

Mental Training Program: Part 1

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February 1, 2018

## Individual Program Proposal

### 1. *Model of Excellence*



Figure 1: Model of Excellence: Coaching

My model relates to my individual success in coaching. It includes six mental skills or qualities in order for me to achieve optimal performance. I believe that these six components are crucial in order for me to be a successful as a coach. I will then describe as to why I believe these components are essential for me to succeed. As a basketball coach, I believe that the coach's attitude affects the players and the team's performance. Thus, I believe that it is important to keep a positive attitude to create a positive environment and to help the players develop some positive traits that will make them succeed in life. In addition, demonstrating a positive attitude

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will create a strong and healthy relationship between the athletes and I, which could improve the athlete's performance and myself. Moreover, I believe that through demonstrating a positive attitude it will increase the athletes' engagement and motivation to participate in practices and competitive games. Flexibility, as a coach I believe that this is an important trait to have because coaches like me often have an irregular schedule and unpredictable situation. For instance, players may be sick or injured, so as a coach I have to work with fewer players and adjust my drills in order to still run the practice smoothly. Moreover, I feel that I am constantly adjusting to the player's personality and skill level. Each player has different skills and ways to learn, therefore, I need to be flexible and adjust to each player's need in order to help them to be successful.

Preparedness, I feel as a coach that this is a very important aspect to have to help the athletes succeed. As I mention, coaching is a very unpredictable job, therefore, it is important to prepare myself for unpredictable and unexpected situations. In my opinion, being prepared includes having all the equipment ready and emergency kit available in case of any injuries. It involves having an appropriate lesson plan to help put the players in a position to be more successful. This way I am able to manage my time efficiently and allocate the time wisely on the tasks.

Commitment, I believe that in order for me to be a successful coach I need to show commitment. As their leader I must lead by an example. I need to show commitment and willingness to be in practices and games. I realized that my behaviors are influenced by the players; therefore, I need to ensure that I show consistency and vigorous effort to help the players achieve their goals.

Goal Setting, I believe that it is very important to have "SMART" goals for my players. I need to make sure that the goals I set are realistic and attainable. I need to assure that I am setting my players for success and have achievable goals. Specifically, I want the goals to focus on the success of the players individually and as a team. I want to set goals that include skills

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progression that would help the players to grow to be a better basketball player. Constructive Feedback, in my opinion, to be a successful coach, I need to make sure I offer a specific constructive feedback. I need to use a positive feedback to reinforce desired behaviors from the players. But at the same time, I need to address areas in need of improvement to help athletes improve on their skills. I believe that giving feedback is very important because this would help correct the athlete's mistakes and help improve the player's performance.

Overall, I think that these six mental skills or qualities are essential in order for me to be a successful coach. I need to make sure when I coach I consider these six components in order for me to give an optimal performance and be an effective coach.

### **2. An assessment of your current mental skills strength and weakness**

#### **A) Performance profile**

The performance profile is used to assess and identify strengths and weaknesses in an individual's performance (D'Arcey, 2018). In my performance profile (see Appendix A for performance profile), I found that I have various components that are within the rating 5 for myself. The components are confidence, controlling my emotion, preparedness, and goal making. I rated confidence poorly because I realize that as English as my second language, I still find it difficult to express my ideas and thoughts when I coach. At times I am afraid that the players will not be able to understand my instructions or it will get misinterpreted due to language barrier. With controlling my emotion, I noticed that I am very passionate about coaching basketball as a sport that at times I am not able to control my emotion, which leads to frustration. I also become frustrated when the players fool around and do not take the practice or game seriously. With preparedness and goal making, I usually know the drills and tasks I want the players to do based on the previous practices and games. I normally do not write down the

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objective goal and lesson plan because I can make up drills on the spot. This is the reasons as to why I rated these two components poorly because I know that I can be more organize and be more prepare prior to coaching. I know that I should make a lesson plan that include the goals and the time schedule of the practices and game so that I can be more effective as a coach. This way I can also reflect to see whether or not the players achieve their goals or it needs some adjustment for the next tasks. My strength with the highest rated score is the commitment. I rated these because I love the sport and very passionate about coaching and being involve in basketball setting. Therefore, my commitment is very high because I sincerely want to help young athlete to be better in basketball and be more knowledgeable about the sport.

### **B) Psychological inventories**

The two psychological inventories were the thought occurrence questionnaire (TOQS) and The sport imagery questionnaire. The result in my TOQS (see Appendix A) shows that my strengths around thought occurrence when performing was the task irrelevant thought (TOQS-I) and my weakness was the thought of escape (TOQS-E). According to Hatzigeorgiadis and Biddle (2000), TOQS-I refers to the thoughts that were not related to execution of the task in constructive way (p. 69). TOQS-E refers to as the thoughts of withdrawing from the task (p.70). I agree that my weakness would be the thought of escape because I normally do not give up easily on the task regardless of the situations. I also agree that my strength was the task irrelevant thoughts, I believe this result occur because of too much worrying on other life tasks while I coach basketball. It is difficult to put aside the worry of other things involve in my life while I coach especially when I am juggling school, work and coaching all at once. I specifically do this assessment to see where my thought process is while I coach. I want to see whether there are

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ways that I can improve to be more effective as a coach. In sport imagery questionnaire (SIQ) (see Appendix B) showed that I score 69% after totalling every imagery type together. I wasn't surprise of this score because like I mentioned in Appendix D, I do a little bit of imagery when planning a drills for the players. I normally make up the plan or the drills in my head the night before I coach. The type of imagery I was weakest at was the motivational specific; which includes images related to the players goals. When I do imagery, I often focus on the cognitive general imagery, which showed as my strength, because I focus on game plan and strategies to further help the player to succeed as basketball players. However, motivation specific and cognitive specific is definitely an areas that I need to work on in order to be more a better coach.

### **C) Interview**

The third assessment was a directed interview with fellow classmate. (See Appendix D for interview script). I found that having positive attitude and being prepared is the main factor that leads me to be successful. I realized that I need to be organize and have a well thought of lesson plan before coaching. I need to feel prepared and ready in order to help boost my confidence and control my anxiety when coaching. However, with my poor performance, I realized that is related to myself with having poor attitude and lack of sleep, which make me feel very stress. With my poor performance, I came unprepared and distracted due to stress from schoolwork. My attitude were very different when I'm having a poor performance, I was being impatience and easily frustrated. Thus, with my poor performance, I realize that I need to develop a performance plan and focus on goal setting in order for me to feel prepared and organized when I'm coaching. Also mentioned in Appendix D, having a lesson plan act as my safety blanket that makes me feel confidence and be in control of drills or tasks.

#### **D) Overall Summary**

Overall, after performing the four different type of assessment from Appendix A, B, C and D, I found correlation between the four assessments. In appendix A, it shows preparedness, goal setting, and confidence as my mental skill weakness. I realized that having low confidence is related to lack of preparedness and being organized prior to my coaching. However, although I show unpreparedness and disorganized, I can provide drills or the tasks with the players through imagery and making up strategies in my head like it mentioned in Appendix B. I realize that I need to be organized and have lesson plan that indicated the learning objective and goals for the players to achieve. I noticed from interview in Appendix D, that imagery helps me feel confidence and performed my best by imagining what the drills would look and how I set-up the tasks. I realize that imagery helps me feel prepared and organize by knowing layout of the tasks and want the players to do. But, in my opinion, for imagery to work best, I need to create a lesson plan that so that I can imagine myself executing drills just the way I want them to happen in the practice or game. Therefore, with a combination of being prepared and imagery it can help me reach my optimal performance and be confidence while coaching. I believe with the combination of two components I am able to run the practices more manageable and smoothly which would lead me feeling the satisfaction for doing a job well done. With feeling more confidence and full focus on coaching the players, I can aslo eliminate any distraction such as any task irrelevant thoughts that was mention in Appendix C.

**3. Your 1 mental skill to work on for your program along with performance objective**

As I mentioned, I choose imager as my focus on my mental skills training program. The objective or performance I would like to achieve in my mental skills training program include:

- 1) Within 3 weeks of my MST program, I want to focus on pre-practice and post practice imagery
- 2) By the end of my MST program, increase my motivational specific and cognitive specific imagery
- 3) By the end of my MST program, I want to use imagery in competition and but become consistent in pre-practice and post practice.

**4. One six week MST program with description of activities**

**Imagery training week 1-3**

- I will do daily pre-practice and post practice imagery.
- Training will be 3 times per week, Tuesday, Wednesday, and Friday from 5pm-6pm at the gymnasium.
- For each exercise rate your imagery out of 10 for the following categories
  - Clarity of imager (1 not clear, 10 very clear)
  - Control of emotion (1 not clear, 10 very clear)
  - Time of the image (1 not clear, 10 very clear)
  - Environment example the gym (1 not clear, 10 very clear)

**Exercise: Pre-practice – Imagery training 1**

Imagine your arrive at the gym 15 minutes earlier than your players. Imagine yourself turning on the lights of the gym, sweeping the gym floor and notice the quiet emptiness. Pick as many



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details as you can. Imagine the smell of the gym, where you place the medicine kit and the basketball bag. Now imagine the players arriving one at a time, imagine hear their voice talking to one another. Imagine yourself being ready to perform and start to coach the players. Think about holding the lesson plan and having the whistler on your neck. Try about the layout of your lesson plan and the drills you're about to start. Imagine the positions of the players and how they are facing you as you about to start to discuss their tasks. Imagine explaining the drills and the demonstrating what the drills would look like. Imagine the set up and position of each player as they attempt to try the drills. Focus on one drill you want the players to accomplish for their practice. Think about any alternative plan in can the drills fail. Try to hear the sounds from the players dribbling the ball and passing the ball to one another. Imagine the players trying the drills and successful accomplishing the drills. Imagine yourself coaching from start to finish and going over one drill at a time. Recreate the feelings when you explain the players the drills.

### **Exercise: Post- practice – Imagery training 1**

Imagine yourself blowing the whistler to finally end the practice. Try to hear the gasping of air from the players due to exhaustion. Imagine cheering up in the very end of the practice and telling every player “Good job today” or “See you next practice”. Try to smell the stinky shoes and the sweat from the players as they remove their clothes and change their shoes. Now imagine how the practice went from the start. Imagine the player's position and what drills were they focusing on. Visualize yourself stepping outside your body and see yourself coach the players. Try to hear how loud your voice and how clear your instructions. Imagine what drills went well and what drills still need to work on. Think about the reasons why the drills went well; be specific when thinking about factors that contribute to why the practice went well. Imagine about the cues and the structure that leads to a successful practice. Now think about what went well,

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and the reasons as to why the drills didn't go too well. Imagine changing the drills or modifying it to make it easy or harder. Visualize how you can change the drills to help the athlete achieve and understand the drills.

### **Imagery training week 4-6**

- I will do daily pre-practice and post practice imagery.
- Training will be 2-3 times per week, Tuesday, Wednesday, and Friday from 5pm-6pm at the gymnasium.
- For each exercise rate your imagery out of 10 for the following categories
  - Clarity of imager (1 not clear, 10 very clear)
  - Control of emotion (1 not clear, 10 very clear)

### **Exercise: Pre-practice – Imagery training 2**

Think about your lesson plan and the layout you want the practice from start to finish. Imagine the first, second, third and fourth drills you are going to ask the players to perform during their practice. Imagine the amount of time you are intending for each drill. Visualize the position of the players for each drill. Are you focusing on shooting drills? or Lay-up? or Game- play?. Are you giving them water breaks? Or are you tiring them out to focus on their cardio and fitness?. Make yourself focus on your goals for that practice, then imagine the drills and how you want it to be done. Imagine yourself instructing the players with loud and clear voice.

### **Exercise: Post- practice – Imagery training 2**

Imagine how the practice went. Think about the goals you were trying to accomplish on that practice. Visualize the errors and mistakes that the players make. Think about the feedback you want to say to the players. Imagine how you are going to make changes with the drills. Visualize how fast is your pace when you're explaining the drills. Imagine how much time you gave them

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in attempting to try the drills. Think whether it is enough time or do the player need more time to focus on that particular drills. Recreate the feeling when you are instructing the players. Are you calm? Are you showing confidence? Imagine all the feedback and cues you said to the players. Is it too direct? How can you improve for next time?.

### 5. Specific week-by-week schedule for your mental skills training program

Monday, Thursday Saturday, Sunday is no imagery training days

Tuesday, Wednesday and Friday is imagery training.

Week 1	Tuesday	Wednesday	Friday
	5 minutes pre – practice ( <i>Imagery training 1</i> ) Time: 4:00pm	5 minutes post- practice – ( <i>Imagery training 1</i> )  Time: 6:15pm	5 minutes pre – practice ( <i>Imagery training 1</i> ) Time: 4:00pm 5 minutes post- practice ( <i>Imagery training 1</i> ) Time: 6:15pm
Week 2	5 minutes pre – practice ( <i>Imagery training 1</i> ) Time: 4:00pm	5 minutes post- practice ( <i>Imagery training 1</i> ) Time: 6:15pm	5 minutes pre – practice ( <i>Imagery training 1</i> ) Time: 4:00pm 5 minutes post- practice ( <i>Imagery training 1</i> ) Time: 6:15pm
Week 3	5 minutes pre – practice ( <i>Imagery training 1</i> ) Time: 4:00pm	5 minutes post- practice ( <i>Imagery training 1</i> ) Time: 6:15pm	5 minutes pre – practice ( <i>Imagery training 1</i> ) Time: 4:00pm

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			5 minutes post- practice <i>(Imagery training 1)</i> Time: 6:15pm
Week 4	10 minutes pre – practice <i>(Imagery training 2)</i> Time: 4:00pm	10 minutes post- practice <i>(Imagery training 2)</i> Time: 6:15pm	5 minutes pre – practice <i>(Imagery training 2)</i> Time: 4:00pm 5 minutes post- practice <i>(Imagery training 1)</i> Time: 6:15pm
Week 5	10 minutes pre – practice <i>(Imagery training 2)</i> Time: 4:00pm	10 minutes post- practice <i>(Imagery training 2)</i> Time: 6:15pm	5 minutes pre – practice <i>(Imagery training 2)</i> Time: 4:00pm 5 minutes post- practice <i>(Imagery training 1)</i> Time: 6:15pm
Week 6	10 minutes pre – practice <i>(Imagery training 2)</i> Time: 4:00pm	10 minutes post- practice <i>(Imagery training 2)</i> Time: 6:15pm	5 minutes pre – practice <i>(Imagery training 2)</i> Time: 4:00pm 5 minutes post- practice <i>(Imagery training 1)</i> Time: 6:15pm

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### **Description**

In the first 3 weeks of my MST program, I will be doing a pre-practice and post-practice exercise imagery training exercise 1 for 5 minutes every other day because those are the days I coach. I will do the imagery training before I leave my house to go to the gym where I coach, in my bedroom and try to do imagine the drills and setting of the gym. Tuesday focus on pre-practice only because I want to see the outcome when I do imagery for pre-practice. I want to see the results whether or not my performance improved. I choose to only do the pre-practice because I want to see if it makes different on my Wednesday performance when I do not pre-practice. On Wednesday, I am only doing post-practice because I want to see whether it also make difference for the next practice. I want to observe any improvement from both pre-practice and post-practice imagery. I choose to do both on Friday, that way I have weekends to reflect and see how the imagery improving my performance. The second set of weeks in my MST program will be similar to the first, but I will be doing 10 minutes instead of 5 minutes. I think increase of time will be helpful because I know what to expect since I have done week 1 to 3 training. I increase the time because I want to see whether it would make difference to my performance compare to less time. At phase 1, I am targeting acquisition-training phase with a combination of practice phase. I will be focusing on strategies and techniques to learn the mental skill of imagery (Weinberg and Gould, 2011).

### **6. Program monitoring process**

For monitoring progress for my program over the 6 weeks, I will be the weekly blackboard discussion board posting and I want to do a journal reflecting how I did. This allow me to monitor week to week progress and compare what went well and what didn't go so well on one week period. With weekly blackboard discussion posting, it will be an ideal for me to share

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some information and points to how I'm doing my MST program. It will be a good idea to share my imagery training and see any relation to other peer. I choose journal because I want to observe my own performance and see it for myself whether I improve or not. Since I love coaching and very passionate about it, I want a written proof to remind me where I am lacking and which area I need to work on more with the players.

### **7. Evaluation process**

Evaluation process involves collecting and analyzing whether or not the program was effective if not, the evaluation could help specify the areas that need some changes to make the program more effective (Weinberg and Gould, 2011). For qualitative evaluation, I will be using the question from Weinberg and Gould (2011), which I listed in Appendix F. These questions will help me to identify which areas what went well and areas that still need to work on. For quantitative, I also want to revisiting the sport-imagery questions in Appendix B to see whether or not my scores have improve from the training. I will then compare the result from the two evaluations and see whether an improvement in imagery and myself confidence in coaching increase. Hopefully I will see an improvement and become more successful as a coach.

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### References

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### Appendix D

#### MST Interview Questions

1. Describe a time when you performed your best.

a. What were you thinking and feeling?

I remember performing my best when I was coaching the senior girls basketball team. I was organized and made a lesson plan for the players. I felt confidence, excited and eager to start coaching. I felt very prepared and relax prior to coaching.

b. How were you behaving?

I felt excited. I was having such a good mood and being very cheerful towards the players. I was enjoying what I was doing and loving how the practice runs smoothly. I left the gym with satisfaction and a smile on my face.

c. What factors do you think contributed to this performance?

I believe my performance went well because I prepared and organized prior to coaching. I had a lesson plan that I follow throughout while I was coaching and I ensure players receive a water break and achieving the goals for practice. I had a great communication throughout with the players, I constantly check-in for understanding and discuss whether the task needs some adjustment.

2. Describe a time when you performed your worst.

a. What were you thinking and feeling?

I felt very stressed. The practice was completely opposite to what I assumed to be. The players were not able to understand the drills and unable to achieve their goals during the practice. I felt disappointment, frustration and disorganize throughout. I just wanted the day to be over and leave as soon as I can.

b. How were you behaving?

I felt agitated, unfocused and distracted. I started thinking whether my plan was inappropriate tasks for the players or whether I was the problem. I started looking for the reason as to why the



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practice was not running smoothly. I started changing the drills to fix and try to change my mood but it did not work.

c. What factors do you think contributed to this performance?

I think I was disorganized and unprepared coming to the gym. I had very little sleep and unmotivated to be there. I was also feeling sick and exhausted from the midterm and schoolwork.

3. What is the difference between these 2 performances for you? Why do you think they were so different?

The main difference between the 2 performances was my attitude. When I'm having a good day, I show positive attitude and feeling very motivated. I show enthusiastic and energetic to start the practice. When I'm having a bad day, I feel unmotivated and unfocused towards the players. I feel easily get frustrated and become impatient. The difference between the two was the attitude I feel before coaching. I feel more motivated and confidence when I show positive attitude. With positive attitude, I normally leave the gym with smile on my face and feeling satisfaction and joy.

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4. What do you think you need to do to perform at your best?

Throughout my coaching experience, I think I need to have a lesson plan and drills ready prior to coaching. I feel like it is my safety blanket that even though at time I don't use it, I feel more confidence and I feel more controlled to the setting of the gym. I know to have mental rehearsal to help boost my confidence and confidence about the drills or task I am asking the players to do.

5. What are your biggest challenges and distractions to your performing at your best?

My biggest distractions is school and work, it is very difficult to be committed when I have other things I need to worry aside from coaching.

6. When you are struggling or lose focus during a performance, what do you do to try and get yourself back on track? Is it effective?

Usually for myself, when I am having a bad day, I do a lot of positive-self talk and breathing relaxation. I always tell myself that it is unfair to not give 100% to the players who show up to learn. Most of the time it works and I get back on the track.

7. What role do others play in your performance?

a. What do you need from others to perform at your best?

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I feel that I need the players and assistance coach to have positive mindsets. I need them to be relax, easy going and be flexible to adjust in all situations. At the same time, I want my players to give me an honest feedback so I am able to learn and adjust the way I coach.

b. What things do others do that trigger you or take away from your performance?

I find it difficult to perform my best when the players does not listen and show disrespectful. I find it difficult when I am speaking and the players are talking to one another and not listening.

8. What would you consider your mental strengths to be?

My mental strength I think is positive self-talk and breathing relaxation. I think it works best when I started become frustrated and unable to control my emotion towards the players. Positive self-talk and breathing relaxation helps me calm and re-focuses on the task. I also believe I do a little bit of imagery, the night before coaching I normally make up strategies and plan in my head and what drills I want the athlete to do during their practices. With imagery, it helps me be familiarize with the drills and to see the game plan through my head whether it is ideal or not. It helps me imagine how the drills would look like and outcome would be.

9. What would you consider your mental weaknesses to be?

A mental weakness would be imagery. Although I do a little bit of imagery the night before I have coaching, I feel that I need to do more imagery to help me feel more confidence. It helps me feeling organize and prepared for drills I want to accomplish by the players for that particular days.

10. If could improve one area related to your mental toughness, what would it be and why?

I want to improve my imagery. Although I already do a little bit of imagery, I noticed that I am not consistent when doing imagery. I know do imagery when I am feeling excited about coaching. I feel that I need to do imagery more consistently because I noticed I am more prepared and more confidence when I run the drills in my head. Also I am able to alternate the drills in case of my plan fails because I already run the drills in my head.

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### Appendix F

#### Evaluation Questions from Weinberg & Gould (2011)

1. What imagery training exercises worked the best?
2. Was there enough time allotted within the 6 week program to practice imagery?
3. How useful were these sessions?
4. Should anything be added to or deleted from the program?
5. What were the programs major strengths and weaknesses?