**Coach's Script for: Psychological Skills Training: Goal Setting and Self-Confidence**

Bring to practice: coach's script, a copy of the athlete's practice plan for each athlete (follows the coach's script), pencils or pens, chalk or dry erase markers.

Review: (To assess athletes' understanding/retention of last practice's material)

* What are the six Mental Toughness Skills we will be learning? *Goal setting, imagery, relaxation/energization, self-talk, energy management, stress management.*
* You need to spend time on concerns you have that you \_can\_ control. Don’t spend time on or think about what you \_can’t\_ control.
* Answer out loud either "can" or "can't" control, and, if it is both, what can control:
	+ Official's call once made: can't.
	+ What friend thinks of me: can't, but can be loving and possibly influence.
	+ Amount of playing time: can't, but can attend practice, work on skills.
	+ How I look: can shower, get rest.
	+ Weather: can't, but can dress and prepare for it.

***Today*** we are going to work on Goal Setting and Self-Confidence.

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. \_**1**\_\_\_\_ Do packet from Coach
5. \_**1**\_\_\_\_ Study 2 hours for five days of each week
6. \_**2**\_\_\_\_ Run mile under 8 minutes **d.**
7. \_**1**\_\_\_ Practice focusing and acting on what can control
8. \_**1**\_\_\_\_ Lift weights two times a week
9. \_**2**\_\_\_\_ Improve grade point average **e.**
10. \_**2**\_\_\_\_ Get stronger **h.**

2. Write two sport **process** goals. Then place an “X” if the goal conforms to each principle listed (In order to help athletes learn how a process goal must meet all 3 principles, “a” is an example that is incorrect while “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 the skills that are important to success at that position. In the second column, list possible ways to measure performance so that only performance of the player, & 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.

**Did you list ways you can measure your skills in terms of performance you can control- not what others control or occurrences that are the result of luck or chance? Exchange paper with someone and discuss your answers with them.**

4. Determine a terminal performance goal toward which you are striving this season. 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. *Make sure that when the athletes complete their “staircases” they list specific, measurable, realistic goals. Ex. Free Throw Percentage: Baseline- 48%, Goal 1- 50%, Goal 2- 52%, Goal 3- 54%, Terminal Goal- 56%.*

5. As you accomplish goals you set, you will find your confidence increasing. We call this being “optimally confident”. Let’s look at some definitions related to confidence and then you will describe an athlete who fits each definition.

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.

At the beginning I said that

* Systematic goal setting programs where athletes learn how to set process (not outcome) goals can be successful in developing athlete self-confidence.
* Set goals that are realistic, specific, measurable. They will lead to performances and outcomes that the you desire.
* As you accomplish your performance goals, you will build self-confidence.
* If you understand this, you can lose an event as far as the W-L goes and not lose confidence.
* Ex. (*Coach can use own example*). Near the end of one season, my team was nationally ranked which meant that every team we played was “up” for us (in terms that we will learn in upcoming pelinks4u articles, they were at their *optimum level of psychic energy*).
* We not only had to maintain our optimum level for each game against teams that weren’t as skilled, but also be ready for teams that were as or more skilled. One team in particular was more skilled than we were. Unless psychologically they let down, they had the skill to win the game. They did end up winning but my team played the finest ever. We briefly met after the game and I highlighted what they had done skill- wise and how they had psychologically stayed focused. I was excited about their play and, because they could evaluate the strength of the other team skill-wise and psychologically, they were too. If you had met them as they walked away, you would have thought they had won on the scoreboard.
* They had controlled their process and performance goals. They had no control over the outcome. Since the other team played to their ability physically and psychologically, the other team won.
* You can “lose” and still “win” in process and performance goals which impact your self-confidence.