



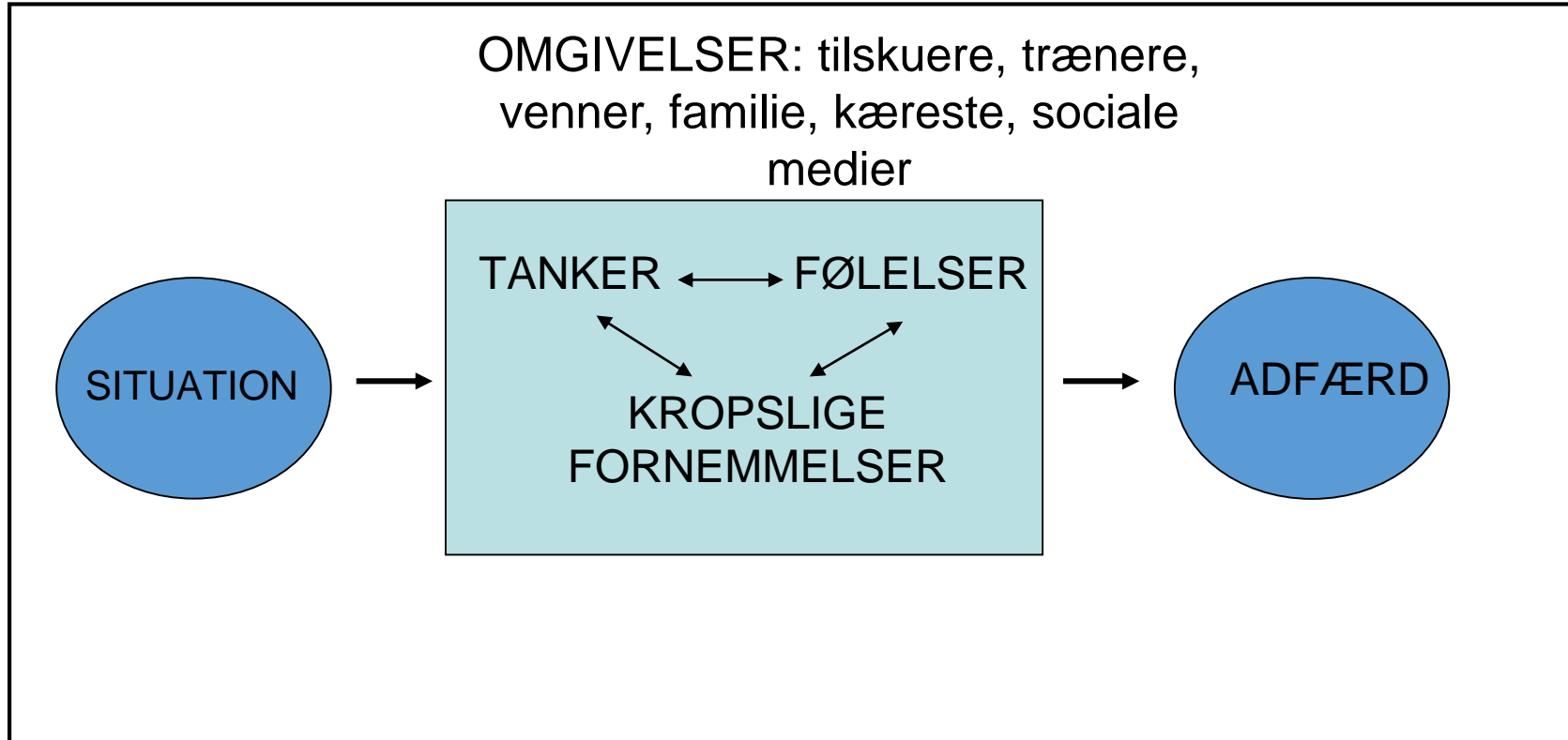
COACH NETWORK MEETING

4 diskussions-områder

- Præstations-angst
- Træning vs konkurrence
- Udfordringer i sæsonen
- Individuelle- og gruppesamtaler

Præstations-angst

- ‘my swimmer is a great trainer, constantly shows good things in training but when it comes to competition struggles to perform.’
- ‘I find I can’t get my swimmer to swim to a performance that I believe he is capable of, all the indicators on the taper shows a great performance but when it comes to the race goes slower or the same as he is entered.’
- ‘my swimmer has one bad race and the four day meet is finished for him, what do I do, how do I talk to him, what can he do?’
- ‘how do we manage expectations’
- ‘I find my swimmer has different perspective of how he should be performing than I do’



3 simple spørgsmål til dig selv....

**HVOR ER MINE
TANKER?**

**HVOR VANDRER MINE
TANKER HEN?**

**HVORFOR VANDRER
MINE TANKER
DERHEN?**

3R-modellen: Vejen til fuldt fokus

1. Registrer:

- Hvor er dit fokus?
- Accept, åbenhed og villighed.

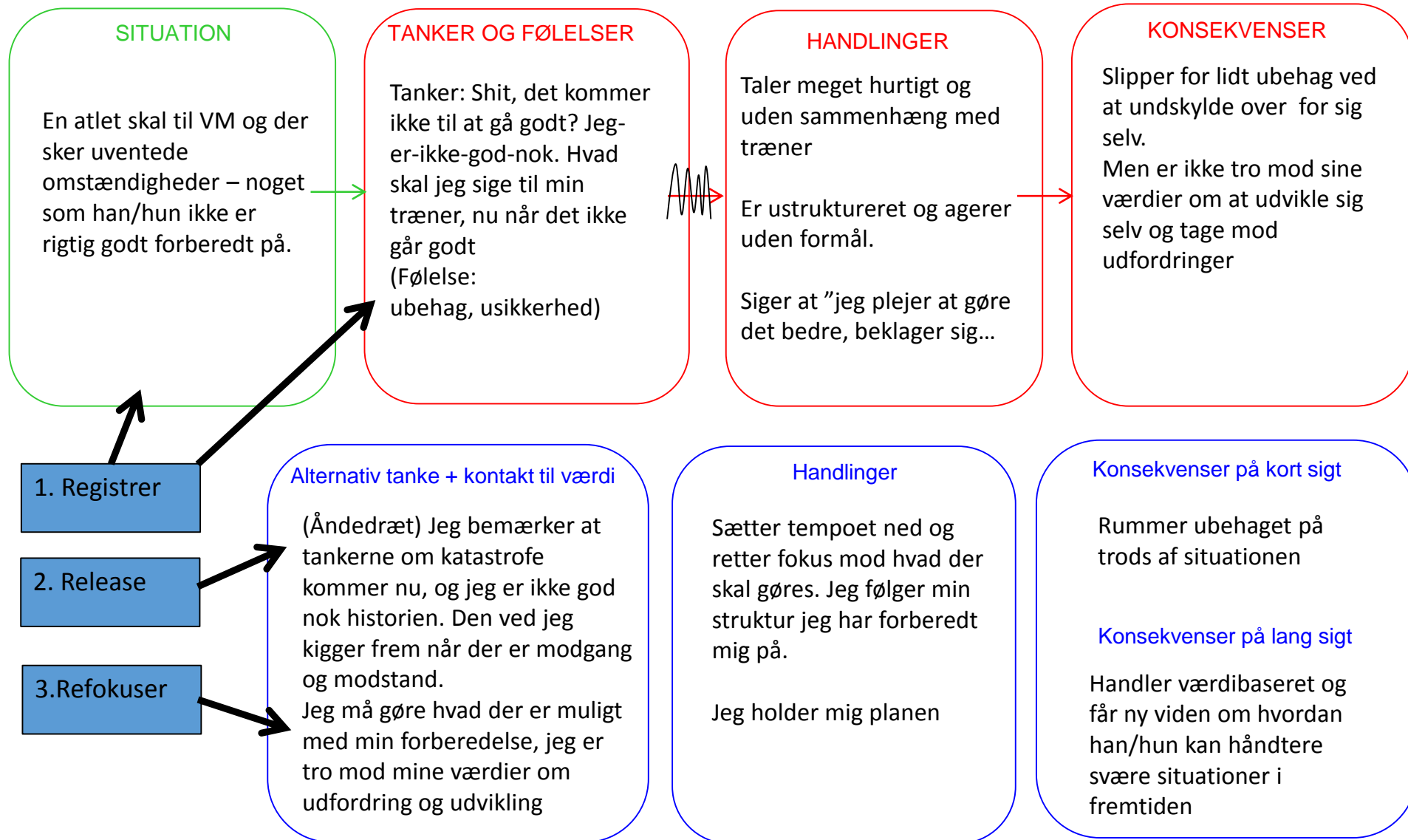
2. Release:

- Åndedræt
- Giv tanken et navn
- Udvid din opmærksomhed når følelsen omklamrer
- Kontakt til nuet

3. Refokuser

- Refokuser til opgaven (det du skal gøre) og den måde du gerne vil være på.
- Kontakt til værdier, opgave og handling.

Fra autopilot til værdibaseret adfærd



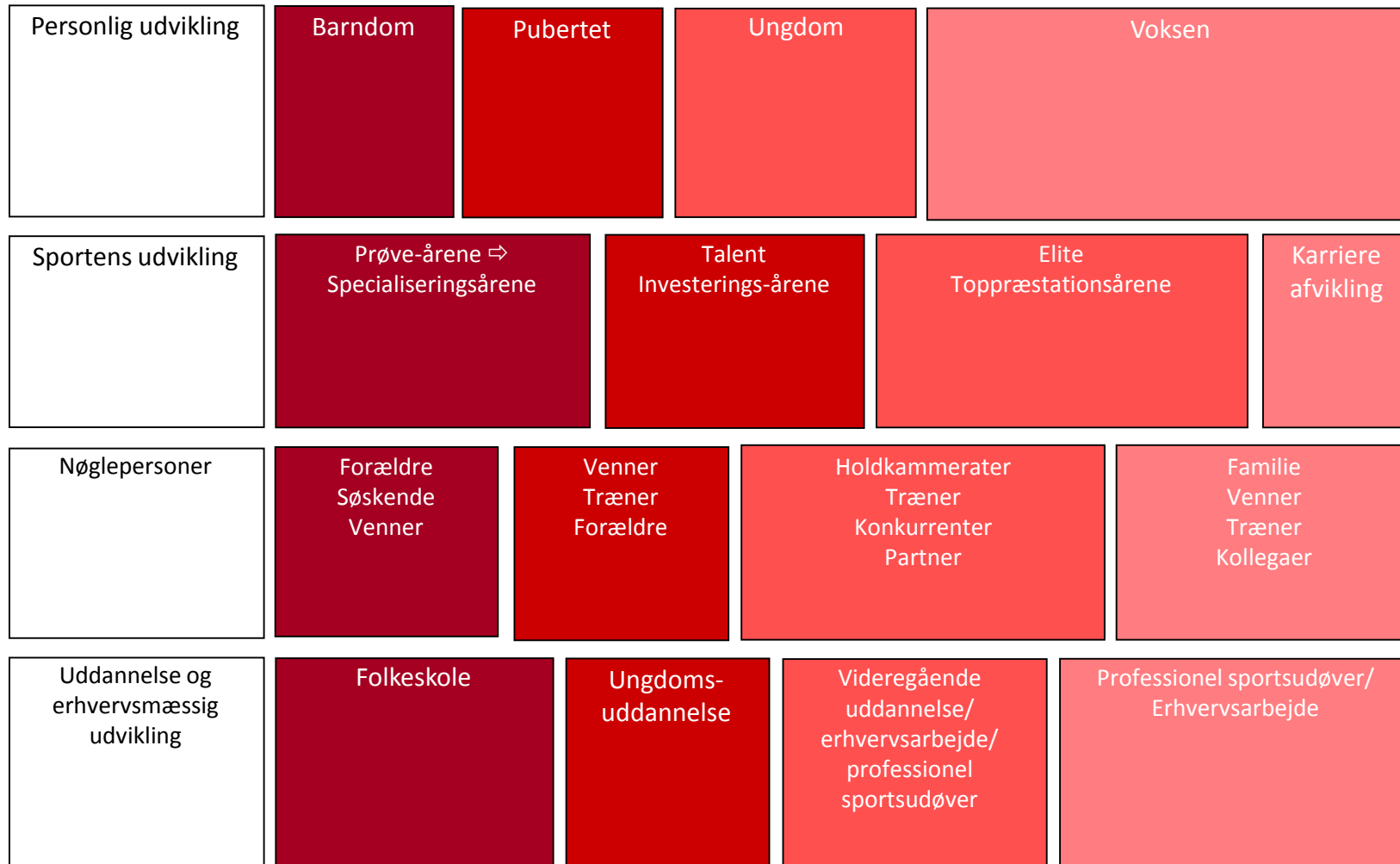
Træning vs konkurrence

- ‘my swimmer is a racer but his training habits are not to my expectation for the group he trains in’
- ‘my swimmer does not want to do the sets the way I ask him’—‘my swimmer appears to be depressed, never happy, stops a lot, appears to have no excitement or life in him’
- ‘my swimmer gets distracted by others’

Udfordringer i sæsonen

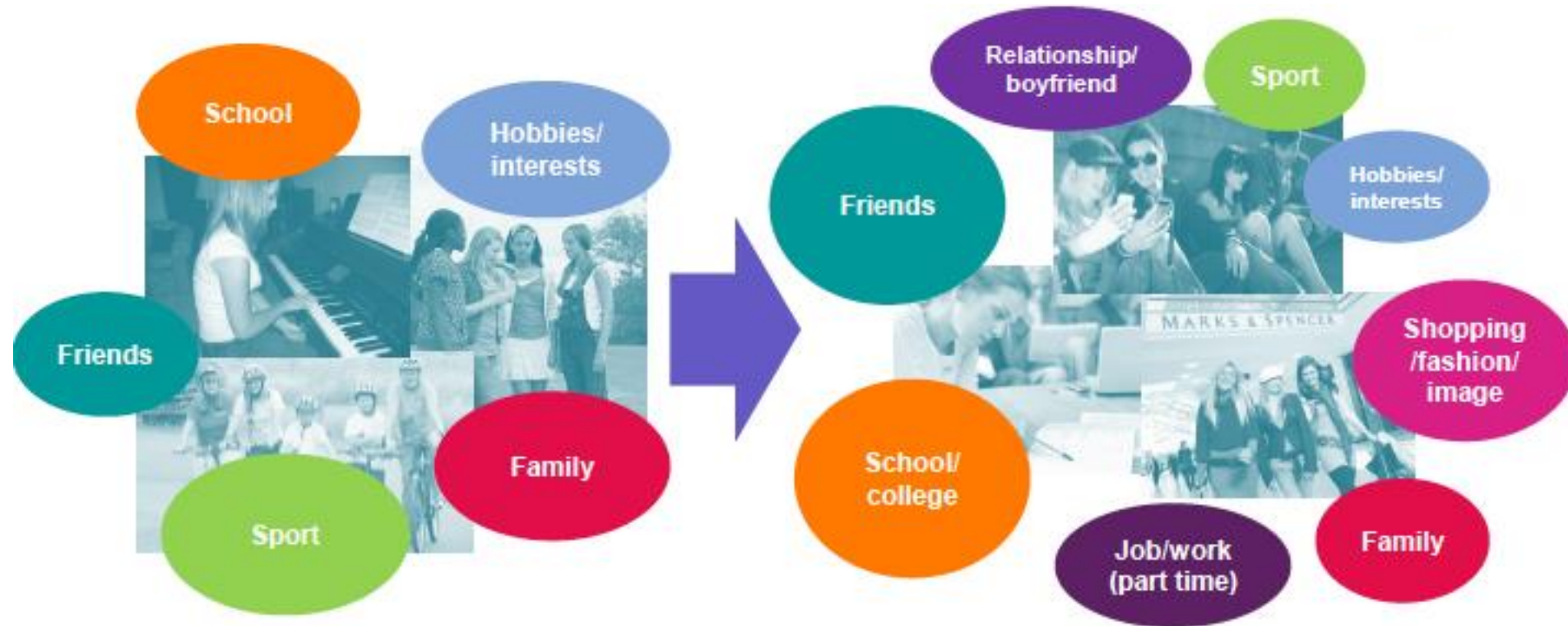
- long season, can't find purpose, struggle to keep things interesting, School stress, Family stress, Social Stress.
- 'my swimmers lose their enthusiasm from May onward and our performances are not better in July' 'my swimmer is stressed with school, how can I help'
- 'my swimmer has family issues, split family, father is demanding, mother not interested in his swimming' 'my swimmer is starting to date and is forever not showing up on Friday night or missing Saturday morning'

Karrieren



Hvorfor drop-out?

Prioriteter ændres med alderen



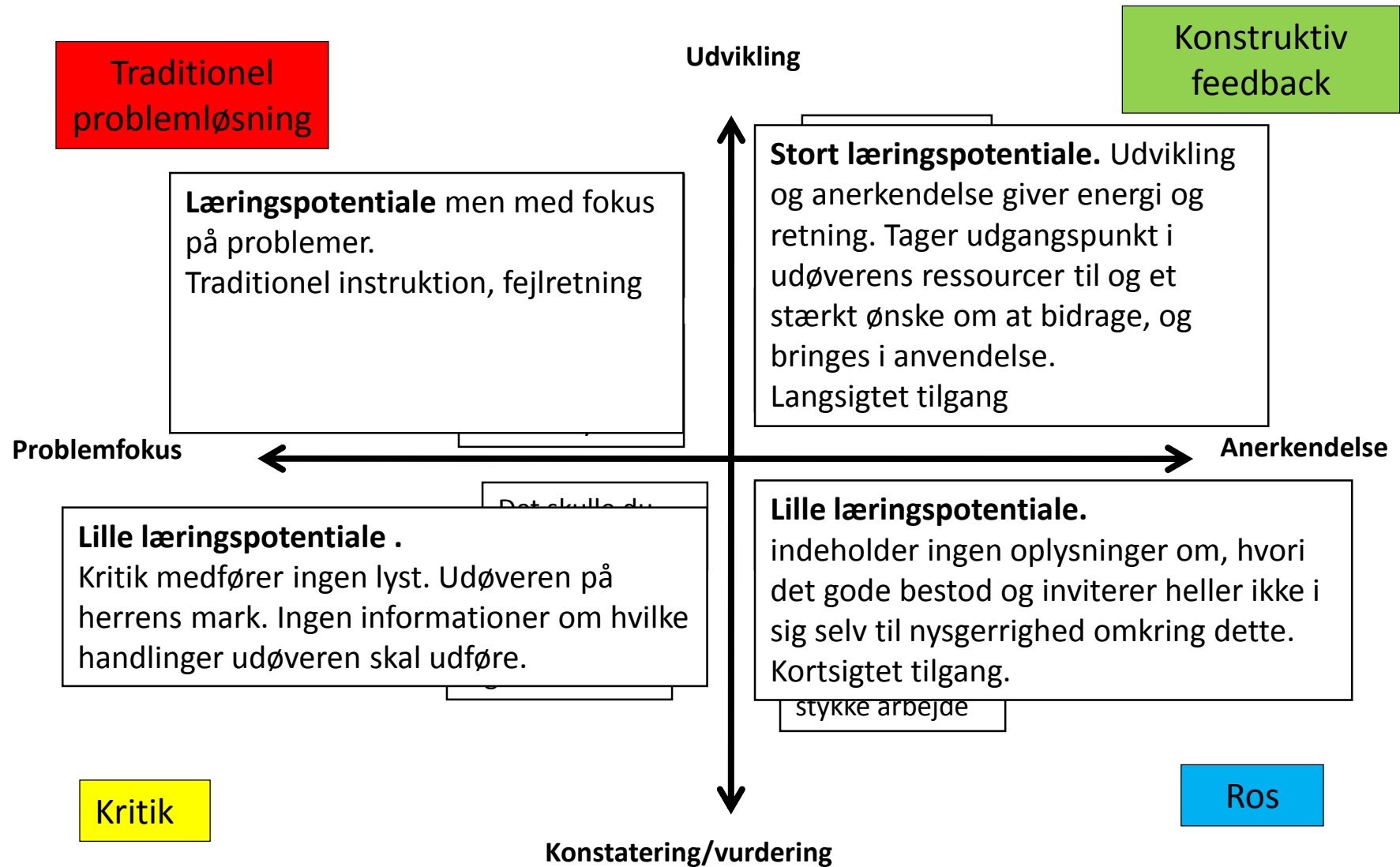
Young teenage girl (13 years)

Older teenage girl (16 years)

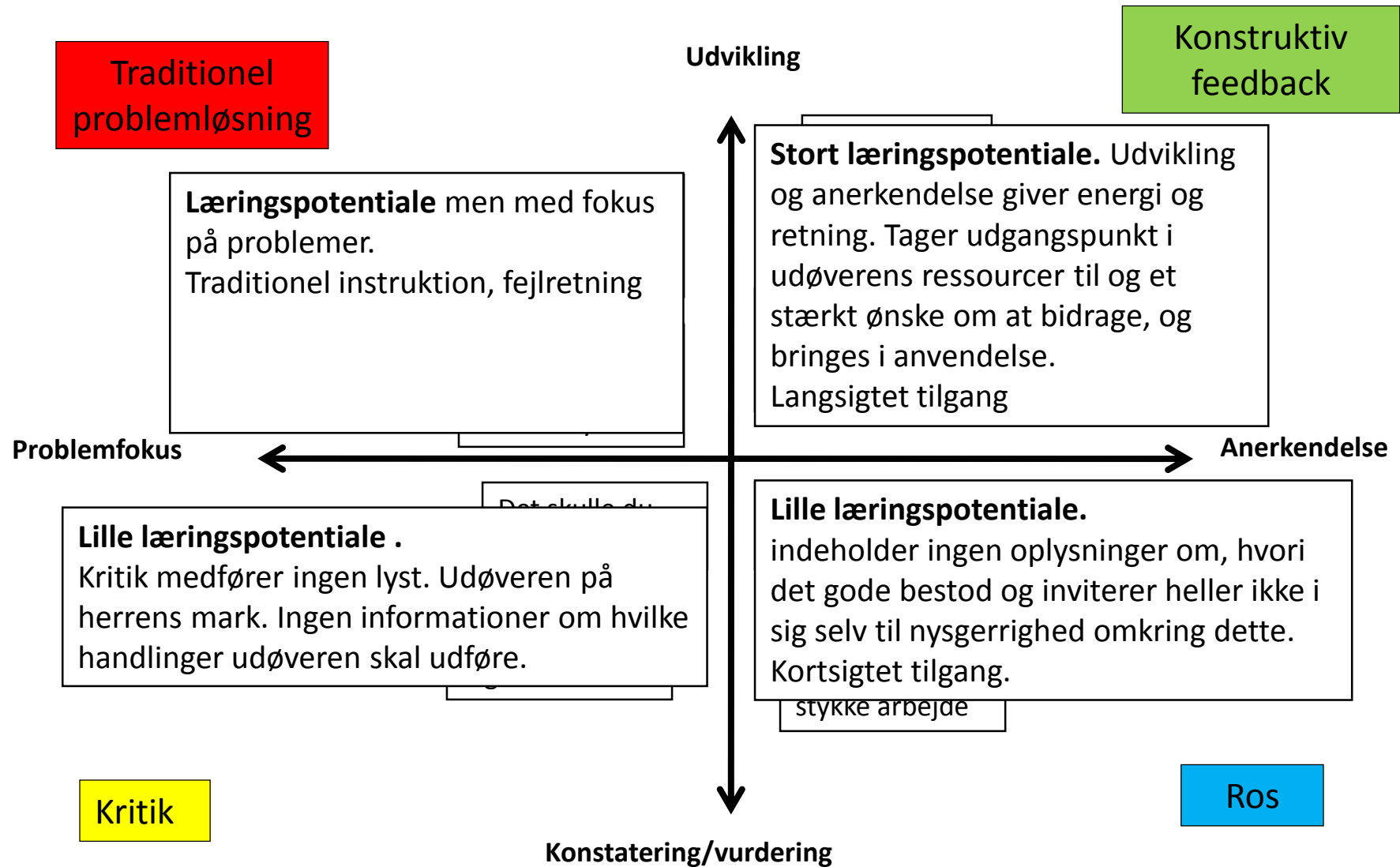
Individuelle- og gruppesamtaler

- 'how best to be effective' 'how best to give feedback'

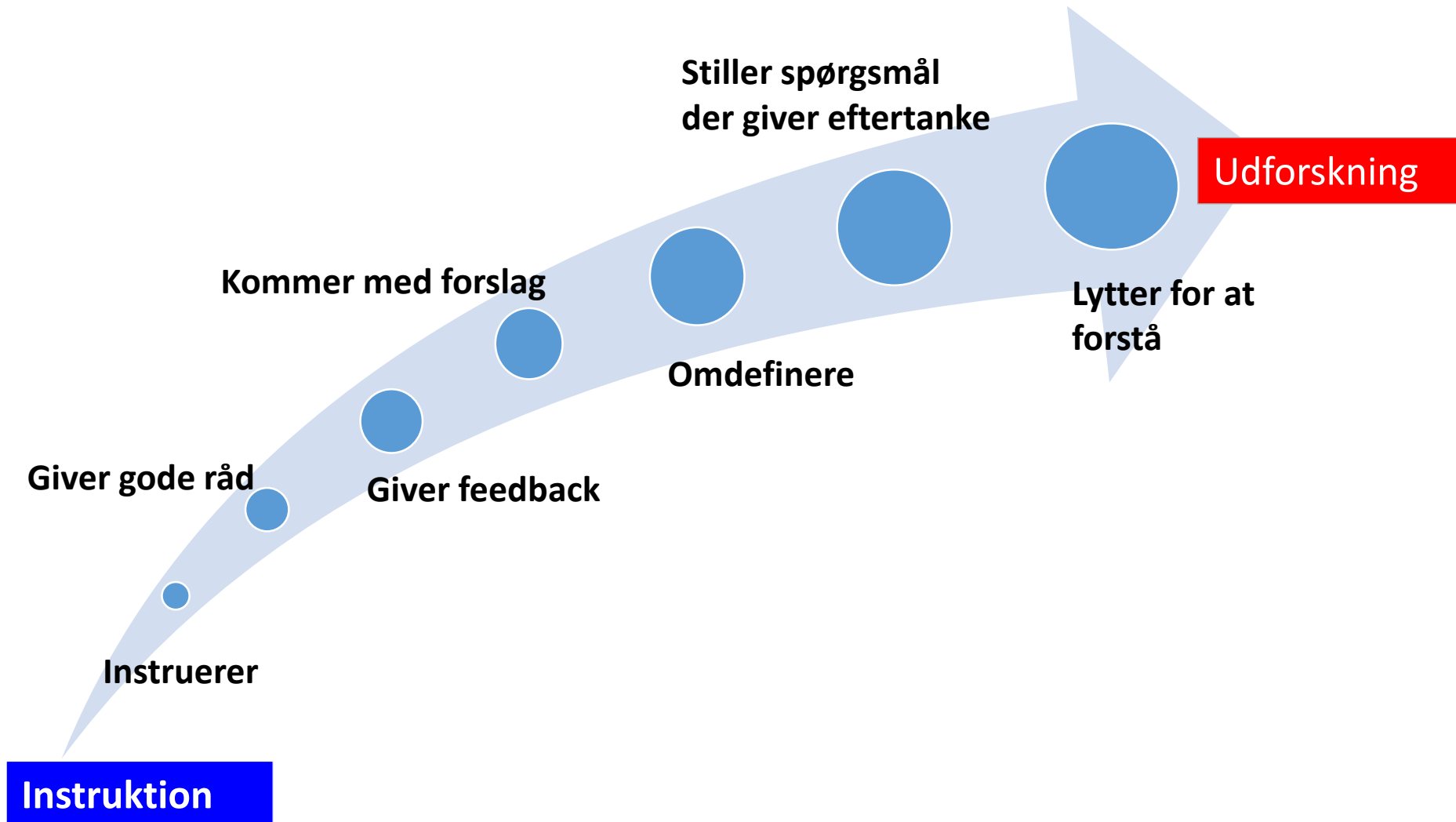
KOMMUNIKATIONSFORMER



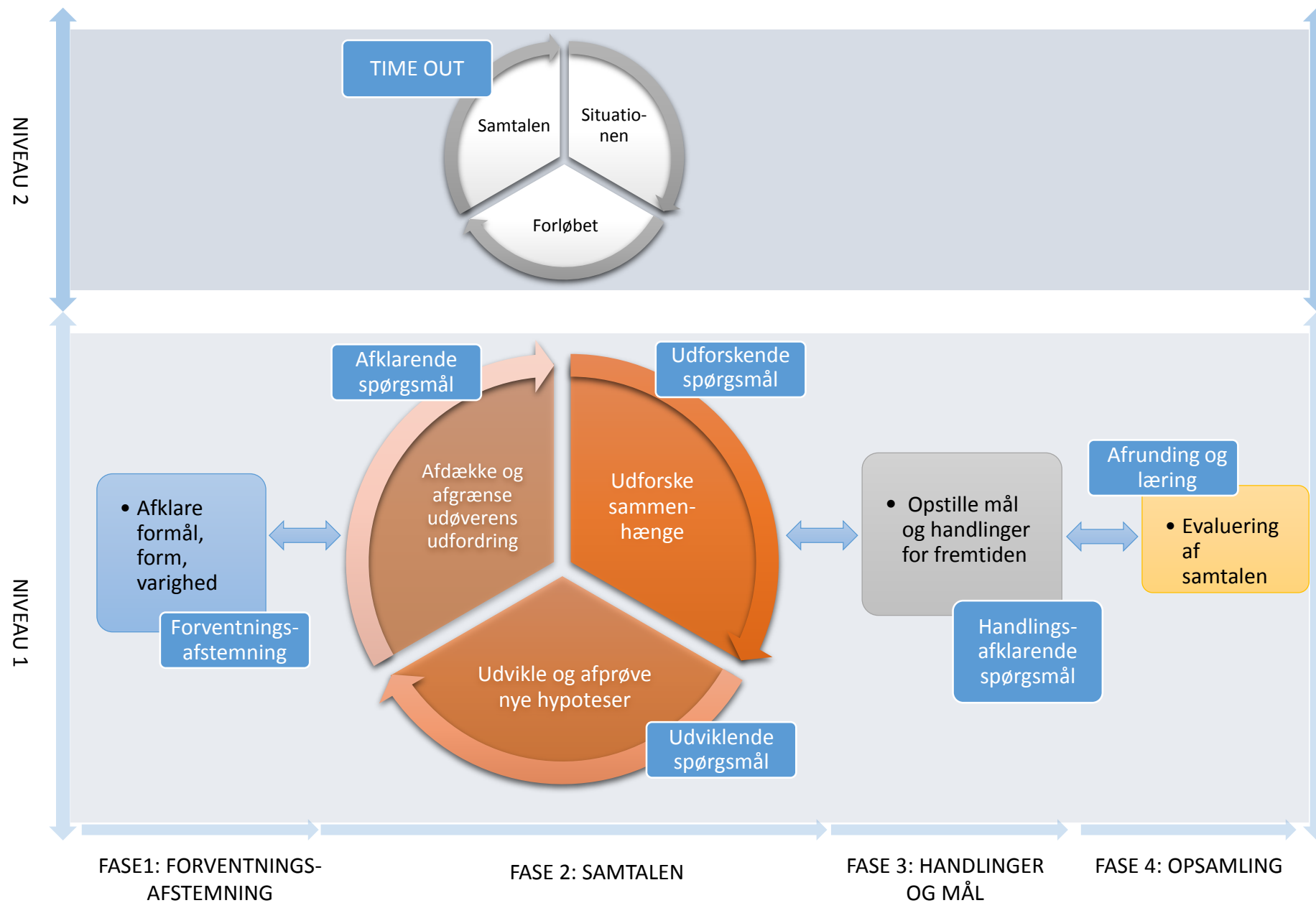
KOMMUNIKATIONSFORMER



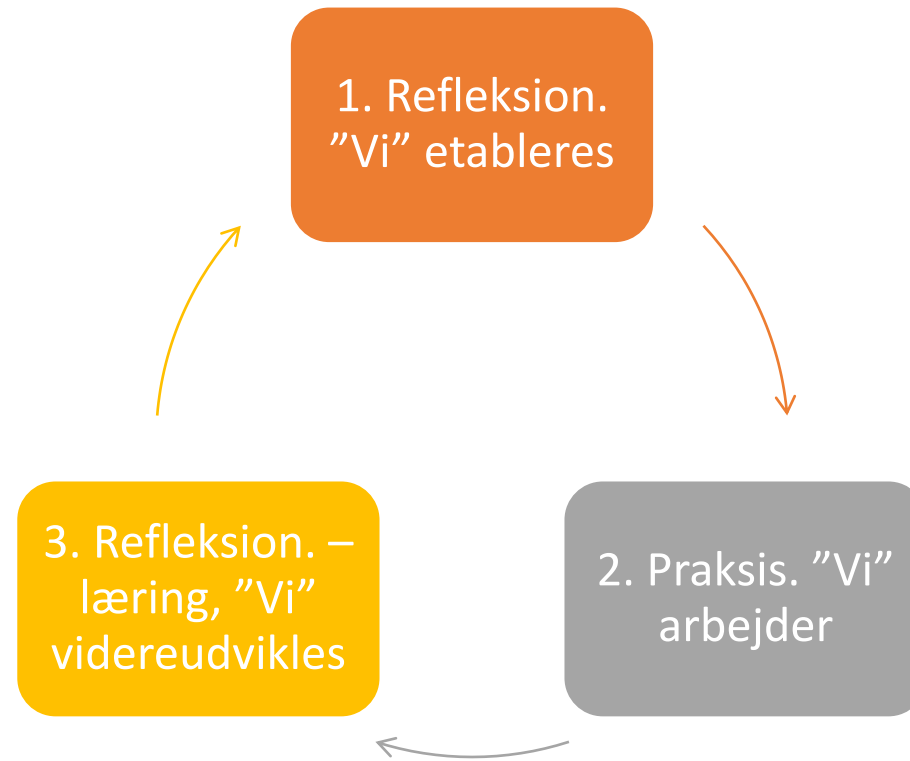
SPØRGSMÅLSHIERAKI



TALENTUDVIKLINGSSAMTALEN



Model til udvikling af "Vi"



1. Refleksion. Teamet laver aftaler om normer, regler og arbejdsprocedurer ifht. arbejdsopgaver – "Vi" etableres.
2. Praksis. Teamdeltagerne arbejder ud fra aftalerne om praksis: "Vi" arbejder.
3. Refleksion – Læring. Teamdeltagerne rapporterer erfaringerne og evaluerer i fællesskab, hvorvidt det er lykkedes at etablere funktionelle aftaler, og om deltagerne er lykkedes med at arbejde efter dem. Om nødvendigt justeres aftalerne, og man prøver det af igen: "Vi" videreudvikles.

Afslutning og afrunding

- Spørgsmål eller kommentarer?



Model for aldersrelateret sportpsykologisk træning

