**GOAL SETTING & SELF-CONFIDENCE (Handout for athlete)**

**Review**:

* What are the six Mental Toughness Skills we will be learning?
1. **\_\_\_\_\_ \_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_/energization**
4. **\_\_\_\_\_ - \_\_\_\_\_**
5. **\_\_\_\_\_\_ management**
6. **\_\_\_\_\_\_ management**
* Spend time on concerns you have that you \_\_\_\_\_ control. Don’t spend time on or think about what you \_\_ \_\_\_\_ control.
* Answer out loud either “can” or “can’t” control, and if it is both, what **can** control:
	+ Official’s call once made:
	+ What friend thinks of me:
	+ Amount of playing time:.
	+ How I look:
	+ Weather:

**Goal Setting and Self-Confidence**

* Systematic goal setting programs can be successful in developing

 \_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you set goals that you can \_\_\_\_\_\_\_\_\_\_.

* These goals you set that you can control will be \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* These are called \_\_\_\_\_\_\_\_\_ goals. They will lead to good performances during competition and to outcomes that you desire.

**Three Types of Goals**

* Process Goals: focus on improving form, technique, and strategy.
* Performance Goals: address overall personal performance such as running a faster time, throwing farther or shooting more accurately.
* Outcome Goals: emphasize outperforming other competitors, as well as the objective outcome- that is, placing high or winning.

**Benefits of Goal Setting1:**

* Goals enhance focus and concentration.
* Goals boost self-confidence.
* Goals help prevent or manage stress.
* Goals help create a positive mental attitude.
* Goals increase intrinsic motivation to excel.
* Goals improve the quality of practices by making training more challenging.
* Goals enhance playing skill, techniques, and strategies.
* Goals improve overall performance.

Practice Competition

Process Performance Outcome

(improving conditioning, (improving (winning and

technique, and strategy) overall performance) social comparison)

**Workout Exercises**

1. Indicate if the following are **process** (1) or **performance** (2) goals. Then **match** the process goal that you can control, to one possible performance goal.

* 1. \_\_1\_\_ Exercise 30 minutes a day, 4 times a week in my target heart rate range
	2. \_\_2\_\_ Accept official’s calls without question \_g\_\_
	3. \_\_2\_­\_ Be more fit \_a\_
	4. \_\_\_\_\_ Do packet from Coach
	5. \_\_\_\_\_ Study 2 hours for five days of each week
	6. \_\_\_\_\_ Run mile under 8 minutes \_\_\_\_
	7. \_\_1\_\_ Practice focusing and acting on what can control
	8. \_\_\_\_\_ Lift weights two times a week
	9. \_\_\_\_\_ Improve grade point average \_\_\_\_
	10. \_\_\_\_\_ Get stronger \_\_\_\_\_

2. Write two sport **process** goals. Then place an “X” if the goal conforms to each principle listed (“a” is an example that is incorrect; “b” is an example that is correct).

 Realistic Specific Measurable

a. Get in shape\_\_\_\_\_\_\_\_\_\_\_ \_\_X\_\_ \_\_\_\_\_ \_\_\_\_\_

b. Jog for 20 minutes\_\_\_\_\_\_ \_\_X\_\_ \_\_X\_\_ \_\_X\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write down the position you might be playing this season. List two skills that are important to success at that position. In the second column, list possible ways to measure performance so that only your performance, & not the outcome as influenced by someone else, is measured.

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Skills Ways to measure**

1. Dribbling 1. Number of touches in 60 seconds

2. 2.

3. 3.

4. Determine a terminal performance goal toward which you are striving. Then determine your baseline or usual performance level at that task. Finally, list three progressively more challenging **process** goals that will move you toward achieving your terminal performance goal.

Goal 1

Goal 2

Goal 3

Terminal Performance Goal

Baseline

Performance

5. Describe an athlete who fits the definition of each of the types of self-confidence.

1. **Optimally confident**: having a realistic sense of what you can accomplish. Those who have this set realistic goals based on their own abilities.
2. **Diffident**: lack confidence. These individuals suffer from a fear of failure and a high concentration of self-doubts, which combine to produce a negative self-fulfilling prophecy.
3. **Falsely Confident**: unfounded confidence in competencies and an act to cover up a diffident attitude. The individual tends to act “cocky”, and, in some instances, arrogant. Falsely confident individuals further compound their confidence problems when their performances show their true competencies.
4. I am currently a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ athlete. As I set and accomplish **process goals**, I will either become or will become an even stronger **Optimally Confident** athlete.

***Self-confidence depends not on winning,***

***but on the realistic expectation about achieving success.***

1Some of the material in this practice plan is taken from: Sport Psychology for Coaches (2008) by Drs. Damon Burton and Thomas Raedeke, Human Kinetics, Champaign, IL