

The Optimal Athlete Development Framework (OADF) within WNSC

This is a set of characteristics, attributes, behaviours, attitudes and habits to promote the optimal development of swimmers and young people within WNSC, based on British Swimming's OADF. The OADF is split into three clear areas, the Person, the Athlete and the Performer. Every one of our swimmers is individual and therefore will have their own unique make up of strengths and weaknesses within the framework, the hope is that it helps them, along with their parents and coaches to identify key characteristics etc that they can develop and maintain as they progress through the club on their swimming journey.

| Person | | | | | | |
|--------------------|---|--|---|--|---|---|
| Senior Performance | Behaviours, attitudes and characteristics | Enjoys the Journey | Resilient & Robust | Driven | Good Learner | Independent |
| | | Fully immersed in making the most of every aspect of the sport to be the best they can be | Open to change | Relentless in their pursuit of their goals and is always looking for a way to improve | Actively seeks feedback and acts upon it independently | Brave and independent (does not just follow the crowd) and can make difficult decisions around sport and life |
| | | Supportive network both within the squad and at home, irrespective of success | Trusts in their own abilities and can learn from setbacks in a positive way and maintain their self confidence | A fierce competitor | Can detach emotion from feedback and act on it positively (does not see it as a criticism) | Learning to manage all aspects of their life and take responsibility and ownership for them |
| | | Ability to put sport into context and maintain a sense of balance and perspective in all aspects of life | Able to cope with the physical, psychological and emotional challenges of training whilst balancing other commitments outside of the pool | Acts professionally and endeavours to do the right thing at all times while expecting the same from the wider team around them | Does not fear failure | |
| | | Enthusiastic for the sport and tries to bring the best version of themselves to the pool each day | | | No matter what they achieve, they are always open to learning | |
| | | Makes appropriate decisions both in and out of the pool to give them the best chance to excel in the pool | | | | |
| | How? | Training camp | Attendance is consistently excellent | Goal setting | Challenged in training and competition | Planning - weekly structure and annually to account for exams /holidays/work etc |
| | | Team bonding | Goal setting | Role model and mentor to others | Feedback & education | Formal and informal opportunities to communicate with coach |
| | | Away meets | Debriefs with coach post race / meet / training | High level of attention to detail in and out of the pool to give themselves the best change of excelling in the pool | Excellent coach - athlete relationship where swimmer and coach work together to attain progress | |
| | | Goal setting & planning | Opportunities for failure to occur are planned into training and competition calendar | | Has ideas for development and raises them for discussion with coach | |
| | | High level of attention to detail in and out of the pool to give themselves the best change of excelling in the pool | Coach agreed use of professionals e.g. psychologist | | | |

| Person | | | | | | |
|-------------------|---|---|--|---|--|--|
| | | Enjoys the Journey | Resilient & Robust | Driven | Good Learner | Independent |
| Youth Performance | Behaviours, attitudes and characteristics | Everyone has a shared goal and are supportive of each other | See's setbacks as an opportunity to learn | Swimming is not a sacrifice but an opportunity to be the best they can be | Takes on challenges with no hesitation | Is accountable for their own actions and behaviours |
| | | Capable of balancing swimming, school and social | Remain calm in difficult or uncomfortable situations | Motivated to achieve their goals | Receives feedback positively | Manages their time between swimming and other commitments |
| | | Focus on long term results | | Set process orientated goals that help them work towards outcomes | | Is involved in meal preparation at home and takes and takes an interest in their nutrition |
| | | Own identity within the group | | | Remains grounded and humble, doesn't think they are above others and are grateful for opportunities | |
| | | Enjoy what they do | | | | |
| | How? | Training camp | Attendance is consistently excellent | Goal setting | Challenged in training and competition | Planning - weekly structure and annually to account for exams /holidays etc |
| | | Team bonding | Goal setting | | Feedback & education | Formal and informal opportunities to communicate with coach |
| | | Away meets | Debriefs with coach post race / meet | | Development of a solid coach - athlete relationship where swimmer has a say on their own development | Packs and helps prepare their own food and drink for training and competition, taking responsibility for the choices |
| | | Goal setting & planning | Opportunities for failure to occur are planned into sessions /calendar | | | |

| Person | | | | | | |
|--|---|---|---|---|--|--|
| | | Enjoys the Journey | Resilient & Robust | Driven | Good Learner | Independent |
| Junior Performance & Youth Competitive | Behaviours, attitudes and characteristics | Beginning to form a supportive network | Competition results are not the be all and end all | Learning how to set goals | Focusing on technique and skills | Formal and informal communication with coach and older swimmers |
| | | Training is geared towards achieving common goals | Ups and downs are part of life | Learning to focus on process rather than outcome | Open to challenges knowing it will help them improve | Takes responsibility for their own equipment, snacks and hydration and makes sure they have everything they need |
| | | Working together as a group | | Learning to focus on the controllables | Listens to feedback and wants to learn | Is involved in meal preparation at home and takes and interest in their nutrition |
| | How? | Good attendance | Goal setting | Education on how to set goals and focus on the process | Getting to know the coach | Learning how to manage their time between swimming, school and other commitments |
| | | Training camp | Debriefs with coach post race | Coach led discussions on what is and isn't controllable | Team activities | Packing their own bag for training and competition |
| | | Goal setting & planning | Opportunities for failure to occur are planned into training and competition calendar | | Feedback and education | Making sure drinks bottles are filled and they have post training snack for the way home |
| | | | Displays higher levels of commitment | | | Helping prepare meals at home, learning how to make good food choices |
| | | | | | | Helping prepare and pack food for competitions |
| | Person | | | | | |
| | | Enjoys the Journey | Resilient & Robust | Driven | Good Learner | Independent |
| Junior Competitive | Behaviours, attitudes and characteristics | Enjoy swimming and that's the main reason for attending | Challenged within a controlled environment e.g. within training | Motivation comes from enjoyment of swimming | Listens to feedback and wants to learn | Takes responsibility for their own equipment and makes sure they have everything they need |
| | | Making friends and forming bonds within the team | | Thirst to learn and improve technique and skills | Asks questions and shows they want to learn | |
| | How? | Regular attendance | Challenges and opportunities for failure planned into training sessions | Sessions are structured to give swimmers opportunities to be challenged, develop, learn and improve as well as to learn to work as a team and compete | Feedback and education | Makes sure drinks bottle are filled |
| | | Mini Training camp / clinics | | | Asking questions | |

| Athlete | | | | | |
|--------------------|---|---|--|--|---|
| | | Displays Winning Habits | Physical Attributes | Coachable | Technically Superior |
| Senior Performance | Behaviours, attitudes and characteristics | Motivated and knows what their goals are and acts on them daily in training | The athlete has good physical literacy for all aspects of the sport and an aptitude for grasping the importance of factors influencing performance | Positive coach - athlete relationship, takes responsibility for their own communication | Understands the importance of minimising resistance and has good body alignment in the water |
| | | Open to possibilities and challenges | The athlete knows where their physical strengths lie and is capable of maximising them to improve their performance | Self aware of weaknesses and works to improve them | Has efficient stroke technique to apply maximum power through the upper and lower body |
| | | Views feedback and uses it in a positive way | The athlete has excellent starts, turns and underwater / breakout phases | Develops super-strength to work it to their advantage | |
| | | Realistically reviews their own performance and takes ownership for it holding themselves accountable | Can easily make technical changes to strokes and skills | Understands and listens to their body - trains hard but understands the need for rest and recovery | |
| | How? | Goal setting | Technically competent in a range of skills both in the pool and on land | Request and positively act upon feedback | Stroke and distance specialisation |
| | | Psychology workshops / literature to develop mental skills | Regularly completes pre and post pool work | Discussions with coach | Skills are challenged and monitored in training and races e.g. uw kick counts, not breathing on 1st stroke, stroke counts and rates |
| | | Discussions with coach | Completes a range of drills to help develop strokes and skills | Asks for feedback | |
| | | In depth race strategy reviews | Asks for feedback | | |
| | | Communicates well and demonstrates leadership qualities | | | |

| Athlete | | | | | |
|--|---|--|---|--|---|
| | | Performance Behaviours | Physically Suitable | Coachable | Technically Excellent |
| Youth Performance | Behaviours, attitudes and characteristics | Always wants to learn | Knows their body an what pre-pool exercises work best for them | Appreciates the efforts of others to push them to achieve more | Starting to specialise in particular strokes / distances whilst |
| | | Still setting process focused goals but can set realistic outcome goals | Has a good understanding of nutrition and the importance of fuelling and re-fuelling for optimal physical performance | Is vulnerable and honest enough to know they are not perfect | Constantly working on raising the standard of their skill execution |
| | | Showing long term development | | Open to feedback | |
| | | | | Actively seeks to change bad habits | |
| | How? | Goal setting - process based and agreed with coach | Attends all sessions | Goal setting | Medley based training with some stroke / distance specialisation |
| | | Shows will to learn and achieve. Is challenged to do so in training and competition. | Completes pre and post pool | Coach - athlete relationship / discussions | Skills are challenged and monitored in training e.g. uw kick counts, not breathing on 1st stroke, stroke counts and rates |
| | | Race plans | Developing improved strength, stability and mobility in land training | Planning failure into training and competition | |
| | | | Nutrition education | | |
| | | | | | |
| Athlete | | | | | |
| | | Performance Behaviours | Physically Suitable | Coachable | Technically Excellent |
| Junior Performance & Youth Competitive | Behaviours, attitudes and characteristics | Sets process goals with coach | Learning and practicing pre and post pool | | |
| | | Listens to feedback | Developing movement patterns, strength, stability and mobility in land training | Accepting feedback and acting on it | Training for all strokes and distances not specialising in any one stroke or distance |
| | | Wants to achieve but doesn't chase success, focuses on process not outcome | Participating in other sports but leaning towards swimming as a priority | Developing coach-athlete relationship | Always working to improve technique and skills |
| | How? | Core values | Attending as many pool and land sessions as possible | Getting to know coach-athlete to develop relationship | Medley based training |
| | | Goal setting - process based with coach | Completing pre and post pool work | Team bonding - swim camp | Skills and strokes are tested and challenged in training |
| | | Education | Takes part in other sports | | |
| | | | | | |
| Athlete | | | | | |
| | | Performance Behaviours | Physically Suitable | Coachable | Technically Excellent |
| Junior Competitive | Behaviours, attitudes and characteristics | Focus is on long term not short term success, focuses on skills and technique rather than time | Developing movement patterns, stability and mobility in land training | Accepting feedback and not being dismissive of it | Training for all strokes and distances not specialising in any one stroke or distance |
| | | Listens to feedback | Participating in other sports | Respecting everyone around them | Always working to improve technique and skills |
| | How? | Core values | Attending as many pool and land sessions as possible | Getting to know coaches and other swimmers | Medley based training |

| | | | | | |
|--|-----|-----------|---|--|--|
| | How | Education | Taking part in other sports outside of swimming | | Skills and strokes are tested and challenged in training |
|--|-----|-----------|---|--|--|

| Performer | | | | | |
|--------------------|---|--|--|---|---|
| | | Arena Skills | Race Craft | Psychologically Prepared | Physically Primed |
| Senior Performance | Behaviours, attitudes and characteristics | Resilient when facing the challenge of competition | Goes into every race with a plan and can adapt it to the situation | Remains calm and ready to perform when faced with change, setback or pressure | Has an individualised land and pool based warm up that is rehearsed and adaptable |
| | | Stays focused and calm when the unexpected happens | Understands all the factors that can affect a race | Focused on the process of their race not the outcome | |
| | | Displays the correct body language - shows they want to be there | Evaluates their performance in a realistic way | Ignores distractions around them | |
| | | Enjoys every aspect of race day | Has experience at competing at various levels | Treats every race day the same, physically, mentally and emotionally | |
| | How? | Competitions planned to experience failure | Race Plans discussed and practiced | Psychology workshops (and agreed individual sessions) | Individualised warm up routine |
| | | Supporting team members in every race | Attend meets at various levels to perfect the processes | Challenge / failure planned into training - learn how to deal with it | |
| | | Away meet (progress to doing them as a team) | | | |
| | | International meets for seasoned national competitors?? | | | |

| Performer | | | | | |
|-------------------|---|--|--|--|--|
| | | Loves Race Day | Execute your Race Plan | Perform when it Matters | |
| Youth Performance | Behaviours, attitudes and characteristics | Competes at different levels so that they experience success and failure and learn to handle both winning and losing | Starting to think about certain outcomes but focusing on the process of how to get there | Can perform in multiple events one after another e.g. heats and finals | |
| | | Can deal with uncomfortable situations e.g. lack of rest between races | Skills and techniques are maintained under pressure | Focused on themselves not what others are doing | |
| | | Enjoys themselves and stays positive | | | |
| | | Sets a good example on race day | | | |
| | How? | Failure meets planned into season | Race Plans discussed and practiced | Entering a variety of events across the weekend | |
| | | Competing in numerous and varied events in one day | Test skills under pressure in training to make sure they hold up in competition | Any withdrawals agreed with the coach | |
| | | Supporting team members in every race | | Race plans discussed and practiced | |