. So where do you see that, you know, mean, one place I see it is the person who's going to work hard when other people are around. But when they're on their own, and they're off on court 20 and no one's watching. They're, they're just not as excited. And, and I see that with tournaments, too, right? If it's a, you know, Grand Slam, it's a big tournament, they're completely all in and fired up and into it. But if you, you know, smaller tournament where very few people are watching, they really struggle with their motivation, because it's not coming from within, they're gaining that motivation from outside of them, which they can control necessarily, that's going to be there.



Johnny Parks 07:27

Yeah, no, absolutely. And then that's obviously very common as the eyes shifting over looking for that at that praise or that approval, and taking away from that ability to figure out what they need to do to win the match, which comes from that intrinsic drive, I want

to win, I'm going to figure out how to do it, as opposed to constantly looking over and be worried about other things, as you said, takes that focus away, you know, but in the article, she referred to Valerie shoot, who said analyze hundreds of these research studies on feedback. And she said it was pretty overwhelming that the best feedback that was used was when praise was separated from the objective feedback. So it was and I'd be interested to dive into the kind of time and place for that, when then was the objective feedback given was that in that heat of the moment in practice, you know, during that, when was praise given was praise given after, after the session, after a match, you know, win or lose, you know, all I think in this case, they may not be referring to sporting context. So it might be after the meeting, or you know, when was it that that praise was given? And when feed that was I think the timings pretty important. I mean, to me, my my initial reaction would be that maybe that objective feedback has given as that session is going and the way we give feedback, right, maybe asking questions, first getting their perspective, and then and then and then talking to them about it. And then maybe the praise was given after the session, hey, you did a really nice job today with with that session, your effort was great. And I feel like you really focused in on that skill that we were working on today. And you blah, blah, blah, blah, blah, it'd be, as opposed to, we're trying to we got the task that we're doing the drill that we're doing, and we're given, oh, that was really good. But I want you to do this, right. I think that's the most common one is, okay. You know, that's really good. But now try just doing this a little bit more. Well, doing that a little bit more. And then what they're saying is then from the article, and maybe you can expand on this, Larry, is that complete that in the learners eyes is actually like, complete confusion is it? Well, if you've given me all this praise and good feedback, I must be doing it really well. But then you're telling me to do something else a little bit more or, you know, so does it really work out that way? In your eyes? I don't know. It's interesting.



Larry Lauer 09:52

Well, good points and the question. One, one thought I have JP is that the timing does matter. Because in a perfect situation, you're dealing with a time constraint in any any sporting event, and, and so you don't have a lot of time to beat around the bushes or to eventually get to your point. Also, we know that you have to take a look at the environment and the person. And if it's a highly distracting environment, if it's a loud environment, if it's, there's a lot going on, a lot of things are being requested of the performer, you probably want to gonna want to keep your feedback pretty concise, and to the point. So there's also there's this aspect of time gap, there's this aspect of giving too much information, where if I'm telling them one thing, and then I add something on, you know, think about if you're 12, and you're playing tennis, and your coach says, "Yes, but" all the time, you kind of get confused, right? Like, yes, that was good. But so I think that there's, there's timing of it, there's, is it too much information, too many messages? Are

they conflicting messages? So all these things have to be paid attention to. And we know that informational feedback, is probably most valued most of the time, right? Especially while you're performing. So I have the example like if I, if I'm performing, and I hit the ball in the net, and I've done it several times, and you're the coach, and you say to me, okay, you're doing great, Larry, but you're hitting the ball in the net. So what you need to do is play with more spin, maybe, you know, play higher or the net, but you're doing great. So it's kind of like a cancelling out effect, right? Am I doing great are or am I doing. Do I need to change things right? And, and so it's confusing sometimes to the learner draws their attention away from just focusing on the task, right to like, Coach happy with me as coach not happy with me. So it does kind of it does kind of muddy the message, right? You know, about what needs to happen. Now, what I what I think about this is not a your license to be rough, and, you know, nasty and negative, you still got to be, I think you need to be positive, and tell people what you want to see from them and encourage them. This is not this is not an article saying, don't praise people, what we're saying is, maybe you need to see less and beat to the point with what you're saying, which I'm probably not doing on this podcast right now. But be to the point, say what you're gonna say, in a positive way. And then, you know, if, if a lot of your comments later are praised, you know, after the game after the match, or different times, right, when there's a little bit more time that maybe the person can listen to you, right? And there's not a time demand, there's not a distraction factor, like the noise or, you know, having to perform in 30 seconds or something like that. So I think that there's a lot of things you got to consider. But at the end of the day, what is the learner need to learn? That's what you got to consider the most, what does this person need to be able to learn? And if I'm constantly muddying the message by I know that you're doing great, you're doing great, but I think that that's something that you want to take a look at.



Johnny Parks 13:21

Now, it's interesting, because I as you were saying that I'm just thinking back to what I've done in the past, and for sure, in the past, I've been one of those that has get as praised. The player I was working with for their effort in, in trying to pick up the skill. And I gave them that praise first, because I could tell they were really trying to get it, but they haven't quite quite got it yet. So I would praise them for the effort that they were giving to try and learn the skill, but then I would definitely follow it up with that objective feedback.



Larry Lauer 13:56

Is that good or bad?



Johnny Parks 13:58

Well, that's the thing. I don't know. I mean, for a while there that, you know, there was stuff I studied in college and in my psychology degree that talks about feedback, and everyone's talking about the Oreo, you know, cookie feedback, and you go hard then get to soft and then hard again, and then all these different types of feedback you could give it and now we're saying that Oreo feedback type is really not the most optimal. It's just get straight to the point or move on. And I'm definitely one of those I was like, well, when a learner is I'm going to go back to to maybe your younger juniors, when when they're really trying to grasp a concept and tennis is a complex sport complex coordination sport. It can be frustrating, can be real frustrating. And a way to try and you know, number one is getting the right progressions with the right drills. That's obviously number one is getting that right. But as you start to see, you know, a player inevitably getting a little frustrated with I'm getting it and then I'm not quite getting it and now I'm getting it and is going back and forwards a little bit and you go through those, those tough moments in order to learn, and we need that struggle. So I've always been one to think that as long as they're giving full effort, I'm going to praise them for the effort they're given. Because soon enough, it's going to it's going to translate, it's going to transfer into that autonomous stage. And that struggle is going to be over. So keeping couraging I guess, if I look back now to the style of coaching I'm using is I either do give praise, hey, you did a really nice job of doing what we've been talking about what we've been trying to work on, or my objective feedback comes in the style of asking a question, hey, what do you think about that they give their feedback. And then, you know, I'll, I'll either if they get it, right, you know, if they get if our perception perspectives are aligning, I'll say, your spot, you know, I completely agree. So let's keep working at that. And then that's the objective feedback already sorted. So I guess I have made that switch. But, uh, definitely, probably still, depending on the type of learner would give some praise to the effort that they're trying to give through the struggle, I guess, now, it would just be the timing of using one versus the other.



Larry Lauer 16:11

I think you're on to it in, you know, if you look at in a performance situation where you want to give some instruction, some feedback, you want to be pretty direct and to the point and still in a positive way. But if you're giving praise, a lot of the times throughout the training throughout the match, or the game, then when you want to give that direct instruction instruction, you shouldn't have to feel like you need to say something positive, right? Because you've been doing it all along, you've been telling them how they're doing what they're doing well, you know, catching them doing things, right, as we talked about. So that piece, I don't think this article is the, the deathblow to the Oreo sandwich approach to community feedback and communication or the positive feedback

sandwich, whatever, notoriously people want to call it and hate. I think what it is, is that you really need to be very specific. And make sure you're not giving conflicting messages, right. So I think in your example, JP, if you say, Look, you're I appreciate your effort, your effort is, is great. And I didn't say but and if you do this, that's going to help you even more. Right. So now I've been a little bit more, let's say clear about my feelings, that I recognize your effort you're trying, you're giving a great effort. And I think this is going to help you to do what you're going to do. The only thing you point out is you start adding questions, right, which this article never addresses, using more of a questioning approach, right to get the learner to come up with their own answer. And then you try to, you know, facilitate learning in that direction more of an athlete centered approach, he brings to mind that there's no one way exactly in every situation, to work with an athlete. Now, there's, there's guidelines as principles, right? For sure. And that's what we're saying here, I think is that, in general, if you're giving just sort of this nonspecific praise, like, hey, you're doing amazing, but you need to do this better. That to me is confusing, especially again, the listeners, and I'm trying to do this as we talk, I've tried to put myself back in the shoes of a 12, 13, 14 year old, who wants to gain the praise of the coach, or the parents. And they're hearing this but then they're hearing what they're not doing right. So what is it right, so I think the example you gave us, you know, you can recognize and praise them, and kind of put the on the end of the sentence. Now let's talk about what it is you want to do to improve. But along with that being said, to summarize as part, if you're praising him throughout for what they're doing, right, what they're doing well, then you shouldn't have to feel like you have to say something positive to open up that that feedback you want to give.

J

Johnny Parks 19:15

Yeah, that's a great point. And then I'd also talk about the frequency of the praise, because I can definitely see this working. If you're giving constant praise, I actually think regardless of the objective feedback, but if you're giving constant praise, that's what can very quickly create, if you want to call it more of a coach centered approach where you're creating this reliance, the players having this reliance on you giving them these positive words or this great job, you're doing awesome. And you can that's where that can, you know if you're doing that very frequently, the learner can definitely be going back now, if you save the praise. And as I say, like in the context I use it, which which I try to when I give praise in the context of rules related to standards and values. So if I, if I, if I tell you at the end of the session, I thought he did a very great job with your effort level in learning this skill today, your focus was dialed in. And because of that, I feel like you were able to make some headway in that skill that we developed. So, so afterwards, maybe I'm only given that praise, once since after the session. But the praise is always linked back to, to standards, that leads to character development, in the long run, whereas that objective

feedback, I think I go back, like you said, I'll go back to when I was a kid, and when I was learning, I just wanted to figure out how to do the thing. You know, I not sure I was necessarily overly concerned with somebody tapping me on the shoulder and saying, great job, great job. Now I know, everyone's different, some will say everyone's gonna be like me, and the way I dealt in the way that I handled it. But I think most players that do have a little bit of that intrinsic drive, to keep that alive, you've just got to be objective feedback straight to the point, so that they can you can help them problem solve it, or give them guidance to help them problem solve. And then at the end of it, you know, tell them what they did well, with regards to the standards and values that you're trying to bring to the court. And then that way, all the training on the court stays intrinsic, right? We don't keep switching from this confused motivation model of is it? You know, am I sway more towards wanting that wanting my brain wanting that extrinsic? Or is my brain being being stressed to keep intrinsic, motivate motivated intrinsically? So it makes complete sense with regards to if I look at frequency? We have to be careful with that. Because we don't want to take an intrinsically motivated person and turn them into an extrinsically motivated person.



Larry Lauer 21:58

Yeah, and I think if you were doing that too much, you're definitely helping to shift that. I think that you can avoid some extremes here. Right? That's the easiest thing to think about. If you're making a comment after every single shot, then you're kind of turning on this self one judge. Like, hey, is that shot? Good? Is that bad? Just be with the shot, recognize, like, okay, that one needs more spin, versus that was bad? What is my coach thinking? You're not getting to the solution? Right? I mean, reminds me of, you know, talks that I have with the players is every mistake or every error, bad and no, there's good ones and and then a secondary conversation about do you need to fix every shot that you miss? And No, you don't. But I think that part of what goes on here with this JP is that the more that we as coaches or parents are evaluating the player and telling them things are good or bad, and we think that that's boosting their confidence, but that may be getting in the way of them just focusing on being driven to master the work. So I think, I think, in a very simple way, avoid the extremes. Too much praise nonspecific praise is probably getting in the way. At the same time, you want to praise them at times, but praise them for things that they control, right things that they put effort into things that they can change, right versus are, you're so amazing, you're so talented, this gets more to the growth mindset stuff. But that's something to keep in mind is simply put, again, to summarize it, you don't want to have too many messages, because that's confusing. If you're constantly focused on raising them, they're gonna hear that over the instruction that you want to give. But if you're giving enough encouragement, and reminding them of how their effort is leading to their improvement, and they must continue that effort, then you should feel

comfort, comfortable, being able to push them and give feedback when you need to, if you have that relationship.



Johnny Parks 24:19

I like how you put that. So I think the main the main takeaway I get from this is that we need to be direct, we need to be specific. And that means that we need to either just give praise, if it warrants it after a really tough drill, or we're giving objective feedback in whichever method we use for objective feedback, asking questions or just getting straight to the point



Larry Lauer 24:45

And understanding that your time demands are always a constraint, right? I think about this to JP in terms of like coaching on the core like in college tennis. You don't have a lot of time very often. So, you might be giving this specific like, hey, do this. Maybe in the changeover, I'd like an a change, or I would ask a question you What do you think is going on? Why do you think things are going? Or they're going whatever question I would have, you could use more of this question approach and getting them to come to their commitment their answer. But if it's coming together, kind of like rapid fire. And always, I think that that really confuses players. And I think you want to be more targeted, be concise with your feedback. Because you don't, you don't have their attention for very long. Get to the point, Don't beat around the bushes, it can be done in a positive way, you still want to be empathetic to their situation to how they're feeling. So your tone, the way you say it matters. But get to it and let them know that they can do it. I believe you can do this you do this week, things will get better.



Johnny Parks 25:56

So let's give an example. I'm just jotting jotting some notes down there. So one of the examples we came up with was coach says, that ball went in the net, because you hit it too flat next time hit with more spin and higher over the net, or aim higher over the net. But you're doing a great job, keep it up. So that's the example of confusion. That would be like, Okay, I need to do this. But wait, Coach tells me just keep doing what I'm doing. So I know to a coach, or parent who's listening to this, this may seem really obvious that a child would be able to separate the two in a given in one statement. And be maybe have we would think well, it's common sense that you'd be like, Okay, take the objective feedback, but then separate out the praise. But the brain struggles to do that. So it's confusion. It's going, Okay, I need to do this. But wait, my coaches told me I'm doing a great job with us, we need to keep going. So if we were to make that better, okay, we

would just cut out that last part. So we go right, the ball went in there, because you had it too flat next time, hit it with more spin hit higher over the net. But then if we want to take feedback objective feedback to another level, if we did feedback through questioning, we're going, Okay, what happened there? Ball went in the net, why? I hit it too flat. Okay, great. So what's the solution? You get that bowl again, right now? What's the solution? And they go, maybe hit it higher over the show here, one more spin. They're likely hopefully, I mean, if we're doing a good job educating, then they're going to figure out what they need to do. And then we go, Okay, let's see it. And let's get after it. So we've not really given much feedback other than validating what feedback they've given through questioning. And I think that's a different, again, we've talked about specific, this specific element before, I think that they they feel encouraged, they feel maybe their self worth gets higher, because they feel like they've come up with it, they figured it out. There is such, you know, think about the times when you've Larry, you know, your face, maybe a slightly daunting task, but you didn't have much help and you figured it out and you came out the other side's successful by your definition, it just brings you such self satisfaction and joy, that you are able to do it. And like any kids, any player listening to this, I'm sure it's the same feeling you have after you've studied really hard for a math test that you then go and Ace is the same feeling you have when you've had a hard few weeks of practice. And you've been working on like your slides back and or your serve, and you go and play a tournament and it went really well. And at the end of the at the end of the tournament, you're just so happy that you're, you know, served in let you down and it was now becoming a bit of a strength. It's the same feeling. That's self satisfaction. So what do you think?

L

Larry Lauer 28:51

Yeah, so I was thinking to just remember back to when I was coaching at Michigan State University as a volunteer coach for the men's tennis team. I'm not a tennis coach. I don't coach tennis technique. That's not what I do. I'm a mental coach who works in tennis. So being on the court, I was forced to use questions, right, which was good. I would ask the players like what do you think is going on? What do you want to do about it? Or how do you want to go about this versus blurting out my ideas before they had a chance to to talk? Now as I got to know the players and I knew what and I interviewed each one of them and asked them you know what kinds of things help you to hear during competition? What are your strengths? What is your game plan, so I got to know their game style, their identities, what kind of keywords they like to hear, then I could say some of those things, especially if I thought it made sense in the context what was happening. So that that could help when I didn't have much time. So I Get that I think that using that question approach, also, as you said, lets people be a little bit more self determined, right? Like I'm taking autonomy from my learning and I'm coming up with this, they feel more motivated,

you know, they feel more motivated to engage in learning when they're coming up with it. And to me now, the last thing I was saying with the example you gave you gave was a good one JP, your body language, your tone, the way you look, is going to factor in because if I'm saying that example that you gave to a kid, and then I'm shaking my head, negatively, right? That just cancels out, whatever I just said. So your body language has to match what you're saying. But if you do it, well, you don't even need to give praise because they can see it in you. It's like, you know, you're, you're looking calm, you're looking confident and like shaking your head. Okay? Like, I see you now, what do you want to do about it? Or if you do don't have the time to ask questions, you just need to give a piece of feedback. And the way you do it is enough that they feel like okay, like, we're good here. So I think there's, there's like you, you're saying JP, there's other ways that you can make your feedback effective, that you don't need to go to the praise all the time, to try to make either yourself feel good, like I'm being positive, being positive, or to try to protect them, right. Because especially in high performance, the reality is that there's certain things you have to do to stay in the game. And if you don't do them, you don't stay in the game. And it's something that every player must understand. And come to terms with and be okay and accept. So we want to have that positive demeanor, we want to have that great body language, we want to have a good tone where they know that we empathize with them. But we're going to help them. We're not here to sugarcoat things or to make them feel good about stuff that isn't good, right? That's not what we're about. We're going to tell you the truth. But I'm going to do it in a good way. I'm in this with you, I want you to be successful. Here's an idea that I have. Or even better, as you said, JP, we're in this together. So I'm going to help you figure out the answer, like what do you think you should do? And to me, now, this moves us away from, Oh, my gosh, I got to do a positive feedback sandwich. This is stupid. It works in some cases, in many cases. But as we're talking about here, it can definitely muddy the message and get the focus off of the feedback, the information that you want the player to receive.



Johnny Parks 32:49

That's a great point. And that's something that we always I feel like we really have to be aware of that, because there's so many things that can come through it. So we talk about like the general positives, right? You said don't provide any information, these general positives. So it's confusing. So it's like, Am I doing well, but I'm not. And then, you know, so there's no, it's not specific enough for the brain to be able to comprehend what it is that we actually need to do.



Larry Lauer 33:16

It actually becomes a distraction. Right, JP, it's the coach sign saying, standing at the sign

saying, that's good. That's good. That's good. And they don't say anything. Or they say that's all right. And your players like why, like, what was different? Yeah, it's like, you know, say, see less, but make it matter. When you say it. Right? Get to the point. And again, if you if you're setting up the right environment, Coach player relationship, then you can get directly to the point and you don't have to sugarcoat it, again, with empathy with a good tone with good body language, all those things I just mentioned, but I think coaches should feel like they can get to the point. But you got to do it in a good way. That isn't, you just can't be like, that was bad, like, make the ball I hear that all the time, like, hit the ball, like, Well, of course, they want to hit the ball.



Johnny Parks 34:15

Well, I mean, what you bring up there, then with giving objective feedback, that the tone, then like tone is huge. Because if we're not giving as much praise, and we're only giving feedback, but we're always providing it in a negative tone, then we can create more of that negative environment so that I can understand maybe why some listeners might be thinking, hey, go, Well, if I don't give praise, how do I create that positive environment that also helps them, you know, get better at the skill. So I think it's a case here of like, Hey, be neutral with your emotions, as a coach or parent be neutral with your tone. It's just it's all about getting better. And there's going to be mistakes, there's going to be you know, there's going to be errors. So it's just it's a clear case of keeping a level head When you're giving objective feedback, if that tone is negative, even if you're saying good things like, you know, Okay, next time hit with more spin higher of that and you go, Okay, so next time just hit with more spin, come on, like get it higher over the net. That tone all of a sudden turns that into a that is negative feedback.



Larry Lauer 35:21

That's the same information given in a different way. And it feels different, doesn't it? Yeah.



Johnny Parks 35:27

I'd be like, hey, Okay, next time. Let's just get more spin a little bit more. Hi, let's go.



Larry Lauer 35:32

I think what I would want listeners to get from this is that you can give praise, it's not like you give praise once and suddenly like, the kid will never have intrinsic motivation. No, it doesn't work that way. It's an environment that you create a consistency about your

behaviors. But what I would I would say is that, be direct, be transparent, be concise, get to the point, if your purpose in that moment is to praise them for some effort that they gave, then do it. But don't then back it up with three things that they need to fix, because that's totally confusing. If your purpose in the moment is to give them some information to get better, then don't go on praising them for a bunch of stuff that is gonna just either have them forget about the information that you gave or confuse them because Oh, am I doing good? Or am I doing bad? So I think that we don't want people to walk away from this podcast and be like, well, I can never praise people that's not what we're saying, please encourage people praise people when you see fit. But what we're saying here is what learners really need is information that's going to make them better. Get them focused on the task, the mastery of the task, right? And this article only takes it so far. As you said, JP, if you're asking questions, and you're making them the object of the learning, you're not it even better.



Johnny Parks 36:58

Absolutely. I mean, that's spot on. I mean, I obviously agree, I just, it this really got me thinking a lot because I do I even think about now with my four year old, okay, and my four year old. Of course, I'd love to play tennis, right. And she actually likes playing it, which is a good start. I means I haven't pushed her into it too much. But there's times where I'm like, Hey, you know, you want to go play tennis. She's not. Not today. Okay, no problem. And then there's days where she'll come up to me and go, Oh, Papa, let's play tennis. Okay, we'll go play tennis. So we start, and now we get, you know, I'd say she's got pretty good technique. And now I wanted to scratch up I do this with the follow through and I tell her to make it a bit of a joke, right? scratch your back. Like it's really itchy. So she had to fall scratches her back. And to begin with, she's like, she's scratching her back over the wrong shoulder. So I catch myself going, Okay. Really Nice try, you know, sweetie, but other shoulder, right, but go to the other shoulder as opposed to just go, okay. Other shoulder, right? I mean, we're having fun already. She's loving hitting the tennis ball. I'll just tell her or the shoulder or I asked her, which shoulder Do you go over? And then she'll like actually shadow it and go, Oh, yeah. Okay. So like, but I do catch myself even there. I'm going i doing a great job, sweetie hitting the ball, great job. But make sure you finished, you know, on scratch the back on this side of your your shoulder. And I even you know, I do catch myself. So this article is a reminder to me. And I think, you know, I go back to help from you in my coaching and maybe some other coaches who have mentors. I think I was able to sieve out this a little bit more throughout the past few years, because I was trying to be a lot more direct and more simple with my feedback. Not saying as much gets straight to the points. And because of that, and then reading this article is now a reminder go Hmm, well, I actually feel like I do a fairly decent job with this now. But I definitely did this a lot when I was a younger coach starting out. And I certainly did this a lot when I

had, you know, 10 and under kids. So now it's just one of those where I wish now like I think I've started to figure it out over the past few years is hopefully a lot of coaches as they get more experienced a lot more coach and end up figuring out how to say less, and get more out of there get more out of the learner out there students through a natural process, but reading this now as if I'd read this when I was 2223. And coming out of college into coaching, this would have been actually really helpful to kind of separate and then that would have been a strategy to be more simple in my delivery of feedback. But so there's, I guess more of the story areas if you're a young coach, listening to this, this is pretty helpful and we can we'll put the link up in the show notes because there's this a good article just to read through To see this side of this perspective, it doesn't mean to say giving, giving praise during a session should be eliminated. In my eyes, I don't think it means that we eliminate praise from our sessions, it just means it gets you to think about the frequency of it gets you to think about the way in which you say it. And as you've just described, so well, Lazar, you know, be specific, be direct, keep it short, the tone that you use the body language that you use, the facial expressions that you use, these are the things that we start to think about when you read an article like this.



Larry Lauer 40:36

It was a great concluding points JP, I don't think I really have much to add. So I hope people enjoy this, it gets them thinking, you know, think about how it relates to your own coaching your parenting, teaching how you've done things in the past, I know that I can improve on this. But it really is helpful to read through this. And just think about some of those points that you made that we take for granted, right as a coach, like, Yeah, I do all that feedback stuff, but it's good to go back through and just think about some more like maybe there's still ways to improve, but added for a long time, still can get a lot better.



Johnny Parks 41:15

Well, if we learn from if you know, any, any lessons are fascinated by some of the real great coaches of the past, whether it be basketball or tennis or football. A common theme from them is how much they work in the details, and how much they pay attention to the little details. And this to me would be going back and Okay, yeah, I give feedback. We'll dive deeper. What are the little details around giving feedback? And I think this is this is one of those areas that probably separate, you know, an okay, a good coach from a very, very good coach is their ability to give feedback in a you know, and their knowledge is detailed enough to know how to simplify it and really deliver it in the right way. So don't don't overlook the fact that Oh, yeah, I get feedback. And you know, it's all good. You know, dive into it, dive into the details, because you do you come out the other end thinking about it with a bit more substance.

- L** Larry Lauer 42:15
Excellent. Well, I think we've we've definitely finished this topic, don't you think JP, oh, yeah,
- J** Johnny Parks 42:22
This is good. I mean, it's amazing. It's a short little article, it'll only take the listener listeners, it'll only take a couple minutes, two minutes to read. If that.
- L** Larry Lauer 42:30
If I go through in three minutes, they can get through.
- J** Johnny Parks 42:35
Anyone could get it through it in less time. But spend 10 minutes afterwards, just jotting down whatever comes to mind as you go through it. Because that's what you know, that's what obviously did for us. So anyways, well, Larry, this has been another good one. Probably a little shorter today. But you know, again, hopefully we were specific direct. To the point. Hopefully.
- L** Larry Lauer 42:59
We didn't confuse anyone. Hopefully.
- J** Johnny Parks 43:00
We didn't confuse anyone. But yeah, that's awesome. Well, Larry, thanks. Thanks for this week. There's incredible points and insights, as always, but yeah, that's a wrap for this week's episode of Compete like a Champion. That was fun talking through praise and feedback. And, you know, we'll be back next week with a hopefully another great episode for you. If you're enjoying the podcast, scroll down to wherever you can give feedback yourself. So we're going to keep on this feedback theme here. Give us your feedback on this podcast and let us know what you'd like us to discuss in the future. Always, always happy to receive your comments, and your your thoughts on what you'd like to hear from us. So keep those coming. If you want to reach out to Larry and I directly find us on Twitter at Larry Lauer or at Johnny and or at Johnny Parks One for more resources and go to play developments website playerdevelopment.utsa.com Until next week, Dr. Larry and I are checking it out.

