Introduction and Goals

Pyramid of High Performance

Origins - Why the Pyramid of High Performance?

• **Mountain Climber analogy**
• **Background of Elite Athletes**
  • Extremely wide variety of training styles and methods
  • What are the commonalities these athletes share?
    • Strong and athletic
    • Calm under pressure
    • Set high standards and expectations
    • Masters of their craft
    • High confidence
    • High attention to detail
    • Risk takers
  – Conclusion: it's not just what we're doing, but how we're doing it
The Pyramid of High Performance

Goals:
• Create a framework to assist Athletes, Coaches, and Parents in planning long term development
• Ensure all parties understand their roles and responsibilities
• Help athletes and coaches analyze and identify possible areas to address in the journey of improvement
Pyramid of High Performance

Execution:
Athlete

Development:
Athlete and Coach

Approach: Athlete, Coach, and Parent
Pyramid of High Performance

Outside of the Pyramid

Trust in Coach

Trust in Parent

Trust in Athlete
Pyramid of High Performance

Race Execution

- Physical Preparation
- Strategic Execution
- Mental Poise
- Skill Execution
SUMMARY

• Jurisdiction of the athlete; they are the only ones up there and must be held accountable for the race
• Each area influenced by the others
• Accountability must be on the athlete in order for learning to occur
• Excuses never helped anyone do anything
• Swimming culture: ‘If something went wrong, it must be the training’ (or the taper)
Pyramid of High Performance

Athletic Development

- Physical Conditioning
- Tactical and Strategic Development
- Mental Toughness
- Skill Development

Athletic Development and Preparation
SUMMARY

• Jurisdiction of the coach and athlete; same workout for 25 different athletes does not yield same results
• Coach identifies objectives and gives the workout; athlete has to go get it done
• What is the best way to prepare and develop the athletes?
• Conflicting messages are very confusing for the athlete; who do I believe? who do I trust?
• Not all areas improve at the same rate; it’s a process
• Sometimes an athlete has made developmental progress but it hasn’t shown up in a competition. YET.
Pyramid of High Performance

Approach to training and competition

- Mindset
- Motivation
- Support Systems/Culture
- Self Efficacy

Approach to Training and Competition
Pyramid of High Performance

Approach to training and competition

SUMMARY

• ALL parties are involved and responsible; Athletes, Coaches, and Parents!
• The basis for everything we do; how and why we train/compete, how we interpret events, how we think
• Coaches and Parents can influence but not control
• Reality of training young swimmers as they grow up; dig your well before you are thirsty!!
• As athletes get older, the nature of parent relationship will change…BUT parents will still have a tremendous amount of influence!
Based on the work of Stanford University psychologist Dr. Carol Dweck

My abilities are given (I have no control) VS my abilities are grown (I have control)

<table>
<thead>
<tr>
<th>A Fixed mindset...</th>
<th>A Growth mindset...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads to a desire to look good or smart and a desire to...</td>
<td>Leads to a desire to learn and therefore a desire to...</td>
</tr>
<tr>
<td>Avoid challenges</td>
<td>Embrace challenges</td>
</tr>
<tr>
<td>Give up easily</td>
<td>Persist in the face of setbacks</td>
</tr>
<tr>
<td>See effort as fruitless or worse</td>
<td>See effort as a path to mastery</td>
</tr>
<tr>
<td>Ignore useful critical feedback</td>
<td>Learn from criticism</td>
</tr>
<tr>
<td>Feel threatened by the success of others</td>
<td>Find lessons and inspiration in the success of others</td>
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</table>
IQ Test study

- Follow up test (x 10 - 20 years)
- Writing to other students

“I’m not a breaststroker”

Athletes: “How much do talent and my genes influence my results?”

--Too difficult to tell, and not something we can control anyway
Motivation

Passion and Goal Setting

Two parts: Passion and Goal Setting

“If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea.”
--Antoine de Saint-Exupéry

“When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.”
--Confucius
Passion is created and stirred in people when they see value in the event or activity

- More invested in process
- Higher standards and expectations
- Greater resiliency
- Enthusiastic about setting goals
Motivation

Passion

What is the best way to motivate or be motivated?

Stay in touch with your values.

Parents and coaches are in a unique position to help influence; what we see value in, they will see value in
• Reading at home

What do you place value in? How clear is it?

Passion is difficult without freedom
Motivation

Goal Setting

Three Types of Goals:

Process Goals – goals over which the individual has complete control; executable actions which are the ‘map to success.’

Result Goals – goals which are the result of our actions; unaffected by other competitors.

Outcome Goals – goals which are the result of our actions; depends on other people.
## Motivation

### Goal Setting example

<table>
<thead>
<tr>
<th>Process Goals</th>
<th>Result Goals</th>
<th>Outcome Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explode through every breakout to maximize speed</td>
<td>Break :53 in 100 freestyle</td>
<td>Finish Top 8 in 100 freestyle at Zones</td>
</tr>
<tr>
<td>Tuck knees tightly on all turns</td>
<td>Break :56 in 100 backstroke</td>
<td>Finish Top 3 in high point for my age group</td>
</tr>
<tr>
<td>Attend and give winning effort each workout</td>
<td>Achieve Zone cuts in 6 different events</td>
<td>Win 2 events at Zones</td>
</tr>
<tr>
<td>Maintain 6 dolphin kicks and 8 stroke cycles per length</td>
<td>Qualify for Junior Nationals</td>
<td>Break Team records in 6 events</td>
</tr>
</tbody>
</table>
Motivation

Process Example – 13 year old

• **Block One - Stroke Efficiency**
  • Catch- Early, Grabbing a ton of water
  • Rotation- Not too much, not too little. Making the most of each cycle

• **Block Two - Speed Work**
  • Tempo- How do I get my stroke to go the speed that I want it to? What does it take? How do I keep good technique?
  • Quick Breath- Focusing on placement and timing of the breath, but during a sprint freestyle race. How to get the fastest and most efficient breath.

• **Block Three - Starts**
  • Efficiency- How to get the most out of the pull from the blocks, and maintain the momentum through the breakouts
  • Backstroke Starts- Breaking down the backstroke start to focus on each skill to create the most efficient dive and again maintain the speed through the breakout.

• **Block Four - Turns**
  • Flipturns (Including "Bucket Turn")- Focusing on getting really tight and getting a ton of speed in and out of the wall. Work on breakouts as well, to maintain momentum coming home.
  • Open Turns- Focusing on technique in and out of the wall; not pulling up or turning, but touch and go.

• **Block Five - Pacing**
  • Tempo- Different from the Speed Work tempo, this one focuses on holding the pace of a 200. Holding a speed while maintaining technique and stroke rate.
  • Strategy- Working on feeling the paces of different race strategies, so that when I race, it’s no think, just do.

• **Block Six - Technique**
  • Movements- Putting focus on the movements of the stroke, and trying to maximize efficiency. Ex: High elbow on freestyle; 2 kicks on fly, etc.
  • Timing- Watching timings in strokes; Breath in free, kicks in fly, kick to stroke in breaststroke, etc.

• **Block Seven - Underwaters**
  • Kicks- Using different types of underwater kicks to make to most out of the walls. Maximize efficiency, and focus on the up kick
  • Breakouts- After the underwaters, making a clean breakout without pause nor breath.
Self-Efficacy

Specific Self Confidence

**Self Confidence** – a general belief in oneself or one's own abilities

**Self Esteem** - how students feel about their worth or value

**Self Efficacy** - the measure of the belief in one's own ability to complete tasks and reach specific goals.

Why Self Efficacy instead of just ‘confidence’?

- Specificity allows athletes to focus on the process
- Attempt and approach a task without a judgment attached
  - Help maintain identity away from performance
- Athletes feels greater control over what they’re doing
Self Efficacy

Specific Self Confidence

Four ways to build Self Efficacy:

1. Mood
2. Social Persuasion
3. Modeling
4. Mastery Experiences
Self Efficacy

Specific Self Confidence

Mood:

• Perception of mood can slightly alter self efficacy

• ‘Butterflies’ prior to a test

• Very small influence but difficult to change
Self Efficacy

Specific Self Confidence

Social Persuasion

• Encouragement or discouragement from another person.

• Encouragement increases self efficacy, discouragement lowers it

• Highly up to interpretation of the athlete; MINDSET

• Older athletes can identify empty praise; how does that make them feel?

• Can help an athlete, but again small amount of influence
  • Helps to get through tough times, but has little influence on races
Specific Self Confidence

Modeling

• "If they can do it, I can do it too."

• The closer we identify to the model, the more effective

• Kobe Bryant vs Michael Phelps vs my teammate Billy

• Can be useful, but still small amount of influence
Self Efficacy

Specific Self Confidence

Mastery Experiences

• Far and away, the best way to build self efficacy.

• Successes raises it, failures lower it

• Success CANNOT be guaranteed or predicted; failures and mistakes WILL occur

• Protecting the athletes through devaluing can have serious long term effects

• How can we build self efficacy if we cannot control or predict success?
Self Efficacy

Specific Self Confidence

Building confidence through mastery experiences: influence of MOTIVATION

3 Little Pigs

Outcome – Straw
Results – Sticks
Process – Bricks

The key is helping the athletes learn how to identify process oriented mastery experiences

- Math test; ‘I did well on the last few tests’ VS ‘I know the material’

Influence of MINDSET: failures important part of success
Self Efficacy

Specific Self Confidence

Mastery Experience examples

• **OUTCOME**
  • “I won the race”
  • “I beat that girl”
  • “I made the varsity team”

• **RESULT**
  • “I got a best time”
  • “I dropped time”

• **PROCESS**
  • “I completed 20 x 25 @ :30 maintaining my pace and stroke count”
  • “I have executed my strategy many times in practices and meets and know it like the back of my hand”
  • “I completed a thorough warm up and am well hydrated”
  • “I made good choices and am thoroughly prepared for this race; this will directly influence my result in a positive way”
Identify Specific, Executable Performance Objectives

Race Performance plan – 100 backstroke

1. Explode through each breakout
2. Establish high tempo early, stay relaxed
3. Extend and flick on each dolphin kick
4. Maintain tempo and kick into each wall
5. Re-Establish high tempo on 2\textsuperscript{nd} half, drive tempo to wall

There is power in preparation and in controllable actions.
Taper and rest are not required for excellent execution
When an athlete is at their physical peak AND executing at a high level, LOOK OUT!
Support Systems/Culture

We are all in this together

Culture = Shared Values and Beliefs

Every athlete, parent, and coach will contribute, whether we like it or not

Will reinforce OR undermine every facet of the pyramid and damage the athlete’s opportunity to be successful

Should leave us stronger and not weaker

Athletes need the support of the people in their lives who they care about most

Athletes are part of an ecosystem and will contribute to the culture in how they interact with parents, coaches, and teammates.

Are you keeping your ecosystem clean? Or are you polluting it?
Support Systems/Culture

What is the culture you are trying to build?

RACE – LEARN – FUN

Race:
• Give a winning effort regardless of the circumstances or competition
• Put the team first; represent your team and yourself well IN the water
• Set High Standards; Dream
• No Excuses!

Learn:
• Focus on the process; Trust the process
• Further the cause; become masters of your craft
• Each race is an opportunity
• Accountability; learn how to do things on your own

Fun:
• Find enjoyment in what you are doing
• Support your teammates
• Laugh, smile, and carry a positive energy
• Represent the team and yourself well OUT of the water
Recommended Reading and Thank You

Mindset – Carol Dweck
Generation iY – Tim Elmore
www.growingleaders.com
The Talent Code – Daniel Coyle
The Sports Gene – David Epstein

Thank you:
David Anderson, Schroeder Swim Team
Shaun Goodsell, The Mental Edge (www.mentaledgenow.com)
Bob Bowman, North Baltimore Aquatic Club
Russell Mark, Performance Consultant USA Swimming
And
The many 100s of athletes and parents that I have worked with over the years