Psychology of Performance
Learning Outcomes

- Identify Focus Skills for your Athletes
- Train Athletes in Focus Skills
- Identify Appropriate Goals
- Develop Debriefing Skills with your Athletes
Look For These Symbols

Reference Material
pages 1-2

Coach Workbook
pages 1-3
PSYCHOLOGY OF PERFORMANCE

The Five NCCP Core Competencies

- Valuing
- Problem-solving
- Interacting
- Leading
- Critical Thinking
Workshop Topics

• Identifying psychological skills;
• Identifying focus;
• Training focus skills;
• Debriefing performance;
• My focus plan.
Section 2.1: My Starting Point
Identifying Psychological Skills

p. 4-5
<table>
<thead>
<tr>
<th>My Scenario:</th>
<th>Scenario A</th>
<th>Scenario B</th>
<th>Scenario C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The coach needs to address these aspects of the athlete’s or team’s performance…</td>
<td>The athlete or team needs to work on these psychological skills…</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Psychological Skills

- Dealing with Distractions
- Visualization
- Focus
- Setting Effective Goals
Section 3.1: Identifying Focus
Thinking and Feeling in Performance

p. 2-4

p. 6
# Four Kinds of Focus

<table>
<thead>
<tr>
<th>Broad-External</th>
<th>Broad-Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrow-External</td>
<td>Narrow-Internal</td>
</tr>
</tbody>
</table>
Section 3.1.2: Sample Focus Plans

p. 5-7

p. 7
Section 4:
Training Focus Skills

4.1 Developing a Focus Plan

p. 8-10
PSYCHOLOGY OF PERFORMANCE

Debrief Performance

Develop/revise the focus plan

Execute the focus plan
Section 4.2: How Am I Doing?

p. 12-13
Section 4.3: Visualization

p. 11-13

p. 14
Visualization

• Athletes need to be “seeing” and “feeling” themselves performing well.

• Visualization is a skill that allows athletes to create a blueprint of how they want to be, and what they want to focus on.
### My Focus Plan

<table>
<thead>
<tr>
<th>Sect.</th>
<th>Focus Skill</th>
<th>Period and Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Preparation</td>
</tr>
<tr>
<td>4.3</td>
<td>Visualization</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Dealing with Distractions</td>
<td></td>
</tr>
</tbody>
</table>
Visualization - Conclusions

• Visualization is not an easy skill for most athletes to learn;

• Athletes must practise visualization regularly to get better at it;

• Visualization is a powerful tool for training athletes to focus.
Section 4.4: Dealing with Distractions

p.14-20

p. 15
Dealing with Distractions

• Successful focusing involves dealing with distractions.
Dealing with Distractions
## My Focus Plan

<table>
<thead>
<tr>
<th>Sect.</th>
<th>Focus Skill</th>
<th>Period and Phase</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Preparation</td>
<td>Competition</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Preparation</td>
<td>Specific Preparation</td>
<td>Pre-Competition</td>
<td>Regular Competition</td>
<td>Major Competition</td>
</tr>
<tr>
<td>4.3</td>
<td>Visualization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Dealing with Distractions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 4.5: Setting Effective Goals

p. 21-22

p. 16-17
Types of Goals

- Process Goals
- Performance Goals
- Outcome Goals
# My Focus Plan

<table>
<thead>
<tr>
<th>Sect</th>
<th>Focus Skill</th>
<th>Preparation</th>
<th>Competition</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>Setting Effective Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Debriefing Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 5: Debriefing Performance Debriefing Skills

p. 23-27

p. 18-19
PSYCHOLOGY OF PERFORMANCE

Debrief Performance

Develop/revise the focus plan

Execute the focus plan
# My Focus Plan

<table>
<thead>
<tr>
<th>Sect.</th>
<th>Focus Skill</th>
<th>Period and Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Preparation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Preparation</td>
</tr>
<tr>
<td>4.5</td>
<td>Setting Effective Goals</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Debriefing Performance</td>
<td></td>
</tr>
</tbody>
</table>
Reviewing The Focus Plan

• The chances the plan will succeed if it is carried out.

• Items that are missing from the plan or need to be changed.
Module Wrap-up, Core Competencies, Self-assessment

p. 22-28
Resources

Coaching Association of Canada: www.coach.ca

Psychology of Performance Reference Material
Psychology of Performance