



EFFICIENT & EFFECTIVE TEACHING

***“Think like a gardener,
work like a carpenter”***





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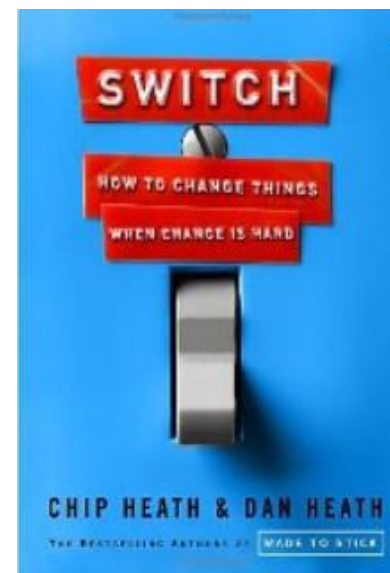
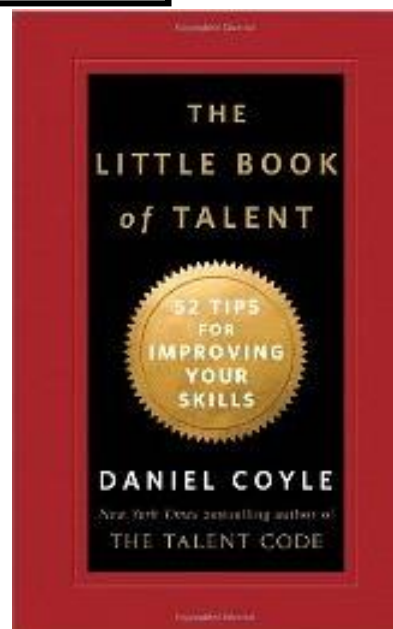
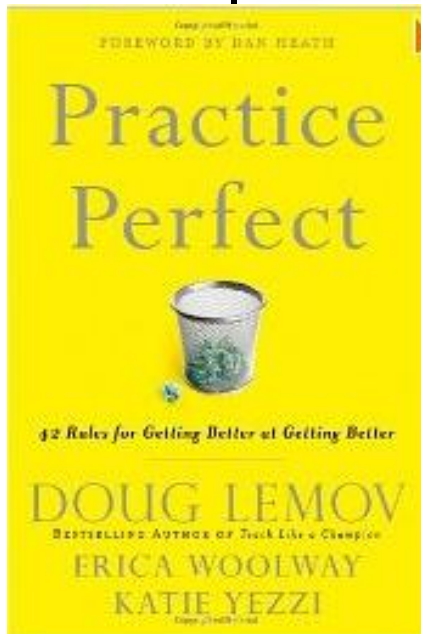
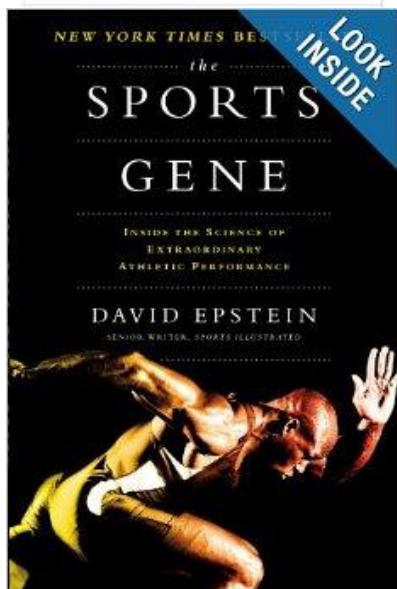
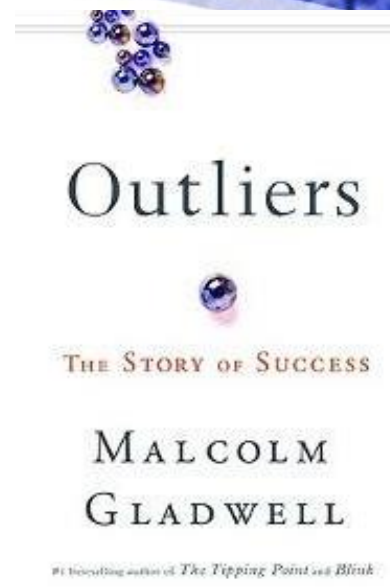
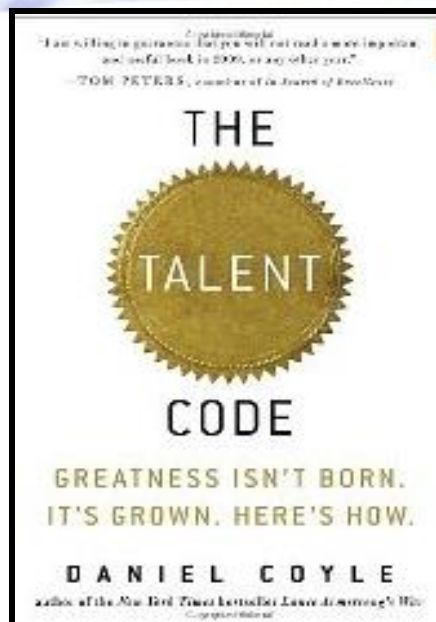
"If you manage any people or if you are a parent (which is a form of managing people), drop everything and read *Mindset*."
—GUY KAWASAKI, author of *The Art of the Start*

mindset

THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

*parenting
*business
*school
*relationships



CLUB DEVELOPMENT DIVISION
Sport Performance Consultant



EVERYONE POSSESSES “TALENT”

How do we develop our talent and our athletes' talents to full potential?



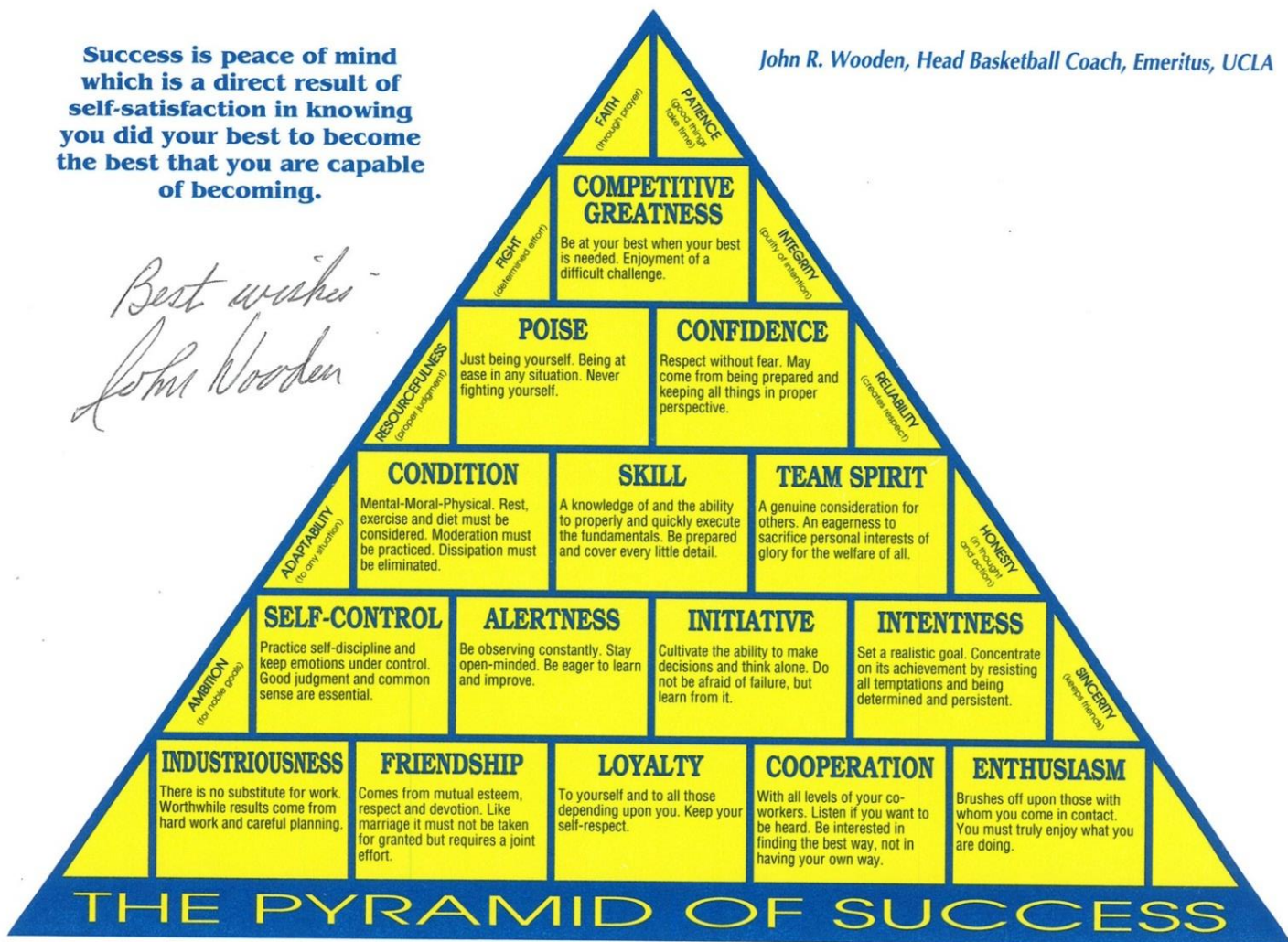


COACHING = TEACHING

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

*Best wishes -
John Wooden*





MAXIMIZE PRACTICE

- *Be Effective* – Does what you are doing in practice actually enable your athletes to do it in a performance setting?
- *Do The 'Right' Things* – Are you practicing the skills and sets that lead to improved performance?



MAXIMIZE PRACTICE

*“I want training to be a mindful experience that grows **adaptable athletes** who are **ready to thrive in the competitive arena.***

Getting tired is easy; training is difficult.”

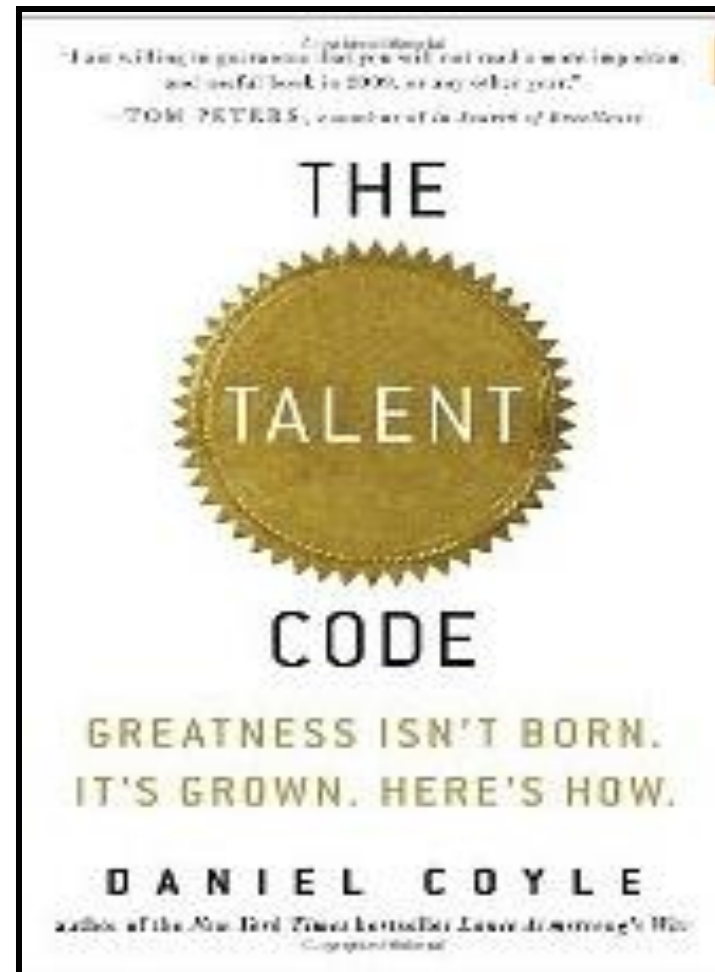
– Vern Gambetta



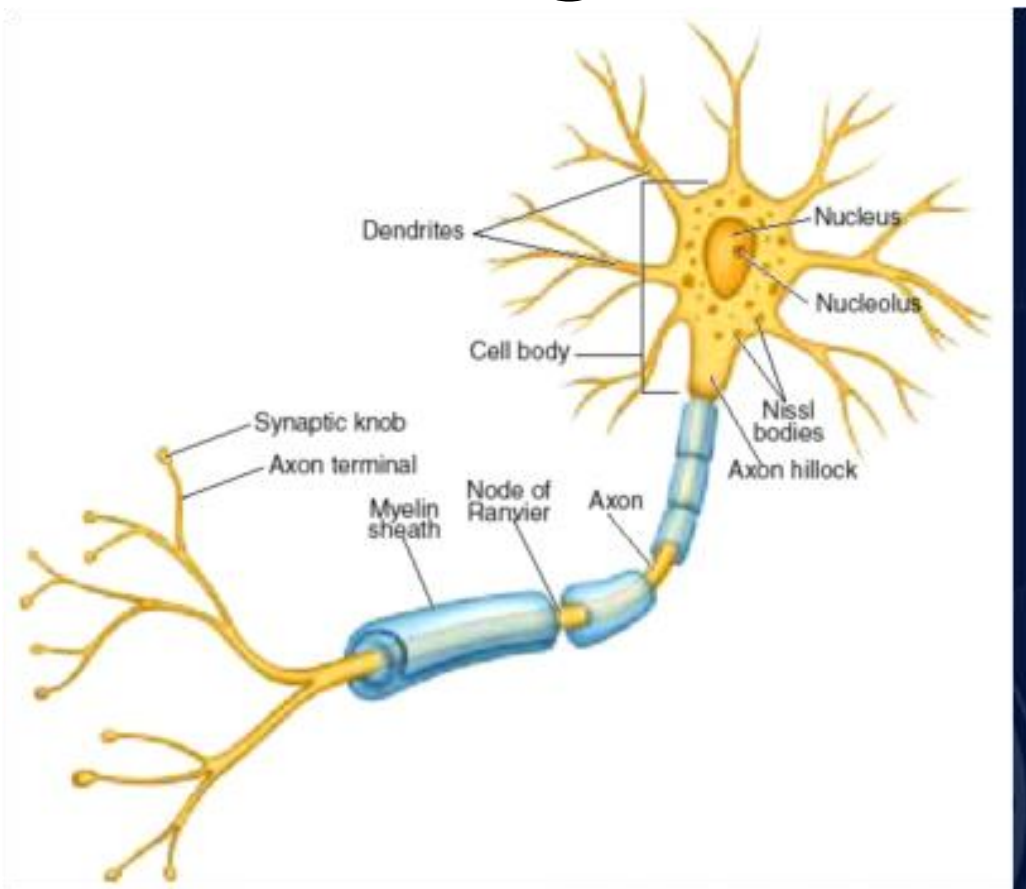
HOW DO WE “LEARN?”

Repetition is Everything

- Technique is the result of all the strokes your athletes have taken over a lifetime. Their first strokes influence today's abilities.
- The Magic of the Myelin Sheath – the key to “talent” development

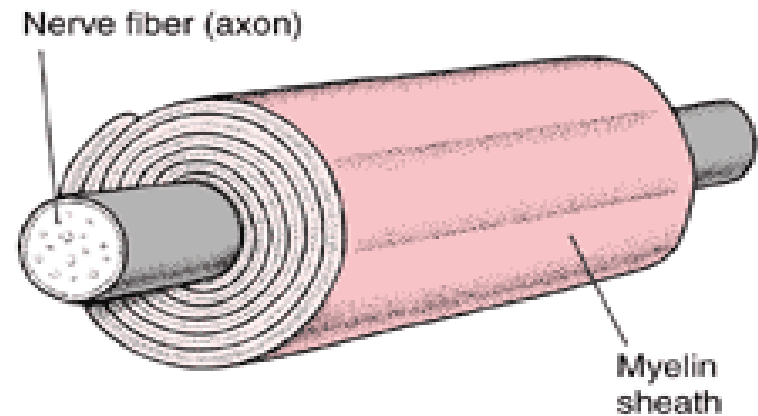
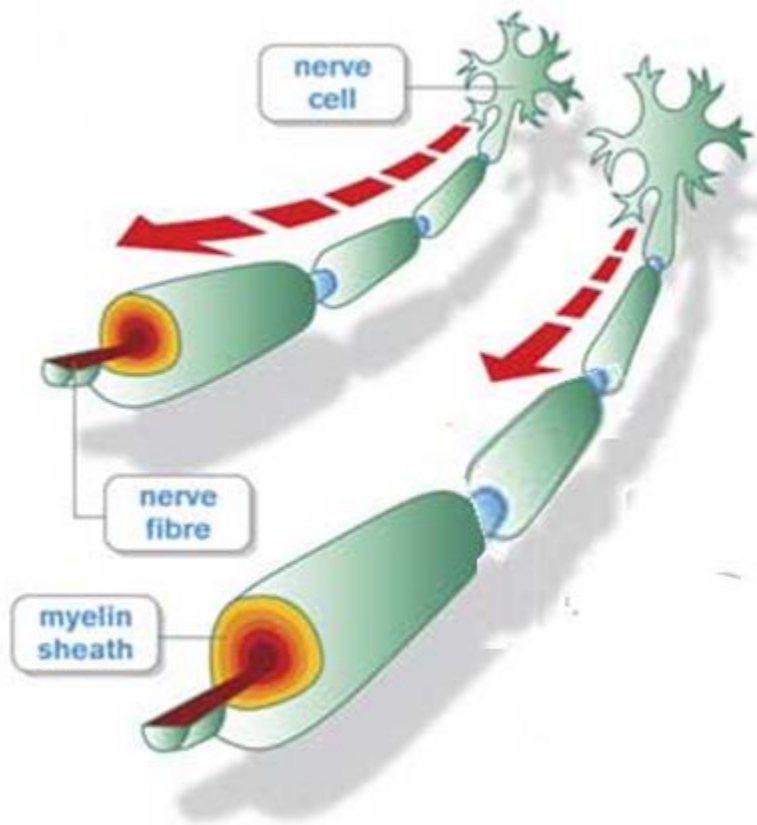


THE MAGIC OF THE MYELIN SHEATH



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THE “MAGIC” OF THE MYELIN SHEATH



Normal Myelin Sheath



LONDON 200 FLY

Michael Phelps, acknowledged that there were days when he glided into the wall at practices in the past four years. “And that came out at the moment I needed it the most,” Phelps said, adding: “I’m not going to sit and make excuses. Those lazy finishes were decisions I made.” It cost him another Gold in the 200 Meter Butterfly. It was his choice.



8 YEARS?



HOW DO WE CREATE CHANGE

Two basic factors must be present for skill acquisition:

1. Motivation

**2. Deep, deliberate practice
(building circuits)**



MOTIVATION

- Internal motivation outperforms ‘rewarded exterior motivation’ every time
- Core motivation is determined by an individual’s values, goals and emotions
- The “Spark” – Identity Ignition – “I could be them”
- Reinforced by connection to a coach



IDENTITY IGNITION

Today's Learners Are All Visual Learners

- **Stare at what you want to become** – Images are the language of the 21st century. Use visual cues – pictures, drawings, videos or 'models' to connect your athletes to the ideal stroke or race.
- **Engraving** - Encourage your athletes to imagine themselves performing the same movements or strategy flawlessly



IMAGERY

**Use evocative image-filled phrases
& instructions**



IDENTITY IGNITION - MODELING

Model *and* Describe

- Modeling helps learners replicate & description helps them understand. Together they ensure that athletes can flexibly apply what they have learned.
- Explain, show, do, show, do, show, do. Limit talking and lengthy descriptions.



USING MODELING

- **Steal like crazy** – Study the best, identify critical moves, how is it different from what you are currently doing
- **Make models believable** – In person modeling by someone close in age is often more effective than ‘better’ models shown on video
- **Be a GREAT air swimmer**
- **Play copycat** – Insist they “Walk This Way” & imitate the model as exactly as possible



CONNECTION TO THE COACH

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

– Coach Don Swartz

- Use the first few moments of every practice to connect on an emotional level
- Relationships are built over time but can be destroyed in seconds



CONNECTION TO THE COACH

Teaching is a sale;
YOUR ENERGY,
EFFORT, and
EXCITEMENT makes
the sale to learners





QUALITIES OF SUCCESSFUL COACHES

- **Be yourself – Model others but find your own coaching personality**



QUALITIES OF SUCCESSFUL COACHES

- Be yourself – Model others but find your own coaching personality
- **Coaches are not ‘courteous waiters’, it’s ok to be a little ‘scary’ – Be a ‘velvet covered brick’**



QUALITIES OF SUCCESSFUL COACHES

- Be yourself – Model others but find your own coaching personality
- Coaches are not ‘courteous waiters’, it’s ok to be a little ‘scary’
- **Avoid giving long speeches - The Wooden Method – short, quick, and evocative phrases and directions**



NO LONG SPEECHES



QUALITIES OF SUCCESSFUL COACHES

- Be yourself – Model others but find your own coaching personality
- Coaches are not ‘courteous waiters’, it’s ok to be a little ‘scary’
- Avoid giving long speeches - The Wooden Method – short, quick, and evocative phrases and directions
- **Aim to create independent learners**



INDEPENDENT LEARNERS

- Teach athletes to pay attention immediately after they make a mistake so that they can improve them on the next attempt.
- Pair athletes together and have them coach each other
- Experiential Learning – don't give them the answer
- Problem Solving – go this fast with this number of strokes



HOW DO WE CREATE CHANGE

Two basic factors must be present for skill acquisition:

1. Motivation

**2. Deep, deliberate practice
(building circuits)**



DEEP PRACTICE

“Purposeful Practice” has 4 components

1. Number of ‘hits’ at the edge of your ability
2. Intense engagement (awareness/presence/focus/concentration/effort)
3. Clear accurate & immediate feedback
4. Sustaining #1 & #2 for an extended period of time (not just a few minutes)



DEEP PRACTICE

The R.E.P.S. Gauge

A possible way to measure the effectiveness of practice

- **Reaching & Repeating** – Does the practice force you to operate at the edge of your abilities? How often do you 'reach' each minute? Each hour?



EMBRACE STRUGGLE & NORMALIZE ERROR

- We learn best when we are uncomfortable. It is the times when we 'don't get it' that we are learning the most
- Encourage athletes to challenge themselves and push beyond their performance plateaus by taking calculated risks in practice
- When mistakes are made encourage athletes to briefly analyze their errors and 'give it another go'



REACHING REPETITIONS

- One thing at a time, Einstein!
- Break every move down into 'chunks'
- Aim for perfecting one 'chunk' each day
- If not successful, simplify temporarily, then add complexity
- Keep practicing – the value begins at mastery!



BE CONSISTENT & PERSISTENT

- Practice does not make perfect. It makes habit. **Perfect** practice makes perfect. Perfect practice under pain and pressure makes it fast!
- “It’s not learned when they can do it right ... it’s learned when they can’t do it wrong”
- Move athletes on to *‘fastest possible correct version’* or *‘most complex right version’*



DEEP PRACTICE

The R.E.P.S. Gauge

A possible way to measure the effectiveness of practice

- Reaching & Repeating
- Engagement – Does the practice command your attention & use emotion to propel you toward a goal



ENGAGEMENT

Teach your athletes to be engaged & present at practice? Are they

NOW & HERE

OR

NOWHERE



DEEP PRACTICE

The R.E.P.S. Gauge

A possible way to measure the effectiveness of practice

- Reaching & Repeating
- Engagement
- Purposefulness – Does the task directly connect to a skill you want to build for competition?



PURPOSEFULNESS

- Make your INTENT and OBJECTIVE crystal clear
- Parts of society and school are about '*fake learning*' – regurgitating material so expectations can be skewed
- Seek to move athletes from “mindful” to “mindless” like learning to walk, learning to swim, learning to play the violin, learning to drive a car.



MINDFUL TO MINDLESS

- Every physical learning act begins as '*mindful*'.
- Every great physical performance is '*mindless*'- without thought ...automatic ... bulletproof ... all reaction
- Mindful is harmful to final performance, but essential as a learning step.
- The goal is 'unconscious competence' which frees the athlete's awareness to be more creative in race situations.



DEEP PRACTICE

The R.E.P.S. Gauge

A possible way to measure the effectiveness of practice

- Reaching & Repeating
- Engagement
- Purposefulness
- **Strong, Direct, Immediate Feedback** – Are the mistakes and successes readily apparent to the athlete?



FEEDBACK



***“Feedback is the breakfast of
Champions”***

– Ken Blanchard



SHORTEN THE FEEDBACK LOOP

- Speed of consequence beats strength of consequence pretty much every time. Give feedback right away, even if it's imperfect.
- Catch them doing something right – if you wait until something negative requires it, feedback will be linked to the idea of a mistake



FEEDBACK

Make It An Everyday Thing

- Give and seek feedback and it will become the norm.
- Encourage and welcome feedback from your athletes. Yes, even the 8 & unders

However, Limit Yourself

- Limit the volume of feedback **you** give; people can focus on and use only a few (one?) things at a time



DESCRIBE A SOLUTION

- Always maintain a teaching mentality and focus on the solution rather than the problem.
- Don't waste time trying to break bad habits- instead, build new ones by giving them a substitute behavior or movement pattern - move from '*don't do this*' statements to statements that tell them how to succeed
- Make sure your guidance is specific and actionable



FEEDBACK

Using Feedback

- It is a different skill from accepting it – new actions must be the result. Build a culture where athletes get better at and enjoy using feedback.
- Practice putting feedback to use as quickly as possible.
- By observing the use of feedback right away coaches are able to assess whether their advice works.



LOCK IT IN

Don't assume that because you gave feedback, athletes interpreted it as you intended. Ask athletes

- to summarize what they heard you say
- to prioritize the most important parts of the feedback you gave
- to identify what they can do to implement the feedback



HOW TO PRACTICE

- Identify whether skills are ‘**hard**’ or ‘**soft**’
- Hard skills require repeatable precision; to improve them **work like a careful carpenter**
- Soft skills require agility and making smart timely choices; to improve them **play like a skateboarder**
- Honor the hard skills first they are the foundation
– **TECHNIQUE, TECHNIQUE, TECHNIQUE**



FUNDAMENTALS

- Identify the 20% of things that will yield 80% success
- Practice the higher priorities more than everything else combined



COMMON TEACHING LANGUAGE

- Name each skill or technique you have identified as an important building block for outstanding performance.
- Pay attention to deck talk – make sure that the names are being used consistently and correctly.
- When athletes get feedback from multiple coaches, ensure that what they hear is consistent and concise.



LEARNING STRATEGIES

- Practice in slow motion – better yet super slo-mo
- Perform the skill with eyes closed
- Encourage the athletes visualize the wires of their brain forming new connections and getting faster
- Utilize friendly and positive competition for groups/individuals or between individuals.
- Encourage cheering & celebration for each other in practice not just at meets.



SHRINK THE SPACE

- Think out of the 25 yard box
- What's the minimum space needed to make the reaches and reps
 - 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



CULTIVATE 'GRIT'

- Mindset by Carol Dweck, PhD
- **Praise actions, not traits. Praise effort not 'talent'**
- Differentiate between acknowledgment and praise to be genuine
- Create systems of recognition that measure progress rather than reward performance



SCOR

NING

NAME:

DATE:

100 DAY
PRACTICE CLUB!



CLUB DEVELOPMENT DIVISION
Sport Performance Consultant

Suzuki Music Community '100 Day Club' Practice Chart



EFFECTIVE USE OF TIME

- Each **group** of athletes (in particular the young ones) have:
 - a time limit before they lose their focus, and
 - an amount of "skill practice" time that they require to actually acquire the practiced skill.
- 8 and unders: 7-12 minutes
9-10: 10-15 minutes
11-14: 15-30 minutes
15 and up: 30 minutes+
- 3 X 10 Rule – 3 separate bouts of 10 reps is better than 1 set of 30



TAKING IT TO THE MEET

Link Skills Together to Create a Performance Plan

- After teaching discrete skills, create sets that place the skills in situations athletes will face in their races
- Create sets that help athletes learn to match the right skills to the right situations. Create sets that place the skills in situations athletes will face in their races
- Simulate the meet environment to ensure the successful practice translates to successful performance



MAKE SKILLS STICK

Coaching During The Meet

- You can't teach new things during a meet. It only confuses the athletes. Simply cue and remind athletes to use what they have learned.
- Feedback during the meet should emphasize those skills that have been taught during practice.
- Create an observation tool to use during meets that is aligned to the skills you have practiced.



MAKE SKILLS STICK

Walk The Line Between Supportive & Demanding

- Reward hard work and communicate a sense of urgency when improvement is necessary
- Post-practice, frame feedback not as helpful advice but is something required to improve performance.



MAKE SKILLS STICK

Measure Success

- Use multiple methods to gather data on meet performances (self-reported observation and evaluation, performance metrics, coach observation)
- Use this information to evaluate the effectiveness of practice and to drive future practice emphases.



PLEASE REMEMBER...

- You never know when “it” will be learned. It may be on the first try, or it may be on the 1000th time. Never give up on a child.
- As a teacher, your impact on children is much larger than you ever think.
- 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.