

Division Trainer Accreditation

The Fundamentals of Becoming a Trainer: Whole Part Whole

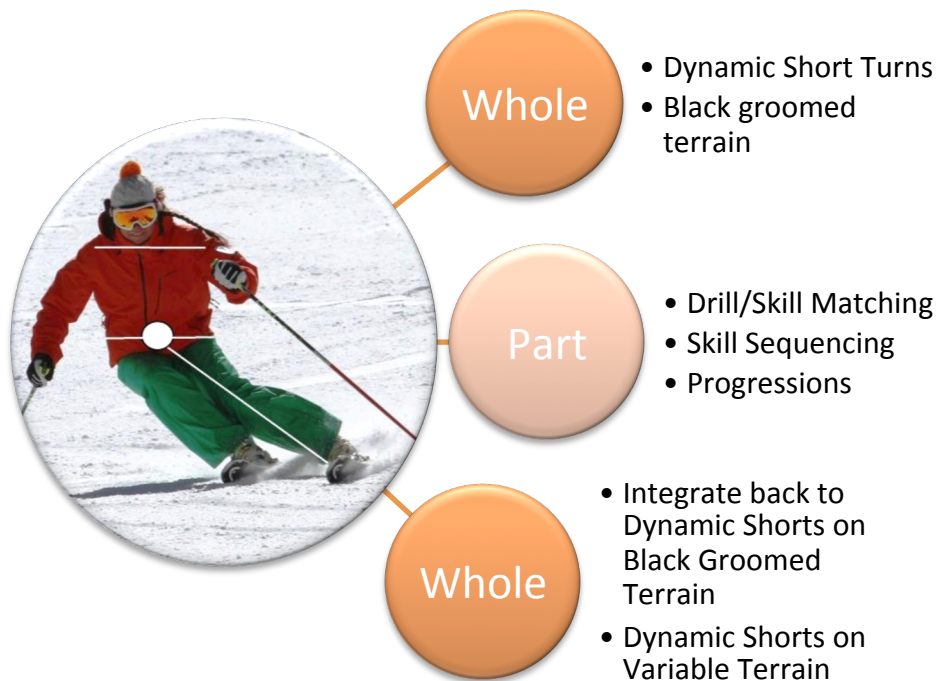
(Includes Prep Material Available on the Website)

This clinic will explore whole-part-whole while working on participants skiing. The clinician will demonstrate with the use of targeted drills and progressions how to apply WPW as a development tool to one's personal skiing, and explain its application in delivering clinics. This clinic will address the differences between delivering a "good lesson" from the fundamentals for delivering an "educational clinic" to the membership.

The Whole-Part-Whole (WPW) learning model is a helpful framework for developing training and instruction. It was developed to combine theory and best practices in the design of learning programs. The steps in the WPW learning model are outlined in [The Adult Learner](#) by Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson. Other references: <http://www.humankinetics.com/excerpts/excerpts/when-to-teach-whole-versus-part-practice>

The primary goals of this clinic are too:

- Share the concept of WPW skill based training and it's application while delivering clinics
- Develop participants skills while demonstrating the use of WPW
- Use drills and progressions to demonstrate how to isolate skills and develop skill acquisition
- Provide participants with feedback that illustrates effective communication methods



Some skills are relatively easy to learn and taught as whole practice, which involves learning the skill as one element. However, some skills have multiple elements, which must be combined to correctly execute this skill. This makes a skill more difficult to learn. Therefore, a coach may choose to divide the skill into individual elements for teaching purposes known as part practice. When each element is mastered the learner combines these to execute the whole skill.

The clinic will introduce how skill development uses WPW as a model that allows movements (types of turns) to be introduced first as a “whole”, then broken into building-block concepts within the bigger picture, and finally placing newly mastered skills into the original movement.

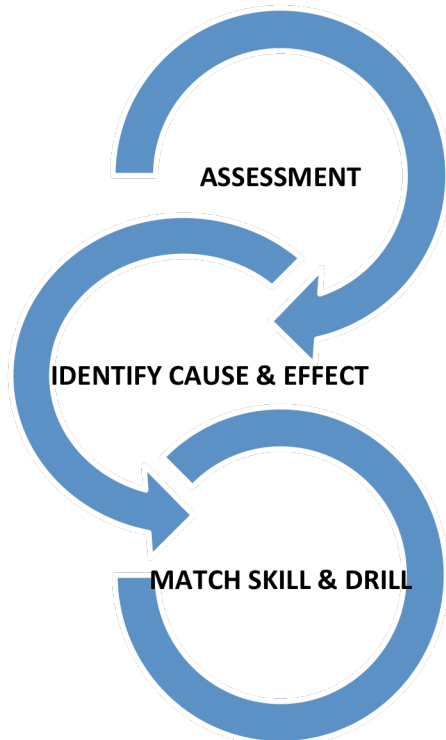
- **Whole:** refers to the current technical ability of the participant to perform specific movements (i.e. Dynamic turns, bumps, crud, park, race etc.). The participants are given a demonstration and opportunity to practice the movement.
- **Part:** refers to the breaking down the movement (i.e. bump skiing into manageable components that can be taught in an ordered and logical progression, for example: working on one of the five fundamental movement patterns. A specific weakness may be identified in one phase of the turn becoming the focus for modification. The training becomes an opportunity for carefully selected drills and/or progressions that further isolate movements that require improvement to achieve the “whole”.
- **Whole:** refers to the integration of the modified part/parts back into the identified turn or outcome that is now further refined, developed and made stronger as a whole.

Part Practice

The clinician will demonstrate the use of assessment skills to identify and evaluate which skills to isolate in order to improve body movements and achieve the defined goal or ski performance.

During this time the clinician and participant will discuss:

- technical knowledge of the movements the drill will address
- kinesthetic awareness of practicing the movements
- phases of learning
- steps to further isolate a particular skill
- effective communication methods



Assessment

The first step before developing a Part Practice plan is assessing the participants skiing. This movement analysis should include observing ski performance and body performance and then evaluating cause and effect relationships. [Reference p. 82, Movement Analysis, Alpine Technical Manual]

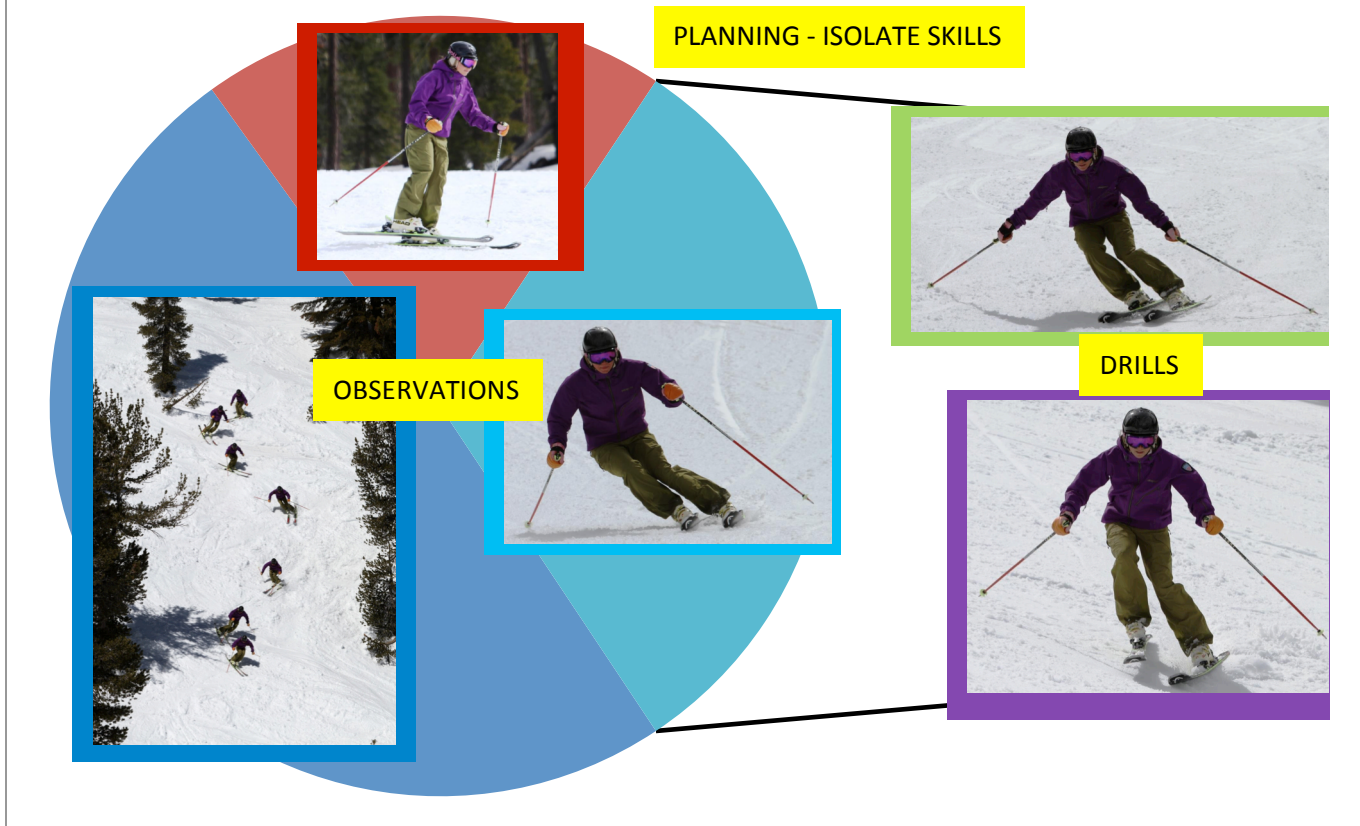
Cause and Effect Relationships

While performing an initial assessment and giving feedback during practice periods, it's important to deliver clear and simple instructions. Begin with describing or demonstrating the body movement that is effecting ski performance. Next, identify this body movement while performing the drill or exercise. Clearly define what to focus on that will change the old body movement and improve ski performance. Make sure to emphasize “how” to perform the drill or exercise with both verbal descriptors and a demonstration.

Matching Skills with Drills

The selection of drills and their complexity will vary between participants. Demonstrate how to modify drills and/or terrain to help address participant's success while performing the exercise, their motivation and/or frustration.

Developing a Plan for *Part Practice*



Part Practice occurs after the participant has had an opportunity to practice making a defined turn type (**Whole Method**). The turn type should be demonstrated by the clinician and then practiced by the participant to get a feel for the skill blending, timing, and attempts at achieving the desired performance.

Once the clinician has determined that the participants have a clear understanding of the defined turn type, they will demonstrate how to begin planning for Part Practice. Explain how there are a number of ways to transition from attempting the whole movement to breaking down the skills into drills or progressions. Sometimes the use of an initial drill will help to further identify the skill to isolate and serve as a starting point for more refined drills or building a progression.

Drills and Exercise Lines (Progressions) are used to assist the participant with:

- Developing a kinesthetic awareness of the new movement they are attempting to perform.
- Sequencing a new movement.
- Reinforcing new movements.

Once a drill has been correctly performed and repeated it is often too soon to go back to the “whole” to integrate the movement into final turn type or performance. Drills should be developed to progressively develop the desired body performance, ski performance and turn type. While ensuring that the correct movement or kinesthetic awareness is being experienced, a drill can evolve with:

- Increase in speed
- Selecting steeper terrain
- Introducing more refined movements

Skill sequencing is one method for ordering and organizing skills into Exercise Lines (Progressions) that facilitate learning. When using a progression the participant has the opportunity to go through specific steps from the easiest level of skill development to the more challenging aspects of an activity. The skill sequencing cycle is represented by six steps:

1. Identify competencies
2. Isolate difficulty
3. Divide skills into component parts (sub skills)
4. Incorporate variations into skill sequences
5. Organize skills, sub skills and variations into progressions
6. Evaluate the progression



Drills / Progressions

- Isolate skill focus
- Match the skill to be developed
- Gradually become more complex
- Eventually progress to practicing the whole movement.



Effective Communication and Feedback:

- Provides a guide to improvement
- Helps participants measure progress
- Gives clear and concise directions
- Is constructive and positive
- Explains the what, how and why
- Utilizes demonstrations



Understanding Phases of Learning

- **Cognitive:** performing the skill requires a lot of attention and participants rely on their clinician for cues.
- **Associative:** practice becomes more consistent and participants begin detecting their own errors.
- **Autonomous:** practice is more fluid and attention can focus on tactics.

Best Practices for helping participants understand how to match skill development with a drill:

- The participant should understand how to utilize both verbal and non-verbal communication methods to address different learning styles.
- Drills should always relate back to the desired outcome. The participant must become skillful at performing the “parts” of technique without sacrificing the ability to pull these skills together into a final desired outcome that will enable succeeding with the final goal (Whole practice). Sessions should never finish with a drill, but instead be woven back together with mileage into the original turn type and performance.
- Drills should be a clearly defined learning experience. If the participant is not able to perform the drill, the drill must be altered so that they can successfully work on the skill identified.
- Drills should reinforce the intended skill to be developed and become a positive learning experience. Practice does not make perfect, but perfect practice makes skill development more consistent.
- Drills can become boring if they are repeated too long or too often. The clinician should demonstrate how to make drills interesting and challenging. This does not mean that skiing must always be broken down to its component parts. Hours of free skiing are needed to evaluate performance, integrate new skills and ingrain new sensations. No more than 25%-30% of total snow time should be spent on drills, i.e. the parts.
- Candidates can lose interest and motivation if drills aren’t continually adjusted or modified based on their competence and practice
- Video can be beneficial to help communicate the skills needed for improvement. Reserve for opportunities that utilize it as a resource for clarification and reinforcing both development phases and capturing movements incorporated into the whole.
- It is important to have an organized plan for trainings that isolate skills and then modifies the performance objectives based on the individual’s competence with that drill, and the movement they are working on.

Integrating Parts Back Into the Whole

After improving specific skills through drills and/or progressions it is time to return to the “whole.” The second “whole” helps learners place their newly-mastered skills in context. In many cases the whole cannot truly be understood (or, in the case of skills, performed) without an understanding and proficiency of the individual parts, so the return to the whole allows a second chance to practice their understanding of the whole concept.

You can teach technical skills many different ways. Just because you are breaking a technique into parts, for example, doesn't mean that you must teach each part independently. If a few parts of a technique are mastered, you might start progressing through each part of the technique they are finally practicing the entire movement.

Summary

Once skill development has been improved through the use of WPW, the participant should explore new terrain and focus on combining tactics to their performance. Constructive progression is reinforced by identifying skills to be developed, correcting movement patterns, incorporating better body and ski performance into the whole movement, and having the opportunity to utilize new terrain to explore new skills.

Participant Post Event Feedback

The participant should receive a feedback sheet that highlights their preparedness for this clinic (did they complete the required prep material), their ability to utilize the WPW model to make changes in their body and ski performance, and their overall level of participation in the event.