



# COACH *Connect*

*2024-2025*

SOUTH WEST SYDNEY ACADEMY OF SPORT

**SWSAAS**

Youth • Sport • Excellence • Community

# Presentation Topic



Program Planning

Session Planning

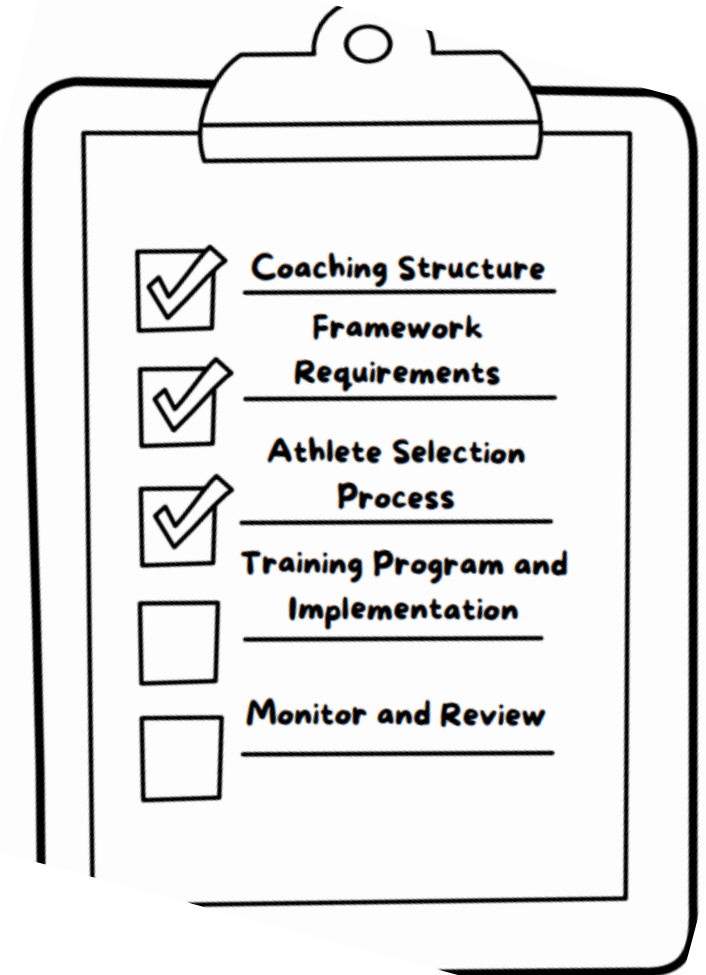
Individual Athlete Performance Plans

Team Building

Camps

# PROGRAM PLANNING

- Outline of season providing a template of the program structure of events, key targets and outcomes.
- Program to meet the requirements of the Academy Sport Program Framework against FTEM model (and SSO requirements) and key requirements of the Academy Lifecycle.
- Implementation of the Academy Lifecycle and Sport Program Framework is key to the success of each sporting program and to the overall high performance outcomes of the Academy.



# National FTEM Model

Foundation  
Talent  
Elite  
Mastery

Provides Academies with guidance on the level of high performance skill sets and educational components required to be a successful Athlete within a defined High Performance Pathway

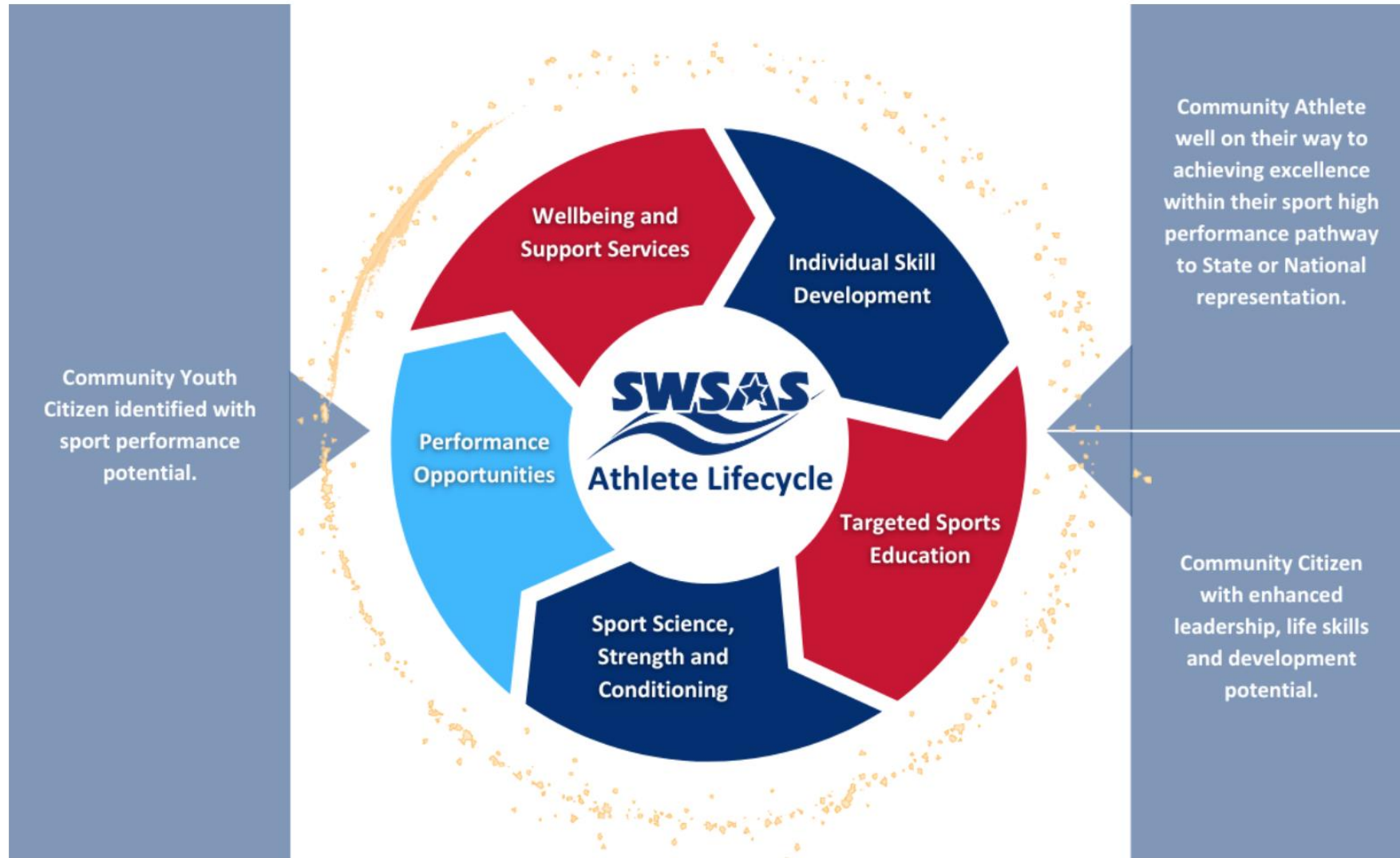


With the Tier 1 - NSWIS Talent Radar in mind, the NSW Institute of Sport identifies the above as key values and attributes of athletes they are targeting for inclusion into High Performance Pathways.

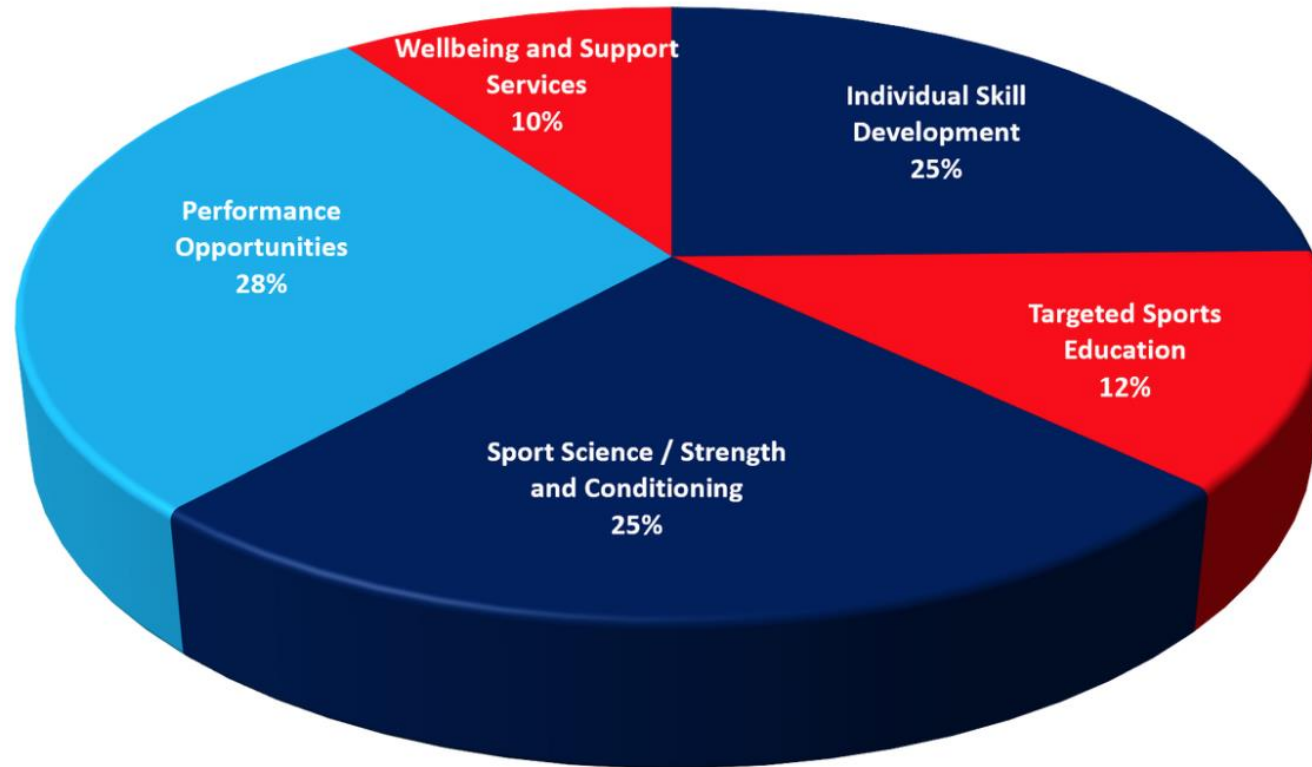
There are athletes who,

- Have sampled a range of sports throughout their childhood / youth to a high level.
- Highly motivated, committed and resilient individuals.
- Well supported and backed by family to pursue their sporting dreams.
- Performance and capability is high relative to their peers in their respective age group or category\*\*

\*\*Accounting for biological maturation estimation. Estimation tool – (Abbott & Cobley, USyd & Office of Sport)



# ACADEMY SPORT FRAMEWORK



Contact Hours Example: (Min)

- **Individual Skill Development**
  - 20 Hours
  - sport specific training
- **Targeted Sports Education**
  - 10 hours
  - lectures or practical workshops focus on education ie nutrition, drugs in sport, social media etc
- **Sport Science / Strength and Conditioning**
  - 20 Hours
  - 3 hours theory, and 5 hours practical demonstration and education in S&C
  - As well as 12 x hr Home S&C Program, and 3 x Sport Testing / FMS days.
- **Performance Opportunities**
  - 24 hours
  - Min 3 x camp-based or similar performance opportunities - ie Day in the Life, Academy Games, Academy Challenge, Exhibition games, overnight performance camps etc.
- **Wellbeing and Support Services**
  - 8 hours
  - Lectures, Workshops, visits where focus is on athlete as a PERSON and not on Performance

**TOTAL: 82 hours "Athlete to Coach" Contact**

# Program Planning Considerations

Focus Area	Detail	Date	Presenter
<b>SPORT</b>			
<b>Framework Structure</b>			
Academy Wide Education Program			
Squad Induction			
Academy Values, Expectations and Athlete Requirements			
Sport Integrity / Drugs in Sport Lecture			
Media Skills and Training Introduction			
Social Media and Image - Introduction			
Gender Specific Education			
Leadership Training			
Captains Class Leadership Challenge			
Talented Official Umpire or Referee Education Program			
Annual Graduation and Sports Awards Dinner			
Local Council Civic Reception			
<b>Individual Skill Development</b>			
Skill Development Training Program			
Skill Correction Training Program			
Individual Athlete Performance Plans			
Athlete (Team) Skill Development Plan			
<b>Sports Specific Education</b>			
Practical Nutrition Workshop			
Sports Taping			
Pool Recovery Session (Education)			
Self Image and Branding - Level 2			
High Performance Pathways Workshop			
Indoor / Video Analysis Workshop			
<b>Strength and Conditioning</b>			
Strength and Conditioning Home Program			
Engagement with Online AMS			
Gym Workshop Sessions, including correct technique education			
Summer Holiday Gym Access / Program			
<b>Sport Science Testing</b>			
RASI / NSWIS Derived Testing Battery			
Sport Specific Testing - ie Illinois, Watt Bike, Shooting stats etc			
<b>Performance Opportunities</b>			
Regional Academy Games			
Inter Academy Camp / Event			
Gala Day / TID / Clinic			
Intra Program Camp			
Day in the Life Experiences			
Regular Performance Checkins and Updates			
<b>Wellbeing and Support Services</b>			
Chaplain Visit			
Mental Health and Wellbeing Lecture / Workshop			
<b>KEY TRAINING SESSION DATES</b>			
RASI Camp - Wollongong			
Dec 16-17			

\* Basketball example

Coaching/management structure

Athlete selection

Education - Academy-wide and sport specific

Outline of individual skill development/training – SWSAS/external

Strength & conditioning

Testing

Competitions/events/opportunities

Wellbeing and support services

Consideration of home environment requirements/schedule

High level resourcing, people, equipment

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# INDIVIDUAL SESSION PLANNING

- Detailed outline of individual training sessions/activities
- Linked to Program Planning
- Session Plan contains introduction, development/ implementation, closure, evaluation
- Includes aim/goals, key focus, venue, diagrams, skill activities, sequence, timing/duration, instruction, strategies/ resources, equipment, coaching points, discussion/feedback etc
- Session risk assessment/management
- Safety provisions



Date: \_\_\_\_\_

Venue: \_\_\_\_\_

Time: \_\_\_\_\_

## PROGRAM

TIME	SUMMARY / OUTLINE	FOCUS

Notes / Include Required Resources, Coaches, Attendance, Injury or Incident Information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## TRAINING PLAN OUTLINE

ACTIVITY	Non Negotiables	Equipment/Notes
Warm Up	<i>Stretch!</i> <i>Take ownership</i> <i>Show leadership</i>  <i>Prepared Mentally and Physically to Train</i>	Talk to athletes about correct technique, and give them an idea of what the days session will entail
Conditioning Drills	<i>Do the Extras!</i> <i>Peak Fitness = Peak Performance</i>	Home programs, pre- training session drills – maintain fitness levels
Technical Drills	<i>Fundamentals</i>  <i>Form!</i>  <i>"GAME PACE" DRILLS</i>	Form, Technique, Preparation  Add in time and score – competitive  Add conditioning elements – ie sprint to next spot, full court drills etc.
Tactical Drills  <i>Offense / Defense / Strategy</i>	<i>TALK –Communication is Critical</i>  <i>What are we known for...</i>  <i>SOUTH WEST STYLE</i>	Encourage talk, encourage Pressure, Contact and Intensity  Coach On the Run!
Free Play	<i>CONTEST</i>  <i>Make Mistakes and Learn from Failures</i>  <i>Masters of our own destiny</i>	Make everything a competition – Time / Score / Personal Best  Short Sided Games / Free Play

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# AIS SESSION PLAN EXAMPLE



## SESSION PLANNER

Date	
Time	

Group	Venue	Attendance	Equipment / Other resources
Duration			
SESSION OBJECTIVE			
INTRODUCTION (Welcome, reminders, safety)			
<b>START OUT</b>	<b>GET INTO IT</b>		<b>FINISH UP</b>
List activities & duration	List activities & duration	List activities & duration	List activities & duration
<b>DELIVERY</b> How the content above will be delivered eg/ Formations, groups, circuits, activity combinations, sequences, transition. Also include modifications to activities, questions to ask, coaching tips.			
START OUT	GET INTO IT	FINISH UP	
<b>NOTES</b>		<b>SESSION EVALUATION</b>	
Safety   Reminders   Pre-session checks   Weather   Incidents		What worked / didn't. What did they like / didn't like. Modifications for next time.	

# SESSION PLAN EXAMPLES

2016 Regional Academy Games - Session Plan			
Session: Swim Clinic Lane 1		Time: 1300-1500	
Location: <u>Mingara</u> One 50m Pool		Allocated: 25 mins per group	
Aim: To provide athletes with effective and efficient methods for freestyle forearm catch and pull phase in swim.			
Lesson Sequence	Timing	Activity/Content/ Instruction	Strategies/ Resources
Introduction	3 mins	Welcome and introduce athletes to Clinic 1 coaches. Explanation of the lesson aim and direction. <b>Direction:</b> As a group, I. Discuss freestyle catch and pull technique II. Practice catch and pull inc do some laps and drills	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Verbal &amp; Visual</li> </ul> <p><b>Athletes need to bring paddles and pull buoy</b></p>
Development	20 mins	<ul style="list-style-type: none"> <li>• <b>Catch and Pull Technique General:</b> <ol style="list-style-type: none"> <li>Feel for water</li> <li>Hand entry position (inc in line with shoulders)</li> <li>Catch phase (early catch, don't drop elbow)</li> <li>Pull phase (high elbow, pull line, press water back)</li> <li>Exit (at thigh) and Recovery phases</li> </ol> </li> <li>• <b>Practice swim focus on catch and pull:</b> <ol style="list-style-type: none"> <li>100m easy free catch and pull focus (inc 5 secs sculling off wall at turn)</li> <li>Drills                             <ul style="list-style-type: none"> <li>o 2 x 100m easy one arm drill (one arm extended) with hand entry, catch and pull focus</li> <li>o 2 x 100m easy free catch up drill with paddles and pull buoy</li> <li>o 2 x 100 easy free with pull buoy (focus on effective hand entry, catch and pull)</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and visual demonstration</li> <li>• Verbal and visual demonstration</li> <li>• Practice short run in sand and to/from water edge</li> </ul>
Closure	2 mins	<ul style="list-style-type: none"> <li>• Ask if any questions. Answer. Provide any feedback that is immediately required; otherwise, congratulate and move on to next lane/clinic.</li> </ul>	Verbal
Evaluation	Through out	<ul style="list-style-type: none"> <li>• Take notes to be able to give general feedback at a later time.</li> </ul>	

2016 Regional Academy Games - Session Plan			
Session: Cycle Clinic - <u>Clinic 1</u>		Time: 0945-1130	
Location: <u>Mingara</u> One Carpark		Allocated: 45 mins per group	
Aim: To provide athletes with effective and efficient methods for cornering and turning including discussion regarding pedaling and body position.			
Lesson Sequence	Timing	Activity/Content/ Instruction	Strategies/ Resources
Introduction	5 mins	Welcome and introduce athletes to Cycle Clinic 1 coaches. Explanation of the lesson aim and direction. <b>Direction:</b> As a group I. Brief discuss pedaling and body position II. Practice cornering. III. Practice U-turns IV. Practice approaching and then accelerating out of corners V. Will do short activities to practice these skills	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Verbal</li> </ul> <ol style="list-style-type: none"> <li>Cones</li> <li>Athletes to have all relevant bike equipment inc helmets, shoes etc</li> </ol>
Development	35 mins	<ul style="list-style-type: none"> <li>• <b>Pedalling and Body Position:</b> <ol style="list-style-type: none"> <li>Cadence, 360 degree pedaling, inside pedal up on tight corners/turns</li> <li>Body position</li> <li>Ride to course conditions and respect other riders</li> </ol> </li> <li>• <b>Cornering</b> <ol style="list-style-type: none"> <li>Braking, negotiating corner, maintaining line, gear selection</li> <li>Body position, weight on outside pedal, bike lean on corners</li> <li>Looking through and around corner</li> <li>Accelerate out of corner</li> </ol> </li> <li>• <b>180 degree/U Turns:</b> <ol style="list-style-type: none"> <li>Braking, negotiating corner, maintaining line, gear selection</li> <li>Body position, weight on outside pedal, bike lean on turn</li> <li>Looking through and around turn</li> <li>Accelerate out of turn</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Verbal and visual demonstration</li> <li>• Cones for all activities</li> <li>• Verbal and visual demonstration</li> <li>• Practice short run 2-3 x cornering</li> <li>• Verbal and visual demonstration</li> <li>• Practice short run 2-3 x cornering</li> </ul>
Closure	5 mins	<ul style="list-style-type: none"> <li>• Ask if any questions. Answer. Provide any feedback that is immediately required; otherwise, congratulate and move on to next clinic.</li> </ul>	Verbal
Evaluation	Through out	<ul style="list-style-type: none"> <li>• Take notes to be able to give general feedback at a later time.</li> </ul>	

# Individual Athlete Performance Plans (IAPP)

An Individual Athlete Performance Plan (IAPP) focuses on individual skill development in a team/squad environment. Whilst providing athletes with performance goals across technical, tactical, physiological, and psychological aspects of their sport; that is SPECIFIC to them.

Some IAPP's also provide detail on sport specific testing results, targets and focus points.



## Individual Athlete Performance Plan

Name: \_\_\_\_\_ Sport: \_\_\_\_\_ Date: \_\_\_\_\_  
 Playing Position: \_\_\_\_\_ Coach: \_\_\_\_\_

Your Performance Goals:

If you want to be successful, you need to be:  
 In great physical shape, play with relentless persistence, be mentally strong, be a skilled player, be a player that can defend, be a TEAM first player, and be a player that has a balance between sport and life values.

	Performance in Testing	Review	Action Plan – to improve performance
<b>PHYSICAL</b>	- - - -		
	Consistent Execution of	Review	Action Plan – to improve performance
<b>TECHNICAL</b>	- - - -		
	Ability to Implement	Review	Action Plan – to improve performance
<b>TACTICAL</b>	- - - -		
	Display Sport Performance Traits	Review	Action Plan – to improve performance
<b>PSYCHOLOGICAL</b>	- - - -		
	Adapt Behaviour to improve performance	Review	Action Plan – to improve performance
<b>PERSONAL DEVELOPMENT</b>	- - - -		
<b>Additional Criteria or Comment</b>			

\*Developed from Netball NSW T2 Athlete IAPP & Basketball Australia IPP and Values System

Review Criteria  
 5 – Excelling  
 4 – Performing Strongly  
 3 – Progressing  
 2 – Needs attention  
 1 – Underperforming



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# FOUNDATIONS OF PERFORMANCE



**Life Balance** – Life skills, family & friends, school/Uni/TAFE/Work, social, interests/hobbies, time management, self management including social media, prioritising and balancing skills, time for recovery and relaxation, perspective, VALUES driven.

**Structured Training** – Training plan/program, training types/model, structured training sessions/environment, periodised training, load management, knowledge eg understand sport science & physiology eg energy systems, fitness and performance testing and monitoring. Principles of training - *Specificity, Periodisation, Overload, Adaptation (Rest & Recovery), Progression, Maintenance, Reversibility, Individualisation*.

**Skills** – Physical and movement skills, sports specific skills, decision making, technical and tactical (and mental skills). Skill = Technique + Good Decisions. Self management (including contextual).

**Team** – Family & friends, teammates, mentors, coach/es, support team eg allied health professionals such as doctors, physios, and sports dietitians, masseurs, sport scientists etc. Operating in a strong values/culture environment.

# FOUNDATIONS OF PERFORMANCE



**Goal Setting/Planning** – LTAD, Short/Medium/Long term planning, do you have process, skill and or performance goals etc, SMART based. Realistic, in perspective.

**Psychology** – Mental health, wellbeing and self care, focus and concentration, nerves/anxiety, worry about performance and outcomes, perform when it matters, positive attitude, process focused vs outcome focused, manage emotions, mental strength & resilience, communicate feelings and concerns, vulnerability, confidence, coachability. VALUES.

**Strength & Conditioning** - Incorporate S&C in training, do you follow a program, understand the principles and importance of S&C. Coordination, flexibility, speed, agility, endurance, power ... mobility, stability, strength. Sport specific/performance relevant.

**Injury Prevention & Management** - Periodised training, load management. Psychology of injury, stretching/ foam roll after exercise, RICER principles for injury treatment/ management, do you warm up and cool down before/after training/ competition, do you do sport specific exercises (S&C) for injury prevention etc. Importance of proper injury diagnosis, management and rehabilitation.

# FOUNDATIONS OF PERFORMANCE



**Communication** - Communication skills, able to have critical conversations, comfortable expressing yourself, communication socially and in sport, training and competition environment etc. Confidence. VALUES. Openness with those you trust.

**Nutrition** – Sound knowledge about nutrition inc for everyday and for athletes. Do you have discipline around balanced and healthy eating, fuelling (before/during/after) for all your training and competition, daily and event hydration etc, know your substances/supplements inc WADA. Good dietitian advice recommended for guidance and support if needed.

**Sleep** – Understand the importance and significance of good sleep ... sleep is “restorative” and energising. Do you get consistently good sleep, do you get a good 8 hours+ sleep say 90% of the time ... do you experience restless or interrupted sleep? Understand causes of poor sleeping habits and seek to improve if necessary.

**Recovery** - Do you have good knowledge about recovery and relevant techniques, do you have a recovery routine after training and competition, nutritional and psychological strategies, favourite recovery modalities/ methods etc.

# ATHLETE PERFORMANCE SELF ASSESSMENT

Athlete Assessment/Getting To Know				
NAME:		SPORT:		
	How are you currently situated with:	Considerations	Comments: A few brief words on what you do, currently have in place ... do you think you need to improve or not? Etc.	Would You Like Some Advice, Support, Guidance or Information
Building Block	Rating Out Of 10 (eg how diligent are you; do you do these well/consistently; do you do them in a formal manner or informal (eg only when you think about it); do you have focus on or give priority to these etc - 10/10 is exceptional, 5/10 some or average, 0/10 is very poor/don't do it). Type in your rating next to the particular item (examples included below, just input your rating numbers in place of these accordingly)			YES or NO in the corresponding box
Structured Training	5	Do you have a training plan/program, structured training sessions, periodised training. (if relevant do you attend squad/team training)		
Goal Setting/Planning	6	Long term plan defined, do you have process, skill and/or performance goals etc		
Skills	3	Do you have a movement and sport specific skills		
Nutrition	3	Do you have good knowledge about nutrition inc for everyday and for athletes, do you have discipline around eating well, fuelling (before/during/after) for all your exercise and competition, daily and event hydration etc		
Recovery	6	Do you have good knowledge about recovery and relevant techniques, do you have a recovery routine after training and competition, favourite recovery modalities/methods etc		
Injury Prevention/ Management	5	Do you stretch and foam roll after exercise, do you follow the RICE principles for injury treatment, do you see doctors or physios when injured, do you warm up and cool down before/after training/competition, do you do sport specific exercises (S&C) for injury prevention etc		
Strength & Conditioning	8	Incorporate S&C in training, do you follow a program, understand the principles and importance of S&C.		
Psychology	3	Focus and concentration, anxiety before competition, worry about performance and outcomes, able to perform when it matters, positive attitude, manage emotions, communicate feelings and concerns etc		
Sleep	6	Do you get consistently good sleep, do you experience restless or interrupted sleep, do you get a good 8 hours+ sleep say 90% of the time		
Life Balance	4	Do you have good time management, prioritisation and balance with things like training, competition, work, school/uni, family, friends, social activities, VALUES etc.		
Communication	8	Communication skills, able to have critical conversations, comfortable expressing yourself, communication socially and in sport, training and competition environment etc.		
Team/Allied health	2	Do you have or have access to coach, support team, physios, sports dietitians, masseurs etc in your extended team.		



Spider plot generated as per self ratings as per spreadsheet (yellow column).



# Triathlon NSW INDIVIDUAL ATHLETE DEVELOPMENT PLAN



Athlete Details	
Athlete Name	XXXXX
DOB	11/9/2007
Training Location	Sydney - GC Multisport

Athlete Support	
Home Coach	Guy Creber
Dietician	
Other	Physio Ange - Stabilise Physio

**SNAPSHOT**  
The Key Performance Indicators allow you to identify where you think you are in relation to meeting your development goals.

Athlete Competition Plan		
Competition	Date	Race Focus
Australian Para Triathlon Championships	Nov-23	Continuing development of technical and race skills
AGPT Race	Jan-24	Continuing development, execute against the best, test race skills including mental
Stockton Oceania Para Triathlon Champs	Feb-24	Continuing development, execute against the best, test race skills including mental
NSW All Schools Triathlon	Feb-24	Race Senior Male race - execute skills, solid across three disciplines
Australian Para Triathlon Championships	Apr-24	Continuing development of technical and race skills, skill execution
Other World Triathlon races IF appropriate/gain start	Mid 2024	Continuing development, execute against the best, test race skills including mental
Cross Country in winter season - various ANSW/school system races	Winter 2024	Run strength/speed
Cycling events inc multi-day - Cycling NSW	Winter 2024	Develop bike strength/power, technical skills inc bunch riding
World Triathlon race	Late 2024	International racing experience, skill execution, physical/technical/tactical/mental
WSAS Ambassador/Athlete	2024	
NSWIS Pursue 32 Athlete	2024	
TA Para Junior Performance Program	2024	
Triathlon NSW Emerging Talent Squad 2024/2025	Late 2024	

Rating
Full Pro (Highly Competent)
Nailing it (Advanced)
Good (Competent)
OK (Novice)
Ye Naa (Requires attention)

## PERFORMANCE KEY PERFORMANCE INDICATORS (KPIs) - KPI REVIEW

PLANNED	REVISIONS	REVIEW	STATUS
KPIs for Success in Season	TARGET	Comment	Status
Transition efficient - Inc Bike mount/dismount	Smooth/Efficient - reduced transition time (compared to historic and competitors), nil errors	Fine tuning skills following intro of new bike	3
Swim speed/skills/technique including open water sighting, breathing, drafting	10% improvement in speed - Aim 5.15 400 pool swim	Progressing, 5% improvement in 4 months, open water skills ie drafting, sighting much improved stroke options developed	3
Run pacing and cadence focus	Evenly paced 5k tt sub 18mins	Include focus run off the bike, hold technique over 5km at strong pace, aim sub 18 mins in sprint triathlon race	4
Bike technical including introduce aero/tri bars (also focus on improving power balance R/L)	Safe effective in aero, speed/power improvements including power balance	Tri bars/aero introduced, very competent, speed gains in aero, power imbalance R/L remains but working on it	3

## GAPS IN DEVELOPMENT - RACE SPECIFIC

PLAN				REVIEWS	
What do I need to Change / Improve	Measure	People/Resources	Timeline & Review Date	Comments / Evaluation	Rating
Pacing particularly run	5k time and splits		mid 2024	good progress, continues to work on race pacing	3
Open water swim inc drafting, sighting	Straight line and hold feet whilst drafting, no interruption to stroke with sighting		mid 2024	good progress, continues to work on skills, need more open water training	3
Bike strength/power inc power balance	Bike data inc power		mid 2024	good progress, continues to work on race pacing, working to overcome/manage R/L power imbalance, VIS critical power test	3
Tactical approach	Assess race course/environment, feedback, race application		mid 2024	accumulating race experience, going well	3
Safe and generate power and speed in aero on bike	Data and observation/feedback		mid 2024	Continuing training and future in aero	3

## GAPS IN DEVELOPMENT - NON RACE SPECIFIC

PLAN				REVIEWS	
What do I need to Change / Improve	Current Status or Measure	People/Resources	Timeline & Review Date	Comments / Evaluation	Rating
Nutrition on point	Good but continue to fine tune general, race and training fuelling	Coach, potentially sport dietician	mid 2024	Keep working on consistency in application, understand nutrition concepts	3
Carefully adhere to program session prescription	Good but often pushes too hard in training	Coach	mid 2024 and ongoing	Discipline and understanding required around this inc periodised session planning and importance of recovery, follow program	3
Mental strength/resilience	Good but further development required as progress to next level	Coach	mid 2024 and ongoing	Really good but needs to be ready for next test/level	3
S&C progression including mobility	Good but need to develop further	Physio/Coach	2024 and ongoing	Strong but needs to improve strength with growth. Power/strength imbalance right compared to left contributes to fatigue. Need to be more flexible inc neck/shoulders and hips.	3
International classification	Aligned with Stockton race		Feb-24	Completed confirmed for 2 years as PTS4.	4

## PERSONAL EXCELLENCE FOCUS

PLAN				REVIEWS	
What do I need to Change / Improve	Current Status or Measure	People/Resources	Timeline & Review Date	Comments / Evaluation	Rating
Media skills	Good keen to improve		mid 2024	WSAS training	2
Leadership skills developing	Very good		mid 2024 and ongoing	Various programs	3
Schooling a priority	Good balance		2024/2025	Year 11 requirements ramping up, manage balance over next 2 years inc HSC year 2025	3
Self management/time management skills	Very good		mid 2024 and ongoing	Very good but with school pressures ramping up needs to be optimum, work on getting balance right	3



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# Team building is about:

- Engagement, productivity, creativity, motivation and satisfaction
- Setting clear/collective goals
- Clarify roles and responsibilities
- Encouraging trust and open communication
- Building relationships and a culture of collaboration and cooperation (socialisation and mutual support)
- Encouraging and recognising the contribution of people and teams and supporting and acknowledging them in their endeavours
- Team building exercises/opportunities
- Encourages learning, knowledge sharing and problem solving
- Shared VALUES and ATTITUDES

# TEAM

Learning

Celebration

Confidence

Coachability

Perspective

Support

Clarity

Character

Culture

Positivity

Cooperation

Empathy

Values

Humility

Ownership

Commitment

Belonging

Caring

Coordination

Contribution

People

Purpose

Communication

Openness

Structure

Respect

Friendships

Camaraderie

Process

Teamwork

Sharing

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# How to Develop Teams

UNDERSTANDING THE VALUE OF COLLABORATION AND WORKING WITH OTHERS ENABLES CHILDREN TO FEEL LIKE THEY ARE AN INTEGRAL PART OF THE BIGGER PICTURE — WHICH THEY ARE!



- Belonging, equality, inclusiveness
  - Team Values and Goals
  - Sharing roles and responsibilities
  - Open communication
  - Encourage listening
- 
- Building bridges eg social activities eg BBQs
  - Team/group training/sport activities eg relays, adventure challenges, camps/activities
  - Encouraging people to work together to get things done eg design a training session
  - Joint problem solving/sharing ideas/consensus eg group orienteering
  - Look for opportunities/activities to develop “the team” eg fund raising

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# Camps



**AS YOUR  
ATHLETE(S)  
DEVELOP THEY  
WILL ENCOUNTER  
INCREASED  
OPPORTUNITIES  
TO BE INVOLVED  
IN TRAINING &  
PREPARATION  
CAMPS**



## MORE THAN IMPROVING AT A SPORT

Exercise

Problem-Solving Abilities

Independence and Responsibility

Self-Confidence

New Friends

Strategic Thinking

Perseverance

Teamwork Skills

- Health and fitness
- Training, technique and skills
- Education
- Responsibility and work ethic
- Tolerance and cultural awareness
- Social skills and communication
- Self-esteem and confidence
- Enjoyment and love of sport
- Adventure
- Learning
- Future camps/travel
- Teamwork/team building and Friendships
- FUN

# Camps



- **TRAINING CAMPS ARE PROVEN TO BE BENEFICIAL**

- **EFFECT ON:**
  - TRAINING ETHOS & QUALITY
  - MOTIVATION
  - CONFIDENCE
  - EDUCATION
  - CAMPS ARE DEMANDING ON COACHES



# Camps



- PURPOSE - PROGRAM
- VENUE & FACILITIES
  - SAFETY
  - WEATHER
- SUPPORT SERVICES
- TRAVEL & GROUND TRANSPORT
  - ACCOMM
  - FOOD
- COACHING SUPPORT
  - "PLACE IN THE BIG PICTURE"



# Camps

- Camps can be day focused or multi-day (stay away or at home)
- Consider the benefits of a day-camp of 6-8hours once a month/every 2 months v fortnightly 2-3hr sessions
- Plan early, recognise training load on athletes, consider commitment clashes, fit within season plan, risk management etc
- TIME EFFICIENCY
- Not just training and skills, include fun activities that help build friendships and “TEAM”



# Camps



- **Caitlyn** – I enjoyed the bike skills sessions. The high ropes was my favourite activity. I got the most out of the transition sessions including mounting and dismounting my bike. Generally I realised that each individual has their own special skills and you can learn off each other as part of a team. I realised triathlon can be a team sport rather than just being an individual sport.
- **Paige** - I really enjoyed the open water swim and the recovery centre was also great fun. The important thing I took away from the camp was how to set up for transition, and to try and stop wriggling while I'm swimming. It was also very special to spend time with my friends and also to make new friends.
- **Cody** - I enjoyed the running/track sessions the most. The archery was my favourite activity. I learnt how to hold the archery bow and shoot it. The important triathlon thing I took away from the camp was to relax while I'm swimming especially in open water (and to try not to worry about the fish). I was excited to make good friendships and I enjoyed becoming more a part of the Mac Tri Juniors team.
- **Erin W** - I really enjoyed the high ropes activity and the open water swim. The recovery centre was also great fun. The important thing I took away from the camp was how to scoot on the bike. I was impressed by the teamwork and the archery was fun, especially "making a pizza".
- **Ella** - I enjoyed the running/track sessions and the transition sessions the most. The high ropes was my favourite activity. I learnt how to hold the archery bow and shoot it. The important triathlon thing I took away from the camp was scooting on the bike and learning to control the bike going slow. I thought the camp food was awesome, and it was great being with other athletes and triathletes.
- **Daniel** - The triathlon coaching session that I enjoyed most was the open water swim at the beach in the bush around from Clontarf. We were able to practice swimming in a group and simulate a race. The high ropes course was definitely the best activity. Everyone faced their fears and participated. The team bonded the most through completing this activity as we were all looking out for each other and cheering each other on. Over the three days I learnt that fast is smooth and smooth is fast. In all aspects of a triathlon is it important that you focus completing the tasks quickly but correctly. For example in transition easy seconds can be made and can contribute to a personal best. Throughout the three days I realised the importance of a team within triathlon. Although our sport is individual, it is fantastic to surround yourself with people who understand the sport of triathlon. I realised that having fellow triathletes around can mean the difference between going for a hard run and staying in bed. We were able to push each other and everyone completed all activities which was fantastic.
- **Kate** - I probably got the most out of the open water swim because I believe it was not only an opportunity to get some training in but it was also a time where I think we most bonded as a group. I definitely

enjoyed the high ropes activity the most even though I was very scared. It was a great new experience for me. During the camp the most important thing I learnt was how to work as a team, I felt as though we all helped each other out in one way or another. The older kids helped the younger kids and I think we all coped with each other's different level of skill, which was great. The second thing I learnt was to always look up (sighting) in open water. The drugs in sports talk was very good for me as well, I think we all took at least one thing away from that and we all learnt that drugs is never an option when it comes to sport as you're only cheating yourself.

- **Morgan** - I had the best time at (Mac Tri Junior) camp. I enjoyed the transition session we did on day 2 the most because I learnt how to relax and I could practice in a fun environment with a great team of friends. The most fun activity was the plunge pools. They made me feel great! The most important thing I learnt at camp was how important it is to relax in transition. Another thing I learnt was how much the younger members of the team look up to you, and the responsibility you have to be a good role model to the younger ones is hard work because you have to be thinking about what you say and do all the time. But it was awesome and I made some great new friends too - some who I hadn't really talked much to before camp. Having the dads there was good for the older boys as well...
- **Helena** - I enjoyed every activity but the one I most enjoyed was the pool sessions. The most fun activity was the archery because team spirit was displayed. One of the most important things I learnt was how to swim freestyle in open water - that was my first time ever. Secondly, I learnt how to hold a bow and arrow in archery.
- **Holly** – I enjoyed the open water swim in the harbour because it was different to pool swimming. It was fun playing cricket at the beach with the noodle. I really enjoyed archery - I was much better this time than the last time I did it. I learnt some good bike skills like scooting, turning, going slow and pushing my bike. Generally the friendships and teamwork were highlights for me.
- **Elodie** – I enjoyed the swimming sessions. I feel I improved a lot just over the three days. I also enjoyed the run/track session – I can't believe I said that. I loved the high ropes but the archery was great too. The camp food was yum. I enjoyed staying in the dorms. We set off the fire alarm when cooking popcorn. It was fun to be with friends.
- **Thomas** – I loved the swim sessions. I learnt more about swimming in those three days than I have in three years of swim squad.
- **Carol** (parent/triathlete) – I enjoyed the swim sessions with the superfit juniors. It was great to watch the kids bond. I loved the open water session on the harbour, including the trip getting to/from there. A skill I learnt was how to run with my bike (never been able to do that properly). I loved doing the archery session including how to work as a team, and I loved the chocolate milk and cookies.

# Thoughts/Catchpoints

## Coach Expectations:

- Proper Planning critical.
- Construct a season development plan and program outline that includes the Academy Sport Framework requirements.
- Spend the appropriate time and plan each specific individual training session well ahead.
- Develop an athlete skill acquisition program within a team/squad environment relevant to the high-performance pathway level of your sport.

## Catchpoints:

- Are we missing opportunities for team / relationship building within the program?
- Consider use of camps for example as team building (include FUN activities to help communication, interaction, problem solving, sharing etc).
- Also rather than 2-3 hrs weekly or fortnightly training, are occasional day /overnight camp scenarios more beneficial and efficient? (feedback from 2023/24 survey was athletes wanted more camps and opportunities to build relationship with athlete peers / team-mates).
- Does lack of or late planning of sessions contribute to lack of attendance, interest in programs?
- Is there limited understanding of the Athlete Lifecycle education component in season programs?

## Academy Direction:

- Complete planning early, utilise checklist for planning programs and camps.
- Maintain communication with SWSAS Office on program planning.
- Be intentional about planning in time for IAPP, education, camps and team building – NOT just fundamental skill development.

# DISCUSSION & QUESTIONS



Let's work together for their journey

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