

# Questioning

The Better the questions we ask, the better the answers we receive



# KEY AREAS

- Goal Negotiation
- Intrinsic Feedback



# GOAL SETTING NEGOTIATION

Ask *more*. Go *deeper*. Listen *actively*.  
Apply your *professional knowledge*.



# SMART GOAL NEGOTIATION

**S**pecific - simple, sensible, significant

**M**easurable - meaningful, motivating

**A**ttainable - agreed, achievable

**R**elevant - reasonable, realistic and resourced, results-based

**T**ime related - time-based, time limited, time/cost limited, timely, time-sensitive



# FEEDBACK LOOPS

Seek ***genuine input*** from students.

Avoid defaulting to extrinsic feedback - ***begin with intrinsic feedback*** wherever possible.



# INTRINSIC FEEDBACK

Intrinsic feedback comes from the senses of the learner, in the moment, whilst they are performing.

- Touch
- Vision (Visual)
- Hearing (Auditory)
- Proprioception (Kinaesthesia)





## GUIDED/LOADED QUESTIONING

Intrinsic feedback comes from the senses of the learner, in the moment, whilst they are performing.

- Wide scope question but without being vague
- Narrower scope question
- Try a second time
- Provide the answer
  
- Repeat if necessary

# SUMMARY

Encourage:

Negotiating Goals (SMART)  
Setting Up Intrinsic Feedback Loops  
Delving Deeper when Questioning in these Areas  
Listening Actively

In both practice teaches and in the workplace.



## EXAMPLE

Instructor sets a task to ski down a slope making linked, short turns in a corridor about 2.5m wide, maintaining a short turn tempo.

Student skis down and the instructor observes that the skier maintains a tempo in a corridor but it's 5m wide, more like a steered parallel turn. Leg turning is not fast enough. Their conversation goes...

- Instructor: Well done Jo. What did you notice about how quickly you were turning your legs as you skied down there?
- Jo: I'm not sure.
- Instructor: Do you think you were turning your legs really quickly, or do you think you could turn them faster?
- Jo: I thought I turned them faster than I normally do, but I could definitely turn them faster.



## EXAMPLE

- Instructor: And are your legs tired just now?
- Jo: No, not really.
- Instructor: Do you think that next time, if you turned your legs as quickly as possible that they'd feel tired when you get to here?
- Jo: Yes for sure.
- Instructor: Can you see your tracks from your left turns, there, and right turns, there?
- Jo: Yes. They're about 6m wide. You could fit a bus between them. They're not really short turns are they? Ooops!
- Instructor: Ok, there's your next challenge... try again, but turn your legs as fast as you can, like this.
- Jo: And that will help me get that corridor narrower and keep my turns smaller, right?
- Instructor: Right! And how will you know you've done it well?
- Jo: I guess I can look at my tracks again. And my legs will be more tired!





## EXAMPLE

All the instructor did was set the task.

The conversation has elicited answers from the candidate to direct her to achieving the task.

Jo has explained what she did, how it looked, how it felt and provided her own feedback on how to develop further.

This is extremely empowering for the student or learner. Not only does it help them develop their understanding of the skills and their links with a particular performance, it also helps their self-awareness and their ability to self-coach.

