



# CANOE SPRINT AND PARACANOE HIGH PERFORMING PEOPLE

# High Performing People

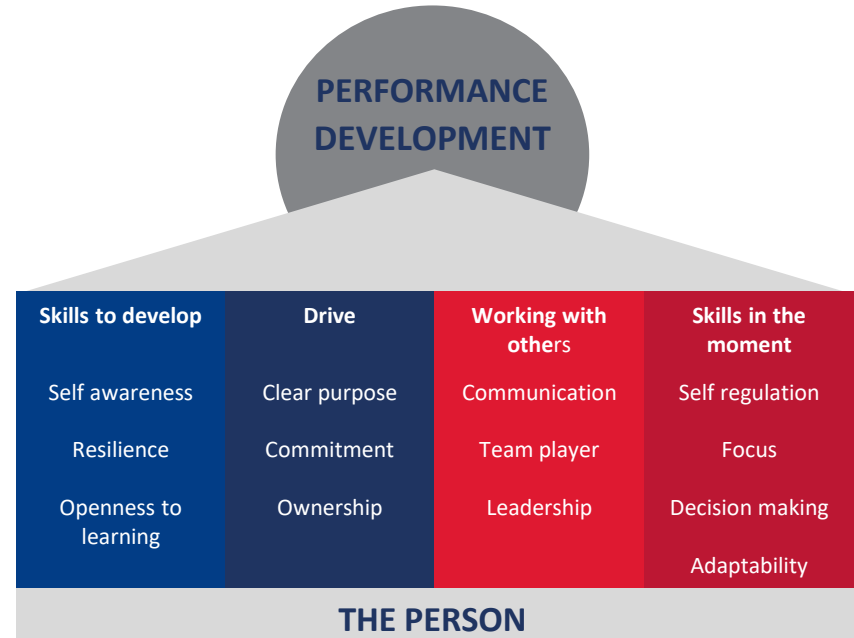
**Personal development to support thriving in the development environment, supporting racing mental skills**

High performance is an athlete’s ability to deliver consistently under pressure. This performance is underpinned by an athlete’s skills as a person and these are presented by **four pillars** describing characteristics, behaviours and habits. No single element is more important than the other and none are developed in isolation.

Each pillar is broken down on the following pages using the sequences of development derived from the **LTAD framework** and providing example principles of progression to support the coach in being able to structure their environment, their coaching practice and session planning in an appropriate manner.

Realising potential is a long process and one that needs to be driven intrinsically by the athlete. At times athletes will need support, encouragement and help from their team (their coach, their family, etc.) Ultimately though, it is the athlete that needs to foster a love and enjoyment of the sport that engages them for the long term, this cannot be done for them.

Supporting the development of both the person and the athlete is about understanding the developing individual in front of you. Coaches need to balance the progressive shift between a coach-led program of development and learning, towards one with greater levels of athlete ownership.



# SKILLS TO DEVELOP:

- SELF AWARENESS
- RESILIENCE
- OPENNESS TO LEARNING



## Train to Excel

### Why is it important?

An integral part of maximising performance is the ability to maximise development. An athlete's ability to understand themselves (e.g. strengths and areas of growth), be open to learning and gaining feedback, and being able to demonstrate the resilience to plan for and manage the various setbacks that they will inevitably experience.

### Learn to Train

### FUNDamentals

- Open to coaching and willing to try new skills

- Proactively looking for feedback
- Understanding that the development journey has 'ups and downs'
- Enjoys training with others and sees that there is a benefit to training with others
- Some general understanding of personal strengths and weaknesses

### Train to Train

- Proactively looking for appropriate feedback and makes use of support to develop
- Beginning to explore their values and motivations which can be used to support their personal development
- Engages in training which develops strengths and weaknesses
- Uses competition effectively to develop on their own journey

### Train to Compete

- Able to demonstrate a good awareness of their own strengths, weaknesses, values, motivations, emotions and learning preferences
- Access to a number of positive relationships and are able to appropriately seek support or be regulated by others
- Open to learning ('growth mindset') and proactively seeks appropriate advice, feedback, and instruction from coaches and other support staff
- Willing to work on weaknesses and develop competencies or strengths through engagement in purposeful practice and learning (including self-directed)

- Demonstrates good awareness of their own strengths, weaknesses, values, motivations, emotions and learning preferences
- Uses this awareness to realistically evaluate their own performance and development
- Manages change and deals appropriately with setbacks, challenges or adversity in their development
- A positive sense of self-worth, effective problem solving skills, and ability to self-soothe
- Access to a number of positive relationships and are able to appropriately seek support or be regulated by others
- Open to learning ('growth mindset') and proactively seeks appropriate advice, feedback, and instruction from coaches and other support staff
- Willing to work on weaknesses and develop competencies or strengths through engagement in purposeful practice and learning (including self-directed)



# DRIVE: CLEAR PURPOSE COMMITMENT OWNERSHIP

## Why is it important?

Clarity and commitment to the goal means that athletes will put effort into training and competition over an extended period of time whilst managing the ups and downs of being an elite athlete.



## Train to Excel

- Clear ambition, higher purpose or goal that is ultimately tied to performance and 'being the best they can be'
- Passionate about achieving their desired goal and demonstrate appropriate commitment, optimism and self-belief
- Conscientious, has a strong work ethic and values, knows what it takes to succeed and is prepared to do what it takes
- Demonstrate persistence in achieving their goals despite obstacles over an extended period of time
- Clear long and short-term goals with a detailed plan of how to achieve them in order to maintain perspective, stay on track, and fulfil their ambition

## Train to Compete

- Clear ambition to higher purpose
- Passionate about achieving their desired goal
- Some demonstration of commitment, optimism and self-belief
- Can most of the time display the behaviours in training to achieve success
- May give up at times when experiencing an obstacle
- Clearly articulates long term-goals and can articulate some short-term process goals

## Train to Train

- Ambition to a higher purpose
- Passionate about achieving their desired goal
- Can display the behaviours some of the time
- May disengage in activity when experiencing an obstacle
- Clearly articulates long-term goals but unlikely to articulate short-term process goals

## Learn to Train

- Passionate about paddling
- Isn't clear on the behaviours to achieve success but displays them some of the time
- In the moment

## FUNDamentals

- Enjoy paddling
- Long-term ambition of getting better

# WORKING WITH OTHERS: COMMUNICATION TEAM PLAYER LEADERSHIP

## Why is it important?

No athlete works in isolation but is part of a system which may include other athletes, coaches and support staff. Their ability to communicate and work effectively within these groups is essential. As they develop as a person and an athlete they will also need the skills to lead their own journey and the actions of their team.



### Train to Compete

- Able to listen and communicate effectively with others both verbally and non-verbally. These skills are evident both during and away from performance situations
- Aware of how the team functions and is able to effectively relate to others, through effective social skills and an awareness of others' needs
- Able to appropriately be selfless and if required place the needs of the team above their own
- Able to demonstrate appropriate transformational qualities through the ability to set high standards, inspire and motivate others, promote collective goals and teamwork, act as a role model, and provide appropriate developmental and motivational feedback

### Train to Train

- Able to listen and communicate with their coach, support team and other paddlers
- Openly exploring the relationships with other team members (in terms of needs and support)

### Learn to Train

- Able to listen and communicate with their coach and other paddlers
- Is exploring how working effectively in a team benefits all involved

### FUNDamentals

- Able to listen and communicate with their coach and other paddlers



# SKILLS IN THE MOMENT:

## SELF REGULATION

## FOCUS

## DECISION MAKING

## ADAPTABILITY

### Why is it important?

Elite sport, both in competition and in training requires individuals to maximise the opportunity through managing their emotional state. This requires them to have a range of skills (e.g. focus, arousal control, decision making, and adaptability) to apply in the different contexts they experience.

#### Learn to Train

- Recognises that their emotions influence their thinking and behaviours (e.g. focus, decision making, adaptability)
- Some understanding that they can influence their emotions through effective emotional control
- Beginning to bring insight into their personal 'triggers' which might negatively influence training and performance

#### FUNDamentals

- Recognises that their emotions influence their thinking and behaviours in training



#### Train to Train

- Proactively exploring how they can manage their emotions in training
- Beginning to be able to adapt their thinking and emotions in more challenging situations (e.g. competition, setbacks, unexpected challenges)
- Good understanding of the triggers and potential underpinning causes (e.g. unhelpful beliefs)

#### Train to Compete

- Has some structured behavioural regulation skills that they use for training and for competition
- Able to adapt approach with a high level of support from others
- A greater ability to hone their approach to maximise the situation, whilst not necessarily always getting it right

#### Train to Excel

- Effective emotional control and behavioural regulation skills and is able to employ these under pressure in order to perform to their potential
- Able to minimise internal and external 'noise' in order to establish, maintain and regain focus
- Can demonstrate appropriate attention and concentration, at the required time, in order to execute their skills
- Not 'overthinking' or 'under-thinking' prior to action. Able to demonstrate 'sporting intelligence' and make effective decisions through good tactical knowledge, awareness, anticipation and processing speed
- Able to adapt in the moment to and deal effectively with changing situations, challenges, or setbacks
- Able to 'let go', adapt their game plan, or be creative according to the demands of the situation