

# **SINGAPORE SPORT & PERFORMANCE CONFERENCE 2022**

**From Youth to Elite Sport:  
Harnessing Potential and the Pursuit of Excellence**

2nd - 4th November 2022

Organised by



# **SINGAPORE SPORT & PERFORMANCE CONFERENCE 2022**

**From Youth to Elite Sport: Harnessing Potential and the Pursuit of Excellence**

## **Enhancing Athlete Development & Performance: Considerations when Developing a Fully-Integrated, Multi-Disciplinary Training Environment**

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Mindset Coach – Performance: Hurricanes Super Rugby

Director: Flow State

**FLOW STATE**

Reinforce.  
Refine.  
Remind.  
Redirect.





# SIX60



## SATURDAYS

INTRODUCING SPECIAL GUESTS

### COTERIE

PLUS MORE TO BE ANNOUNCED

**29 OCT - SKY STADIUM - WELLINGTON**

TICKETS ON SALE NOW FROM TICKETEK

# FLOW STATE

What, do you believe, is the overall purpose / objective of a fully-integrated athlete development model?



## FLOW STATE

In your opinion, what are the key foundational components that need addressed to deliver a successful, fully-integrated athlete development training environment?

FLOW STATE

GOALS

“Develop good people  
“Deliver technical & tactical  
who have the skills  
Excellence... No matter, what”  
to thrive in life”

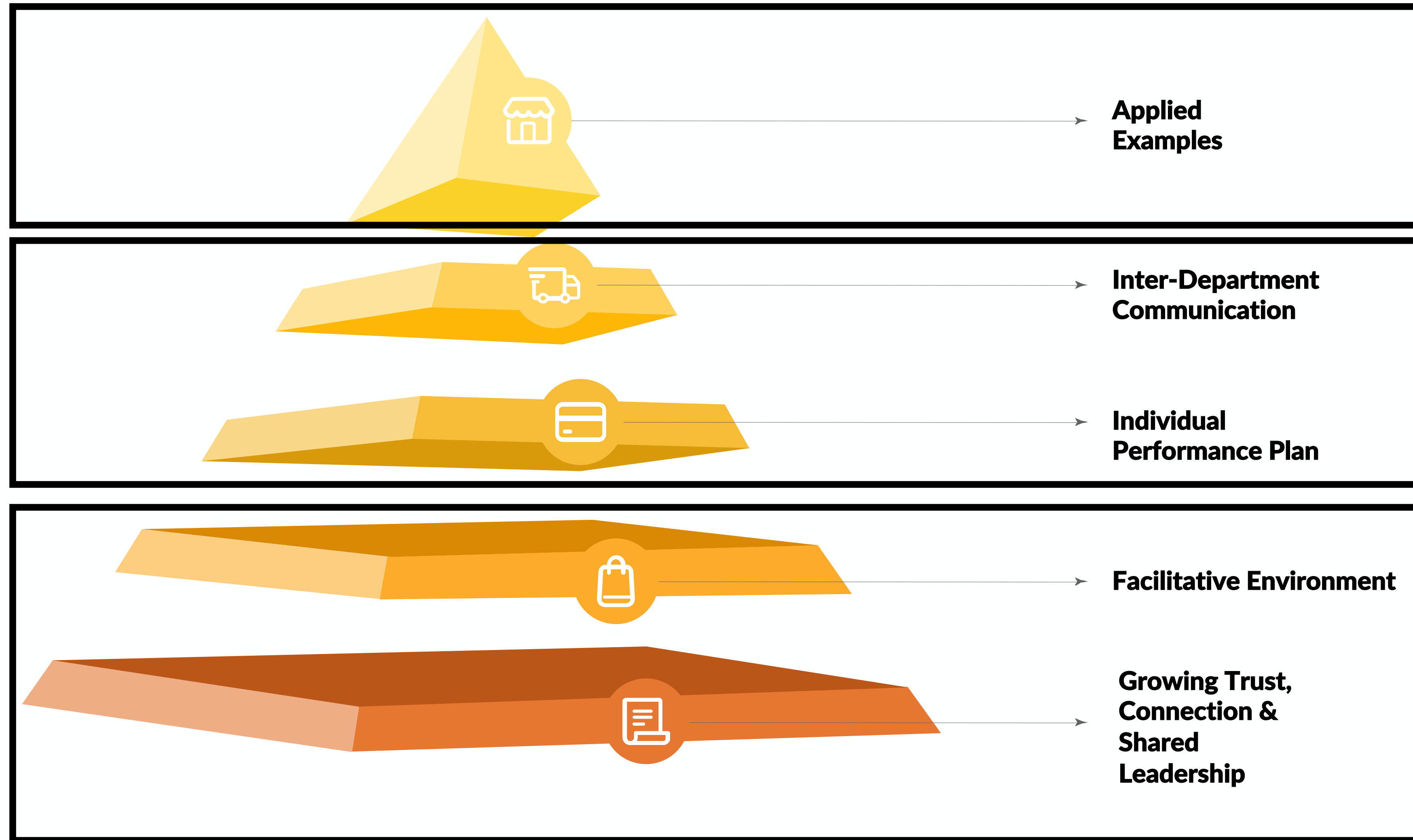
# FLOW STATE

## Integrated System

Athlete development is often complex and multi-faceted.

Highly likely the plan will be somewhat unique to each individual athlete.

Underpinning the entire process is the vision, values & culture of the team/club/institute



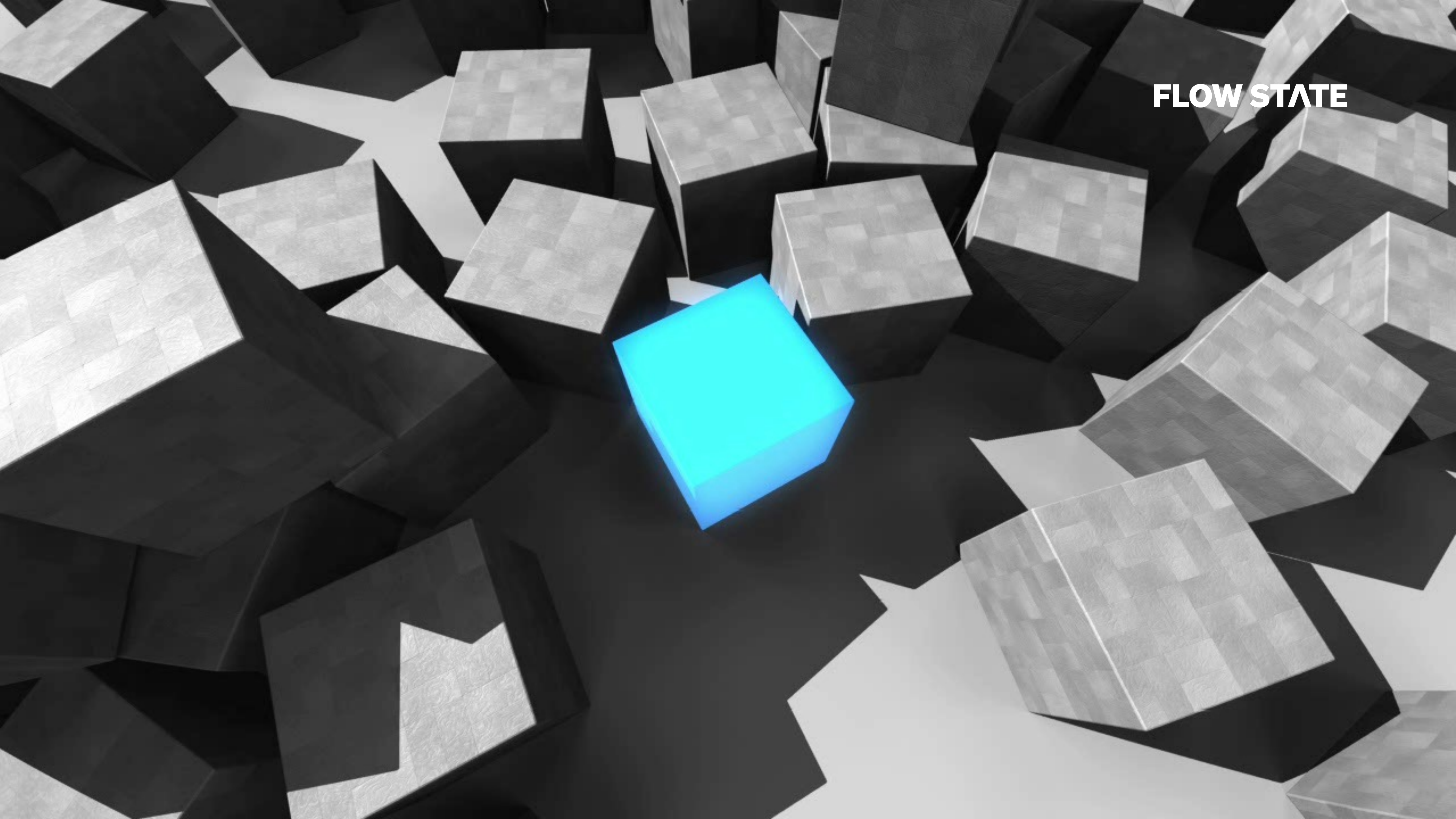
**FLOW  
STATE**

Album 1

Building Genuine Connection, Trust, Care  
and Relentless Commitment



**FLOW STATE**



44 LEWIS HAMILTON

77 VALTTERI BOTTAS

FLOW STATE



# FLOW STATE

Discuss your approach to creating an environment that generates trust, connection, care as well as the relentless pursuit of excellence required to achieve potential.



FLOW STATE

# Trust & Connection

**FLOW STATE**



1. Establish genuine bonds between team mates
2. Establish a connection to the coaching staff & the club



## FLOW STATE

### Practical Examples:

- Hero, Hardship, Highlight Story Telling
- “Who am I” Story Telling
- High Personal Meaning Objects + Sharing
- Creating & Sharing Personal Mantras
- Shared Experience / Discomfort

# Genuine Care

## FLOW STATE



If we want athletes that CARE

*Then*

Give them something to  
CARE about

# Empowering Athletes Through Shared Leadership

## FLOW STATE

### TASK



Team Goals, Game Plan,  
Tactical Decisions, Training  
Activities, Performance  
Week Structure etc.

### SOCIAL



Internal Relationships,  
Mentoring, Inductions,  
Solving Issues (e.g. getting to  
training), Family Involvement

### MOTIVATION



Energy, Enthusiasm,  
Positivity, Attitude,  
Mindset, Fun, Equality etc

### EXTERNAL



Relationships (e.g.  
Sponsors, Media,  
Community, School,  
Universities), Operational  
(e.g. travel)

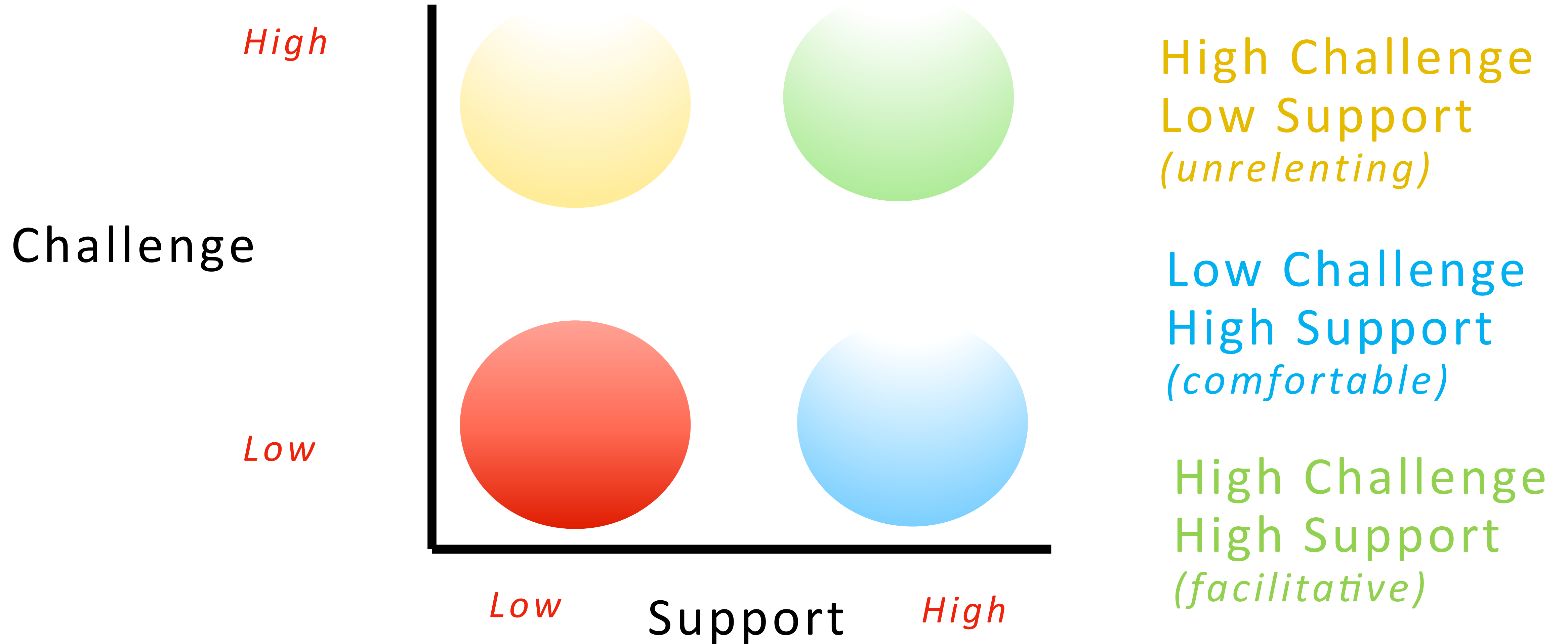
## Shared Leadership


- ↑ Team Confidence
- ↑ Team Cohesion
- ↑ Team Trust
- ↑ Goal Commitment
- ↑ Team Learning
- ↓ Conflict
- ↑ Team Proactivity
- ↑ Team Resilience
- ↑ Team Performance
- ↑ Psychological Safety
- ↑ Health & Wellbeing



# FLOW STATE

# Environment





# Facilitative Environment

- People thrive
- Individuals have input into & take ownership of goals
- Individuals seek out challenges to develop
- Individuals crave constructive feedback
- Good relationships between staff & leaders
- Psychologically safe environment
- Everyone supports one another
- Learn from mistakes & failure
- Success is recognised & celebrated

# Athletic Talent Development Environments

**FLOW STATE**



- Increased focus on the environment rather than the individual athletes
- Supportive relationships
- Role models
- Support for personal & career development
- Support of goals by wider environment / staff
- Integration of effort (integrated school, family, sport, life)

# FLOW STATE

Aim: “To be the best place in the world to be an elite athlete”

- Optimise the sporting environment
- Recognise that adversity, challenges & transitions are growth opportunities
- Coaches & staff integrated with athletes
- Form good relationships

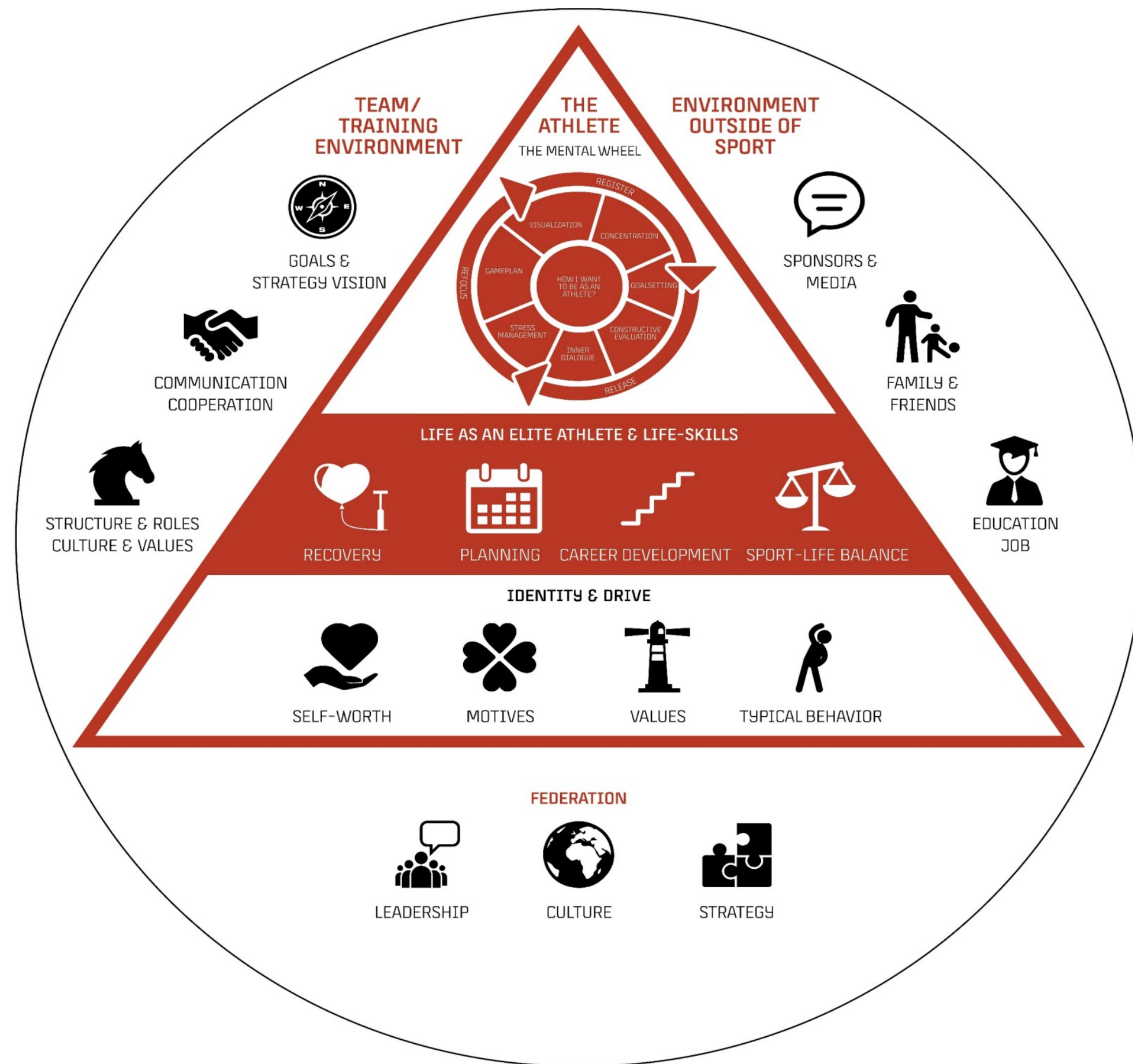


Figure 1: Team Denmark's Sport Psychological Model



## FLOW STATE

# Practical Examples (High Challenge)

- Appropriately challenging training activities
- Relevant / meaningful training
- Build skills & knowledge
- Slow>Fast>Fatigue>Pressure>Consistency
- Constructive feedback
- Deep questioning
- Live values 24/7: high expectations
- Reward effort & attitude
- Celebrate success
- Challenging goals set

## Practical Examples (High Support)

- Mentors
- IOU meetings
- 1-on-1s
- Adjusting to learning styles & preferences (e.g. footage on ipad)
- Wellness group + follow up
- Leadership group
- Input into game strategy
- Alumni
- Family involvement
- Partner events
- Young pro education workshops
- 0.5 day/week PD
- LTIP process – e.g. study/work

# Summary

## FLOW STATE

“We” and “Us”

Become more  
Important than

“I” and “Me”



Fear-Free Environment

People can focus on:

1. Being themselves
2. Improving Themselves

Not

Constantly trying to  
Prove themselves

**FLOW  
STATE**

Album 2

Individual Performance Plans &  
Communication Across Departments





Year 1; IMTP Peak  
New head coach  
Went high school  
made it to college  
but then he got injured  
and he's been out for  
6 weeks and he's  
not even close to  
being able to run  
and he's not even  
in good shape



## FLOW STATE

### Options?

- Take personally & immediately get angry and 'punish' the athlete with extra sessions
- Arrange meeting with the athlete to discuss the lack of progress
- Discuss with wider management team (e.g. now you are aware of a family illness, new baby & partner missing home, high stress at home)
- **Other Considerations: Exam stress, parents not understanding elite athlete lifestyle, social challenges, athlete does not perceive they are supported, mental wellbeing, financial difficulties, lack of nutrition & sleep understanding etc.**

**FLOW  
STATE**

# Integrated Model

FLOW STATE



**EASY WAY**



**RIGHT WAY**

# Individual Performance Plan

**FLOW STATE**



**EASY WAY**



Athlete  
Rugby  
Body  
Mind  
Off Field

**RIGHT WAY**

4 x 30-45 min meetings  
across 8 month  
campaign  
(start, 1/3, 2/3, end)

# FLOW STATE

2022 SUPER RUGBY		2022 CLUB/ DEVELOPMENT	
GAMES PLAYED	9	GAMES PLAYED	1
TOTAL MINS	609	TOTAL MINS	80
AV MINS	68	AV MINS	80

ACTION PLAN	
1	Adding value/Input/Decisions in new PU environment
2	Working with PU on power development/recovery focus - Maintaining networks at Canes to help progress.
3	Keep being me

		RUGBY	MINDSET	BODY	OFF-FIELD
PLAYER VIEW	RATING	6 - Above Average	6 - Above Average	6 - Above Average	6 - Above Average
	AREAS OF EXCELLENCE	Game understanding- anticipation of where the play may be. Work rate	Preparation during the week: Resilience Motivation	Aerobic- ability to keep going Speed- happy with the improvements I made this year in the gym Strength- making steps in the right direction.	Hobbies outside of rugby - being able to switch off Self reflection - be known for being a great man
	AREAS OF DEVELOPMENT	Breakdown Kicking High Ball	Confidence to stand up in discussions. Adding value on and off the field. Not just relying on the leaders in the group	Recovery- looking into where I can make steps towards getting my body ready outside of rugby hours. Early mornings or afternoons to get a pool session in, sauna etc	Preview and review- keep coming to the coaches with questions to get better. Picking out little things through watching clip.
		RUGBY	MINDSET	BODY	OFF-FIELD
MGMT VIEW	RATING	8	8	8	8
	AREAS OF EXCELLENCE	*Running lines and committing to them. *Great anticipation for the ball and where to be in support	consistent, open to learning, positive, ability to stay present and focused on next job	Fitness & well rounded athlete	Consistent Humble
	AREAS OF DEVELOPMENT	*Keep working on your footwork and the ability to beat defenders (Power) *HighBall (power off the ground) - Boss and 1st Receiver comms and ball playing	work with mindset team to develop an individualised mindset performance plan to grow this aspect of performance (e.g. strategies to enhance opportunity of getting into Flow)	- Building WB robustness. Has been selected for more game time this season - Shoulder niggles during the season with contact. (Physio) - Power development	Te Reo Next phase of his personal development has good foundation to keep growing

tactical understanding, technical skills, game plan understanding, knowing your role, planning your week etc

ability to perform under pressure, your preparation & performance mindset, your ability to focus as well as your levels of confidence, positivity, motivation and resilience

physical (speed, strength, power, aerobic etc), medical, recovery, and nutrition

'Living in the Swirl', Self-Leadership, Connections, Wellness, Career Development and Life Outside Rugby

FLOW STATE



# THIS WEEK

WEEK OF \_\_\_\_\_

M

T

W

TH

F

END OF WEEK ASSESSMENT  
 OUTSTANDING  
 SATISFACTORY  
 NEEDS IMPROVEMENT

Sharpie Pen.

FINE

# Individual Performance Plan

**FLOW STATE**



Key Staff / Providers 60-90 min weekly meeting (discuss ~8 players in depth on rotating time table)



Scheduled (informal) 1-on-1 meeting between staff member & athlete (rotating across departments)



Relevant information shared & actioned within/across department ( $\geq 1$  x weekly meeting)

A black and white close-up photograph of a man's face, showing him sweating and shouting with his mouth open. The image is positioned on the left side of the slide.

## FLOW STATE

# Management Team Communication Flow

- Tech/Tact/Phy/Medical (1 x daily)
- Phys/Med (2 x weekly)
- Tech/Tact (1-2 x daily)
- Physical (1-2 x daily)
- LTIP (1 x weekly)
- Leadership Team (1 x weekly)
- Wellness (1 x weekly)
- Team (daily)
- Management (1 x weekly)

# Summary

**FLOW STATE**



Athlete Centered

Effective Communication

Integrated Departments

Bring Action Points to Life



Album 3



**RECORDING**

Applied Examples

# PHASE POTENTIATION.

*DeWeese et al, Journal of Sport & Health Science, 2015*

**FLOW STATE**

# INTEGRATED PERIODISATION.

*Mujika et al, Int Journal of Sport Phys & Perf, 2018*

# TACTICAL PERIODISATION.

*Jason Tee, Utilising a Tactical Periodization Framework to Simulate Match Demands During Rugby Sevens Training*

*Alberto Mendez-Villanueva, Tactical Periodization: Mourinho's Best Kept Secret*

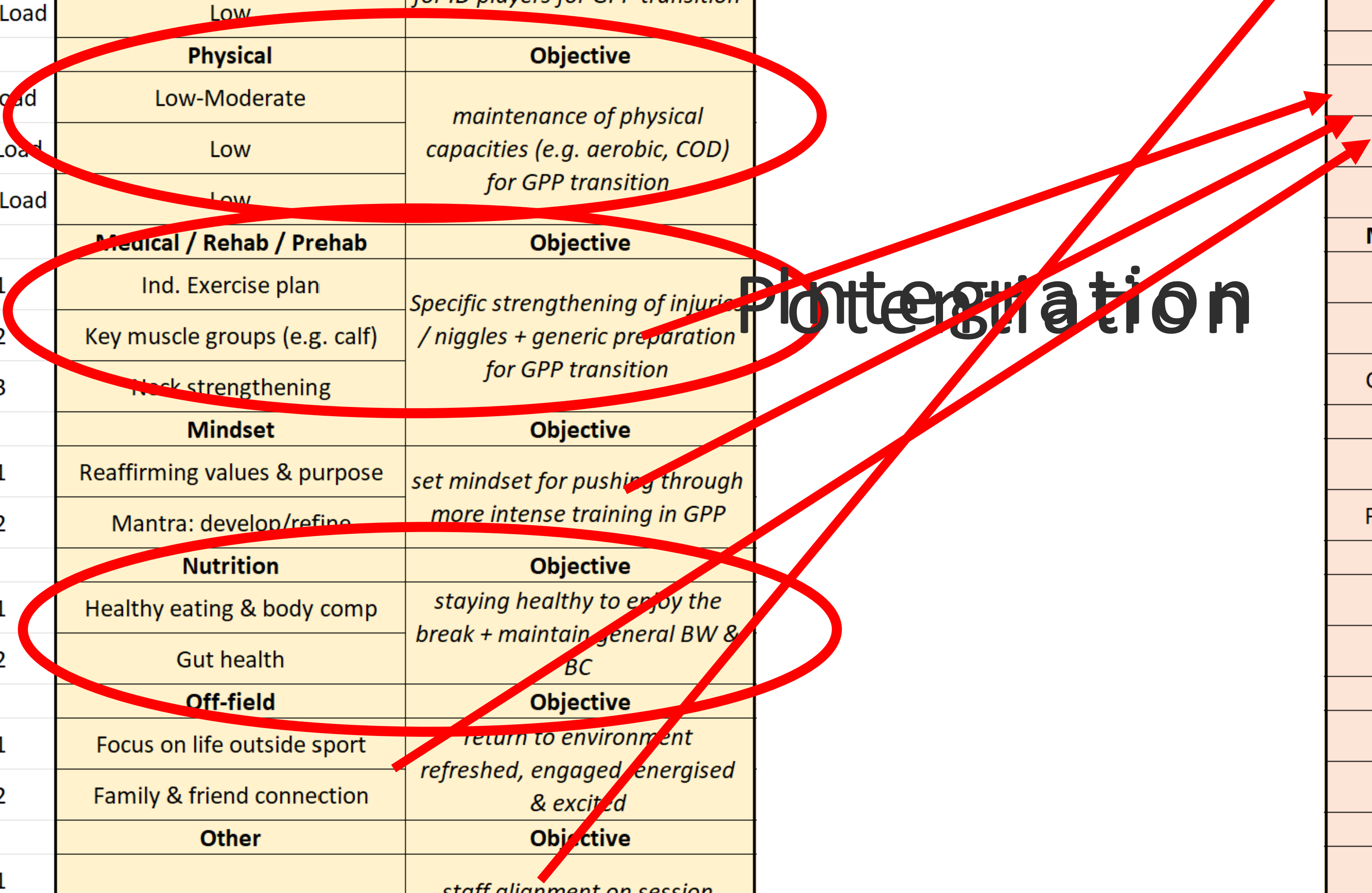
# SKILL ACQUISITION PERIODISATION.

*Farrow & Robertson, Sports Med, 2017*

Phase 1: Off-Season		
	Technical / Tactical	Objective
Training Load	Low	<i>maintenance of generic basic skill sets + minimum kicking load for ID players for GPP transition</i>
Cognitive Load	Low	
Emotional Load	Low	
	Physical	Objective
Training Load	Low-Moderate	<i>maintenance of physical capacities (e.g. aerobic, COD) for GPP transition</i>
Cognitive Load	Low	
Emotional Load	Low	
	Medical / Rehab / Prehab	Objective
Focus 1	Ind. Exercise plan	<i>Specific strengthening of injuries / niggles + generic preparation for GPP transition</i>
Focus 2	Key muscle groups (e.g. calf)	
Focus 3	Neck strengthening	
	Mindset	Objective
Focus 1	Reaffirming values & purpose	<i>set mindset for pushing through more intense training in GPP</i>
Focus 2	Mantra: develop/refine	
	Nutrition	Objective
Focus 1	Healthy eating & body comp	<i>staying healthy to enjoy the break + maintain general BW &amp; BC</i>
Focus 2	Gut health	
	Off-field	Objective
Focus 1	Focus on life outside sport	<i>return to environment refreshed, engaged, energised &amp; excited</i>
Focus 2	Family & friend connection	
	Other	Objective
Focus 1	Staff Education: Learning environment, Skill acquisition	<i>staff alignment on session design (pre-during-post) to maximise learning</i>
Focus 2		

**Planned Integration**

Phase 2: GPP	
Technical / Tactical	Objective
Moderate	<i>introduction of decision making, general patterns of play, basic positional / unit activities</i>
Moderate	
Low	
Physical	Objective
High	<i>improvement of physical capacities + integrated mindset (e.g. BET, generic problem solving tasks) + competition</i>
High	
Moderate	
Medical / Rehab / Prehab	Objective
Ind. Exercise Plan	<i>Continue to build robustness + introduction of low level contact progressions for transition into SPP</i>
Key muscle groups	
Contact Load Progressions	
Mindset	Objective
Pressure Training	<i>Integrated pressure training + arousal regulation strategies &amp; ability to mindset switch for SPP</i>
Perf. Mindset / Game Face	
Nutrition	Objective
Ind. Nutrition plans	<i>Optimising bodyweight and composition, fuelling for adaptation</i>
Ind. Meetings	
Off-field	Objective
Time management skills	<i>build life skills to effectively manage time across campaign</i>
Week planning	
Other	Objective
Athlete Education: sleep, mindfulness, NSDR, Self-Reflection, Journaling	<i>Increase athlete awareness on strategies to maximise recovery, readiness &amp; learning</i>



Phase 2: GPP		
	Technical / Tactical	Objective
Training Load	Moderate	<i>introduction of decision making, general patterns of play, basic positional / unit activities</i>
Cognitive Load	Moderate	
Emotional Load	Low	
	Physical	Objective
Training Load	High	<i>improvement of physical capacities + integrated mindset (e.g. BET, generic problem solving tasks) + competition</i>
Cognitive Load	High	
Emotional Load	Moderate	
	Medical / Rehab / Prehab	Objective
Focus 1	Ind. Exercise Plan	<i>Continue to build robustness + introduction of low level contact progressions for transition into SPP</i>
Focus 2	Key muscle groups	
Focus 3	Contact Load Progressions	
	Mindset	Objective
Focus 1	Pressure Training	<i>Integrated pressure training arousal regulation strategies &amp; ability to mindset switch for SPP</i>
Focus 2	Perf. Mindset / Game Face	
	Nutrition	Objective
Focus 1	Ind. Nutrition plans	<i>Optimising bodyweight and composition, fuelling for adaptation</i>
Focus 2	Ind. Meetings	
	Off-field	Objective
Focus 1	Time management skills	<i>build life skills to effectively manage time across campaign</i>
Focus 2	Week planning	
	Other	Objective
Focus 1	Athlete Education: sleep, mindfulness, NSDR, Self-Reflection, Journaling	<i>Increase athlete awareness on strategies to maximise recovery, readiness &amp; learning</i>
Focus 2		

# Preparation

Phase 3: SPP		
	Technical / Tactical	Objective
	High	<i>Game specific decision making, role clarity, attack &amp; defence structures building into PS matches (high learning)</i>
	High	
	Moderate	
	Physical	Objective
	Moderate	<i>Ind. Load management and continue to build required physiological capacities</i>
	Low	
	Moderate	
	Medical / Rehab / Prehab	Objective
	Ind. Exercise Plan	<i>Player availability &amp; successful RTP post injury</i>
	Injury Management	
	RTP	
	Mindset	Objective
	Pre-Performance routines	<i>Build Ind. Pre Performance Routines &amp; Rec. Strategies (e.g. mindfulness)</i>
	Emotional Recovery	
	Nutrition	Objective
	Fuelling for Performance	<i>Develop ind. Nutrition, hydration and supplementation plans</i>
	Ind. Injured Player Nutrition	
	Off-field	Objective
	Study/Work Placements	<i>Promote non-rugby skill development</i>
	Self Development Workshops	
	Other	Objective
	Week Structure Design	<i>Days designed to include rest/nap windows &amp; team lunches to promote conversation &amp; discussion</i>



Training Phase	Off Season		General Preparation Phase	Specific Preparation Phase		Competition Phase						
Month	October	November	December	January	February	March	April	May	June	July	August	September
	<b>Reactive Agility Training</b>											
Training Aim	Maintenance		Performance 1 (Skills)	Performance 2 (Drills)	Performance 3 (Chaos)	Performance 1 (Skills), 2 (Drills) and 3 (Chaos)						
Progression	Technically correct execution of basic movement patterns (cutting and change of direction)		Technically correct execution of basic movement patterns (cutting and change of direction) in pre-planned rugby-specific drills with temporal variability emphasised (session 1 each week) and spatial variability emphasised (session 2 each week)	Players rotate through multiple randomised competitive rugby-specific cutting and change of direction drills whilst completing tasks under a randomised combination of temporal and spatial variability (includes basic skill execution tasks)	Players rotate through multiple, randomised competitive rugby-specific cutting and change of direction drills (under randomised temporal and spatial variability) whilst challenging their perception-action coupling ability (includes moderately complex skill execution tasks)	Periodised use of reactive agility training across the training week. Typically performance 1 (skills) training will be completed leading into competition (low challenge, high success). A mixture of performance 2 (drills) and performance 3 (chaos) training will be completed on the main training days. Performance 3 (chaos) will be prioritised but factors such as days turnaround between games, travel demands, importance of next competition game, time of the season will be considered when selecting the most appropriate training activities						
	<b>Small Sided Games Training</b>											
Training Aim	Maintenance		Performance 1 (Rehearsal)	Performance 2 (Fixed Games)	Performance 3 (Chaos Games)	Performance 1 (Rehearsal), 2 (Fixed Games) and 3 (Chaos Games)						
Progression	Athletes encouraged to participate in other team sports at a recreational level (e.g. basketball)		Not applicable: focus on technically correct execution of routines and rehearsed plays in unopposed training environment	Use of games-based trainings where each team has specific tasks (e.g. attackers) for specified time periods. Teams vary from 3v5 to 7v7. Task constraints constant for each game	Use of competitive games with attacking and defensive transitions within the game. Teams vary 2v2 to 5v5. Task constraints may be manipulated during games	Periodised use of small sided games across the training week. Typically performance 1 (rehearsal) training will be completed leading into competition (low challenge, high success). A mixture of performance 2 (fixed games) and performance 3 (chaos games) small sided games will be completed on the main training days. Performance 3 (chaos games) will be prioritised but factors such as days turnaround between games, travel demands, importance of next competition game, time of the season will be considered when selecting the most appropriate training activities						
	<b>Periodisation Framework</b>											
Skill Practice Approach	Closed skill (constant practice)	Closed skill (blocked practice)	Open skill (blocked practice)	Open skill (variable practice)	Open skill (random practice)	Open skill (use of blocked, variable and random practice)						
Skill Acquisition Expectations	Short-term performance improvement		Short-term performance improvement	Intermediate learning: improved retention and transfer	Maximum learning: improved retention and transfer	As per skill acquisition expectations listed in Performance 1, 2 and 3 phases for Reactive Agility Training and Small Sided Games						
Constraints	Low representative design		1) No defence (reactive agility), cones and poles used in rehearsed plays 2) Large playing space	1) Defensive defence reactive agility active defence (small sided games) 2) Reduced playing space dimensions to challenge time constraints 3) Use of basic distractors (e.g. use of different start signals: whistle versus "GO")	1) Active defence 2) Varying playing space dimensions 3) Manipulation of emotional state and arousal level by introducing pressure scenarios (e.g. last play of game and need to score, introducing consequences and reward for poor/good performance) 4) Use of complex distractors (e.g. random use of weighted balls, loud music, teams mismatched for playing numbers)	As per constraints listed in Performance 1, 2 and 3 phases for Reactive Agility Training and Small Sided Games						
Training Load	Very low	Low	Low-moderate	Moderate	Moderate-high	Low-moderately high						
Cognitive Load	Low		Low-moderate	Moderate	High-very high	Moderate-very high (mid training week) and low-moderate (pre competition)						
Instruction	Video support as players are on remote programs		Extrinsic focus feedback, external cues focused on movement outcome	Extrinsic and intrinsic focus feedback, use of external cues focused on movement outcome and movement quality and basic perceptual-action interaction	Feedback to promote intrinsic focus, use of external focused cues on movement outcome, movement quality and complex perceptual-action interaction	Combination of performance 1, 2 and 3 phases for Reactive Agility Training and Small Sided Games						

**Inter-departmental Communication**  
**Periodisation Framework**  
**Tactical**

**Phase**  
**Potential**  
**Periodised Skill Acquisition Framework**

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# Final Thoughts



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# Thank You



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High performance lives here