“Feedback is the Breakfast of Champions”
– Ken Blanchard
THE R.E.P.S. GAUGE

Reaching & Repeating
Engagement
Purposefulness

Strong, Direct, Immediate Feedback – Are the mistakes and successes readily apparent to the athlete?
Catch them doing something right
CONNECT WITH YOUR ATHLETES

“No one cares how much you know, until they know how much you care.”

– Coach Don Swartz

Put people before things (sets & races)
SHOULBERG’S 4 KEYS

- Be honest with your kids
- Look them in the eye
- Challenge them everyday
- Be consistent
TEACHING IS A SALE

YOUR ENERGY, EFFORT, and EXCITEMENT seals the deal
"When you make a correction…the next time they stop, you better be there to give feedback. This is the number one mistake of coaches. They want to talk to every swimmer--they talk to them, they talk to them, they talk to them. But then they do not go to the other end of the pool, or wait till they come back, to give them feedback."

- Steve Haufler
SHRINK THE SPACE

What’s the minimum space required

Do your 8 & unders ‘need’ to do 25’s?
Widths, Turnmaster Pro, Do X number of cycles, Diving Well?
What about 10 & u, 11-12?

Where or how is extra space inhibiting fast & easy communication
DESCRIPTIVE NOT PRESCRIPTIVE

Struggle is a vital part of the learning process

Encourage athletes to “seek a solution’ & ‘Give it another go’ as quickly as possible

Give guidance on what TO DO rather than what NOT to do
SOCRATIC METHOD

“Ask more, tell less”
“Ask questions you don’t know the answer to”
–Coach Jim Richardson

“How would you…”
“What can you fix/improve”
“What if”
"Success in any meaningful endeavor is marked by a history of high expectations that provide the challenge and inspiration necessary to press the individual to his/her highest level of performance... ...Effective teachers not only express and clarify expectations for student achievement, but also stress student responsibility and accountability for striving to meet those expectations."

Ambiguous language creates confusion and hinders performance

“If you can’t teach it don’t give feedback on it…”

-Dr. Wayne Goldsmith
THE COMMITMENT CONTINUUM

Resistant
Not bought in

Reluctant
Wait and see

Existent
Go through the motions

Compliant
Do what you’re told

Committed
Self-motivated
Go the extra mile

Compelled
No matter what, find a way to reach your goals
Where are we?

FOCUS

NOW

What time is it?

HERE

You Are Here
“Never mistake activity for accomplishment”

-Coach John Wooden
DETERMINATION
Attitude is a little thing that makes a big difference.

- Author Unknown
Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.

John R. Wooden, Head Basketball Coach, Emeritus, UCLA

THE PYRAMID OF SUCCESS
<table>
<thead>
<tr>
<th>Core Covenants</th>
<th>Integrity</th>
<th>TRADITION OF EXCELLENCE</th>
<th>Responsibility</th>
<th>Original</th>
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</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Excellence in swimming and in life</td>
<td>Honest with strong moral principals</td>
<td>Giving your best effort every day to become the best you are capable of.</td>
<td>Accountable, as for something within one's power, control, or management</td>
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<tr>
<td><strong>What Does that look like with Family?</strong></td>
<td>- You don’t have to talk Nitro/swimming all the time</td>
<td>- Don't lie to your parents</td>
<td>- Respect your name and what it represents… Be good and Do good!</td>
<td>- Do your chores without being asked to</td>
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<td></td>
<td>- Respect your elders</td>
<td>- Respect your teachers</td>
<td>- Do something extra around the house</td>
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<td><strong>What does that look like in School?</strong></td>
<td>- Do your own work, accept the grade you earned</td>
<td>- Work ahead</td>
<td>- It’s your responsibility to do each assignment, and turn it in.</td>
<td>- Try a different elective, get out of your comfort zone.</td>
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<td>- respect your teachers</td>
<td>- Study ahead</td>
<td>- Know what you are supposed to learn</td>
<td>- Do your own work!</td>
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<td><strong>What does that look like in the Community?</strong></td>
<td>- Open doors for others</td>
<td>- Volunteer first, leave last</td>
<td>- You never know what someone else is going through, you can always make a difference</td>
<td>- Create your own project or charity event. Get Nitro involved in it</td>
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<td>- find volunteer opportunities</td>
<td>- If you are going to do an event/project commit fully to it</td>
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<tr>
<td><strong>What does that look like in Practice or Meets?</strong></td>
<td>- complete and compete in every set</td>
<td>- TRULY give your BEST effort</td>
<td>- Race every day at practice. WIN the day</td>
<td>- Taking ownership for your race and practices</td>
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<td></td>
<td>Sportsmanship</td>
<td>- Warming up and warming down properly, without coaches having to watch</td>
<td>- Best times come first, place second</td>
<td>- Make teammates better</td>
</tr>
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<td></td>
<td>-keeping track of teammates improvements</td>
<td>- Confidence</td>
<td>- Know your teammates</td>
<td>- Rebound from disappointments</td>
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<td></td>
<td>-Cheering!</td>
<td>- Race every day at practice. WIN the day</td>
<td>- Warm up/down right</td>
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USING FEEDBACK

It is a different skill from accepting it – new actions must be the result

Teach athletes to notice when they make a mistake so that they can self-correct

Remember, it’s not just helpful advice
VELVET COVERED BRICKS

Good players want to be coached; great players want to be told the truth.
– Doc Rivers

Reward hard work but communicate a sense of urgency when improvement is necessary.
If you do not get the desired results, adjust the feedback or the athlete’s attitude.
Two Way Street

Encourage and welcome feedback from your athletes. Yes, even the 8 & unders
LISTEN TO YOUR ATHLETES

Helps ensure your feedback was understood

Beware of “fake learning” or “parroting”

There are no wrong answers

“I don’t know” is a valid & valuable response
AT THE MEET

KISS – One thing at a time, Einstein!

Cue & remind athletes to use what they have learned – don’t try to teach new skills at a meet

3 Questions

• What’s working? (today or in past)
• What’s possible? (how have I trained)
• What’s essential? (must dos)
Focus on outcome & results
Uncontrollable
Tight, tense tentative
Self-Doubt
Poor Performance

Focus on skills/little things
Controllable
Calm & Relaxed
Confident
Performance Enhanced

Showing Up To Win
Showing Up To Compete

Courtesy of Dr. Jerry Lynch
Learning occurs at times of disappointment because that’s when we care the most.
POST RACE

3 Questions
• What went well?
• What needs work?
• How are you better because of that race?

Give feedback & ‘grades’ primarily on those skills that have been taught during practice

Provide hope – “Not there yet…”
As a teacher, your impact on children is much larger than you ever think. Never give up on a child. You’ll never know when you are changing a life. But you DO, every day. When all is said and done, it’s not what you take with you, it’s what you leave behind.