

Raising the Performance Bar through a Season

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*Our culture
helped us win
the game*

(2015 champion coach)



Normalizing the abnormal



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**THE ONLY EASY DAY
WAS
YESTERDAY
US NAVY SEAL**



*See if we can't be better today
than we were yesterday. See if
we can't be better tomorrow
than we were today.*

Our Purpose Today

Building cultures of sustained
focus and daily excellence

Webinar Outline

- Setting high expectations
- Monitoring progress
- Sustaining motivation and effort
- Repeating success

Webinar Outline

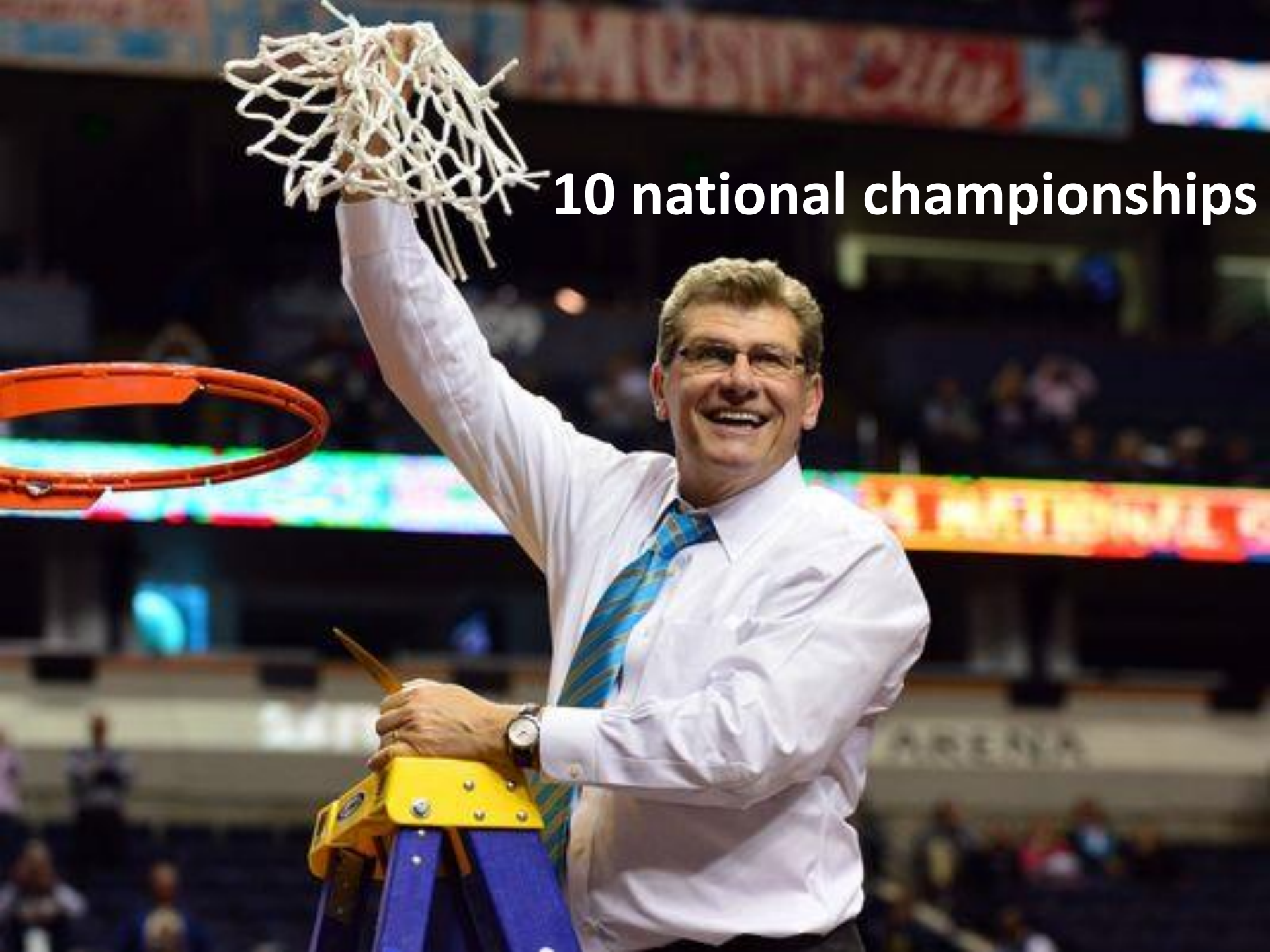
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Coach as Visionary

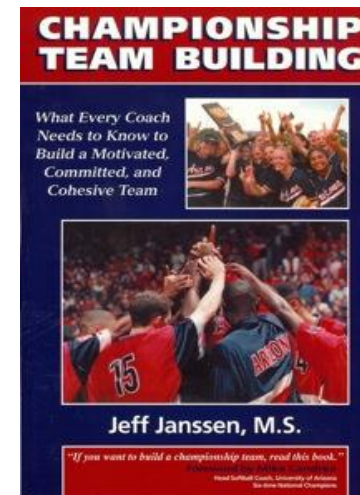
Setting High Expectations

They had no history, no office, no fans, no real gym, and metal bleachers they only roll out for the really big games. The problem with that is, back then, there are no big games.



10 national championships

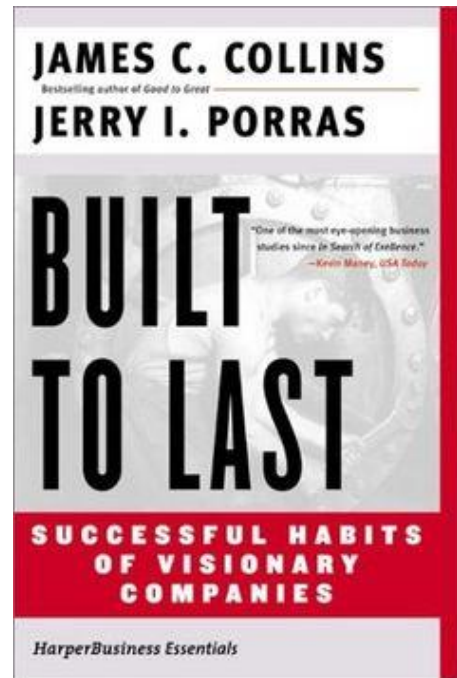
Vision Meetings

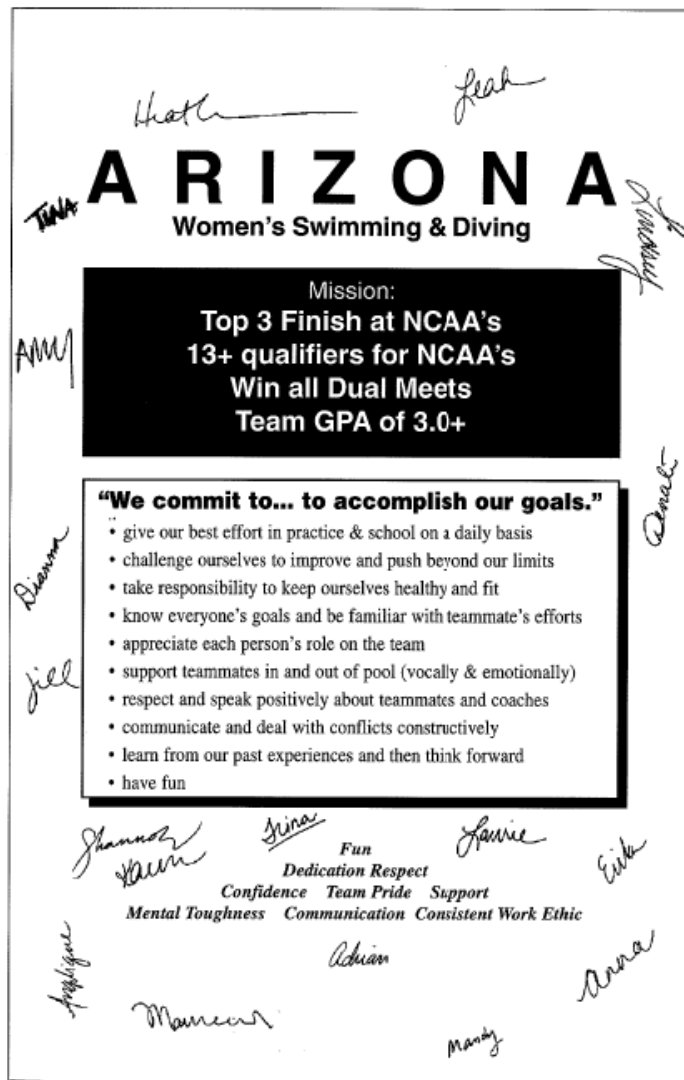


- 1. What could we achieve if we really put our hearts and minds to it?*
- 2. How far could we go if everything came together by the end of the season?*
- 3. What kind of season would we like to have so we feel it was worth the time and energy?*

BHAGS

Big Hairy Audacious Goals





- Turn vision into pillars of success
- Standards for daily focus and excellence

Goals that Work



- Ambitious, but realistic
- Include athletes to increase commitment
- State in positive terms, as opposed to negative behaviors should avoid
- Short-term and process goals incremental steps to achieve long-term goals

Yukelson, D. (1997). Principles of effective team building interventions in sport: A direct services approach at Penn State University. *Journal of Applied Sport Psychology*, 9, 73-96.



- *List 3 goals for the upcoming season*
- *List potential challenges you foresee that will keep the team from achieving these goals*
- *List 3 things you personally need to contribute to increase likelihood of team reaching goals*



<p>Athlete Goals</p> <p><i>(What do you believe is possible this season?)</i></p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p>Coach Goal Feedback</p> <p><i>(What coach believes is possible, and what challenges might impact goal achievement?)</i></p>	
<p>Updated Athlete Goals</p> <p><i>(Based on coach's feedback, write your updated goals)</i></p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>

I agree these goals are attainable and commit to doing whatever is needed to overcome potential challenges to achieving these goals.

Athlete Signature

Goals + Expectations

- Combine numerical goals WITH everyday performance expectations

From my standpoint, the goal is for each player to be working hard all the time to get better and to be committed to being a good teammate, caring about others. (7-time NCAA championship coach)

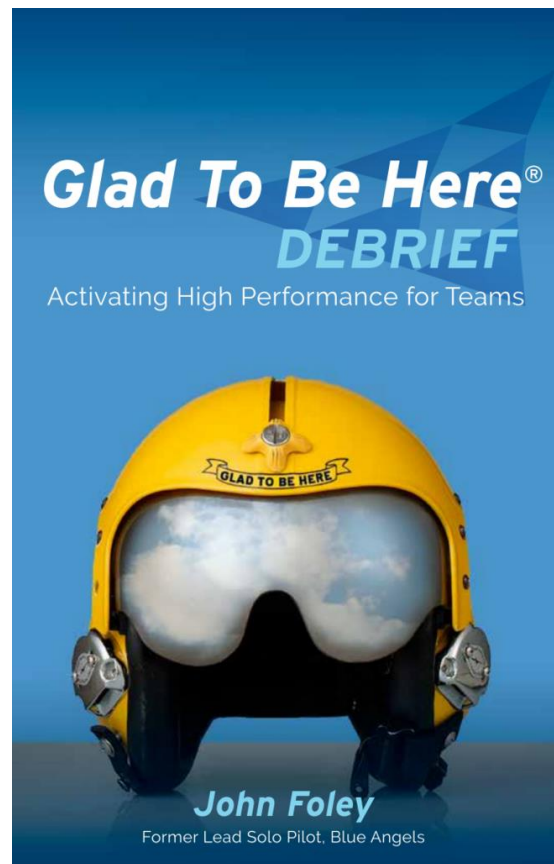


Webinar Outline

- Setting high expectations
- **Monitoring progress**
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- Repeating success

GLAD TO BE HERE





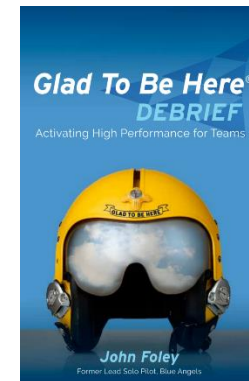
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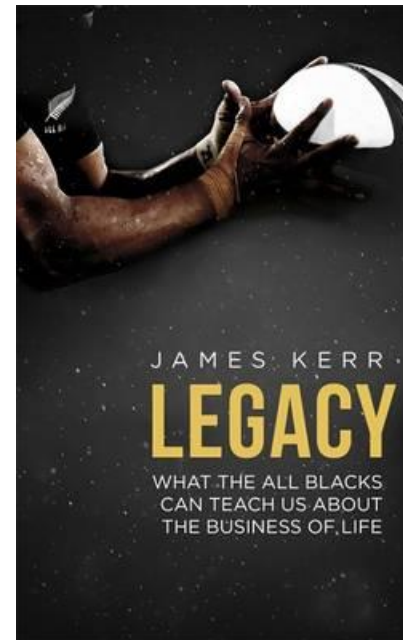


The Right Debrief Environment

- Is there conflict that's not out in the open?
- Does competition get in the way of collaboration?
- Is there fear in the team?
 - fear of reprimand?
 - fear of being wrong?
 - fear of speaking out?

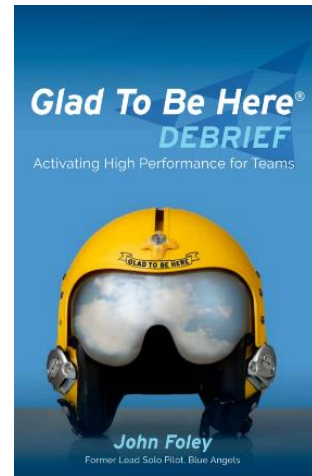


In the belly, not the back





'Pick Up the Ball' Exercise



End of each week ask yourself...

1. Which tasks did I complete perfectly?
2. What went wrong for the tasks I didn't complete (perfectly)?
3. How can I fix the things that went wrong?
4. Who else would benefit from knowing what went wrong and how I will fix it?

Post-Practice Debriefing

- What was the most valuable part of practice today?
- What do you think we need to spend more time on in our next practice?



ATHLETE REFLECTION SURVEY

What were your goals for today's training session?

Did you achieve those goals? If not, Why?

Rate your level of effort today during today's training session

1 2 3 4 5 6 7

What could you have done to be better prepared today?



Post-Competition Debriefing

Quick pause for athletes and coaches to calm down

Debrief with assistants to ensure consistent message

Share brief message with athletes

- ☐ Recognize model behavior and effort
- ☐ Identify strengths if a loss
- ☐ Identify weaknesses if a win

Give athletes opportunity to address teammates

Complete post-competition ritual (team cheer, prayer, etc.)

Have athletes complete post-competition reflection cards

Post-Competition Reflection Cards

Post-Competition Reflection Card

FOOTBALL

League ☐ Non-League

Playoff ☐ Tournament

Return card to Athletics Director within 24hrs of game or on Monday following a weekend game

Opponent: _____ Location: Home / Away _____ Date: _____

Result: Win / Loss / Tie Score: FHS _____ Opponent _____

Competitiveness Indicators:	Did Not Meet Target				Exceeded Target
<2 turnovers	1	2	3	4	5
Rush for >175 yards	1	2	3	4	5
Pass for >150 yards	1	2	3	4	5
<3 offensive penalties	1	2	3	4	5
No PAT/FG's/Punts blocked	1	2	3	4	5
All punts +35 yard field position	1	2	3	4	5
No returns for touchdowns	1	2	3	4	5
>2 takeaways	1	2	3	4	5
Hold opponent to <150yards rushing	1	2	3	4	5
Hold opponent to <70 yards passing	1	2	3	4	5
<4 defensive penalties	1	2	3	4	5

Competition Reflections

What weakness did you notice that should be addressed in the next practices?

Athlete of the Game

Nomination Form

Name: _____ I.D. #: _____ Gender: Male ☐ Female ☐ Grade: _____

Reason for Nomination: _____

Anything else AD should be aware of?



Post-Race Debrief: Athlete**NAME:** _____

DATE:	EVENT:	RESULT:
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Psychological: Rate on a scale of 0-6 (0 = not at all and 6 = very much)**Pre-Race:**

1. Physically warmed up	0 1 2 3 4 5 6	6. Feelings of anxiety	0 1 2 3 4 5 6
2. Healthy	0 1 2 3 4 5 6	7. Worried about performance	0 1 2 3 4 5 6
3. Mentally prepared	0 1 2 3 4 5 6	8. Distracted	0 1 2 3 4 5 6
4. Eager to race	0 1 2 3 4 5 6	9. Focused	0 1 2 3 4 5 6
5. Confident	0 1 2 3 4 5 6	10. Technically prepared	0 1 2 3 4 5 6

During the Race:

1. I found myself thinking of unrelated things	0 1 2 3 4 5 6
2. I was able to focus on my race plan	0 1 2 3 4 5 6
3. I was able to use emotions to my advantage	0 1 2 3 4 5 6
4. I felt overwhelmed and not confident	0 1 2 3 4 5 6
5. I let my focus drift to others around me	0 1 2 3 4 5 6

COMMENTS: _____

TACTICAL:

Start/Transition/First 5th of the race 0 1 2 3 4 5 6	Middle section (400-100, 800-200, 150-50) 0 1 2 3 4 5 6	Last 100 m/200m/50m / Finish 0 1 2 3 4 5 6
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COMMENTS: _____



Performance Charting

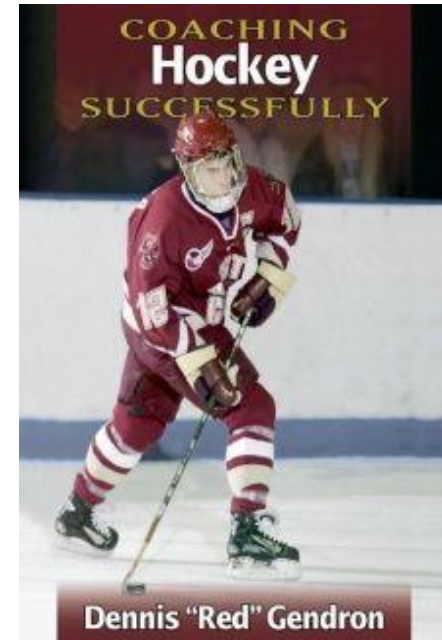
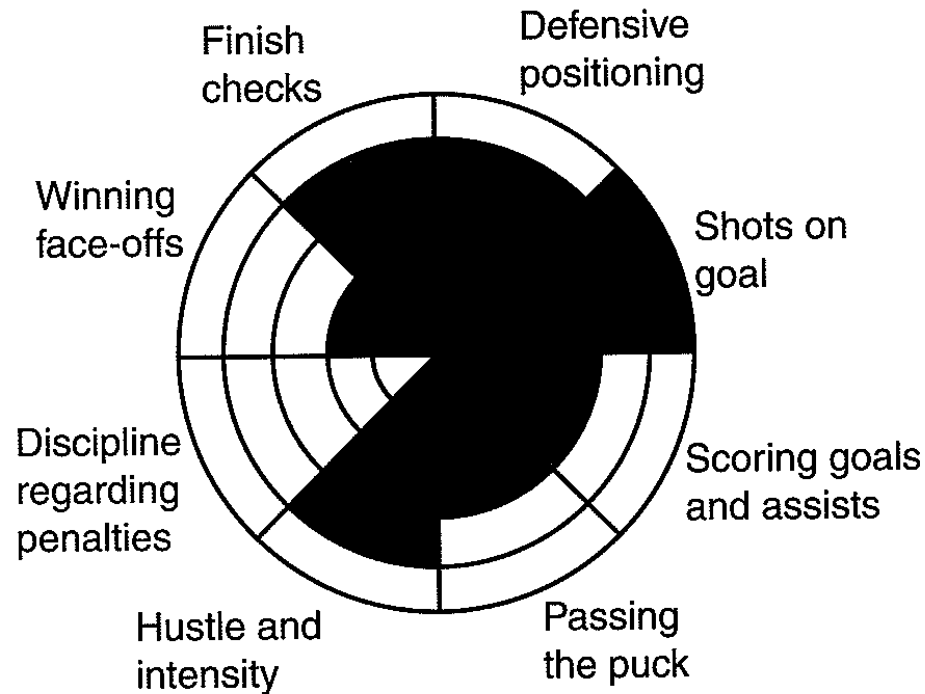
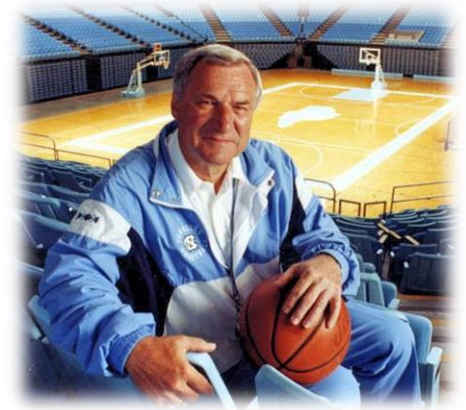


Figure 3.1 The performance wheel.

Competitive Cauldron

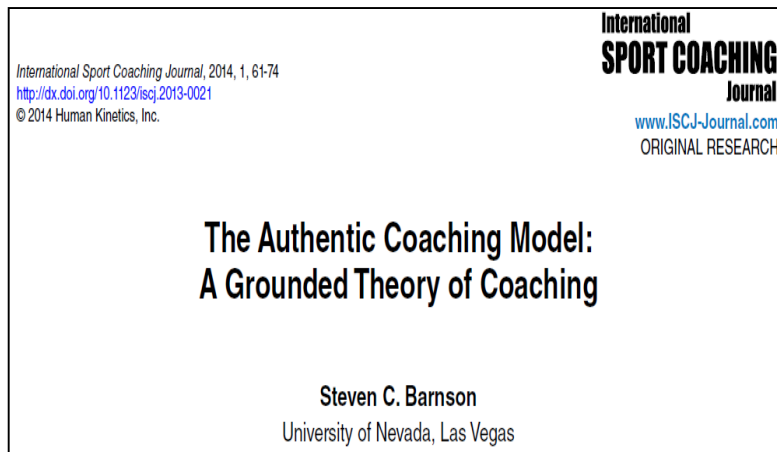
- Chart everything (practice & game performance)



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Sustaining Motivation and Effort



There are things they want to do and things they need do, my job is to make those two things the same.

Sustaining Motivation and Effort

- ✓ Prime (to keep focused)
- ✓ Justify (connect back to vision and goals)
- ✓ Invigorate (find the training 'sweet spot')
- ✓ Reward (desired behaviors and attitudes)

Priming

- End of each practice tell players what will work on in next practice
- Prime for desired focus and energy
 - ‘Flow’, ‘Easy Speed’, ‘Automatic’, ‘Extend’



Adams, D., Ashford, K. J., & Jackson, R. C. (2014). Priming to promote fluent motor skill execution: Exploring attentional demands. *Journal of Sport & Exercise Psychology*, 36, 366-374.

Justify

- Give rationale for activities
- Don't assume will see relevance on their own
- Connect activities back to goals & expectations



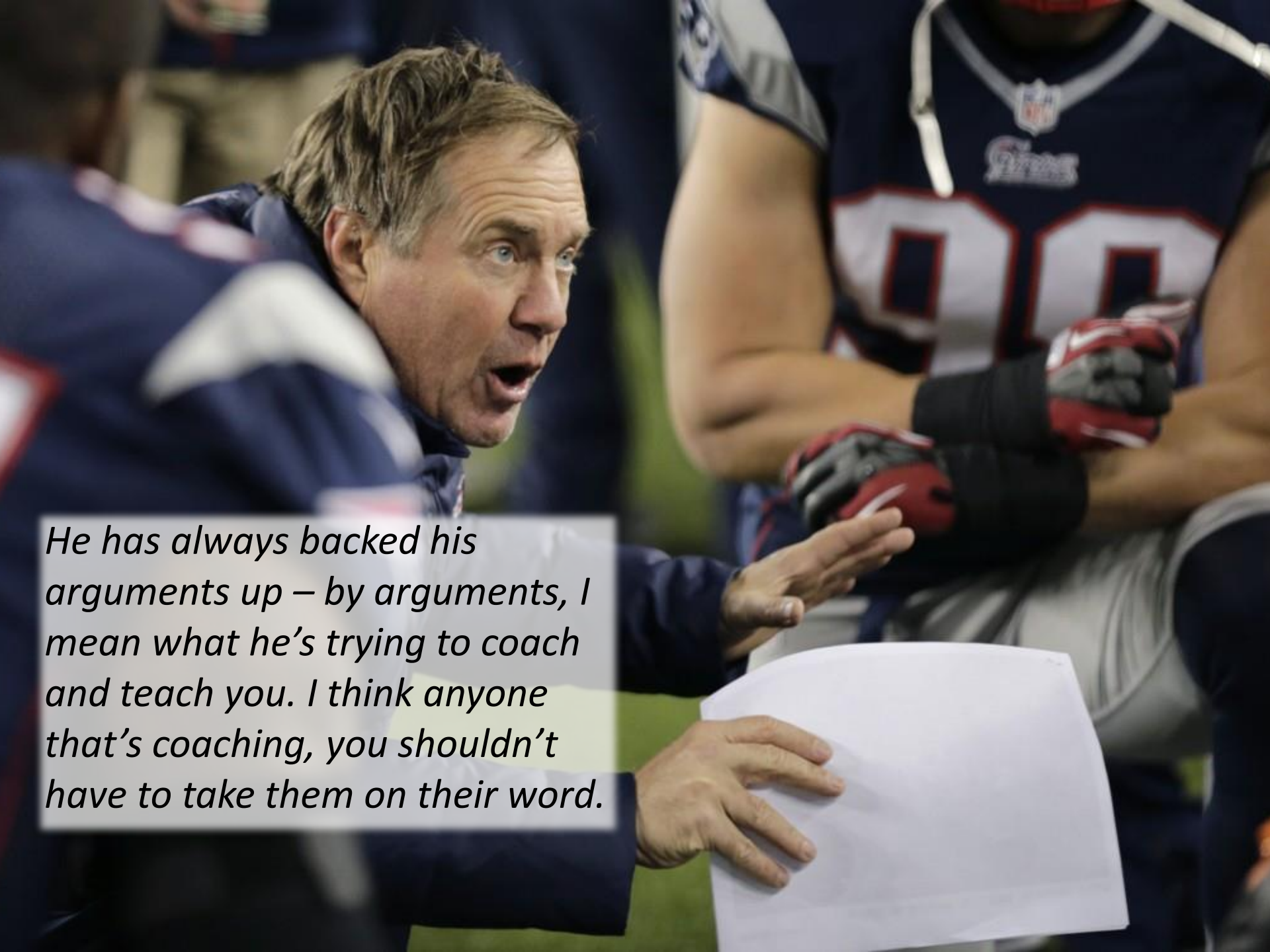
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International
SPORT COACHING
Journal
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INSIGHTS

Mastery, Autonomy and Transformational Approaches to Coaching: Common Features and Applications

Stewart A. Vella and Dana J. Perlman
University of Wollongong

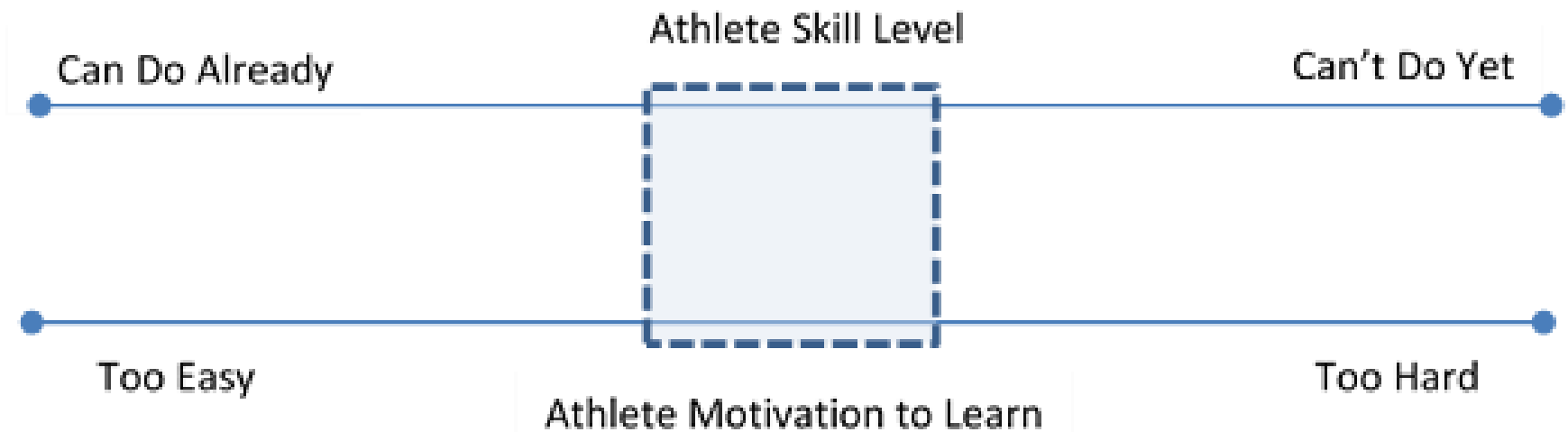


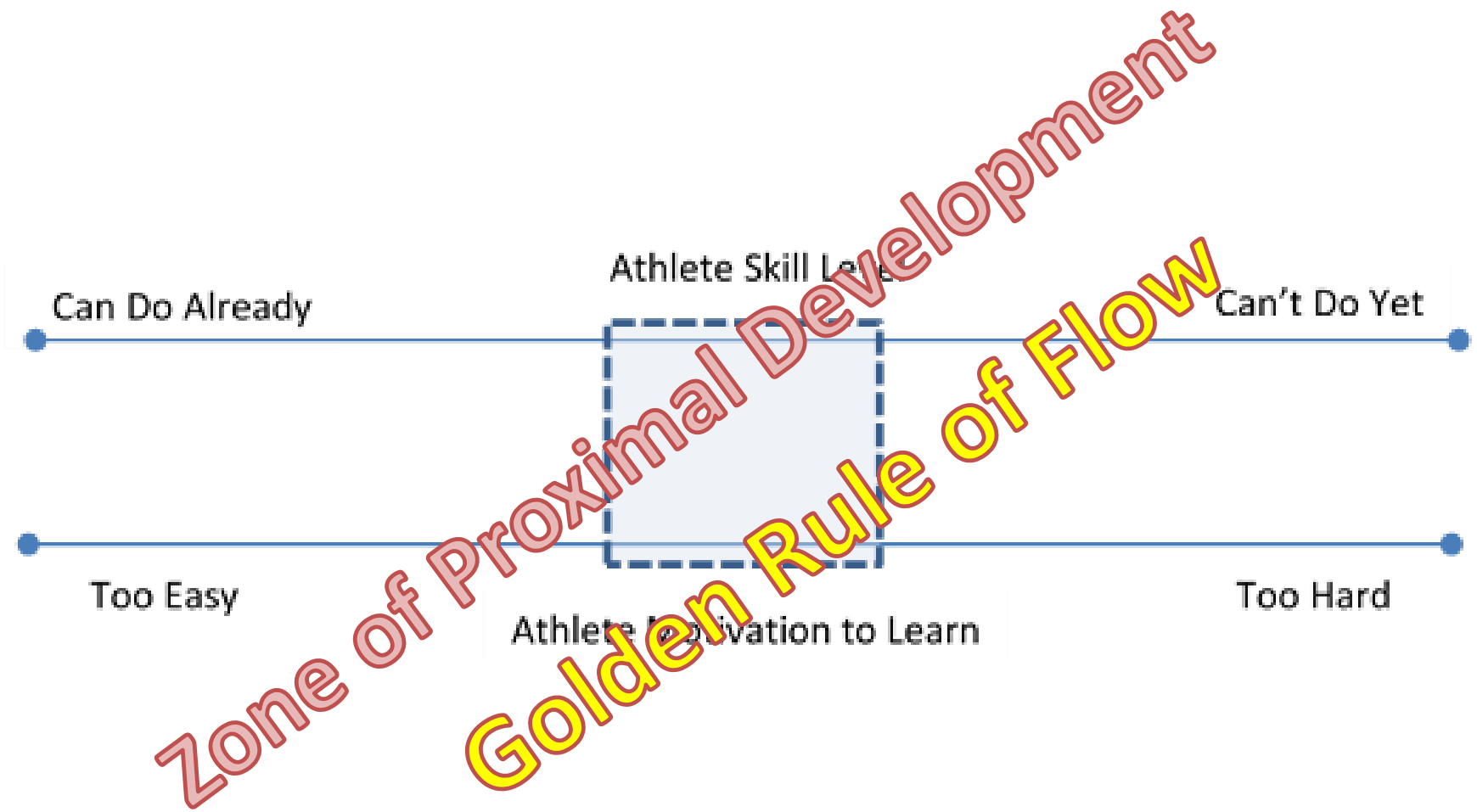
A photograph of Bill Belichick, head coach of the New England Patriots, on the sidelines during a game. He is wearing a dark blue jacket and is gesturing with his hands while speaking. In the background, a player in a Patriots uniform with the number 90 is visible. A text box is overlaid on the bottom left of the image.

He has always backed his arguments up – by arguments, I mean what he's trying to coach and teach you. I think anyone that's coaching, you shouldn't have to take them on their word.

Invigorate

The Athlete Training 'Sweet Spot'





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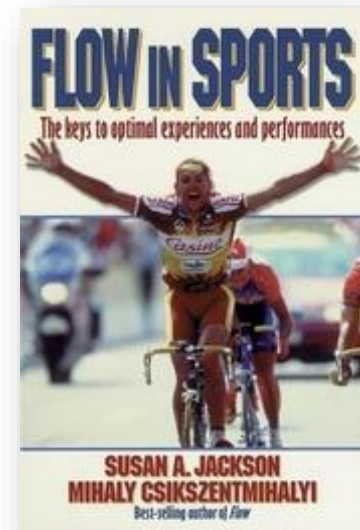
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Challenge-Skills Balance

- Individual perception of challenge, not actual challenge, is key
- Change the perception
 - fear of failure ↓
 - confidence ↑



Reward: Positive Charting

- **P** = positive
- **R** = respect
- **I** = initiative
- **D** = determination
- **E** = enthusiasm





Principles | What Is Positive Charting



Positive Charting



Principle | How to Use Positive Charting



- Positive Charting tied to core values
- Shield represents strength of team

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Sustained Excellence



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The Psychology of Ongoing Excellence: An NCAA Coach's Perspective on Winning Consecutive Multiple National Championships

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University Park, Pennsylvania, USA*



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Sustaining Excellence

- Consistent energy, effort and spirit every day
- One minute drill:
 - *This is what I think you are doing well*
 - *This is what I think you need to work on*
 - *Here is where I see you making the best contribution in the next training cycle*
- Role clarity and role acceptance



Coach's Checklist on Raising the Bar to Repeat Success

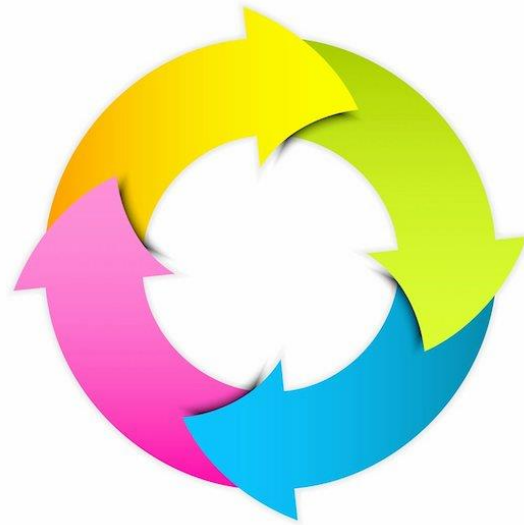
Questions that a coach must answer throughout the season.

	Yes	Somewhat	No
1. Have we improved our work ethic?			
2. Are the team as fit as they can be?			
3. Have we increased intensity and raised the level of internal competition?			
4. Have we raised quality by challenging players to be better?			
5. Have we given good enough feedback?			
6. Have we toughened responsibility and accountability?			
7. Have we set more complex training problems to make the team smarter?			
8. Do all the players understand the game plan?			
9. Do all the players understand their jobs?			
10. Can we be one of the best at set pieces?			
11. Have we identified players to be on or off the bus?			
12. Have we recruited well?			
13. Have we managed injury prevention well?			
14. Have we balanced stress and recovery?			
15. Are we ready to win again?			



Sustained Excellence

The 4E Coaching Cycle



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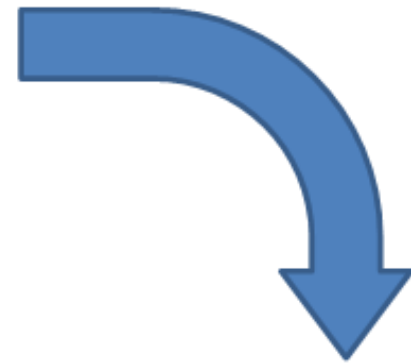
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Pre-Season: Envision
*Define what matters and
what's possible this season*



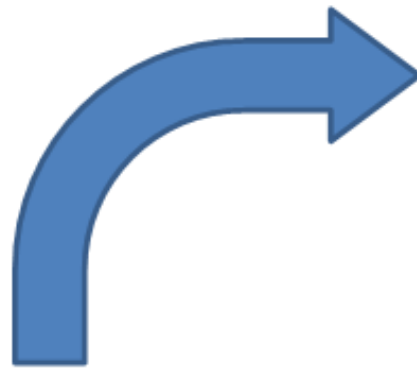
In-Season: Enact
*Coach and reflect on what's
happening right now*



End-of-Season: Evaluate
*Collect and review season
results and program data*



Off-Season: Enhance
*Standardize what works
and learn how to close gaps*



Four Phases of the Coaching Cycle: 4E's



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