

June 2022

Sports Leadership Camp

Mental Toughness for Student Athletes



Please take time to complete the questionnaire



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- Mental Toughness (MT) refers to:
 - the tendency to appraise threats and pressure as opportunities to thrive (Thelwelletal., 2005),
 - actively to seek and approach challenges (Crust, 2008), and
 - successfully to overcome setbacks and difficulties (Cloughetal., 2002; Dewhurstetal., 2012).
- Multi-dimensional concept
- Initial studies focused on elite athletes (mostly qualitative studies)

Resilience = Mental Toughness??



Timeframe

(R) – bouncing back AFTER a negative event

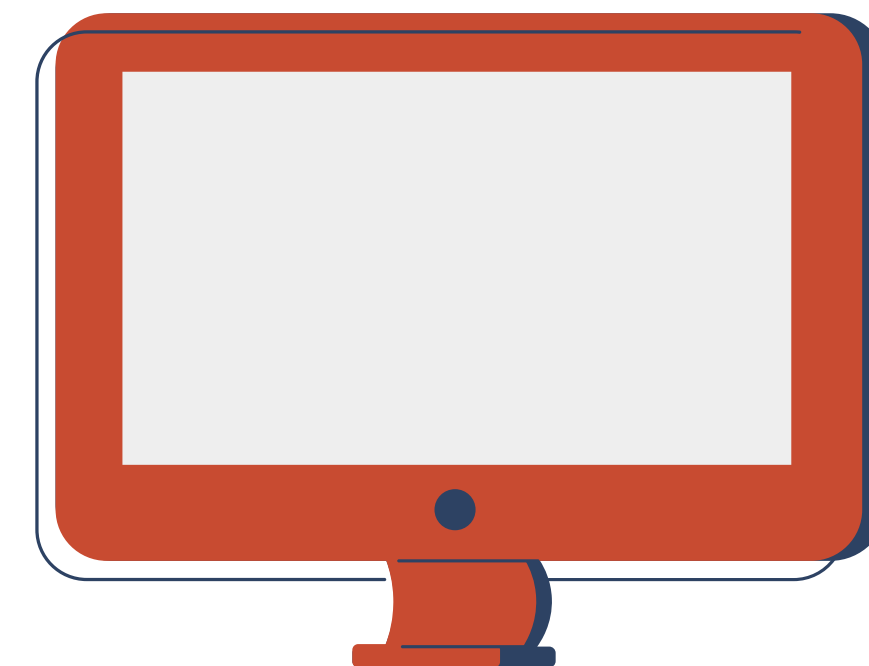
(MT) – preparation for a difficult event



Internal and External Influences

(R) – tend towards external focus, protective factors

(MT) – tend towards internal focus, personal attributes



Attitude

(R) – positive mindset cos they have to.

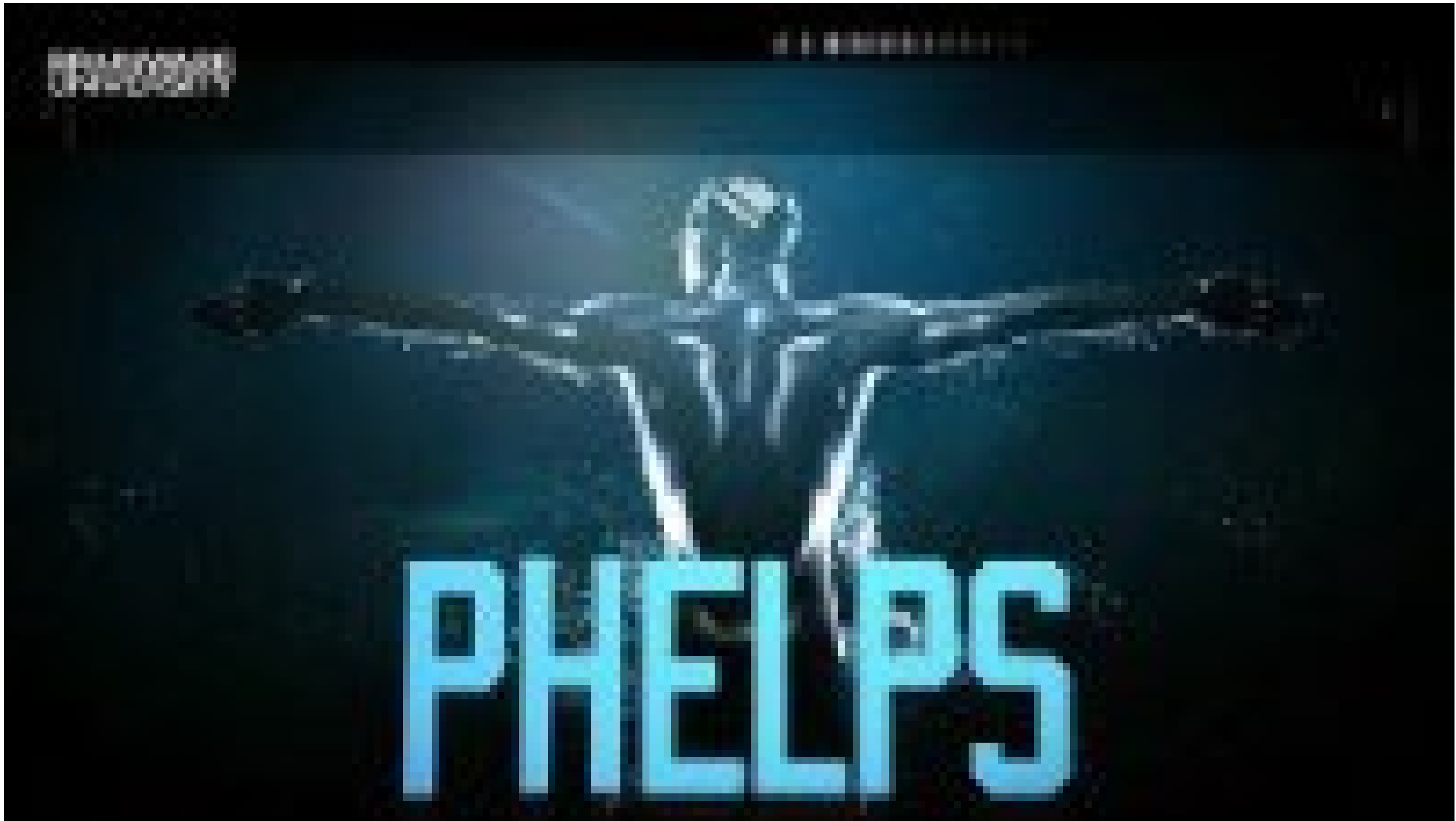
(MT) – positive attitude cos they choose to

[Mental Toughness = Absence of Mental Health Issues??](#)

PHILIPPO

PHILIPPO

PHIELAS



Easy to remember Acronym

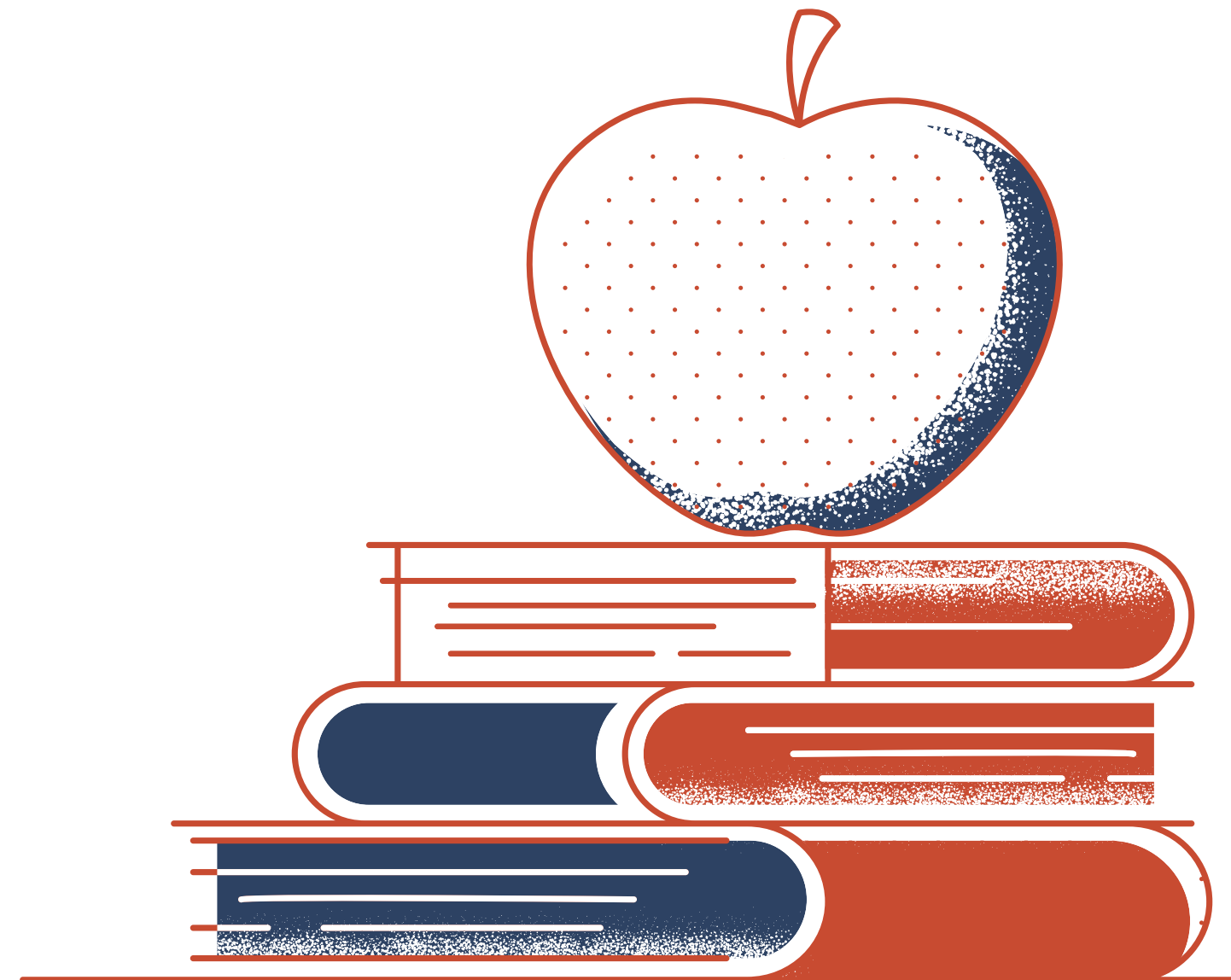
A – Attributes

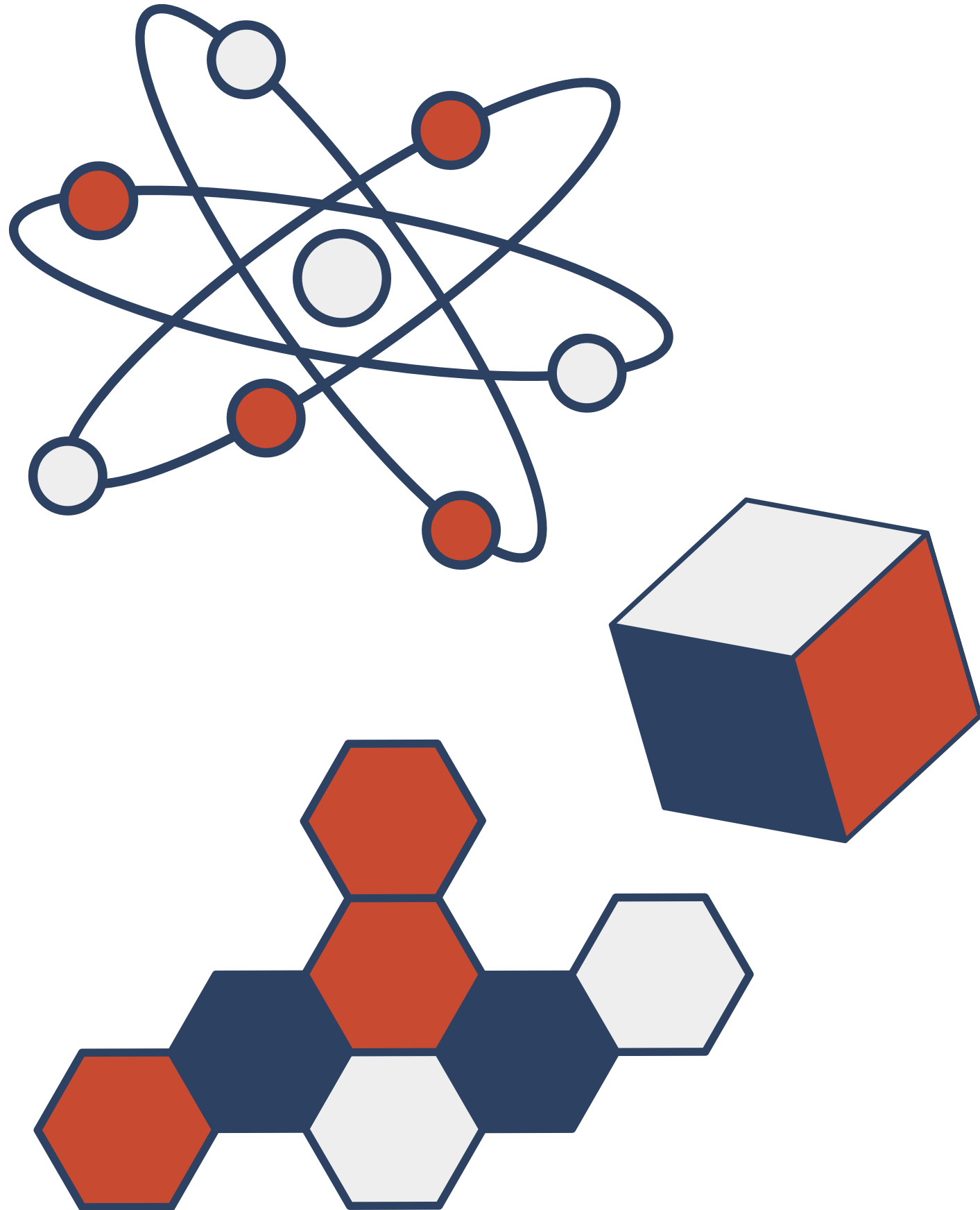
B – Behaviour

C – Cognitive Strategies

D – Developmental Exposure

E – Emotional Regulation





A – Attributes

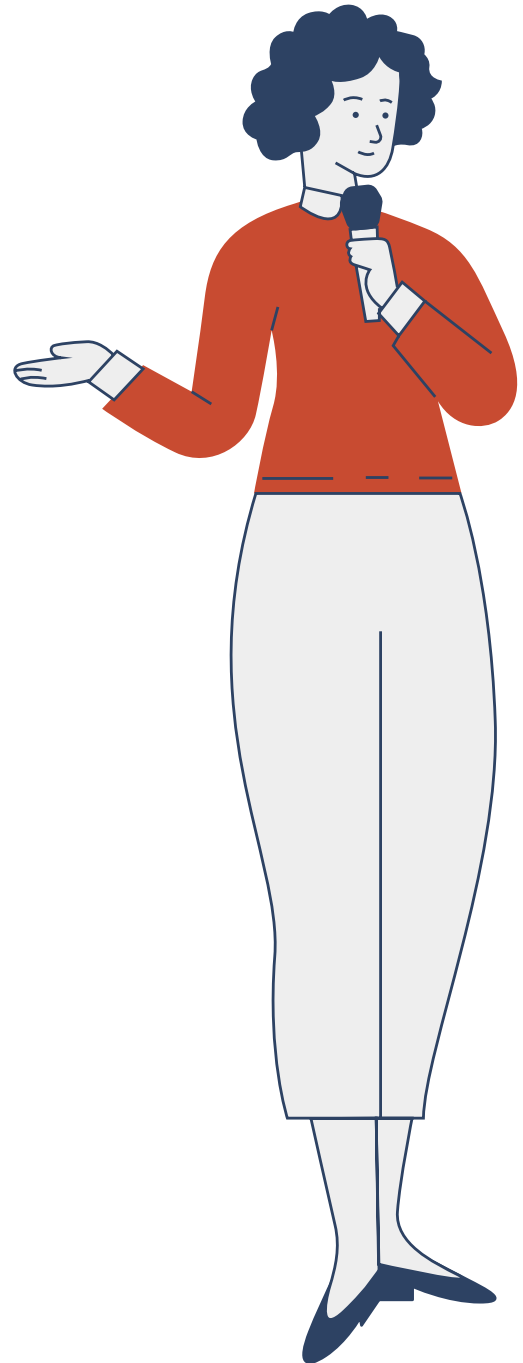
Persistence, Drive, Self-belief, Optimistic Thinking, Curious Disposition

B – Behaviour

Body Language, Confidence, Performance
Accomplishment

C – Cognitive Strategies

Goal Setting, Visualisation, Attention Regulation,
Context intelligence

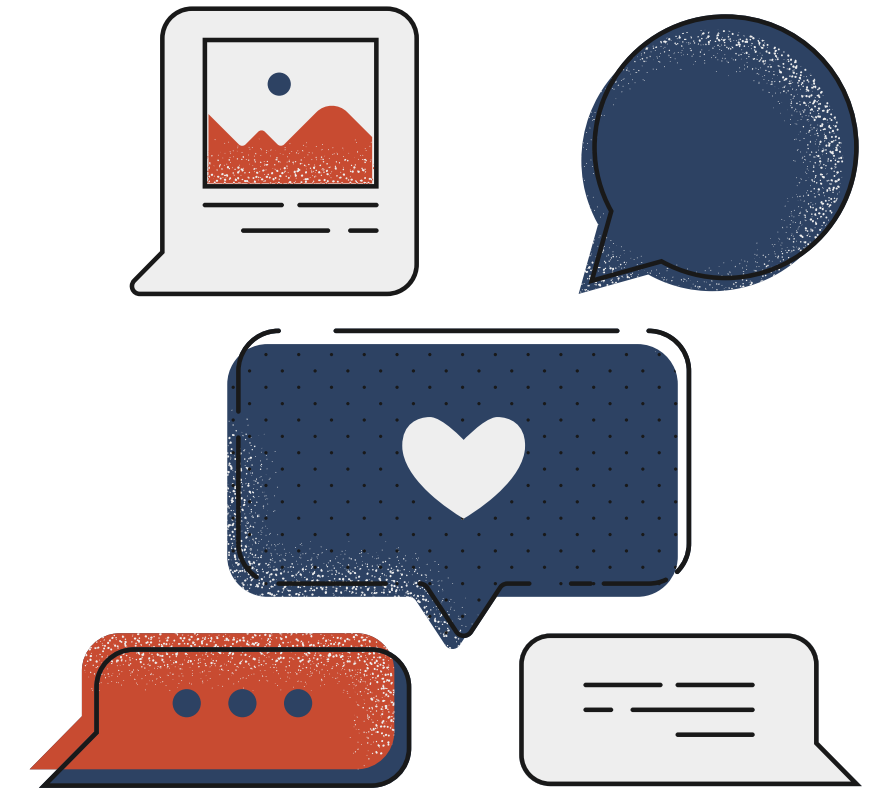


D – Developmental Exposure

Supportive environment (coaches, teammates, parents), Past success experiences, Setbacks

E – Emotional Regulation

Composure, Mindfulness, Self-forgiveness/compassion, Self-Talk



Common Inventory Tools

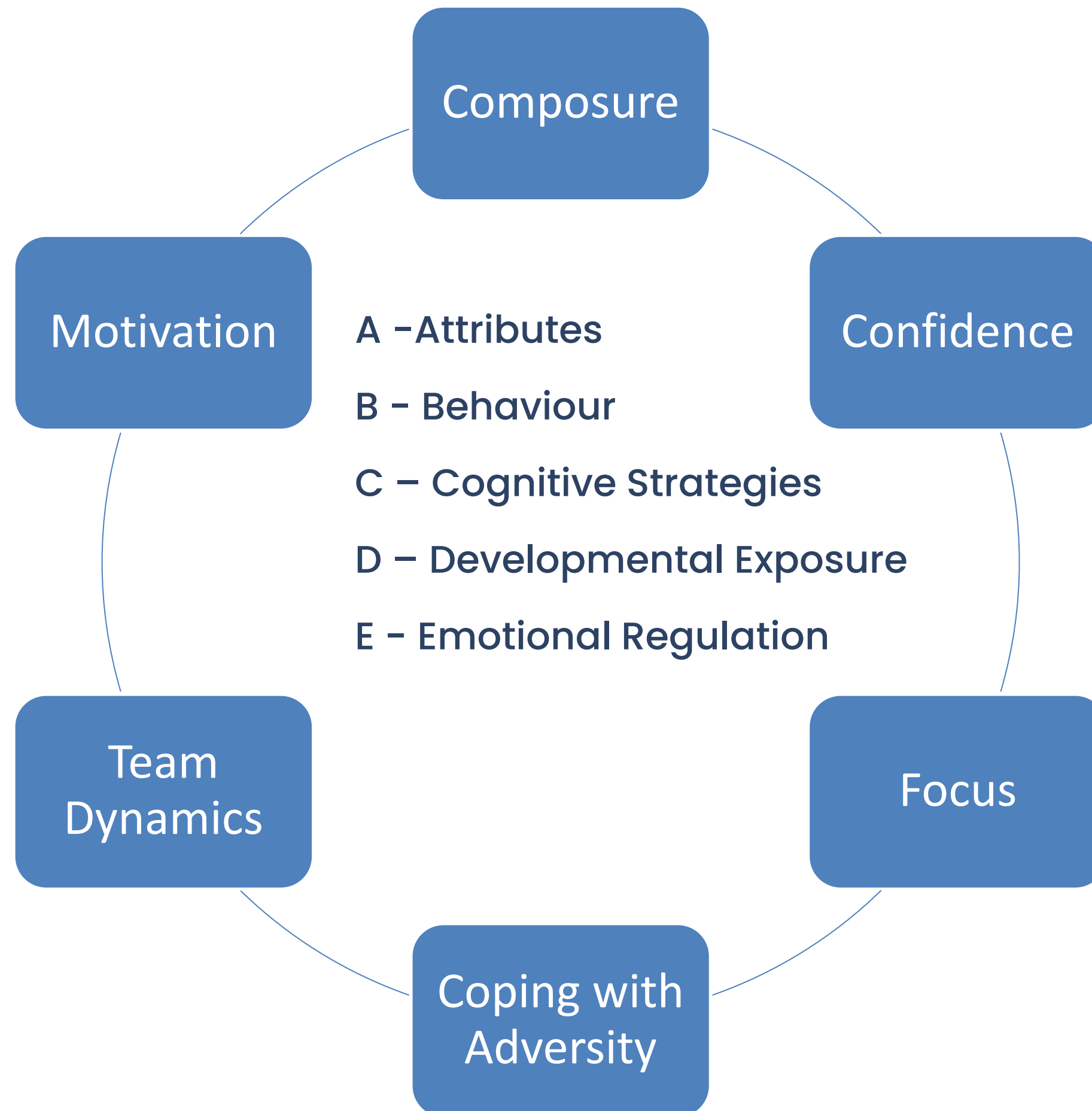
- Psychological Performance Inventory (PPI) – 25%
- Mental Toughness Questionnaire-48 (MT-48) – 16.67%
- Mental, Emotional and Bodily Toughness Inventory – 16.67%

TP Inventory Tool

Adapted questions from

- PPI
- MT-48
- Mental Toughness Tools
- Athletic Coping Skills Inventory
- Scenario-based questions applicable to youth athletes

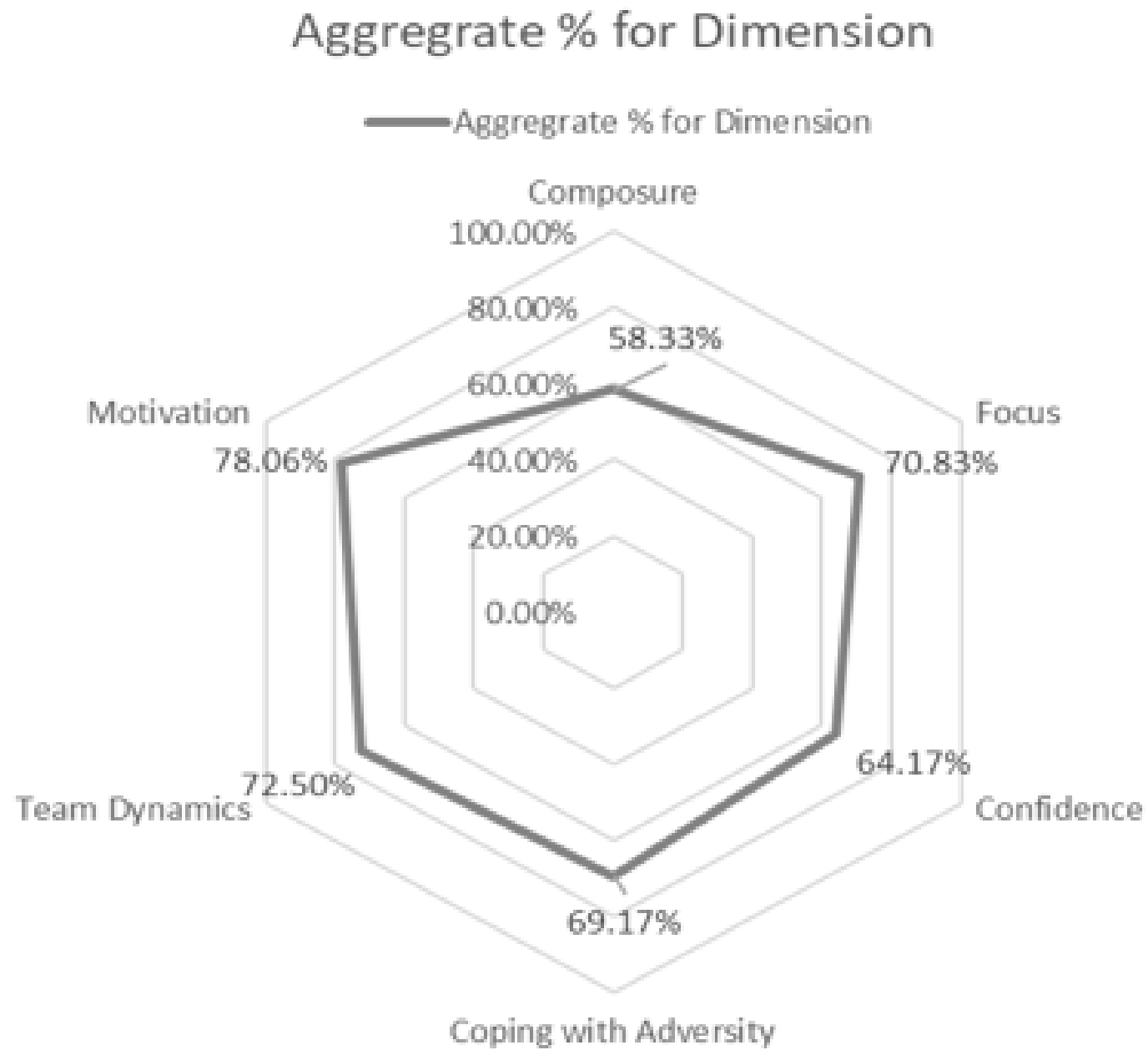




- 6 Dimensions
- 5-pt scale
- 7 questions per dimension

* Participants should ideally be considering the same event/ competition/ stressful situation when completing the survey

Team Score



Dimension In Order of Score (Descending)

1. Motivation (78.1%)
2. Team Dynamics (72.5%)
3. Focus (70.8%)
4. Coping with Adversity (69.2%)
5. Confidence (64.2%)
6. Composure (58.3%)

- Gives the team a sense of their overall strengths and weaknesses in relation to MT.
- Allows Coaches and Captains to take a more targeted approach to improve the overall score &/or work on specific dimension(s).

Your Score

Volleyball (Men) Athletes Dimension Score

(each dimension has a minimum of 5 points and a maximum of 25 points)

| Participant | Composure | Focus | Confidence | Coping with Adversity | Team Dynamics | Motivation | Total for Participant | Aggregate Percentage Score for Participant |
|-------------|-----------|-------|------------|-----------------------|---------------|------------|-----------------------|--|
| [Redacted] | 17 | 24 | 23 | 24 | 24 | 18 | 130 | 83.33% |
| [Redacted] | 19 | 23 | 25 | 21 | 16 | 25 | 129 | 82.50% |
| [Redacted] | 17 | 23 | 20 | 20 | 23 | 24 | 127 | 80.83% |
| [Redacted] | 21 | 20 | 22 | 22 | 22 | 22 | 129 | 82.50% |
| [Redacted] | 21 | 22 | 20 | 17 | 21 | 20 | 121 | 75.83% |

- Gives you a sense of where you are in relation to your team mates.
- Provides a broad construct of your MT (strengths and areas of improvement)

Composure

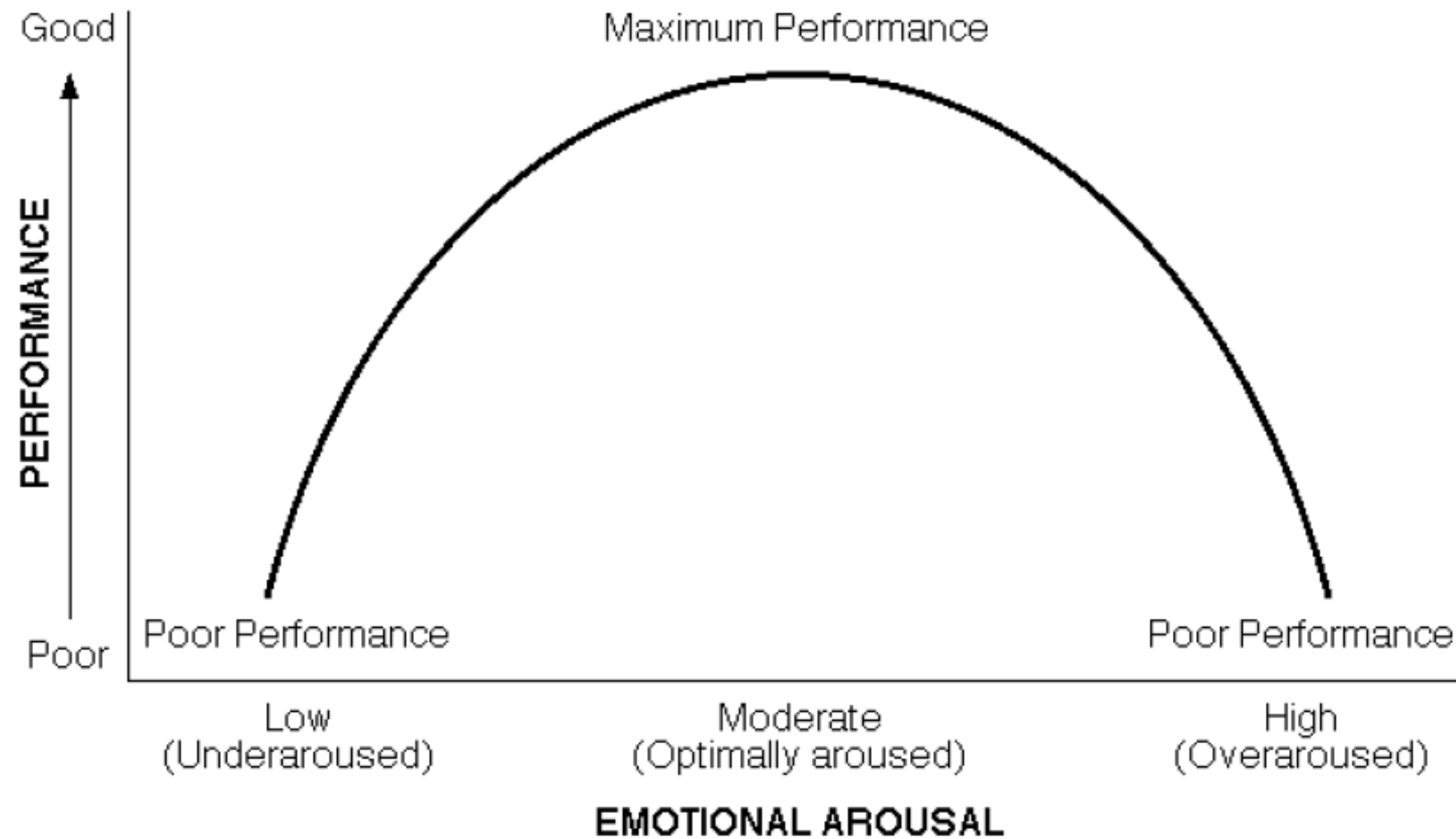
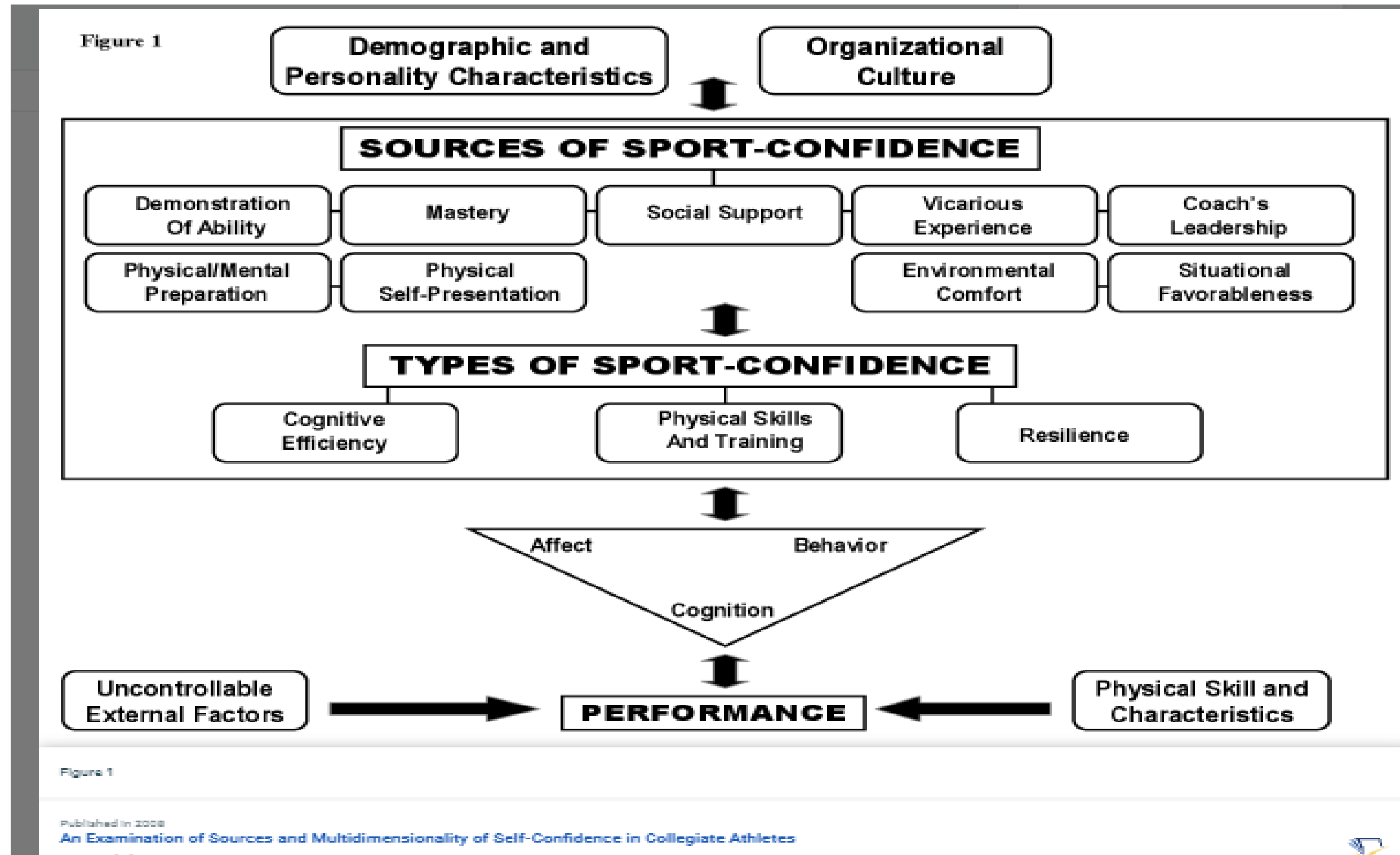


Figure 2(b): Inverted U Theory of Arousal (Yerkes & Dodson, 1908)

1. Relaxing/ Calming Imagery
2. Centering techniques

Activity: Centering technique– 7/11 breathing or grounding

Confidence



Confidence



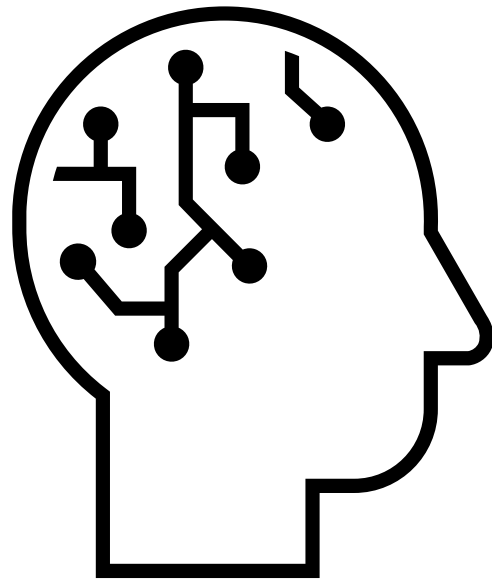
1. Body Language
2. Practice practice practice – be well prepared – fitness, skills, experience
3. Performance accomplishment – “spotlight of excellence”
4. Imagery – imagine success.



Activity: Demonstrate different body languages and feel/sense effect on self

Confidence

“With mental rehearsal, minds and bodies become trained to actually perform the skill imagined” - Bonnie Singleton



“In images, it’s absolutely crucial that you don’t fail. You are training those muscles, and if you are training those muscles to fail, that is not really where you want to be. So one of the things I’ll do is if they fail in an image, we stop, rewind and we replay again and again and again.” - Detling, Team USA

Imagery – imagine success

- a) Get relaxed and comfortable, remove all distraction
- b) Adopt first-person perspective.
- c) Engage all senses (see, hear, feel and even smell yourself performing)
- d) Visualise positive performances

Activity: Imagery script



Focus

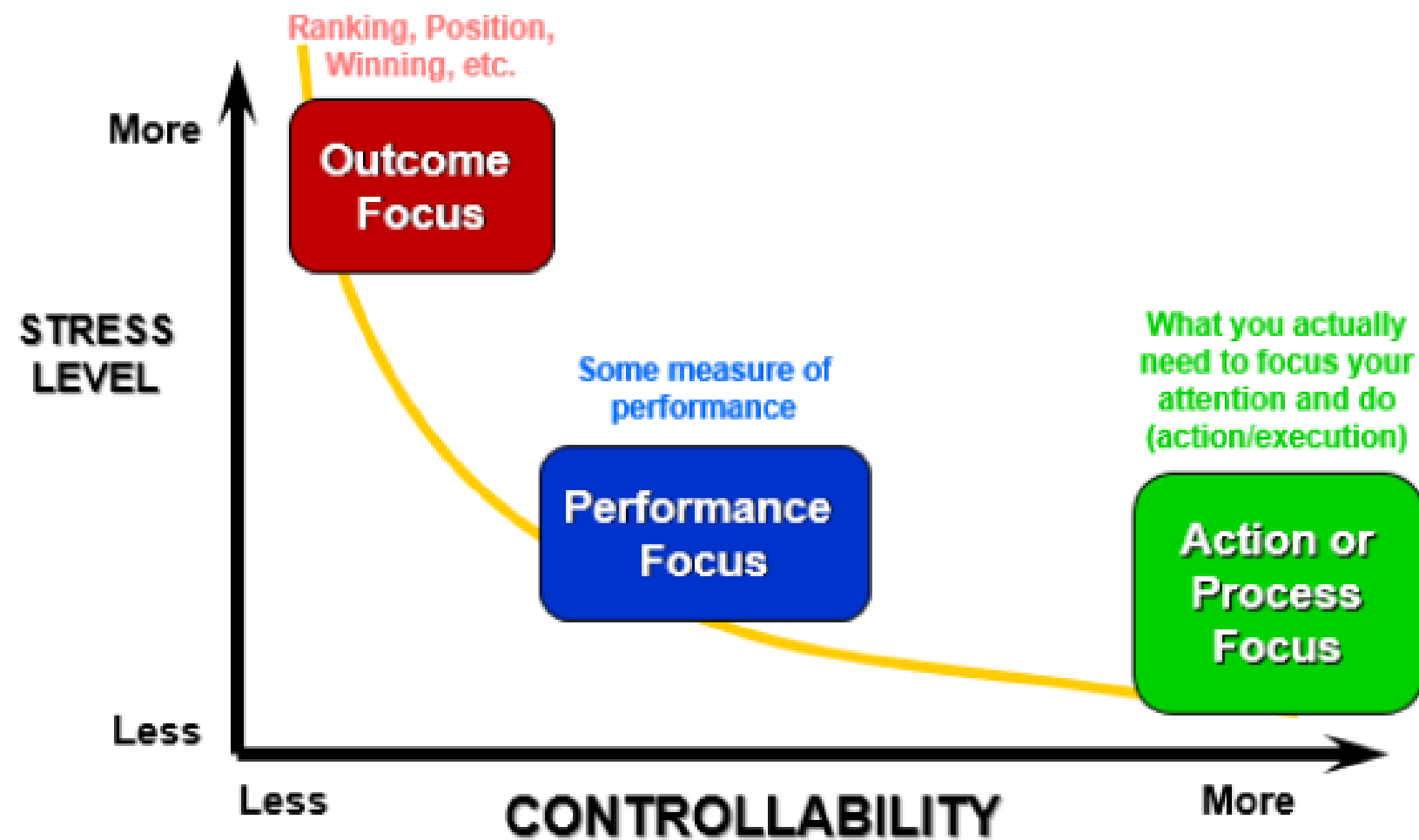


Figure 1(b): Types of goal and stress level

Focus on process-oriented task that are within your control

1. Pay attention to what's important to performance
2. Ignore things not within your control eg referee's decision, jeering from spectators

Reduce the importance of the event to prevent choking

Activity: List things that are important to success in performance

Focus

The following table shows a consistently-used pre-performance routine by Ernie Els, one of the top golfers in the world:

| Step (Sequence) | Pre-performance Routine | Mental/Physical Component |
|-----------------|--|---------------------------|
| 1 | Think Target: <i>"I start my pre-shot routine by picking a small target between my ball and my ultimate target."</i> | Mental |
| 2 | Swing to stay loose: <i>"Standing to the side of the ball, I then take a slow practice swing while keeping focused on my target."</i> | Mental, Physical |
| 3 | Set up for the shot: <i>"I move into my set-up using the intermediate target to align the clubface with my target."</i> | Physical |
| 4 | Pre-shot trigger: <i>"I take a last look at my target, then flex my knees. It's a subconscious reminder to keep my posture consistent. Then I let it go."</i> | Mental, Physical |

Performance routines (Pre)

A set sequence of actions and thoughts just prior to the execution of a skill or the start of a performance.

Pre-performance routine should not be too long.

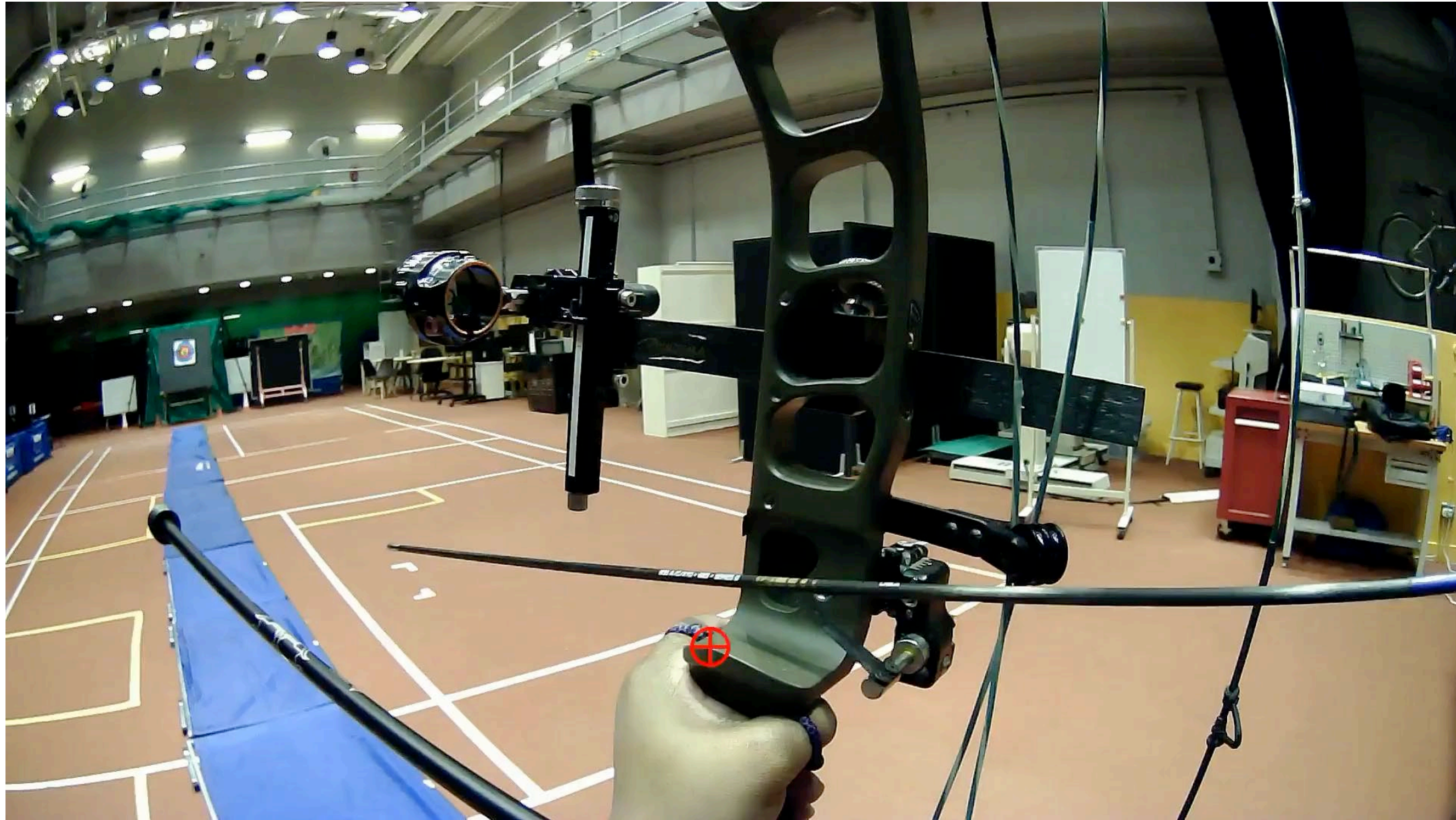
Performance routines (During)

A set sequence of actions and thoughts in between points in a game/ during breaks.

Routine should not be crisp and does not disrupt natural flow of the sport. (eg [Nadal](#))



Quiet Eye Training



Coping with Adversity

Your “inner voice”



Positive

Improves self-confidence, focus
& performance
Changes habits
Initiates actions

Say this..

Relax..
Hold the ball tight..
Stay calm.. Remember my strategy..
I've practiced hard and getting better...



Negative

Affects performance

Instead of this..

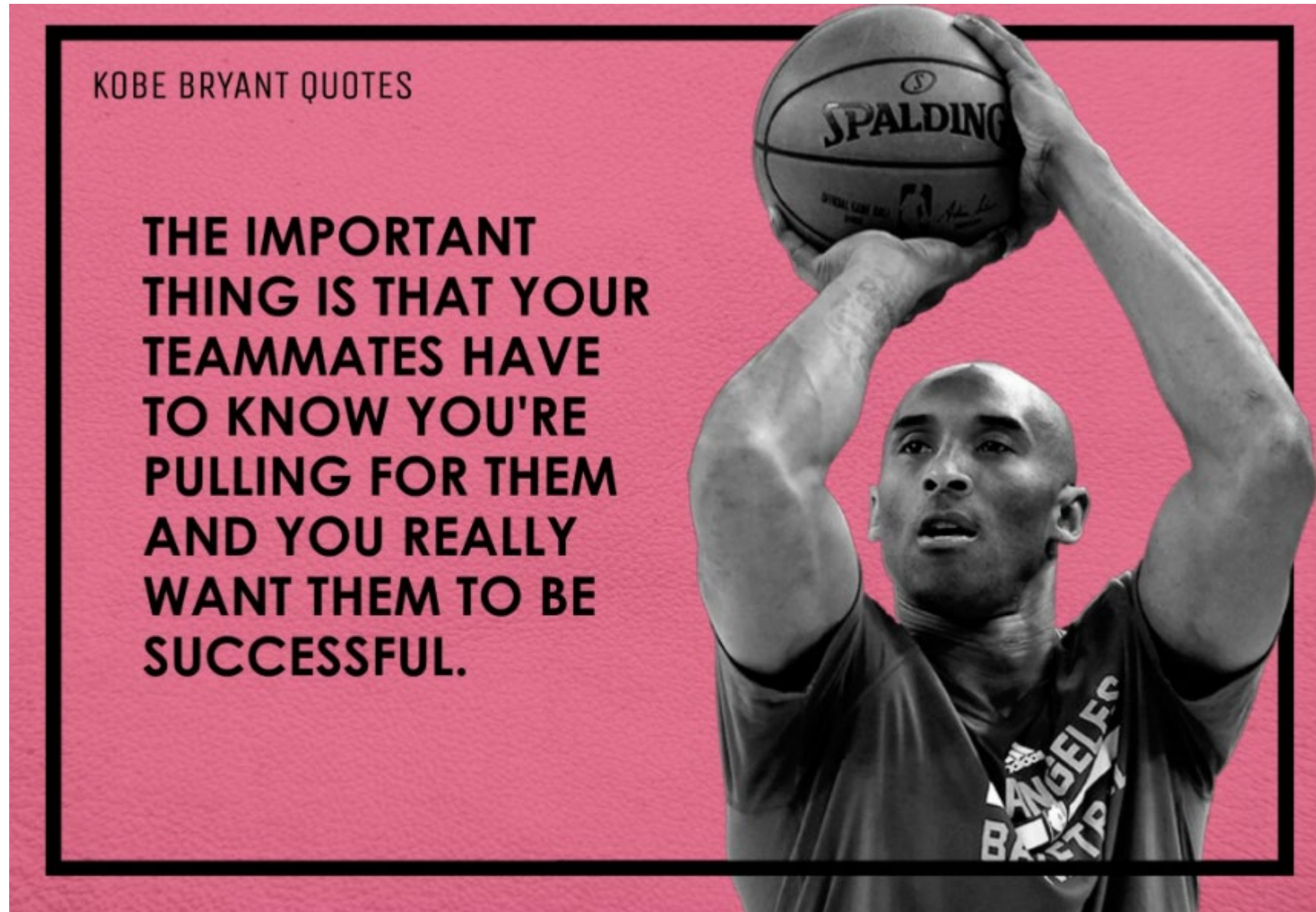
Don't be nervous..
Don't drop the ball..
I've got to win today..
I can't seem to beat her..

1. Expect the unexpected (tough losses, bad officiating, rude spectators, weather etc)
2. Simulation practices (rehearse the “what if + refocusing plan)
3. [Self-talk](#), cue words that encourages you
4. Practice self-forgiveness

Activity:

1. Simulation practices
2. encouraging words/ cue words that lift you up.

Team Dynamics



Open Communication about roles and responsibilities

Non-judgemental towards one another

Embracing differences

Fun factors! Spend time doing social activities

Activity: team up and share about AOI for team dynamics – task/ social/ fun factors!! Be the CCA to be in!!!

Motivation






Goal Setting

- Process goals/ Performance Goals/ Outcome Goals – 70/20/10)
- Link between the three goals
- Set challenging but realistic goals
- Describe goals in positive and specific language (motivational cues)

Activity: Set goals for each type of goals

Motivation

MTP™ & Mental Toughness Coach (USA) Certification

| | |
|---|--|
| State  | <i>How would you rate yourself on this area on a scale of 1 to 10?</i> |
| Possibilities  | <i>What would you like to see yourself in the near future on a scale of 1 to 10?</i> |
| Obstacles  | <i>What is stopping you or preventing you from achieving your goal?</i> |
| Resources  | <i>Based on your MTP™ report of the lowest scoring C, which strategies would make sense to you?</i> |
| Take action  | <i>Let's plan how we can apply one of these strategies in a practical way in your context/situation.</i> |

S.P.O.R.T™ Coaching Model (Copyright © Edgar K. Tham, Daniel A. Weigand, & MTRI(USA))

S = State: Understanding you current situation or performance level

P = Possibilities: Identify/ Rediscover their motivations & personal mission

O = Obstacles: Identify current and potential obstacles in you path to success

R = Resources: Identify resources to help move forward or improve

T = Take Action: Find ways to apply what they have learned in their coaching session/s.

Activity: Pair up to have a purposeful conversation to help teammate using SPORT coaching model

Summary of Techniques Learnt

1. Composure – 7/11, Grounding Techniques
2. Confidence – Body Language, Visualisation (Imagine success)
3. Focus – process-tasks, performance routines
4. Coping with Adversity – self talk, encouraging cue words, refocusing
5. Team Dynamics – task cohesion, social cohesion
6. Motivation – goal setting, S.P.O.R.T Coaching model

Let the process take care of your progress



1. Experience

- a. Choose an area/dimension that you want to work on.
- b. Try 1 or 2 methods that you think would work best for you at that point of time



2. Reflection

- a. What did you do? What changed?
- b. What was beneficial? How did it help you in the way you expected (or not)?
- c. What would you do differently?



3. Purposeful Practice

- a. Be intentional about the practice.
- b. Observe and Reflect
- c. Seek feedback
- d. Repeat

KOBE BRYANT

WINNERS

DON'T MAKE
EXCUSES



The End

Thank you

