



CANOE SLALOM

HIGH PERFORMING PEOPLE

High Performing People

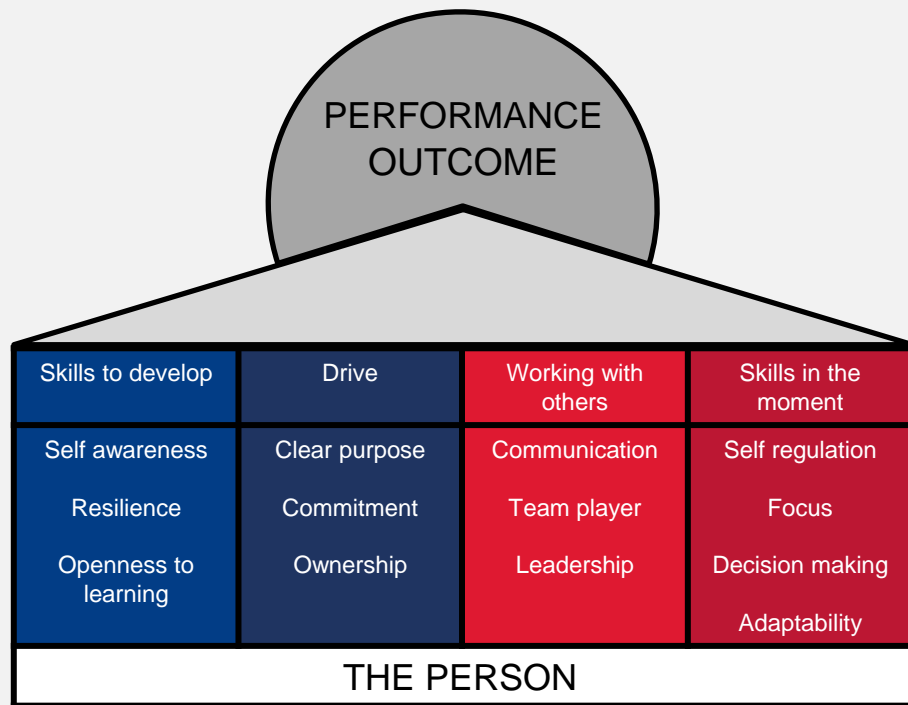
Personal development to support thriving in the development environment, supporting racing mental skills

The High Performing People concept is an awareness of the '**whole-person**' in a sport context. The athlete's ability to deliver a performance under the pressure of competition is underpinned by an athlete's skills as a Person. These skills are presented in the four pillars describing characteristics, behaviours and habits. No single element of the model is more important than the other and none are developed in isolation.

A **whole person** approach is beneficial for two reasons:

1. It will support the development of confident, resilient and high functioning people that are equipped to be successful and happy in life
2. People who are high performing are more likely to positively engage with their performance environment and are also more likely to do this with less personal stress.

Each pillar is broken down on the following pages in more detail, with progressive examples to support the coach in being able to structure their environment, their coaching practice and session planning in an appropriate manner. Age ranges are provided simply as a guide and will vary person by person depending on a range of factors.



SKILLS TO DEVELOP:

Self Awareness

Resilience

Openness to learning

Why is it important?

An integral part of maximizing 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.

<14	14-16	15-18
<ul style="list-style-type: none"> • Open to coaching and willing to try new skills • Doesn't give up. • Enjoys challenges. • Recognises that failure is part of learning. • Some awareness of strengths and weaknesses and able to set goals with coaches help. • Starting to reflect between runs in sessions. 	<ul style="list-style-type: none"> • Displays a growth mindset and proactively seeks appropriate feedback from coaches and other support staff. • Is beginning to explore their values and motivations which can be used to support their personal development • Sets goals and engages in training which develops their strengths and weaknesses • Reflects on session learning and performance. • Able to learn from mistakes and overcome setbacks with appropriate support. • Aware there is a broad range of skills (technical, physical, psychological, tactical) that require holistic development in order to master each area. 	<ul style="list-style-type: none"> • Able to demonstrate a good awareness of their own strengths, weaknesses, values, motivations, emotions and learning preferences. • Able to use this awareness to realistically evaluate their own performance and development. • Thrives on challenge and problem-solving. • Willing to work on weaknesses and develop competencies or strengths through engagement in purposeful practice and learning (including self-directed). • Detailed reflection of sessions and performances. • Able to manage change and deal appropriately with setbacks, challenges or adversity in their development.

DRIVE:

Clear purpose
Commitment
Ownership

Why is it important?

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

<14	14-16	15-18
<ul style="list-style-type: none"> • Enjoys paddling • Long term ambition of getting better • Isn't clear on the behaviours to achieve success but displays them some of the time. • Regularly attends training sessions and paddles independently. • Works hard in sessions, always wants to do 1 more run! 	<ul style="list-style-type: none"> • Passionate about paddling • Ambition to a high purpose • Completes appropriate training program with coached and independent sessions. • Clearly articulates long term goals and can articulate some short term process goals • Can display the behaviours to achieve success some of the time • Gains satisfaction through investing effort, happy to push and work hard (understands there are no shortcuts). • Wants clarity over goals and session aims and how this fits within the bigger picture. 	<ul style="list-style-type: none"> • Clear ambition to higher purpose or goal that is ultimately tied to performance and 'being the best they can be' • Has clear aims for each session directed towards overall goals. • Conscientious, has a strong work ethic and values, knows what it takes to succeed and is prepared to do what it takes • Clear long and short-term goals with a detailed plan of how to achieve them. • Demonstrate persistence in achieving their goals despite obstacles over an extended period of time.

WORKING WITH OTHERS:

Communication
Team Player
Leadership

Why is it important?

Any athlete does not work in isolation but is part of a system which may include other athletes, coaches, 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.

<14	14-16	15-18
<ul style="list-style-type: none"> • Enjoys training with others and recognizes that there is a benefit to training with others • Able to listen and communicate with their coach and other paddlers • Engages in feedback discussion led by coach. • Is exploring how working effectively in a team benefits all involved. • Inclusive and supportive of others efforts. • Arrives at training on time, in full kit and with all equipment. 	<ul style="list-style-type: none"> • Able to positively influence through communication with their coach, support team and other paddlers • Appreciates the value of squad/team and how integration within this can facilitate personal development. • Athlete leads feedback discussion – can articulate their experiences on the water. • Athletes taking ownership of squad communications e.g. responding to emails, filling in forms, being aware of information. • Ownership over the result and awareness of what is required to progress. • Proactive when formal leadership is absent. 	<ul style="list-style-type: none"> • Able to listen and communicate effectively with others both verbally and non-verbally. These skills are evident both during and away from performance situations. • Athlete leads feedback discussion – athlete and coach agree outcome. • Athlete takes ownership and shows autonomy by driving/initiating relevant communication . • Athlete follows through on actions. • Able to appropriately seek support or be regulated by others. • Uses the squad/team to drive them on creating healthy competition. • Uses support team effectively. • Takes ownership over own development, proactive, chases support and input. • Picks up the baton when formal leadership is compromised • Demonstrates professionalism - role model to younger athletes.

SKILLS IN THE MOMENT:

Emotional regulation

Focus

Decision Making

Adaptability

Why is it important?

Elite sport, both in competition and in training requires individual's 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 that they experience.

<14	14-16	15-18
<ul style="list-style-type: none"> • 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. • Doesn't get distracted from tasks easily. • Carries on after making mistakes • Understands that there may be different ways to solve a problem. • Understands concept of having a plan B. 	<ul style="list-style-type: none"> • Proactively exploring how they can manage their emotions in training • Has some strategies in place and beginning to adapt their thinking and emotions in more challenging situations (e.g. competition, setbacks, un-expected challenges) • Exploring ideal mental state for training/racing and how to achieve this. • Starting to be able to adapt in the moment to changing situations. • Isn't distracted from the session objectives by external influence • Recognises which attentional cues to focus on • Understands options available to them and makes appropriate decisions for skill level in racing situations. • Guided by coach can plan training around exams or adjust accordingly for injury or illness with appropriate advice. 	<ul style="list-style-type: none"> • Effective emotional control and behaviour regulation enables execution of skills under pressure with some consistency. • 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 minimise internal and external 'noise' in order to establish, maintain and regain focus. • Can solve complex problems.. • Adaptable to changing circumstances and can deal with unexpected variation. • Plans ahead in order to adapt for demands both internal and external to sport

DECISION MAKING

Why is it important?

The skill of decision making is a key fundamental of Canoe Slalom, requiring high levels of adaptability and refocus in the moment in order to deliver a performance. It is a crucial part of the High Performing People component and is an ability and that requires active learning and teaching. It is important to expose the athlete to a range of decision making themes.

	<14	14-16	15-18
Theme	Guided discovery	Problem solving	Performance context.
Athlete	Learning to making a movement decision whilst discovering new movement techniques. Exploring their interaction with the environment	Paddler determines own technical solution decision in order to achieve end goal of the movement / technique	Paddler makes own decisions based around technical and tactical solution (spin/forwards/backoff) options to achieve performance goal
Coach	Support paddler based decision making. Encourage lots of exploration, imagination and creativity. The only limit to the decision and discover is to make it safe. Start to explore the decision making event, when decisions have been made and the thinking process behind those decisions that are made consciously	Encouraging the review of decisions vs outcome rather than whether the right decision was made. Review the reasoning behind the decision making as well as the purpose ('why was the turn made here? in this way? at this time?') Help the Paddler to learn the connection between decision and outcome, using the experience to plan and build a conscious knowledge base	Important that the Paddler owns the decision making process, using knowledge base, experience and imagination to develop the technical and tactical plan for the run. Decisions are made balancing the paddlers abilities to perform the fastest and optimal movements or solutions as well as taking calculated risks Review decisions vs the performance outcome.
Examples	Lot of play, exploration, games, fun.	Tasks and challenges	Competitive based tasks and challenges

“You are not serious about the sport if there is a process you can make better or improve”

Adam Burgess
2020 Olympian





‘Leaving no stone unturned and taking care of the basics on a daily basis allows me the piece of mind that I have done everything I could possibly do to be the best I can be when I’m approaching competition’.

Joe Clarke
2016 Olympic Champion

‘I have found it important to pay attention to the detail in every aspect of my paddling from the simple tasks of taking responsibility for my kit and being punctual right down to establishing good communication with my coach’

Fiona Pennie
2008, 2016 Olympian





"Getting enough sleep to be able to fully focus in sessions is one way that I ensure I invest"

Mallory Franklin
2020 Olympian