HIGH PERFORMING PEOPLE

OWNERSHIP

How to use this resource

We are really pleased to provide you with this resource on the topic of Ownership.

It sits as part of the **High Performing People Framework** and aims to provide some useful information on one of the framework's 13 identified characteristics. A resource will be available for each characteristic.

The recommendation is to use this resource to help you to understand the key theories that underpin Ownership and to provide you with practical recommendations as to how to apply the theories.

The resource isn't designed to be directly used by athletes, but instead to be used by the coach, to think about how the information might be best applied with the specific group they coach based on their age, experience, and unique characteristics. If you have access to a performance psychologist then involving them in the conversation would be beneficial.

Enjoy the resource; we hope it stimulates some new ideas and, most importantly, actions.

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CANOE SPRINT AND PARACANOE
HIGH PERFORMING PEOPLE

Click to read about the High Performing People framework

Ownership is associated with a range of positive behaviours including increased commitment to a plan.

Ownership:

- the athlete owns their plans; they write them or get help or delegate

- they are organised

Responsibility:

- the athlete is disciplined (carries out their plan) and is accountable for their own progress and performance

- they must report back and seek out help

An athlete can only be accountable for what they can control.

What is ownership?

To increase the chance of success it is vital that we have a plan that we own.

Having ownership of something always excites us as it offers all kinds of rewards. We will generally take things more seriously when given ownership. We take things personally and invest more energies into the venture.

Therefore, **to increase your chance of success you need to have ownership of your plans** because following someone else's plan's, no matter how good they are, is not the same unless you fully agree with them.

Owning the plan means that you have either formed it yourself; had a major say in it, or believe that the plan is ideal for you and you couldn't do better.

If there are any parts of the plan that you do not own, that is, you don't agree with, then your chances of success are likely to diminish.

The factory owner

Imagine you work at a factory and the owner asks a lot of you. We will assume that you are a good person, who work hard and is conscientious. You are committed to your job and have high standards.

One day, the factory owner decides to retire and calls you into the office. She says that she has decided to leave the factory to you. You will now own the factory. How hard do you reckon that you will work, now that you own the company and all the profits are yours? Nearly all of us would work longer hours and put everything into it. *This example is taken from the Chimp Paradox by Steve Peters.*

Underpinning drive of control

By supporting an athlete to take ownership, we increase the perception that they feel are in control over their own actions as opposed to events in life occurring because of external forces. This, therefore, increases the underpinning control drive which helps us to manage our emotions.

This also means that we are more inclined to take personal responsibility for our behaviours and are likely to put in more effort.

When we don't feel that we have control over a situation, we are less likely to take action because we don't believe our action will make a difference to the outcome.

INTERNAL CONTROL	EXTERNAL CONTROL
• If I work hard, I will succeed. I am in control of my life. • I didn't work hard enough to succeed, I will improve and do better next time. • I achieve my goals because I consistently work towards them.	• Why even bother trying? Most things are not in my control. • There is nothing I can do about my future. • The times I succeeded are mostly due to luck or random chance.

Responsibility

Responsibility introduces accountability to our plan.

Owning the plan is a great step forward towards success. If the plan has been carefully prepared then all that remains is to carry it out. Carrying out the plan is about having responsibility and being disciplined.

This is where most people fall down because they begin to work on feelings (e.g. I'm motivated to do this) and when this stops (e.g. it's cold and I can't be bothered) they then stop being disciplined and doing what they know they need to do.

Being organised is the easy bit. Most students are excellent at sorting out a revision plan before exams. They can detail down to the smallest items how and when they will study. However, most are then unable to discipline themselves and fail to carry out the plan.

Responsibility is all about managing ourselves and our feelings, and getting down to business without excuses. If you have responsibility for your plan then you must be held accountable for it.

The chances of success increase when we reflect back on how things are going. Having deadlines and reporting back makes us feel obligated to act.

Developing a plan

When embarking on a journey for athletic development, it is important to be clear about what the journey looks like. Know what the key milestones are and what will help paddlers/coaches to develop the skills and attributes to get there.

The journey presents a great opportunity for paddlers to learn about themselves as a person, athlete and team member.

It will also help to develop and shape skills that are transferable to the world outside of sport.

Success can happen regardless of a plan. However, having a structured plan improves your chance of success and allows you to know that you did everything (took ownership) you could to achieve your dream.

Key areas to consider:

Begin with the end in mind

- What are their aspirations?

- Developing paddlers with a breadth of capacities is essential in developing athletes to progress with sport.

What the process involves

- Developing as an athlete is an individual journey specific to them. It involves many opportunities to test themselves.

Understanding their pathway

- Their location, priorities, education, injury/illness are some of the factors that will shape their journey.

- Be prepared for setbacks. These may be due to performance outcomes, injury, selection, exam breaks, there are many individual setbacks that are part of the journey.

Begin with the end in mind

A performance backwards approach: **clarify the aim, quantify it to create a goal. Use the goal to build a race model. Use this model to compare with current performance**.

AIM: if we understand the aim, we reduce the potential mismatch between coach and athlete which otherwise could create tensions.

GOAL: quantifying the aim moves thinking from hypothetical to tangible.

This may be achieved through statistical means, but should incorporate coach insight and athlete agreement when setting goals.

MODEL: goals are then broken down to create a race model. This should clearly outline what it will take to achieve the goal. This can be simple, such as creating race segments, or complex.

The model should fit the athlete as it is their performance we are trying to influence.

COMPARE: This should show the difference between 'ideal' and current' performance levels.

This process should identify key area for improvement in training.

Potential probing questions:

What is it we intend to achieve?

What is Gold Medal Standard and/or appropriate marker/s?

What is the desired result?

Where would you like them to get to in 12 months time?

What would the race need to look like to achieve the goal?

Where are they now in comparison to what the race would need to look like?

Are there any key milestones that influence the end point (e.g., programme funding, age group events?)

Are the goals realistic?

Goals and dreams

Psychological evidence says that we need to dream big and set extremely challenging goals if we want to increase our chance of success. Don't aim for the moon but the stars.

The 'moon' is a goal that you know you can achieve by effort. The 'stars' are a goal that you could achieve by great effort, and it will feel fantastic to reach this goal. If you aim for the moon, you can get complacent but if you aim higher for the stars you will be more likely to commit to it and get excited by the big challenge.

When thinking about the goals that you are looking to achieve, it is beneficial to identify the difference between a goal and a dream. A goal is something that you can set and achieve because you have full control of them. In contrast a dream is something that you want to happen, but it is not fully under your control. The dream has outside influences and therefore you cannot guarantee that it will happen; it is just a wish. Goals will increase the chances of dream happening.

The distinction between goals and dreams is important because whenever the brain recognises that it doesn't have full control of any situation it sends the blood supply to our emotional brain. This results in unease, and you will feel under threat. The consequence of this is that our decision making, and our actions are more emotionally governed.

Example dream: wanting to win a race

Goals: Regular training, good diet & correct mental attitude

BRITISH CANOEING

Foundation stones

Once you have identified the dreams and goals, the next step is to identify the underpinning components that you can work on to achieve your dreams.

Each component can be given a goal that you can measure and achieve, with each one being under your control. If you reach each one, it will make the dream more likely to happen.

It is important that you don't aim to work on too many things at once. Instead focus on only a couple of things and then swap to a new target when you have achieved it.

Once you have the components then you need to construct your plan, which is best based in smaller chunks.

Each chunk needs a realistic time scale to show exactly where you intend to be at these given points in time.

It is important that you are realistic because being unrealistic will inevitably lead to failure and an unnecessary sense of disappointment in yourself.

Reviewing the plan

TO DRIVE DEVELOPMENT AND PERFORMANCE

Comparing where you currently are with where you want to be in the future can help with direction, but can also cause frustration and miss opportunities to increase confidence

Comparing where you currently are with where you started from helps to identify and acknowledge improvement, builds confidence, and supports motivation.

Progress is key – what is the next small step in your journey?

Current position

Next small step
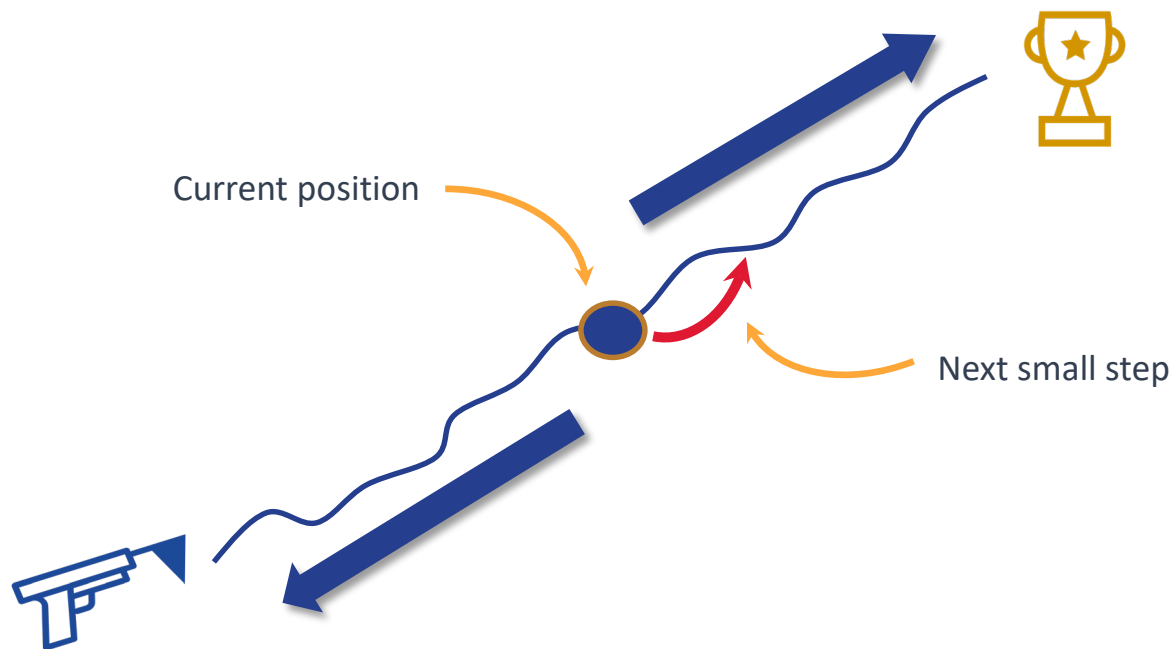
Potential probing questions:

How are we going to know when we have been successful?

Are there any milestones to check that we are on track?

How far have things progressed from the start?
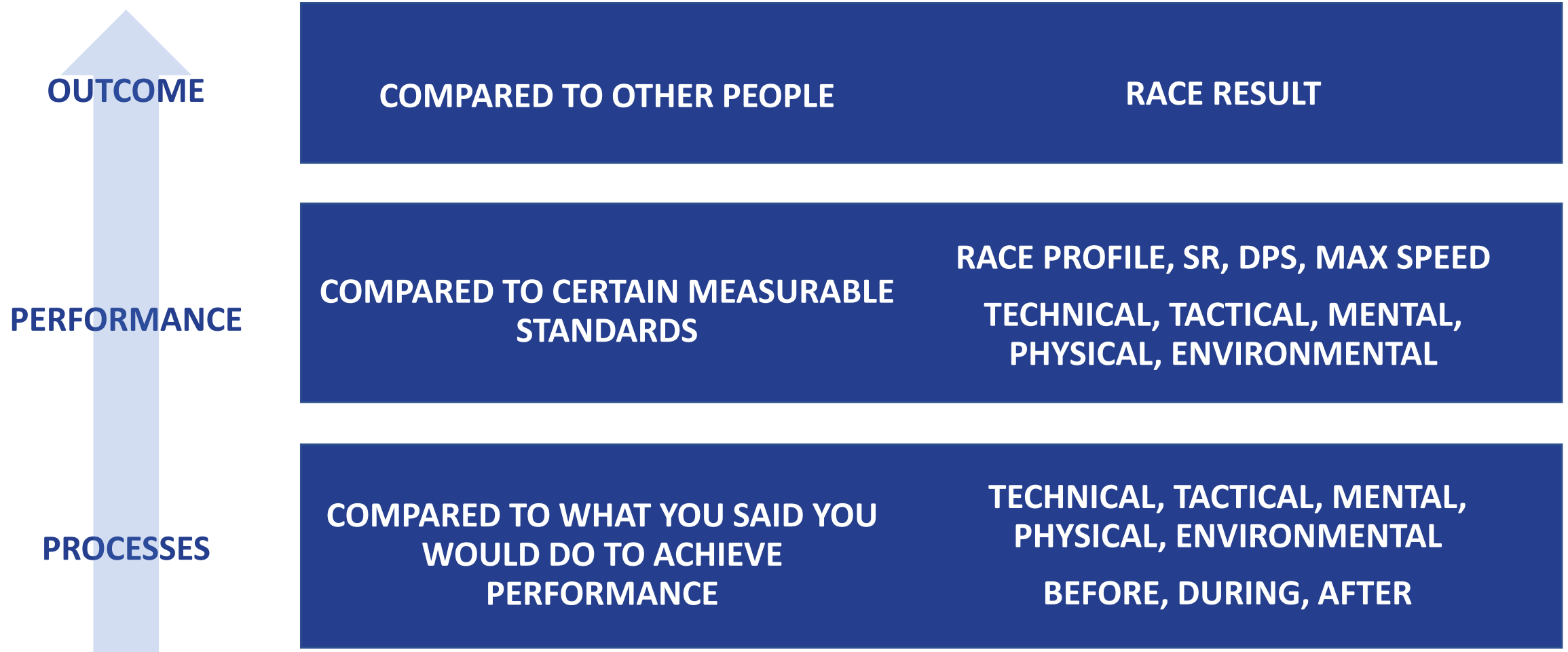
What helped you to achieve that progress (individual and environment?

What could we do better if we were to do it again?

What will the next small improvement look like?

What support would you need to achieve this small improvement?

Levels of review

OUTCOME

COMPARED TO OTHER PEOPLE	RACE RESULT

PERFORMANCE

COMPARED TO CERTAIN MEASURABLE STANDARDS	RACE PROFILE, SR, DPS, MAX SPEED TECHNICAL, TACTICAL, MENTAL, PHYSICAL, ENVIRONMENTAL

PROCESSES

COMPARED TO WHAT YOU SAID YOU WOULD DO TO ACHIEVE PERFORMANCE	TECHNICAL, TACTICAL, MENTAL, PHYSICAL, ENVIRONMENTAL BEFORE, DURING, AFTER

Review process – 4 whats & a how

What was expected to happen?

What were the objectives?

What were you intending to do? (before, during, after)

What actually occurred?

Describe what actually happened without determining what was good or bad.

Be specific in this and avoid generalisations, focus on facts whilst acknowledging feelings. Future recommendations have to be based on agreed facts.

What went well and why?

Start with the good points. What were the successful steps taken towards achieving your objectives?

We should be seeking to build on best practices, and identify strategies to ensure that successful practices are built into the future.

What can be improved?

Given the information and knowledge we had at the time, what could we have done better?

Given the information and knowledge we have now, what are we going to do differently in similar situations in the future to ensure success?

How are we going to improve it?

How are we going to develop the skill/strategy?

How and when is it going to be in training?