



Building Back Better -

*Practical Positive Psychology For Wellbeing and
goal setting strategies to aid transition to play*

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Overview



Overview of session



Responses to the pandemic, looking after our wellbeing to prepare for performance



Goal setting



Wrap up



Q and A.

Three general response



THRIVE



ANXIOUS



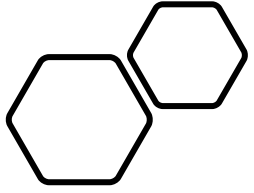
TRAUMATIC

Considerations - Transitioning back to play

The coronavirus disease 2019 (COVID-19) pandemic is having a profound effect on all aspects of society, including mental health and physical health (Holmes et al., 2020)

For some players this enforced break will mean retirement

Players may have lost their job, working on the front line, have family on the frontline or have career and employment uncertainty



Lots of players can manage on their own but they do not have to...



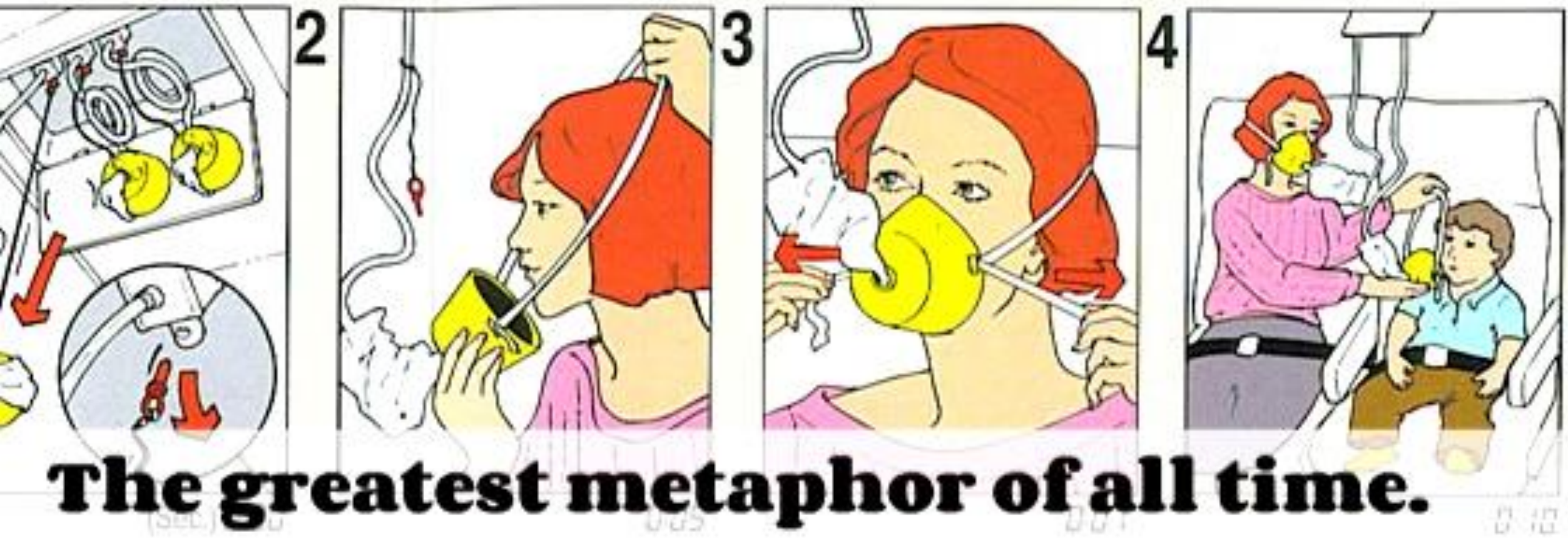
FACE INTO FINANCIAL
INSECURITY



LOST MEMBERS OF THEIR
FAMILIES OR FRIENDS

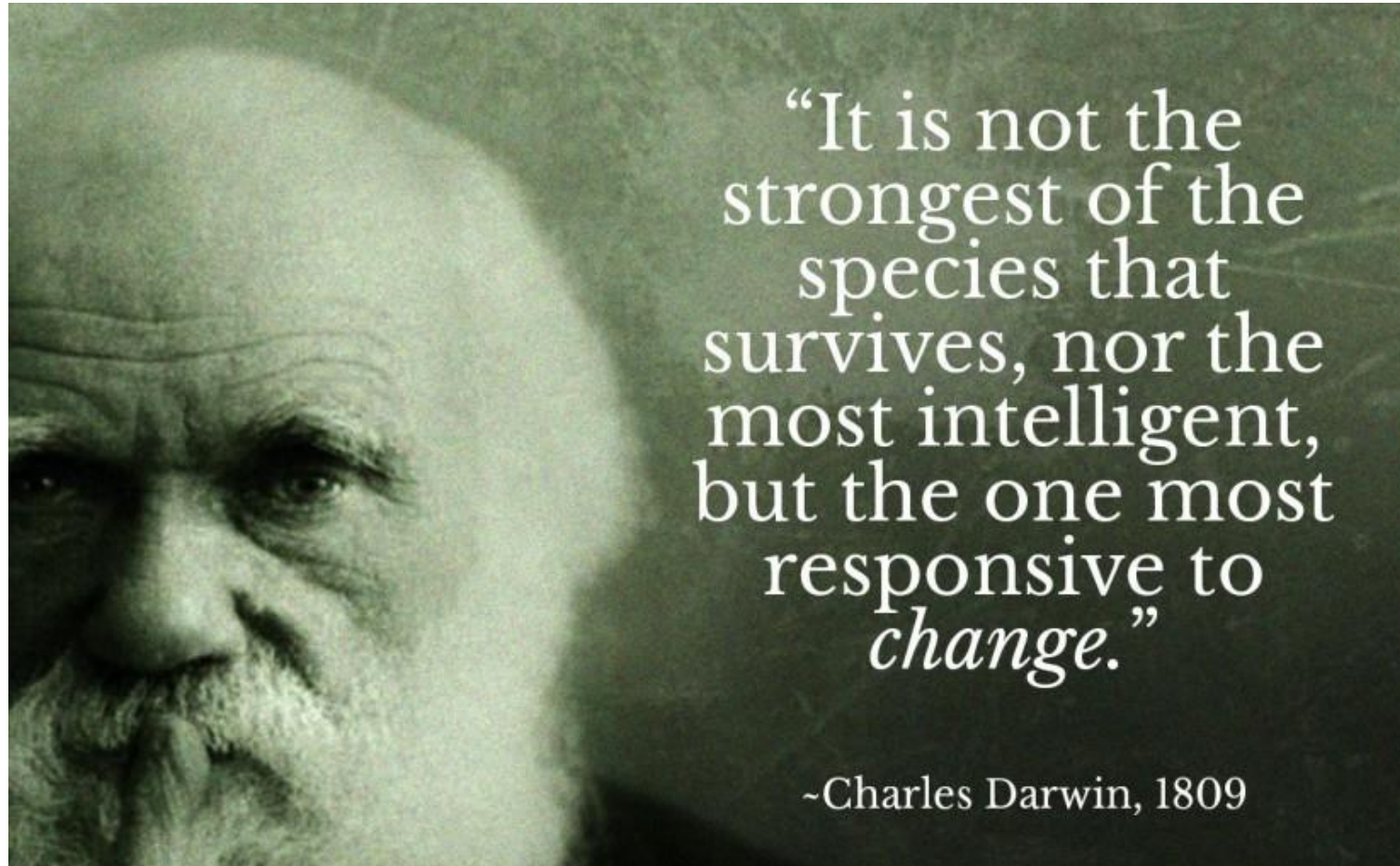


SOS



Put on your own oxygen mask first !

Adaptation: The Competitive Advantage



“It is not the
strongest of the
species that
survives, nor the
most intelligent,
but the one most
responsive to
change.”

~Charles Darwin, 1809



**PRACTICAL
PSYCHOLOGY**

Practical
thinking

Healthy thinking habits for wellbeing and performance



Determine what **you can control**



Focus on what you can control but be flexible to change



Identify your fears.



Differentiate between ruminating and problem-solving



Create a plan to manage your stress.



Develop healthy affirmations and gratitude

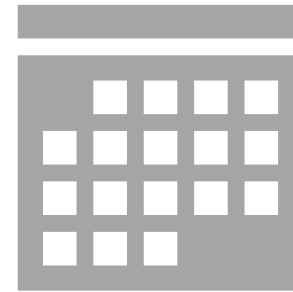


Could you develop an affirmation over the coming week to help you focus on what you can control?

Finding quiet times



Developing emotional and physical space for ourselves is crucial self care



Schedule 'withdraw sessions'

Transitioning to Play



As a coach, striking the balance over the coming weeks to find the balance between challenge and support. Set specific goals.



High have expectations that your players can meet the challenges, trust that they can do it and provide help if necessary

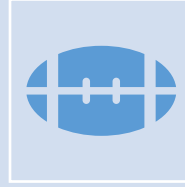


“Weathering the Storm”

Set Target Outcomes



Nick Saban – The process



University of Alabama football Coach talks about ignoring the big picture (important games, finals, winning the championship etc) and focusing on the small, moment by moment, individual actions that need to be executed.



Winning happens “Brick by boring brick”



This mental skill is primarily developed by implementing a goal setting strategy with your team

Goal Setting

"The pain of not achieving your goals will always be greater than any pain it may take to achieve them."

Fear of failure may be the key reason so many athletes shy away from precise measurable goals

"There are things on the field that players want to do and things they need to do. The coaches job is to make those two things the same."

Teams led by coaches who use goal-setting principles

Are better able to think clearly under pressure in the last quarter of a game

Have higher sense of team cohesion

Play better together

Work harder for each other

Stay more focused on achieving teams goals

“Practice and commitment bridges the gaps between these hopes and fears”.

Having Goals V. Goal Setting

“Practice and commitment bridges the gaps between these hopes and fears”.

Everyone has goals, but they fade without a strong vision for why they are worth pursuing, what exactly they are and how to achieve them. Systematic goal setting addresses;

1. Gaps in skill that separates the player from their target
2. Creates the small incremental adjustments that close the gap
3. They closing the gaps between “what is” and “what is possible”
4. They constantly monitor players ability to take the next best step
5. They keep focus on the process
6. They allow the coach to align plans and core values, with everyday actions

Everybody wants the same outcomes;

- To win the championship
- Perform brilliantly
- Score or do big things
- Be an All Star
- Reap the rewards
- Be recognised
- Receive praise and acclaim
- Be an impact player

Not everybody wants to;



Primary and secondary motivation

Primary motivation is derived from the activity itself and is intrinsic. People who play golf spend a lot of their time on driving ranges. There is no influence from anyone else when hitting the ball. Hitting the ball accurately and in control increases intrinsic motivation.

Secondary motivation is any form of influence except those associated with engaging in the activity itself and is more extrinsic. Coaches, parents, winning, medals are all secondary motivation influences.

Motivation Exercise

Think about the following examples and decide which are more likely to be primary sources of motivation and which are secondary:-

Examples

| | Primary | Secondary |
|---|---------|-----------|
| Man of the Match award for a footballer | _____ | _____ |
| The feeling of effortless in striking the ball over the bar | _____ | _____ |
| Being awarded a medal | _____ | _____ |
| Converting a 65 from a difficult angle | _____ | _____ |
| Making a reflex save | _____ | _____ |
| Beating your rival club in championship | _____ | _____ |
| Reaching a personal best score for your YOYO test | _____ | _____ |
| Being appointed captain of the team | _____ | _____ |

Self Determination Theory

“Know your players – know what motivates them because it will impact on how they perform”



Goal setting is a mental skill that creates the opportunity for the players to increase their level of Autonomy, Competence, and Relatedness



Our intrinsic motivation is the type of motivation that is most self determined

The Self-Determination Continuum

Non Self-Determined

Self-Determined

| Motivation Type | No Motivation | | Extrinsic Motivation | | | Intrinsic Motivation |
|-----------------------|---|--|---|--|--|--|
| Motivation Source | Impersonal | External | Somewhat External | Somewhat Internal | Internal | Internal |
| Motivation Regulation | Nonintentional Nonvaluing Incompetence Lack of Control | Compliance External Rewards and Punishments | Self Control Ego-Involvement Internal Rewards and Punishments | Personal Importance Conscious Valuing | Congruence Awareness Synthesis with Self | Interest Enjoyment Inherent Satisfaction |

From Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*. 55(1), 68–78.

Setting goals is something
players can do on their own
and teams can do together

Long Term Goals are more
outcome orientated

Short Term Goals are more
Performance and Process
orientated

Performance goals—what will be
achieved

Process goals—how the performance
goal will be achieved

SMART Goals



Specific (clearly written)



Measurable (progress can be observed and tracked)



Attainable (appropriate resources and support provided)



Realistic (within reach of current performance)



Time bound (have a due date)

Refer to the results of your fitness tests or game skills to select targets for your goals.

Performance Goal

I Will reduce my 40m time from 4.6 to 4.2 by the end of July

Process Goals

- 1. I Will complete 2 sprint sessions each week for the next 5 weeks***
- 2. I Will increase my stride length so my foot contacts over 40m are reduced from 20 to 18***

Signed: _____

Date to achieve: 31st July 2020

Process for a coach to Implement a Goal-Setting Strategy



Planning is phase 1:



1. Teach them the goal setting process



2. Identifying the actions and/or skills, each player needs to focus on



3. Decide how the goal can be measured; if they are team goals for a game make sure they purposeful



4. Set the goals;



5. Have a plan to monitor the goals and make them part of the players training and match day performance.



Implementation is phase 2

- ***Set performance and process goals:*** Set goals over which you have as much control as possible. If you base your goals on personal performance, then you can keep control and build confidence. Have 2 process goals to achieve each performance goal.
 - ***State each goal as a positive statement:*** Express your goals positively. Start each goal with the words “I will.” For team goals “we will”
 - ***Be precise:*** Set a precise goal, putting in dates, numbers, times, so you can measure achievement. “I will reduce my 40m time from 4.6 to 4.2 by the end of July.
 - ***Write goals down and Sign them:*** This crystallizes them and gives them more force. Your signature is a performance contract. Have a deadline date. Put the goal card where you can see it several times a day
 - ***Keep game goals purposeful:*** “More HBT’s than opponents” “More uncontested shots than them”
-

Monitor and Evaluate is phase 3

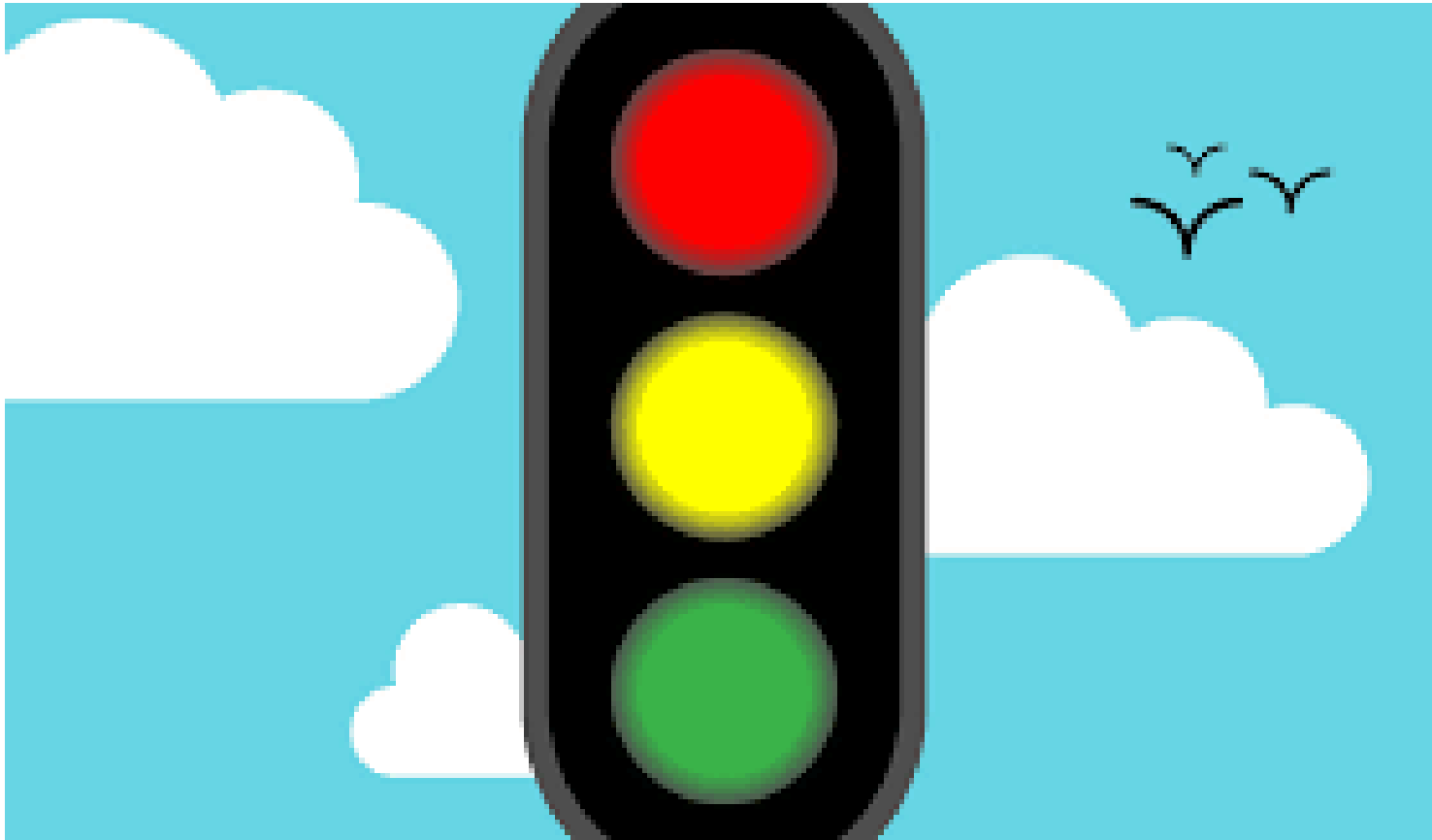
Have a list/chart of the players goals and monitor their progress.

Link their goals to their match day role. This will build resilience

Have a discussion with players for a couple of minutes during each goal setting cycle.

Evaluate the goal - have them write **SUCCESS** across the goal when it is achieved and positively reinforce it

SET-DO-REVIEW



Final Thoughts - What is one
thing you're going to:

Stop doing

start doing

or continue
doing....

Coach John Wooden

Don't let what you *cannot* do interfere with that you *can* do