

**WORLD
SQUASH**

**COACH EDUCATION
PROGRAMME**

WSF



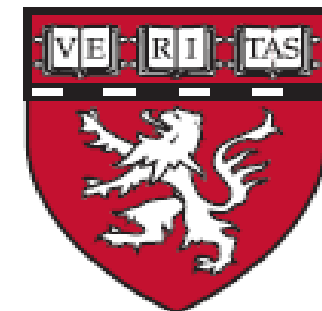
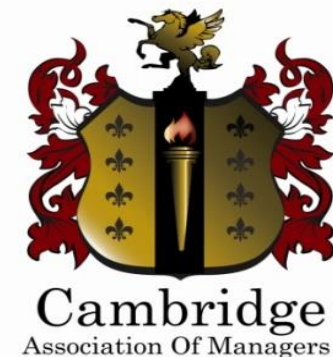
PERIODIZATION OF MENTAL TRAINING FOR SQUASH ***An Update***

WSF COACHING & DEVELOPMENT CONFERENCE - Kuala Lumpur, Malaysia 19-21 February 2016

Dr. Michel Gagne Canada, Consultant National Sports Institute Malaysia

About Dr. Michel Gagne

- Author, speaker, and facilitator
- International Executive Coach and Corporate Master Coach
- Certified Coach Facilitator with Corporate Coach U. International
- Certified Counselor with the International Society of Mental Training and Excellence
- Certified NLP Coach with Lambert de Brazil
- Certified NLP Coach with the International Coaching Community ICC
- Certified Master Course Conductor with the Coaching Association of Canada
- President of the Cambridge Association of Managers of UK
- Founding Fellow of the Harvard Medical School Institute of Coaching Professional Association
- Consultant National Sports Institute Malaysia



Mind your Body

or

Body your Mind

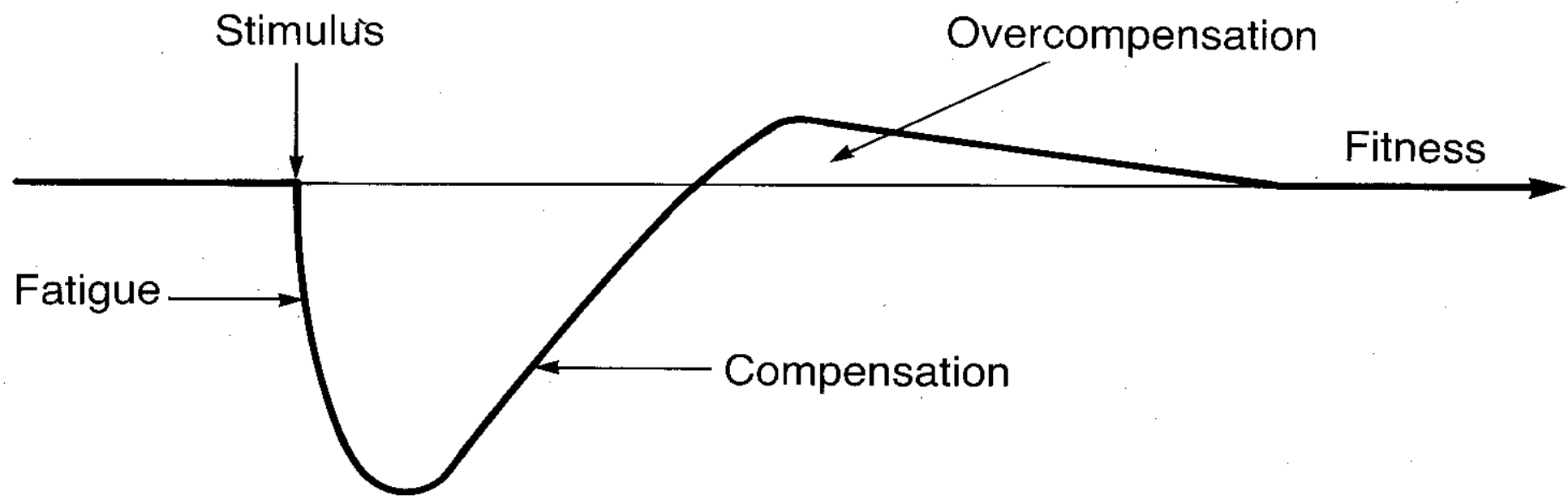
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*Every
Practice
is
Like
a
Final*

The Law of Overload

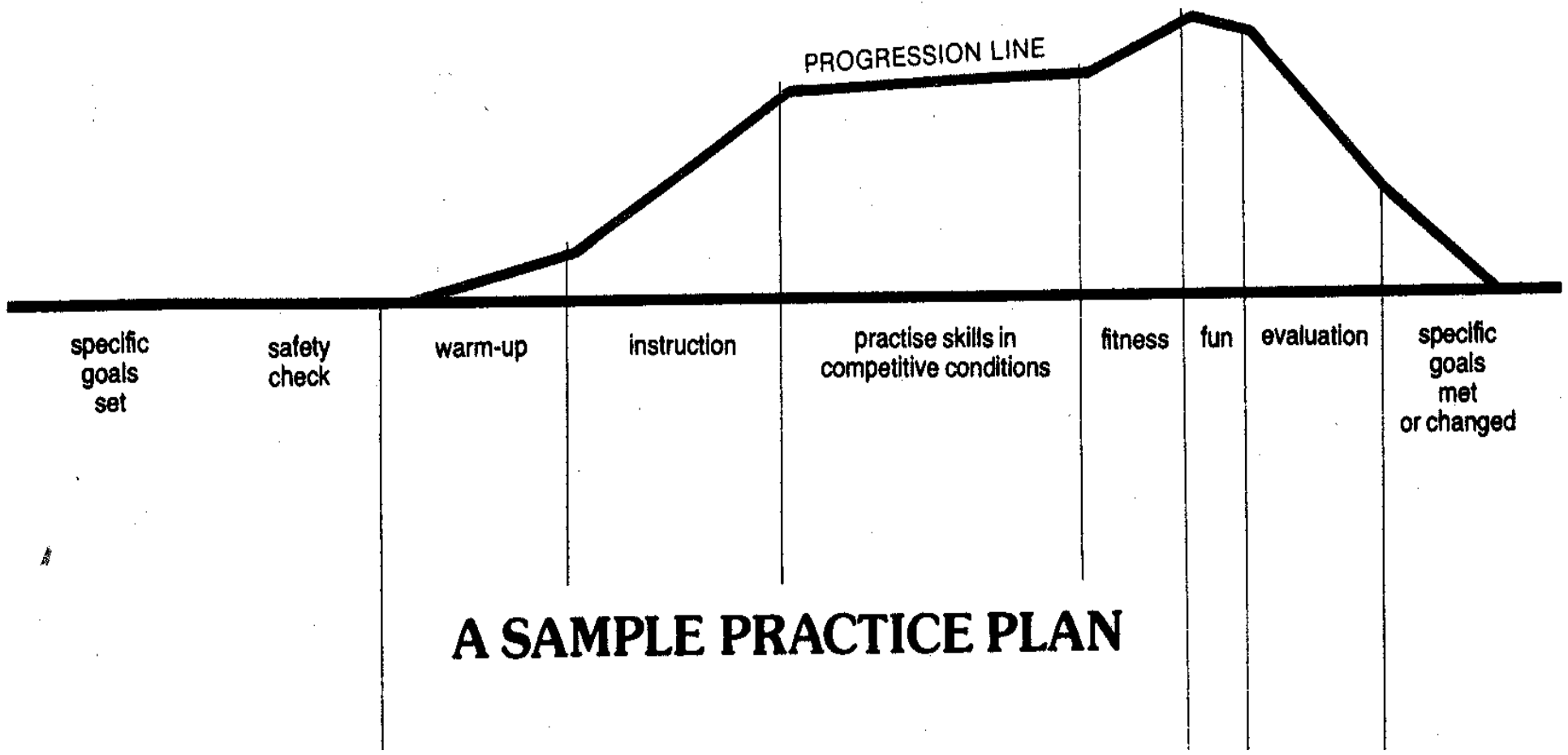
Sample Daily Program



The law of overload

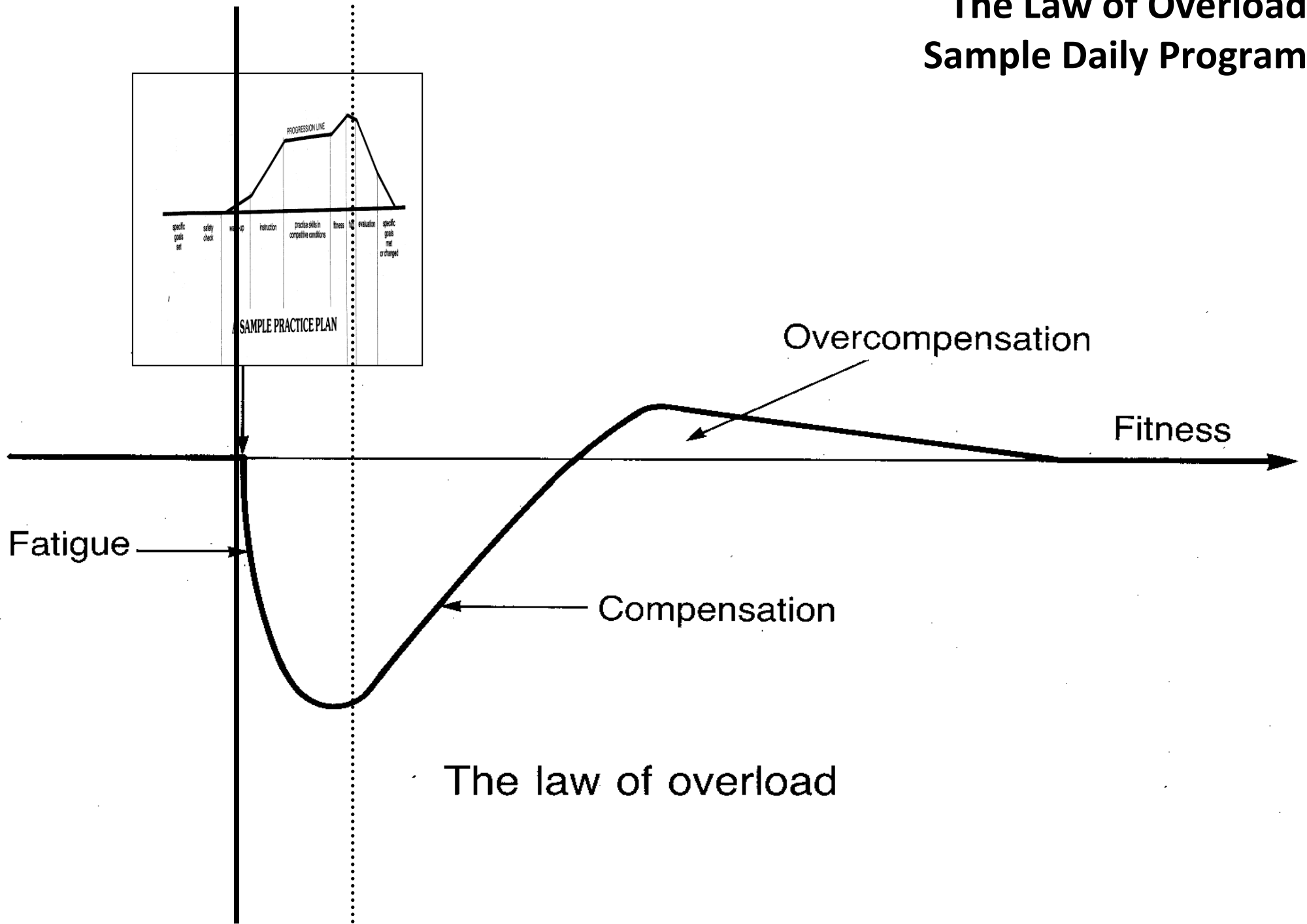
The Law of Overload

Sample Daily Program



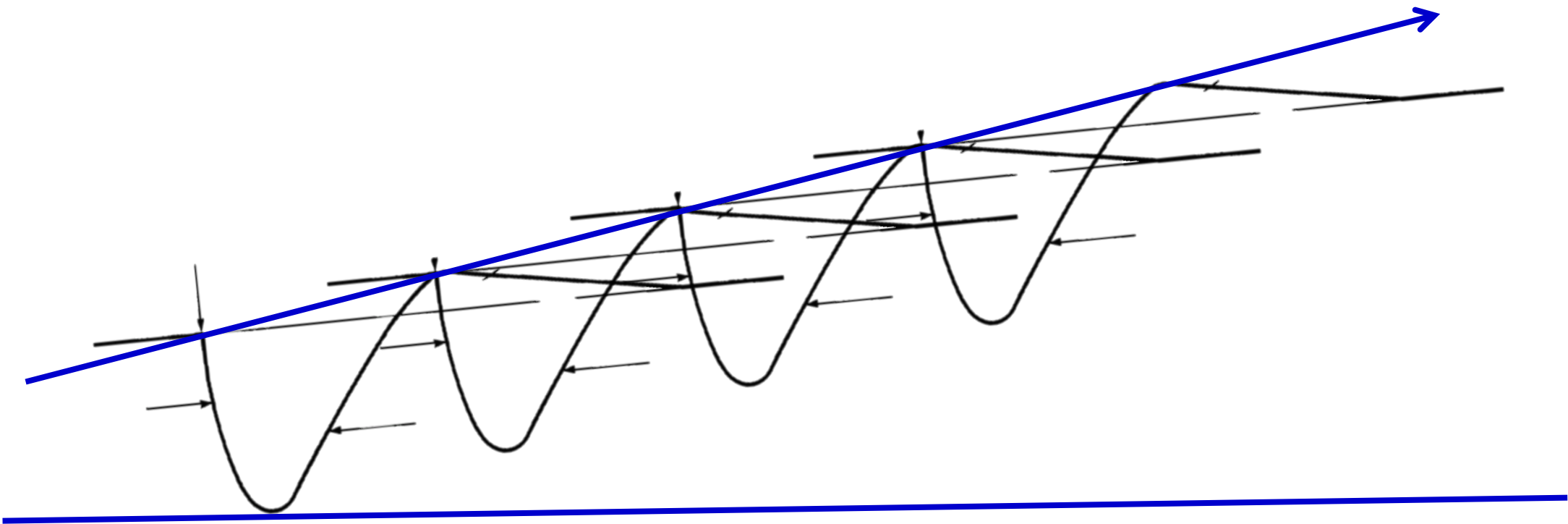
A SAMPLE PRACTICE PLAN

The Law of Overload Sample Daily Program



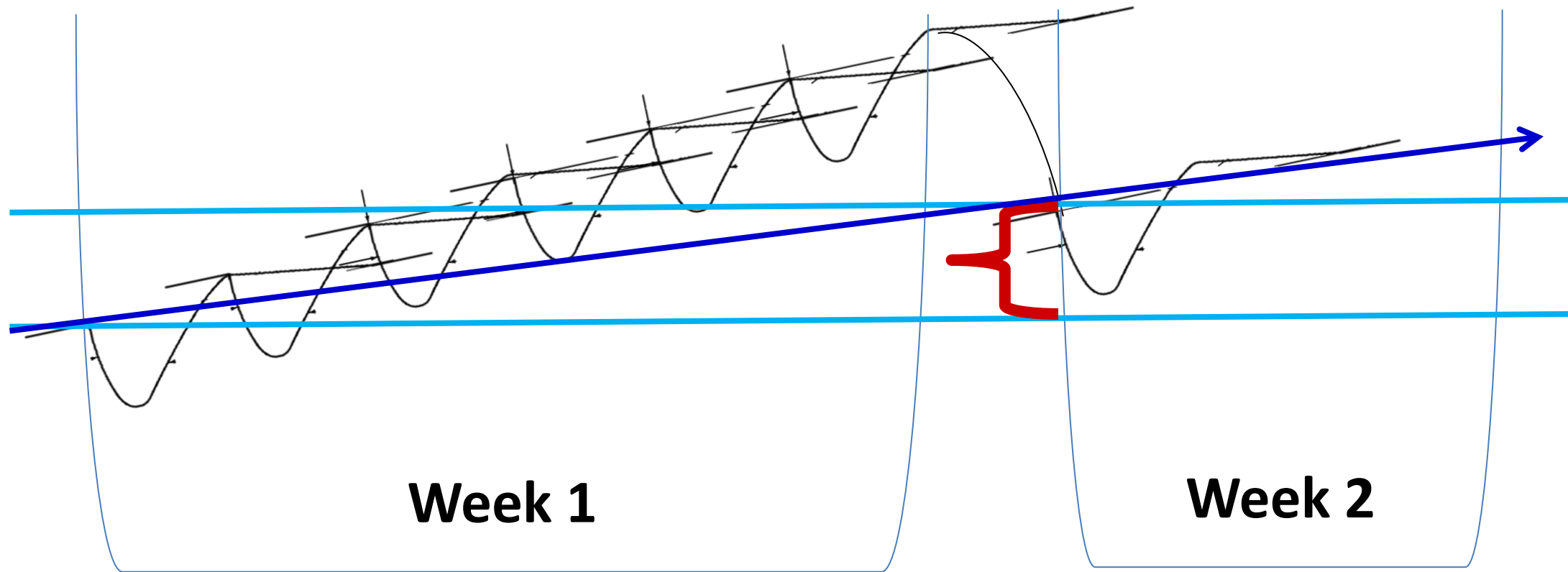
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Sample Daily Program

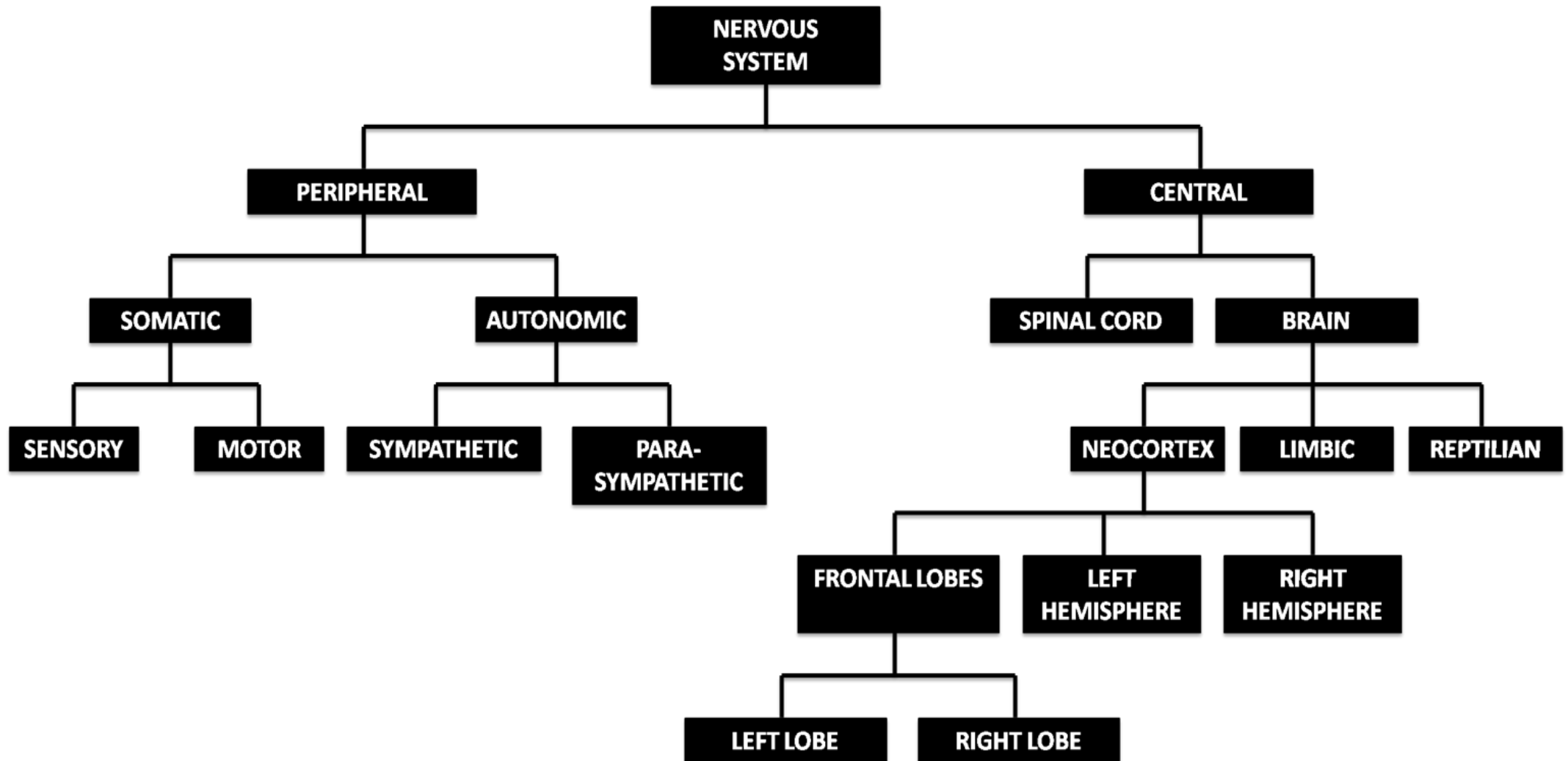


The Law of Overload

Sample Weekly Program



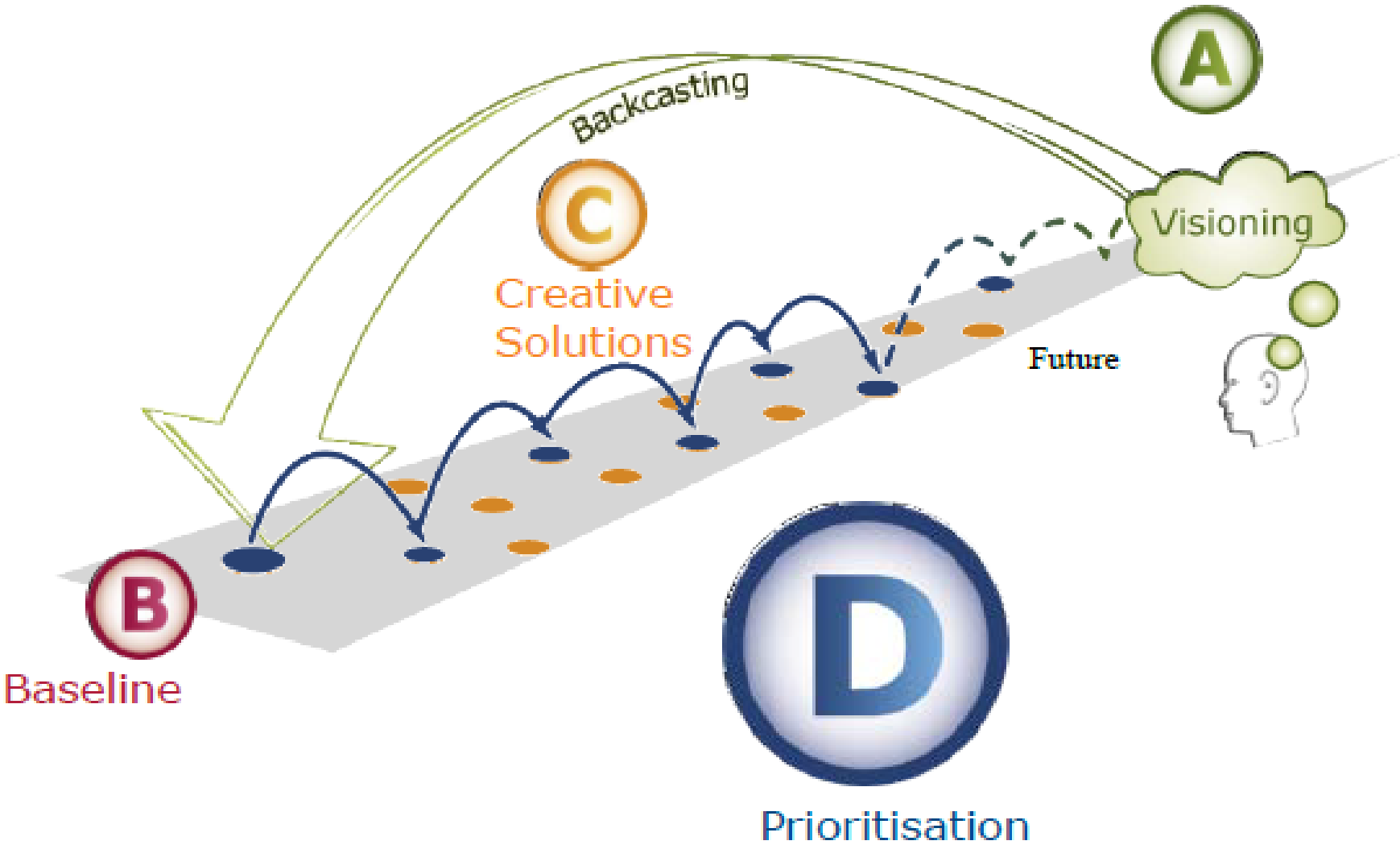
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Dynamic Relaxation

FUTURE PERFECT
The Ideal Performance
The NEW ME

INFORMATION STORAGE

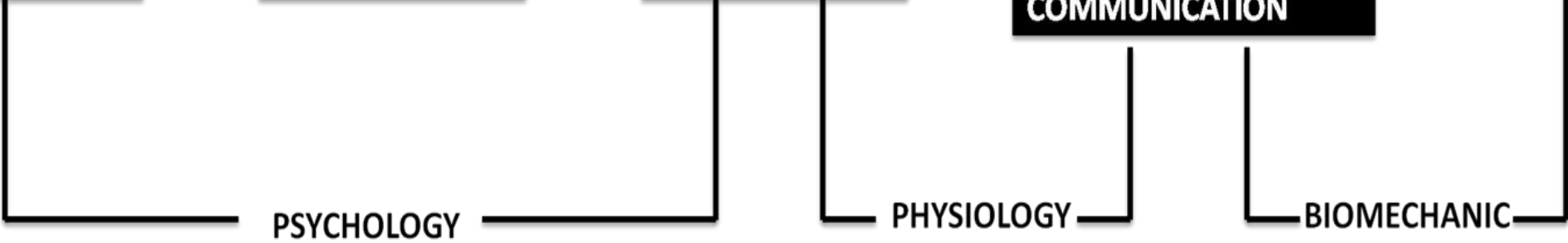
**INFORMATION
INPUT**

**SENSING
INFORMATION
RECEIVING**

**INFORMATION
PROCESSING
AND DESIGN**

**ACTION FUNCTION
PHYSICAL FUNCTION
OR
COMMUNICATION**

OUTPUT





For Information

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PERIODIZATION OF MENTAL TRAINING FOR SQUASH An Update

**By Dr. Michel Gagne
Mental Training Consultant**

For

THE LIFE OF 'P'
(Player Programmes, Peak Performances)

**WSF COACHING & DEVELOPMENT
CONFERENCE**

**Kuala Lumpur, Malaysia
19-21 February 2016**

Periodization of Mental Training for Squash

By Dr. Michel Gagne

There are a series of basic mental skills that the athlete has to learn. This is the foundation upon which all mental development is built. As such, make sure you do this correctly. Here is the blueprint:

- Mental skills should be acquired one at a time, and learned at their own pace. Their development can't be rushed.
- Basic skills must be learned in a quiet, stress-free environment, away from as many distractions as possible. It must be accessible (for repeated sessions) and relaxing.
- Each basic mental skill takes approximately **8 weeks to learn, based on a frequency of 3 to 5 sessions per week, each lasting 15 to 30 minutes long.**
- The basic mental skills to learn **should be prioritized** based upon the goals set according to assessments, self-review, discussions between Dr. Michel Gagne and the coaches, mentors or peers, and meets the demands of the players. All of the skills should be built into the mental skills repertoire, but emphasis should be assigned according to the personal needs at any given time.
- The basic mental skills (in recommended order of development) are:
 - **Relaxation** - The ability to reduce one's level of excitation or anxiety or personal energy level or activation (whatever is concerning you); such that, one can focus on task performance (mentally and physically).
 - **Positive Self-Talk and Emotion** - The ability to channel one's thoughts along constructive and motivating patterns through internal personal monologues.
 - **Energizing** - The ability to raise one's level of energy and activation to perform optimally (Apnoea and Hypoxia breathing techniques).
 - **Visualization** - The use of guided imagery to refine technique, prepare for matches and opponents, plus develop contingency plans.
 - **Concentration** - The ability to focus your attention on a single activity.
- Gagne's program proposes Stress Management (part of Relaxation), Positive Thought Control and Self-Regulation (part of Positive Self-Talk), Mental Rehearsal (part of Visualization) and Energy Control (better definition for Energizing).
- **Mental skill development is progressive.** Once learned, players should use these skills to develop and learn new skills. For instance, visualization can be used to rehearse technique, positive self-talk can be used to manage mistakes; and relaxation can put you into a receptive frame of mind for visualization.
- Due to progressive nature of these basic mental skills, once learned, they must be practiced and maintained continuously.
- As the **competitive phase draws closer**, players must develop mental skills for event specific situations. Initially, these skills should be put into play during team practices, then at low-level "friendly" competitions, and finally moved into use during heavier, more intense competitions (simulation of distractions such as crowd noise, wind should be emphasized).
- Over the **competitive phase**, there is a need to develop and refine your focus plan. A focus plan is a written guide that contains the pre-competition and competition strategies which help the athlete concentrate on his or her activities during the whole competition day. Include everything from what to eat at breakfast, to how to respond to a critical equipment failure.

Annual Planning Mental Training Overview

Phase	Mental Training Goals
General Preparatory	1 Evaluate mental skills.
	2 Learn basic mental skills in a quiet setting.
	3 Set goals.
	4 Assess last year's program / plan.
Specific Preparatory	1 Maintain basic mental skills.
	2 Use mental skills to help attain training objectives.
	3 Adapt and practise mental skills in event-specific situations.
Pre-Competitive	1 Develop and practise focus plan,
	2 Use focus plan in simulations.
	3 Maintain basic mental skills.
Main Competitive	1 Use mental skills to prepare for specific opponents and competitions.
	2 Evaluate and refine focus plan.
	3 Use mental skills to aid regeneration and lower stress.
	4 Use mental skills for stress management.
	5 Gauge responses to fear, nervousness and stress.
	6 Learn from the experiences and adapt your training.
	7 Evaluate training by the progress of your scores and adjust the plan as you see fit.
Tapering	1 Mental practice is critical at this point. Recuperate and save energy (mentally and physically) such that shooters can peak at the major competition.
Transition	1 <i>Relax: you're on rest!</i>

GOAL-SETTING FORM

(SELF-CONTRACT)

A - TEAM GOAL AFFIRMATION STATEMENT (WHAT, WHERE, WHEN, HOW...)

(We, the _____ team will

B - PERSONAL GOAL AFFIRMATION STATEMENT (WHAT, WHERE, WHEN, HOW... MUST BE POSITIVE AND STIMULATING)

***I CONDUCT MYSELF LIKE
A CHAMPION AT ALL TIMES***

C - GOAL ACTIONS AND INTERVENTIONS

1.
2.
3.
4.
5.
6.
7.

D – GOAL INTEGRATION [You must experience by PRE-LIVING (in your mind) during 7 mental training sessions (Deep relaxation) the GOAL IMAGE of achievement and its positive consequences in full MULTI-SENSORY details. You must see yourself achieving the goal, what happens, with all your senses, with all the bodily feelings and emotions].

***THE ME I WILL BE AT THE
AT THE GAMES
IS THE ME I SEE IN MY MIND
ALL THE TIME***

Signature _____ **Date :** _____

Witness _____ **Date :** _____

GOALS-IMAGES OF ACHIEVEMENT

There are many methods that have been developed for goal-setting. They explain how to determine, analyse, set and hopefully realize your goals. Most of these methods teach you how to make lengthy goals statement.

These methods have helped many coaches and athletes around the world. But in order to be EFFECTIVE, the WORDS and VERBAL GOAL STATEMENTS must build the necessary INTERNAL DRIVE FORCES that allow you to sustain a hard and long-term work effort toward the REALIZATION of YOUR GOALS.

Here are some guidelines for effective goal-setting that will help you to formulate CLEAR and CONCISE MULTI-SENSORY GOALS.

A - RESULT ORIENTED

The goal statement must focus primarily on the desired result. It must specifically state WHAT it is THAT YOU WANT TO ACHIEVE? A one sentence very DESCRIPTIVE STATEMENT is usually adequate for such a purpose.

B - TIME SPECIFIC

The specific time frame for the achievement of your goal must be clearly defined **(You do not decide the moment of a final at a major championship!)**. When you have a reference of time, it adds a dimension of MOTIVATION to the goal-setting process. It also give you a logical framework for DIVIDING, PLANNING and PACING the different actions necessary to achieve your goals.

C - MEASURABLE

You must have defined a STANDARD of MEASURE, a SPECIFIC CRITERION, or a TARGET at wich to direct your efforts (Performance, physical, technical, tactical or psychological).

When your goal is measurable, you are more easily motivated to work towards its end. You can, on a daily basis, measure your progress towards the achievement of the goal and take any CORRECTIVE ACTIONS if you find yourself off target. The immediate feedback of your progress reinforce your motivational drives toward it.

D - MULTI-SENSORY IMPRESSIONS

You must WRITE a very DETAILED STATEMENT of the MULTI-SENSORY IMPRESSIONS you will get when you realize your goal. It is very important that you describe what it will LOOK, SOUND, TASTE, SMELL and FEEL LIKE when achieving your goal. You must also details the EMOTIONS you will experience upon the realization of your goal.

E - POSITIVE CONSEQUENCES

You must write a statement of the " PAYOFFS ", or the " POSITIVE CONSEQUENCES you will derive from achieving the goal (WHAT WILL BRING YOU HAPPINESS AND SATISFACTION).

F - TEST YOUR GOAL

Is this something I really desire?

Is this achievable?

Will it change me and make me grow?

Use the GOAL-SETTING RATING SCALE

Is my goal: on a scale of 1(not at all) to 5(totally)

	1	2	3	4	5
- Self-selected					
- Engaging / stimulating					
- Concrete / specific					
- Self-controlled					
- Optimal probability					
- Burning time					
- Visibility					

**" SUCCESS IS NOT A PLACE,
BUT A JOURNEY!
SENSE OF ACHIEVEMENT
SHOULD COME ALONG THE
WAY! "**

G - GOAL-INTEGRATION

How to code HIGH ACHIEVER BEHAVIORS and GOALS into your brain and central nervous system is better performed by the use of MENTAL TRAINING, wich combine BREATHING EXERCISES for oxygenation, RELAXATION EXERCISES and MULTI-SENSORY INDUCTIONS.

Functionnally, the brain cortex is divided into two sections, the LEFT CEREBRAL HEMISPHERE and the RIGHT CEREBRAL HEMISPHERE. Joining the two sides together is a 10 centimeters long body of closely packed fiber of nervous tissues and fiber that act as a BRIDGE for the transfer and sharing of electrical impulses and informations that travel between the left and right cerebral hemispheres. It is refered as the LIMBIC AREA of the brain and function normally in a specific BRAIN FREQUENCY or WAVES (ALPHA).

The left cerebral hemisphere serves usually as the ANALYTICAL SIDE of the brain. Its functions are RATIONAL and LOGICAL thinking, reading, writing, arithmetic and mental construction (SETTING GOALS). The left side of the brain is in essence, the thinking human (the conscious one). It handles planning, organizing and directing of the thinking person, it is sometimes refered as the VERBAL SIDE.

The right cerebral hemisphere handles NON-VERBAL functions and the processing of SENSORY INFORMATIONS relating to SIGHT, SOUND, TOUCH (SKIN), SMELL, TASTE and EMOTIONS. It is a source of INSTINCTIVE, CONDITIONED and AUTOMATED REFLEXES.

You must integrate your goal statement into your left brain (by writing it in details), and all its multi-sensory components into your right brain, and JOIN both sides of the brain via the corpus callosum and the limbic brain area by PRE-LIVING its POSITIVE CONSEQUENCES in FULL-SENSORY RECALL in a CLOSE TO SLEEP RELAXATION STATE.

H - DAILY PLAN FORMS

The daily plan program helps in automating the high achiever attitude and habits. Use the daily plan forms to PLAN and REFLECT each day. If needed, get up a little earlier each day and spend 15 minutes with yourself.

**" THE ME I'LL BE, IS THE ME I SEE,
IN MY MIND! ALL THE TIME"**

MODELING HIGH ACHIEVERS' ATTITUDE AND HABITS

YOUR ATTITUDE is a combination of your **THOUGHTS**, **SENSATIONS** or **FEELINGS** and your **ACTIONS** (your behavior inside and outside the Sports World).

YOUR ATTITUDE control all aspect of your life, it is a **PATTERN**. All the **RESULTS** you get are the reflection (mirror) of **YOUR ATTITUDE**.

A GOOD ATTITUDE will always generate good results.

A BAD ATTITUDE will always generate bad results.

~ THIS IS AN ABSOLUTE LAW ~

You must THINK, what you FEEL, that you DO!

You must FEEL, what you THINK, that you DO!

You must DO, what you FEEL, that you THINK!

It is possible to develop a strong **POSITIVE ATTITUDE**. However, it is important to respect your past, your **CURRENT CONDITIONS** and be willing to **SYSTEMATICALLY**, **RATIONNALLY**, and **PERSITENTLY** work on improving your **MENTAL**, **EMOTIONNAL** and **PHYSICAL SKILLS** towards the **ACHIEVEMENT** of **YOUR GOALS**.

Regardless of your skills or goals you want to improve or achieve, some combination of the following DEVELOPMENTAL STEPS can be followed.

GOAL SETTING DEVELOPMENTAL STEPS

STEP 1

Verbalize a **POSITIVE GOAL** that attracts you, rather than acts as a negative motivator.

STEP 2

Develop a **MULTI-SENSORY IMAGE** (as **VIVID** as possible) of **WHAT** it will **LOOK, SOUND, TASTE, SMELL, FEEL** like and the **EMOTIONS** that **YOU** will experience upon its achievement.

STEP 3

WRITE DOWN your goals (ensure that no **INTERFERENCE** exists between personal and professional goals).

STEP 4

Apply **YOUR SIGNATURE** to the goal listing, **MAKE A CONTRACT WITH YOURSELF**.

STEP 5

LIST or **WRITE** completion dates in your **AGENDA**.

STEP 6

Make your contract **KNOWN** to a significant other!

STEP 7

PLAY AT IT (act as) until **YOU MAKE IT**.

FINAL COUNTDOWN FOR MAJOR GAMES

What I must do to reach MY goal (DAY by DAY 10 days countdown)

10 day's before	CENTRALIZED TRAINING PLAN FOR COMMUNICATION WITH FAMILY, FRIENDS AND RELATIVES DURING THE GAMES TAPERING & REFINING IS THE NAME OF THE GAME
9 day's before	FAMILIARIZE MYSELF WITH THE TRAINING SITES (Meeting point, transportation, warm up areas, telephone, toilets, food, first aid...)
8 day's before	FAMILIARIZE MYSELF WITH THE GAMES VILLAGE MY HOME FOR THE (Where is everything I might need, my coach, doctors, mental trainers, food, laundry, recreation, telephone...)
7 day's before	FAMILIARIZE MYSELF WITH THE GAMES COMPETITION SITES (Locker room, rest areas, food areas, toilets, doping control, waiting areas, team room)
6 day's before	FAMILIARIZE MYSELF WITH THE GAMES COMPETITION SCHEDULE (Time, place, first round, second round, semi-finals, finals...)
5 day's before	REFINE MY PRE-COMPETITION ACTION PLAN From Awakening until the Warm-up (Follow pre-competition guidelines)
4 day's before	REFINE MY COMPETITION ACTION PLAN (One Great Moment in My Life) ENERGIZE - ENERGIZE - ENERGIZE
3 day's before	COLLECT & EXCHANGE MEMORABILIA FROM THE GAMES (T-shirts, pins, photos, addresses, souvenirs...)
2 day's before	THE ONLY THING IN MY MIND IS BEING THE BEST I HAVE EVER BEEN LET'S BRING OUT THE BEST IN EACH OTHER ALL THE WAY - PROUD TO BE FROM TAMIL NADU
TODAY I BECOME MYSELF	OPENING CEREMONIES OF THE GAMES (Let the Spirit of the Games flow into Myself)
DURING THE GAMES	I THANK MYSELF FOR THE QUALITY OF MY PREPARATION AND I ACKNOWLEDGE THOSE WHO HELPED ME TO MAKE IT HAPPEN

WHEN YOU ARE NEGATIVE YOU YOURSELF, DO THIS EXERCISE

Negative Thoughts	Change to Positive Thoughts
I can't.....	I can do it, I have done it many times before.
I won't be at my best because	I have done everything I can do to prepare.
That was a stupid mistake	The next time I do that, I will
What a dumb jock I am	I need to practice that more so I don't make that mistake again.
The wind is so bad I cannot do anything	The wind creates a greater challenge.
I am really nervous and anxious playing	The last time I played, I felt this way and I played my best
I am afraid that I will make a fool of myself	Unless I face the challenge and take the risk, I'll never know what I can accomplish
I can't play my best without some help form my teammates.	If I play my best and support my teammates, they will play better as well.
I don't want to fail	What is absolutely the worst thing that could happen to me? I could lose. If so, I will work harder to try to prevent that.
What is the worst thing that could happen?	I will be disappointed if things do not turn out as I want them to, however, I'll work harder to ensure success.
You stupid jerk!	Why don't you try to do Next time? It might be a better approach tan the one you are using now.
I don't think I am prepared.	I have practiced and trained hard for this performance so I am prepared to do well.
I am tired, I can't go on.	It is almost over, I know I can finish. The difficult part has passed.
I am getting worse instead of better.	I need to set daily goals and evaluate my progress on a regular basis.
I have failed to get beyond this point every time I have faced it.	I can learn from my mistakes. This time I will do what I need to do to be successful.
I don't care whether I win or lose.	I have put too much time and effort into preparing for this not to put forth everything I can to be successful.
I lost again, I'll never be a winner.	I can learn from losing. I need to talk with the coach to get some help regarding those things I need to improve
I have no control over my involvement in sports. The coach determines everything.	I have complete control over how much effort I put forth and how hard I am willing to work. I will work harder, maybe the coach will notice and give me a chance
I will never be as good as	With more work, I can improve my skills and my performance.
It is not fair, I work just as hard as but I don't get to play.	I may have to work harder than some of my teammates to accomplish the same level of skill. I am willing to work as hard as I have to because I want to play.
The coach never pays any attention to me or gives me any help.	Tomorrow, I will ask the coach for some suggestions and guidance about what I need to work on to improve.
I never seem to be able to do this	This time I am going to think through and mentally prepare so that I can do it.

“WINNERS AND LOSERS – WHAT IS THE DIFFERENCE?””

WINNERS
“ When a winner makes a mistake: he says, I was wrong ”
“ A winner makes commitments ”
“ A winner works harder than a loser; and has more time ”
“ A winner says: Let’s find out ”
“ A winner knows what to fight for, and what to compromise on ”
“ A winner shows he is sorry by making up for it ”
“ A winner would rather be admired than liked ”
“ A winner listens ”
“ A winner respects those that are superior to him”
” A winner learn something from them ”
“ A winner takes a big problem and separates it into smaller parts ”
“ A winner knows that people will be kind if you give them the chance ”
“ A winner focuses on things he or she can control ”

**“IT IS ONLY AGAINST THE BIG WAVES
THAT THE SURFER IS REQUIRED TO
USE ALL HIS SKILLS, ALL HIS COURAGE
AND ALL HIS CONCENTRATION”**

Timothy Gallwey

WHY IS COMPETITION STRATEGY IMPORTANT?

It is well recognized that the athlete's psychological state or **FRAME OF MIND** before and during competition affects the quality of their performance. The successful athletes, the high achievers, have learned to discipline their mind through the force of **WILL** and increased **AWARENESS**.

They have developed the **POWER OF THE WINNING FEELING**. That winning feeling is a reflection of their attitude, which is a combination of their **THOUGHTS, SENSATIONS AND FEELINGS** and their **ACTIONS**.

YOU WANT TO BE A WINNER?

“THINK LIKE A WINNER”

“FEEL LIKE A WINNER”

“ACT LIKE A WINNER”

SOON, YOU WILL BE A WINNER!

That psychological state that allows the high achiever athletes to perform at their optimum is sometimes referred as the **OPTIMAL PERFORMING STATE (O.P.S.)** or as the **IDEAL PERFORMING STATE (I.P.S.)**. It is generally characterized by:

- **Self-regulation of the AROUSAL.**
- **Energized but CALM and RELAXED.**
- **High level of SELF-CONFIDENCE.**
- **Concentration on the TASK ON HAND.**
- **Full control of the EMOTIONS.**
- **POSITIVE self-talks and affirmations.**
- **ALTERED STATE OF CONSCIOUSNESS.**
- **High performance IMAGERY and VISUALIZATION.**
- **COMMITMENT and DETERMINATION.**

The development of the **IDEAL PERFORMING STATE (I.P.S.)** and the **HIGH ACHIEVERS HABITS** can be enhanced by:

- 1. Identification of the athletes IDEAL PERFORMING STATE.**
- 2. Identification of the COMPETITION DISTRACTION FACTORS.**
- 3. Development of specific PRE-COMPETITION STRATEGIES.**
- 4. Development of specific COMPETITION STRATEGIES.**
- 5. Development of the opponent SCOUTING STRATEGIES**

1. THE IDEAL PERFORMING STATE

It might be useful initially to develop an athlete awareness of the concept of optimal performance by using regular **COMPETITIVE REFLECTION**. This can be done with the athletes individually or in groups and can be enhanced by the use of specific questionnaire or interviews. The regular use of **LOGBOOKS** by the athletes is also a recommended structured method of reflecting on previous performance.

It is important that the athletes learn from their own experience the difference between a good and a bad performance, which is basically a question of attitude and frame of mind.

The best time to start reflecting is after a positive experience or good performance (in competition ideally, but in training can also be useful).

You should ask the athletes to:

1. Recall in a **MULTI-SENSORY** way that best performance, what they have seen, heard and felt while doing that performance?
2. Recall what was on their **MIND**, what kind of thoughts or mental images they had while doing that performance?
3. Recall anything **SPECIAL** that had happened during the performance?
4. Describe in **WRITING** that performance, using all the senses: sight, sound, smells, taste and touch.
5. Describe **TECHNICALLY** and **TACTICALLY** what was done to achieve that performance.

I have use the following questionnaire in order to help the athletes developing a more **PROFESSIONAL APPROACH** in the identification of their Ideal Performing State.

That Professional Approach refers to the choices made by the athletes themselves and the total responsibilities they take from it.

The completion of that questionnaire and its analysis has helped many athletes to develop a more positive attitude towards their own performance behavior. It has help them to be more consistent by learning to manage effectively the things they can control, and to avoid wasting their time and energy trying to manage things that they cannot control.

In summary, the **IDEAL PERFORMING STATE** should consider the following aspects:

- **MENTAL FOCUS (Thoughts and Images).**
- **EMOTIONAL CONTROL (Multi-sensations & Feelings).**
- **PHYSICAL ACTIONS (Tasks on Hand).**



COMPETITION REFLECTION QUESTIONNAIRE

NAME : _____

SPORT : _____ DATES : _____

CITY : _____ LOCATION : _____

GENERAL RANKING / TIMING / SCORE : _____

SPECIFIC RANKING / TIMING / SCORE:

EVENT / MATCH # 1	EVENT / MATCH # 4
EVENT / MATCH # 2	EVENT / MATCH # 5
EVENT / MATCH # 3	EVENT / MATCH # 5

- Question no. 1 and no. 2 should be completed ideally 15 to 20 minutes before the start of the competition.
- The remaining questions should be completed immediately after the event or match.

A. BEFORE THE START OF THE COMPETITION

1. What were you saying to yourself (self-talk or thinking) just before the start of the event or match?

2. Circle your GENERAL IMPRESSION regarding the following psychological aspects during that competition. You may return to those sensations or feelings by squaring it in the middle of the competition (if there is more than one event, match or game).

- **DETERMINATION TO ACHIEVE THE GOAL**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **AROUSAL AND ENERGY LEVEL**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **FEAR / DOUBTS / OBSESSION**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **EMOTIONAL CONTROL**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **CONCENTRATION ON THE TASK ON HAND**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **MENTAL STRESS OR TENSION**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **COMMITMENT TO PUSH YOURSELF TO THE LIMIT**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **CONFIDENCE IN YOUR PHYSICAL PREPARATION**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **CONFIDENCE IN YOUR TECHNICAL PREPARATION**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **CONFIDENCE IN YOUR TACTICAL PREPARATION**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

- **CONFIDENCE IN YOUR PERSONAL TALENT AND ABILITY**

1	2	3	4	5
Very little	Little	Moderate	High	Very high

B. TO BE COMPLETED AFTER THE COMPETITION

3. Did I follow my pre-competition plan? Explain.

NOT AT ALL (why?) :

YES, COMPLETELY:

YES, PARTIALLY (what part you did or you did not followed, why?):

4. What were you saying to yourself (self-talk or thinking) just before the last event or the last minute or seconds of the event or match?

6. Classified your GENERAL WELL-BEING SENSATION during the PRE-COMPETITION and the COMPETITION:

A. 30 TO 60 MINUTES BEFORE THE COMPETITION:

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
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B. WHILE HEARING THE RESULTS:

Event / match # 1

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
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Event / match # 2

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
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Event / match # 3

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
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Event / match # 4

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
----------------------------------	-----------------------------	-------------------------------	---------------------------	--------------------------------

Event / match # 5

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
----------------------------------	-----------------------------	-------------------------------	---------------------------	--------------------------------

Event / match # 6

1 Very little efficacy	2 Little efficacy	3 Moderate efficacy	4 High efficacy	5 Very high efficacy
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6. During the competition, does the focus of your concentration (or attention on the task on hand) stayed on your event or match plan, or did it move to other things?

1 Always deviating	2 Regularly deviating	3 Sometimes deviating	4 Little deviation	5 No deviation at all
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7. Remember when you did your **BEST PERFORMANCE EVER**. What was your focus of concentration or attention?

8. If some part of the competition did not worked well, on what were you concentrated or attention at that moment?

9. Is there something **UNPLANNED** or **UNKNOWN** that happened **BEFORE** or **DURING** the competition that might have influenced your ability to concentrate and consequently your performance (positive or negative)?

2. COMPETITION DISTRACTION FACTORS

The environment of a competition can **DISTRACT**, is **NEUTRAL** or **HELP** the athletes. According to many coaches and sports psychologists, there are many factors, which can affect the performance of any given athlete in a specific competitive environment.

In order to ensure an effective preparation it is important to consider specifically those that can have a detrimental or negative effect on the performance by developing specific coping strategies.

Four major categories of ***DISTRACTION FACTORS*** can be identified:

- **TRAINING AND COMPETITION FACTORS.**
- **LIVING AND ENVIRONMENT FACTORS.**
- **PREPARATION FACTORS**
- **PSYCHOSOCIAL FACTORS.**

The identification of potential distraction factors can help the athletes to develop a FRIENDLY APPROACH with them: ***YOU MUST FEEL AT HOME, ANY PLACE YOU PLAY OR COMPETES.***

The distractions and their coping strategies must be SIMULATED; firstly, so that the athletes can recognize the PATTERN OF IS REACTION to it; and secondly so that they can practice the ways to overcome the distractions, the COPING STRATEGIES.

The following **CHECKLIST FOR DISTRACTIONS** will assist the coaches and the athletes in identifying the potential distractors or STRESSORS in each of the four categories.



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CHECKLIST FOR DISTRACTIONS

NAME : _____ DATE : ____ / ____ / 2001

SPORT : _____ SEX : MALE / FEMALE

The following checklist will help in the identification of potential distraction factors, and the development of coping strategies and routines. The development of routines must take the form of a **COMPETITION PLAN**, which includes controlled distracters and focusing attention on performance enhancers. The detailed protocol that will be developed will enhance the chances of attaining the **IDEAL PERFORMING STATE**.

PROCEDURE

A. Circle the appropriate number and write any comments you might have on all significant distractors.

(1 = No distraction, 3 = Little distraction, 5 = Strong distraction)

B. Put in order the distractors that need to be worked on and develop a coping strategy to include in the competition plan.

C. Integrate the identified distractors into your pre-competition & competition plan, your regular mental imagery and simulation training.

While completing this checklist, take the time to **VISUALIZE** your effective competitive response (behavior) in past experiences and take into consideration future competitions demands and potential future competitive distractions.

A - 1. CIRCLE THE APPROPRIATE NUMBER

(1 = No distraction, 3 = Little distraction, 5 = Strong distraction)

<u>TRAINING & COMPETITION FACTORS</u>	<u>LIVING & ENVIRONMENT FACTORS</u>
Opponent behavior 1 2 3 4 5	Air quality 1 2 3 4 5
Scoreboard / clock 1 2 3 4 5	Food quality 1 2 3 4 5
Officiating 1 2 3 4 5	Beverages 1 2 3 4 5
Crowd behavior 1 2 3 4 5	Accommodation 1 2 3 4 5
Media activities 1 2 3 4 5	Sleep / rest 1 2 3 4 5
Public interest 1 2 3 4 5	Local travel 1 2 3 4 5
Ceremonies/protocol 1 2 3 4 5	International travel 1 2 3 4 5
Delays / rushes 1 2 3 4 5	Political conditions 1 2 3 4 5
Practices / training 1 2 3 4 5	Security 1 2 3 4 5
Dressing room 1 2 3 4 5	New/different people 1 2 3 4 5
Warm-up conditions 1 2 3 4 5	News/information's 1 2 3 4 5
Competition facilities 1 2 3 4 5	Family contact 1 2 3 4 5
Equipment 1 2 3 4 5	Interaction (people) 1 2 3 4 5
Injuries / medical services 1 2 3 4 5	Leisure activities / recreation / 1 2 3 4 5
Doping tests 1 2 3 4 5	Privacy/intimacy 1 2 3 4 5
Others : 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	Others : 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Comments :	Comments :

A - 2. CIRCLE THE APPROPRIATE NUMBER

(1 = No distraction, 3 = Little distraction, 5 = Strong distraction)

<u>PREVIOUS PREPARATION FACTORS</u>	<u>PSYCHO-SOCIAL FACTORS</u>
Physical readiness 1 2 3 4 5	Room mate 1 2 3 4 5
Technical readiness 1 2 3 4 5	Team mates 1 2 3 4 5
Tactical readiness 1 2 3 4 5	Coaches 1 2 3 4 5
Psychological readiness 1 2 3 4 5	Mental trainer / Sport 1 2 3 4 5
Mental skills 1 2 3 4 5	Psychologist
Competitive experience 1 2 3 4 5	Masseur 1 2 3 4 5
Visualization 1 2 3 4 5	Medical staff /
Health / injuries 1 2 3 4 5	Physiotherapist
Schooling conditions 1 2 3 4 5	Reporters (media) 1 2 3 4 5
Working conditions 1 2 3 4 5	Family / relatives 1 2 3 4 5
Others :	Friends 1 2 3 4 5
1 2 3 4 5	Officials / VIP 1 2 3 4 5
1 2 3 4 5	Others :
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
Comments :	Comments :

B. PUT IN ORDER THE DISTRACTERS & COPING STRATEGY

FROM THE MOST DISTURBING TO THE LEAST DISTURBING

<u>DISTRACTION FACTORS</u>	<u>COPING STRATEGIES</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

HIGH IMPACT TEAM PRACTICES

By Michel Gagne & Muhamad Zairulnizam B. Baharom

A **High Impact Team (HIT)** is defined as an energetic group of people that produces high quality, planned results in a defined period of time despite difficulties. **“HIT Group Members”** are committed to achieving common goals using their diverse skills, personalities, and talents. Assuming both individual and collective accountability for the success of the team, they support one another in clearing away obstacles. Team members collaborate well and enjoy working as a High Impact Team.

Coaching Strategies to Develop the Top 10 High Impact Team Practices

Top 10 High Impact Practices	Development Coaching Strategies	Team Activities	Practice Phases
1. Shared Purpose and Vision	a) Identify Leader's vision for success b) Clarify team purpose c) Align team goals & task with team's vision & purpose d) Match team outcomes with customer needs	a) One-on-one Leadership coaching b) Completing Shared Purpose & Vision Process c) Performing 5-Step Contracting Process	Preparing to Set Sail
2. Shared Leadership	a) Identify required competencies b) Develop a clear set of training agreements. c) Define agreement on how team will interact to achieve objectives.	a) Performing 5-Step contracting Process b) Anchoring	Preparing to Set Sail Setting Sail
3. Measurable Performance Targets and Definable Goals	a) Establish team goals for short & long-term accomplishment b) Define measurement performance process c) Involve team manager in the process d) Evaluate how team is working	a) Setting performance targets b) Reviewing performance targets regularly	Setting Sail Effective Sailing
4. Clear Roles and Responsibilities	a) Identify talents & contributions critical to meeting objectives b) Support team leader in understanding individual work styles c) Support team members in understanding each other's contribution d) Foster responsibility and accountability	a) Conducting behavioral and style assessments b) Completing roles and responsibilities template	Setting Sail

5.Active Support	<ul style="list-style-type: none"> a) Establish and monitor resources b) Strengthen relationships with Association, OCM and MSN. c) Manage team image within the organization 	<ul style="list-style-type: none"> a) Describing & developing plans for garnering sponsorship b) Presenting team story-board 	Preparing to Set Sail Effective Sailing Arriving
6. Effective Team Process	<ul style="list-style-type: none"> a) Focus team energy where it is most beneficial b) Define practices for decision making & problem solving c) Develop processes for holding effective meetings 	<ul style="list-style-type: none"> a) Ice-breaking b) Using red-light, green light model c) Defining on boarding processes d) Re-capping 	Setting Sail Weathering Storms Effective Sailing
7. Enhanced Team Competency	<ul style="list-style-type: none"> a) Commit to address & resolve conflict b) Use talent of the whole team to solve problems c) Adjust & correct Course d) Integrate Change 	<ul style="list-style-type: none"> a) Crating team winning opportunities b) Assessing meaning of change c) Performing 360 degree feedback d) Utilizing watchtower strategic assessment 	Weathering Storms Effective Sailing Arriving
8. Synergistic Collaboration	<ul style="list-style-type: none"> a) Foster a safe environment b) Set ground rules c) Build on one another's creativity d) Foster greater levels of trust within the ream 	<ul style="list-style-type: none"> a) Developing communication skills b) Story – boarding c) Uncovering and managing differences d) Idea Mapping 	Setting Sail Weathering Storms Effective Sailing
9. Meaningful Recognition & Rewards	<ul style="list-style-type: none"> a) Celebrate milestone & accomplishments b) Renew commitment of team members for team success c) Sustain momentum d) Ensure team members take personal time needed to refresh e) Give attention to meaningful moments in the team's life 	<ul style="list-style-type: none"> a) Creating opportunities for renewal b) Offering one-to-one coaching c) Scheduling regular team outings d) Gathering the learning e) Completing the Journey 	Effective Sailing Arriving
10. Quality Relationships with Team Manager, Officials and Other Teams	<ul style="list-style-type: none"> a) Identifying interdependencies between teams b) Comment with other teams c) Foster greater levels of trust and cooperation within the organization d) Demonstrate accomplishments to organization 	<ul style="list-style-type: none"> a) Building strategies for communicating change and progress b) Presenting the team story-board c) Team completion activities 	Effective Sailing

MY GAMES I MAKE IT GREAT!

IN SEARCH OF THE RELAXATION **RESPONSE**

By Dr Vellapandian Ponnusamy
ISN Director and Mental Trainer

The focus is so clear that you shut your thoughts off, you trust in yourself and believe in yourself. You've already prepared for years and years. All you have to do is go, it's very natural. You're very relaxed.

Relaxing her/his shoulders by "just dropping them" and taking deep breaths. She/he usually tries to relax before stick-stopping a penalty corner, a time when she/he feels some pressure on her/him. "It would be a moment to physically relax, and I think I need a quiet moment to prepare myself."

The relaxation technique that I have adopted over the past year is a COUNTING type, I count down from three to zero and when I get to zero I can produce a calmer approach. I use that, say, if I have got stand, there and wait around for the judges and I feel a rush of nervousness that's too much. The following illustrate some of the mental skills that you can use for relaxation.

BREATHING TECHNIQUE (Basic & Alternate Nostril)

Breathing correctly through the nose creates the proper subtle energy flow through the channels of vital energy, which end in the nose. Inspiration occurs when the expansion of the chest and lungs creates a slight vacuum in the chest cavity, causing air to be drawn in. This expansion of the chest is created mainly by the diaphragm, aided by the pull of the small muscles between the ribs and muscles of the shoulders.

PROGRESSIVE RELAXATION

This technique of relaxation will teach you how to tense a muscle group and then relax it; this is the first step in Progressive Relaxation. Pay close attention to how it feels to be relaxed as opposed to tense. Each phase should take about 5-7 seconds. For each muscle group, perform each exercise twice before progressing to the next group. As you gain skills, you can omit the tension phase and focus just on relaxation.

AUTOGENIC RELAXATION

It consists of a series of exercise designed to produce sensations, specifically of warmth and heaviness. The autogenic training program is based on six hierarchical stages, which should be learned in order:

1. Heaviness in the extremities
2. Warmth in the extremities
3. Regulations of cardiac activity
4. Regulations of breathing
5. Abdominal Warmth
6. Cooling of the forehead

DEEP MUSCLE RELAXATION

It a relaxation to calm the body and prevents the over-straining of muscles and the over stimulation of the glandular, circulatory and respiratory systems. It is also practiced to control breathing and heartbeat becomes calm.

IMAGERY / VISUALIZATION

Mental preparation for competition includes visualization, mental rehearsal and mental practice. The process involves recalling from memory pieces of information stored through experience and shaping these pieces into meaningful images. It is similar to a real sensory experience (e.g. seeing, feeling, touching or hearing), but the entire experience occurs in the mind.

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