



HIGH PERFORMANCE CONFERENCE

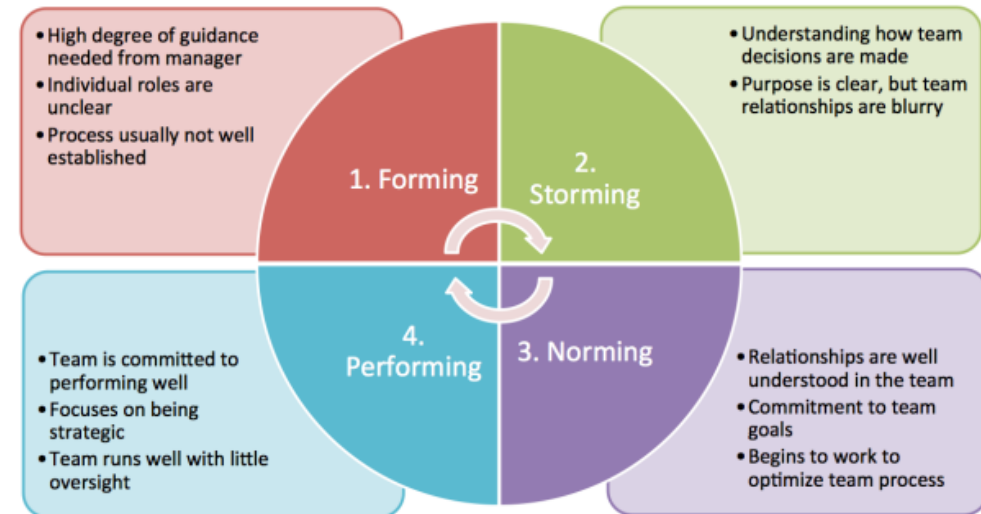
MADRID 2025

*One Team, One Vision – Aligning
Coaches and Athletes for
Peak Performance*

Dr. Katrin Heyers

One Team, One Vision...

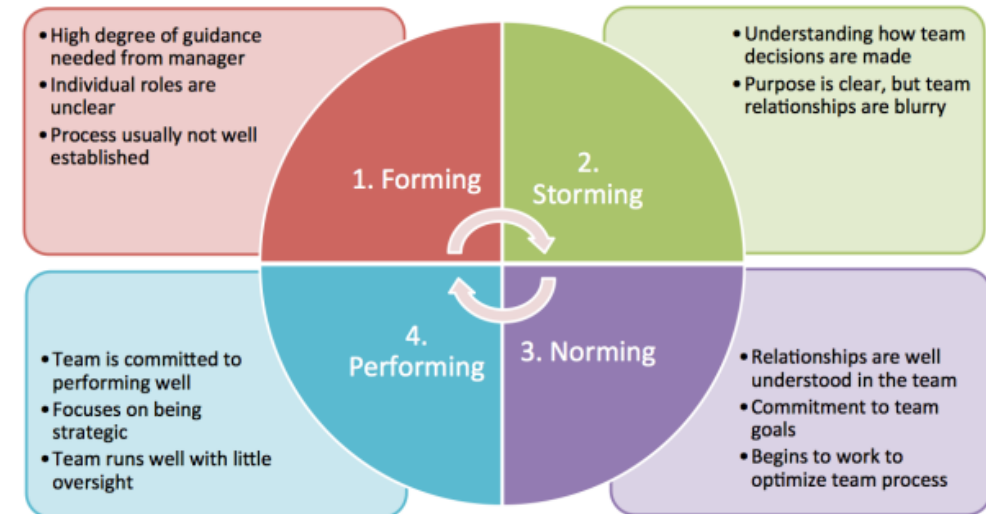
- I could start with the Tuckmann Phase Model of Forming – Storming – Norming – Performing...



*Why should we care
about having a
team?*

One Team, One Vision...

- I could start with the Tuckmann Phase Model of Forming – Storming – Norming – Performing...
- Let's take a more personal approach. Team management is all about handling different personalities (with hopefully the same goal)...



One Team, One Vision...



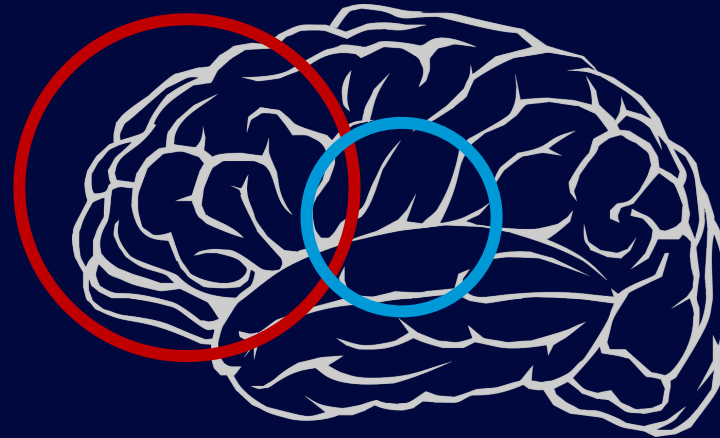
*Why is it so difficult
to become a team?*

Welcome to (acute) stress...

Executive Control Network

↓ ↑
Activity

- 1st step:
- **Fight-Flight-or-Freeze reaction**



Salience Network

↑ ↓
Activity

- 2nd step:
- **Tend-and-befriend approach**

Still under research – more studies needed!!!!

Welcome to (acute) stress...

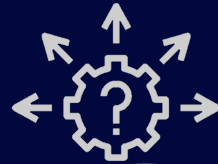


- The experience of acute stress (even in mild forms) leads to physiological and psychological changes
- The perception and experience of stress is subjective – we all experience stress because of different stressors and in different intensities
- Stress brings out the extreme in personalities

Acute Stress

- The stress response can be measured on a number of different levels:

behavioral



subjective



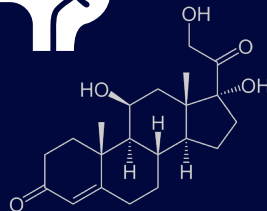
genetic



neural



physiological



There is no difference between positive and negative stressors!

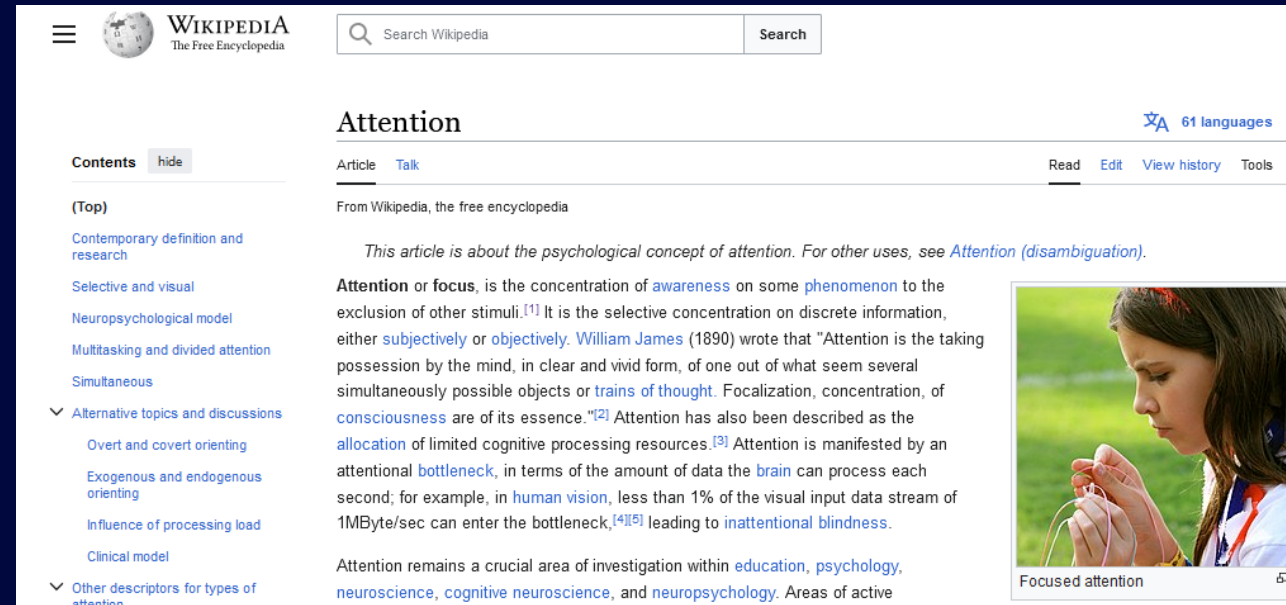
Two Process Theory of Emotion

Cause and effect are not always obvious



Stanley Schachter

Attention



The image shows a screenshot of the Wikipedia article for "Attention". The page title is "Attention" and it is in English. The article text defines attention as the concentration of awareness on some phenomenon to the exclusion of other stimuli. It mentions William James (1890) and describes attention as the allocation of limited cognitive processing resources. An image of a young girl looking down at her hands is included, with the caption "Focused attention".

WIKIPEDIA
The Free Encyclopedia

Search Wikipedia

Attention

61 languages

Article Talk


Read Edit View history Tools

From Wikipedia, the free encyclopedia

This article is about the psychological concept of attention. For other uses, see [Attention \(disambiguation\)](#).

Attention or **focus**, is the concentration of [awareness](#) on some [phenomenon](#) to the exclusion of other stimuli.^[1] It is the selective concentration on discrete information, either [subjectively](#) or [objectively](#). [William James](#) (1890) wrote that "Attention is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or [trains of thought](#). Focalization, concentration, of [consciousness](#) are of its essence."^[2] Attention has also been described as the [allocation](#) of limited cognitive processing resources.^[3] Attention is manifested by an attentional [bottleneck](#), in terms of the amount of data the [brain](#) can process each second; for example, in [human vision](#), less than 1% of the visual input data stream of 1MByte/sec can enter the bottleneck,^{[4][5]} leading to [inattention blindness](#).

Attention remains a crucial area of investigation within [education](#), [psychology](#), [neuroscience](#), [cognitive neuroscience](#), and [neuropsychology](#). Areas of active



Focused attention

“Attention or focus, is the concentration of awareness on some phenomenon to the exclusion of other stimuli.[1] It is the **selective concentration** on discrete information, either subjectively or objectively [...] [2] Attention has also been described as the **allocation of limited cognitive processing resources**.[3] Attention is manifested by an attentional bottleneck, in terms of the amount of data the brain can process each second.”

Attention



- Encourage athletes to re-interpret stress symptoms when they are negatively oriented
- Shift attention towards elements of the situation your athletes can control (self-efficacy is key!)
- Use attention to give things and people value



To sum up - acute stress



- Acute and short-term stress increases our capabilities to cope with a stressor → we become more aware of the situation
- Our attention is more narrowed and focused
- Our body is physically prepared to act and react
- Our cognitive resources become limited
- We rely on automated (thought) processes of our personalities

*How can team leaders
/ coaches ensure
positive team
dynamics?*

Athletes-centered methods

Losing control... learned helplessness

- a concept related to self-efficacy
- individual's belief that the outcome of a situation is beyond their control
- thought to play a role in toxic relationships, and mental disorders

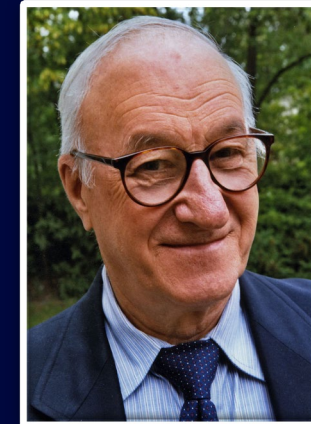


Martin Seligman



Gaining control... Self-efficacy

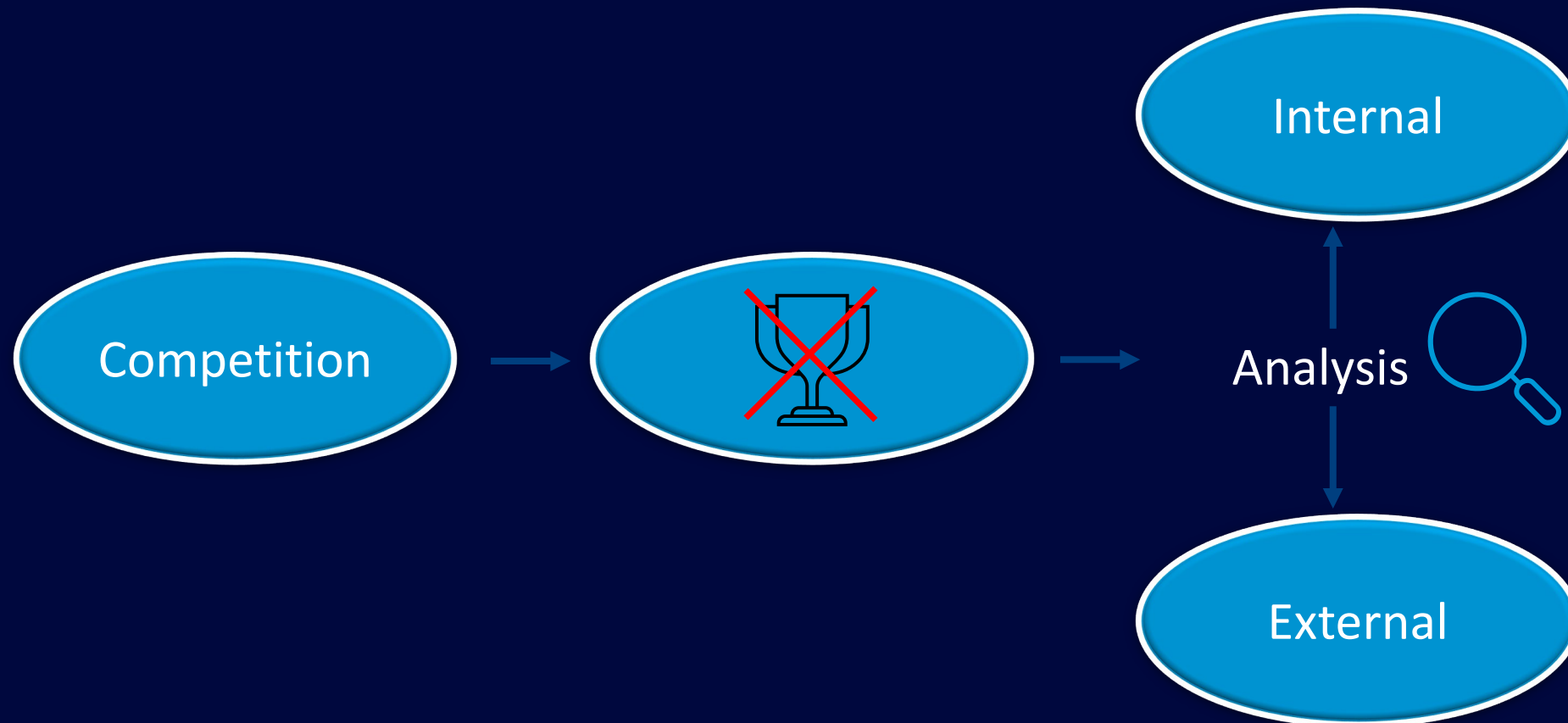
- Individual's belief in their capacity to act in the ways necessary to reach specific goals
- Closely connected to accomplishment and personal well-being
- High self-efficacy = challenges are viewed as things that are supposed to be mastered rather than threats to avoid



Albert Bandura

...and winning through control

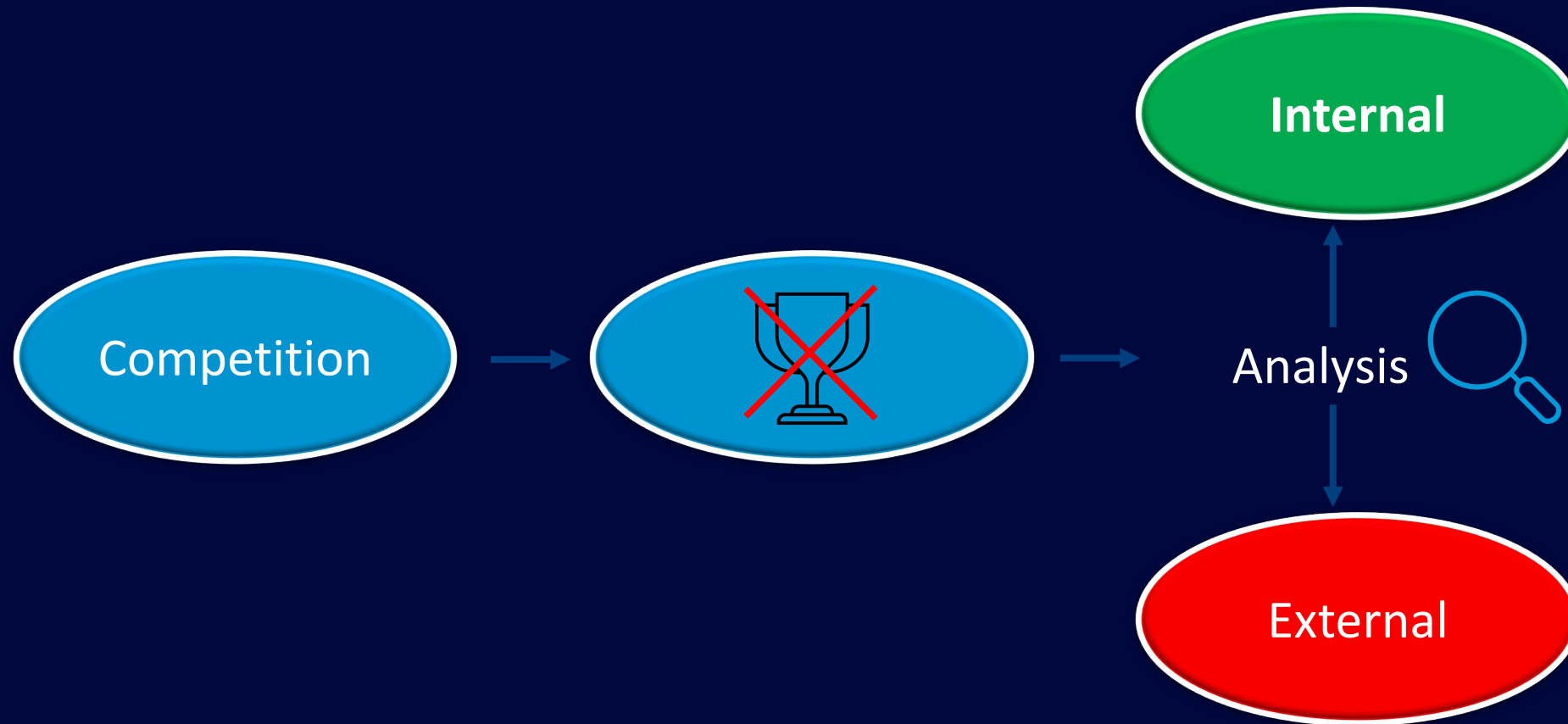
It's all about handling failures...



Compare yourself to the former YOU instead of others!

Extreme Ownership

It's all about handling failures...



Compare yourself to the former YOU instead of others!

Self-Efficacy in Practice

Mature athletes...

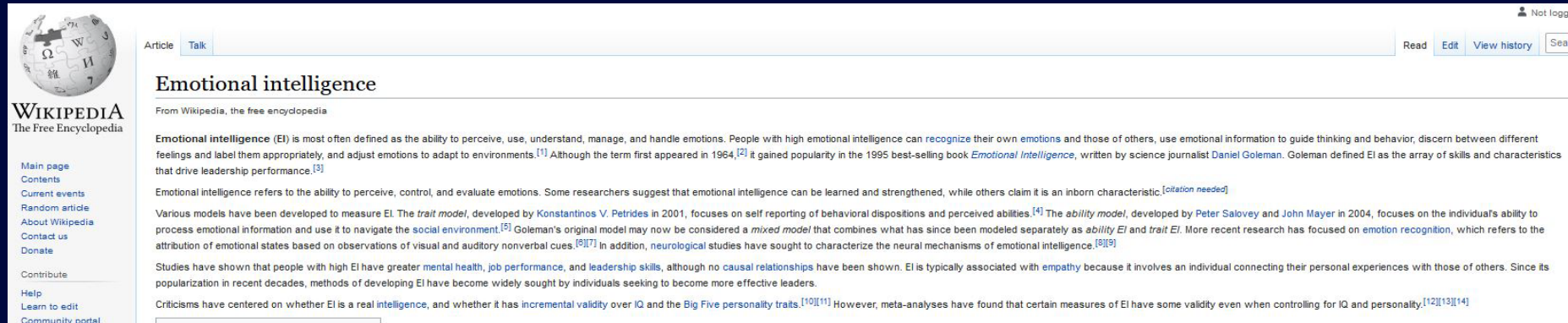
- ...take matters into their own hands & take responsibility
- ...gain trust in themselves
- ...are better able to cope with stressors
- ...excel and succeed!
- ...and also trust in you and their teammates! (More on this later!)



Self-efficacy is evolving athletes into the role they can have within the team!

Coaches-centered methods

Emotional intelligence



The image is a screenshot of the Wikipedia article for "Emotional intelligence". The page layout includes a top navigation bar with "Article" and "Talk" tabs, and a search bar. The main content area features the title "Emotional intelligence" and a sub-header "From Wikipedia, the free encyclopedia". The article text defines emotional intelligence (EI) as the ability to perceive, use, understand, manage, and handle emotions. It mentions that people with high EI can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments. The article also discusses various models for measuring EI, such as the trait model, ability model, and mixed model, and mentions research on the relationship between EI and mental health, job performance, and leadership skills. The article concludes with a note on criticisms of EI as a real intelligence and its incremental validity over IQ and the Big Five personality traits.

Article Talk

Not logged in

Read Edit View history Search

Emotional intelligence

From Wikipedia, the free encyclopedia

Emotional intelligence (EI) is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behavior, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments.^[1] Although the term first appeared in 1964,^[2] it gained popularity in the 1995 best-selling book *Emotional Intelligence*, written by science journalist Daniel Goleman. Goleman defined EI as the array of skills and characteristics that drive leadership performance.^[3]

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.^[citation needed]

Various models have been developed to measure EI. The *trait model*, developed by Konstantinos V. Petrides in 2001, focuses on self reporting of behavioral dispositions and perceived abilities.^[4] The *ability model*, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and use it to navigate the social environment.^[5] Goleman's original model may now be considered a *mixed model* that combines what has since been modeled separately as *ability EI* and *trait EI*. More recent research has focused on *emotion recognition*, which refers to the attribution of emotional states based on observations of visual and auditory nonverbal cues.^{[6][7]} In addition, neurological studies have sought to characterize the neural mechanisms of emotional intelligence.^{[8][9]}

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills, although no causal relationships have been shown. EI is typically associated with *empathy* because it involves an individual connecting their personal experiences with those of others. Since its popularization in recent decades, methods of developing EI have become widely sought by individuals seeking to become more effective leaders.

Criticisms have centered on whether EI is a real intelligence, and whether it has incremental validity over IQ and the Big Five personality traits.^{[10][11]} However, meta-analyses have found that certain measures of EI have some validity even when controlling for IQ and personality.^{[12][13][14]}

“Emotional Intelligence is most often defined as the ability to perceive, use, understand, manage, and handle emotions.”

Emotional intelligence



Daniel Goleman

181 management models

121 organizations worldwide

67% of all abilities considered essential for management are emotional competencies

Emotional competencies are found to be twice as important as skill-based or intellectual competencies

Awareness

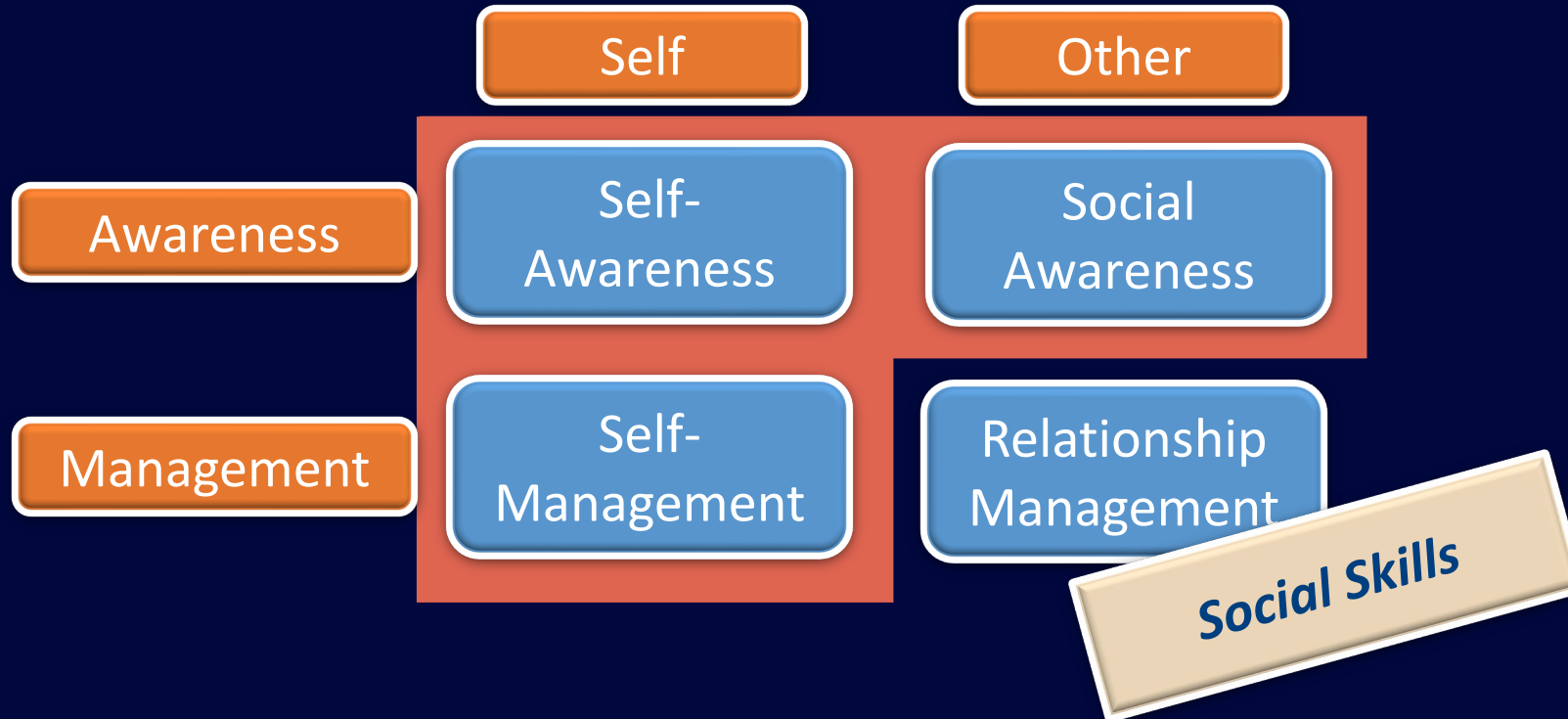
Self

Management

Other

“Emotional Intelligence is most often defined as the ability to perceive, use, understand, manage, and handle emotions.”

Emotional Intelligence



To sum up – Part II

- Express emotional intelligence to develop your athletes into mature, responsible individuals with self-efficacy and trust in themselves
- Use transparent communication and clear rules to maximize self-efficacy and control in order to minimize helplessness in stressful situations
- You are responsible to set up an environment in which cooperation and trust is central to all actions

Keep in touch!



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