




UK  ASA Regional Development 

Regional Development workshop



UK  Intentions 

Explore....
‘Explore the differences and considerations when coaching female swimmers’



UK  **‘There appears to be a significant issue in how we coach our female athletes’** 

Tim Jones
GB Pathway Manager
(Swimming Times, 2016)





UK  Key Messages... 

Ensuring more swimmers were training for the full season with access to a quality end of season competition of an appropriate standard.

Increasing the emphasis on swimmers having clear periods in their training plan to focus on the development of key skills and training capacities.


The presence of clear competition periods where individuals learned to produce peak performance on a given day when it matters most




UK  Females... 

Females showed a shift back in performance from the qualifying window with all Olympic events showing regression in most age groups There are likely to be multiple interconnected reasons for this....

In summary there appears to be a significant issue in how we coach our female swimmers- we are simply not getting the best out of them when it matters



‘Insanity... doing the same thing over and over again and expecting different results.’ 

Albert Einstein

**Talent Development...
‘Complex, messy,
dynamic, non linear
and hard work!’**

Mars Venus

**...Patterns not rules
...Individual, Female, Swimmers**

What makes the difference?...

Individuality of the athlete

Key requests by female athletes is for the coach to get to know them as individuals...

- Understanding their personalities
- What motivates them
- Bringing out the best in them.

Every athlete is unique. Understand the challenges they face in balancing being an athlete with the other demands in their lives.

So...

- Understand their 'story'
- How you communicate with your athletes
- Frequency at which you meet with her and your coaching style.

BioPsychoSocial Model


Kiesler, 1999

Biological

Dependent on;


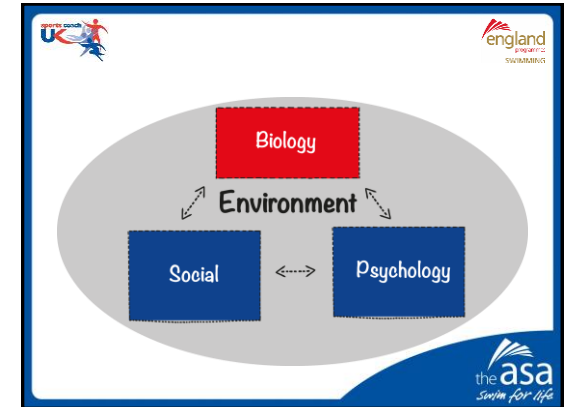
- Genetics
- Growth rates
- Strength
- Maturation

The T.E.A Model



- **Thoughts; Internal processes & beliefs**
- **Emotions; Internal states & values**
- **Actions; External behaviours & words**

...are constantly influencing one another. If we change one, then the others change too

So...

How does this influence how we coach our Swimmers?


THINK-PAIR-SQUARE-SHARE

Consider areas of challenge...

- Communication
- Environment
- Coach/Swimmer Interactions
- Transitions




Psychosocial Characteristics in Developing Excellence



What would you consider to be the characteristics?

1. Commitment
2. Effective and controllable imagery
3. Focus and distraction control
4. Realistic performance evaluation and attribution
5. Role clarity
6. Planning and organisation
7. Perceptions of pressure
8. Goal setting and self-reinforcement
9. Quality practice
10. Support networks



What will take away?.....

What are you going to do differently?

What impact will it make?

So what?.....

