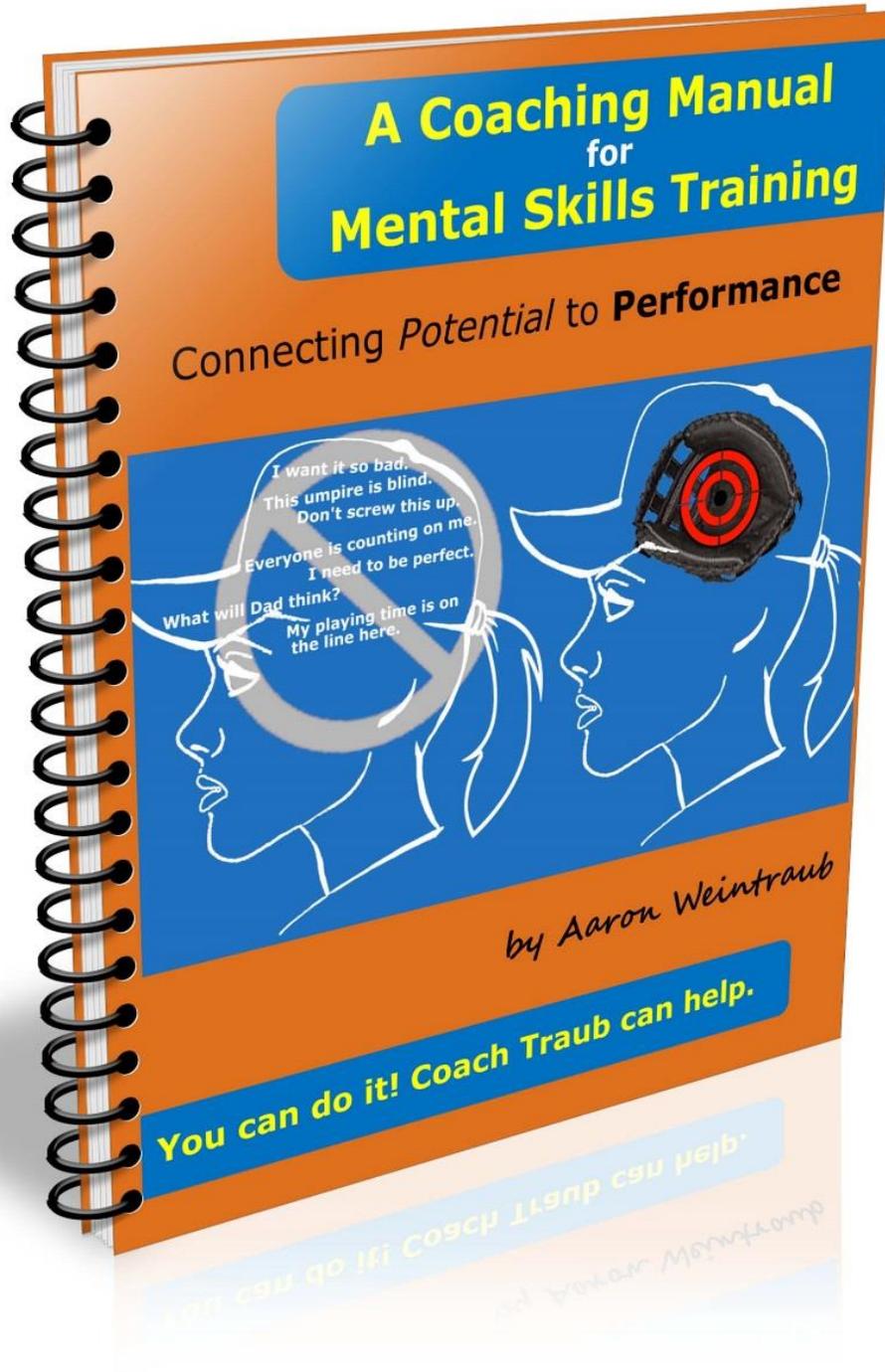


EXCERPTS FROM:



WINNER' S CREED :

**I WILL GIVE MY BEST EFFORT ONE STEP AT A TIME,
ACCEPT WHATEVER HAPPENS, THEN DO IT AGAIN.**

Confidence is an attitude and attitudes are a choice.

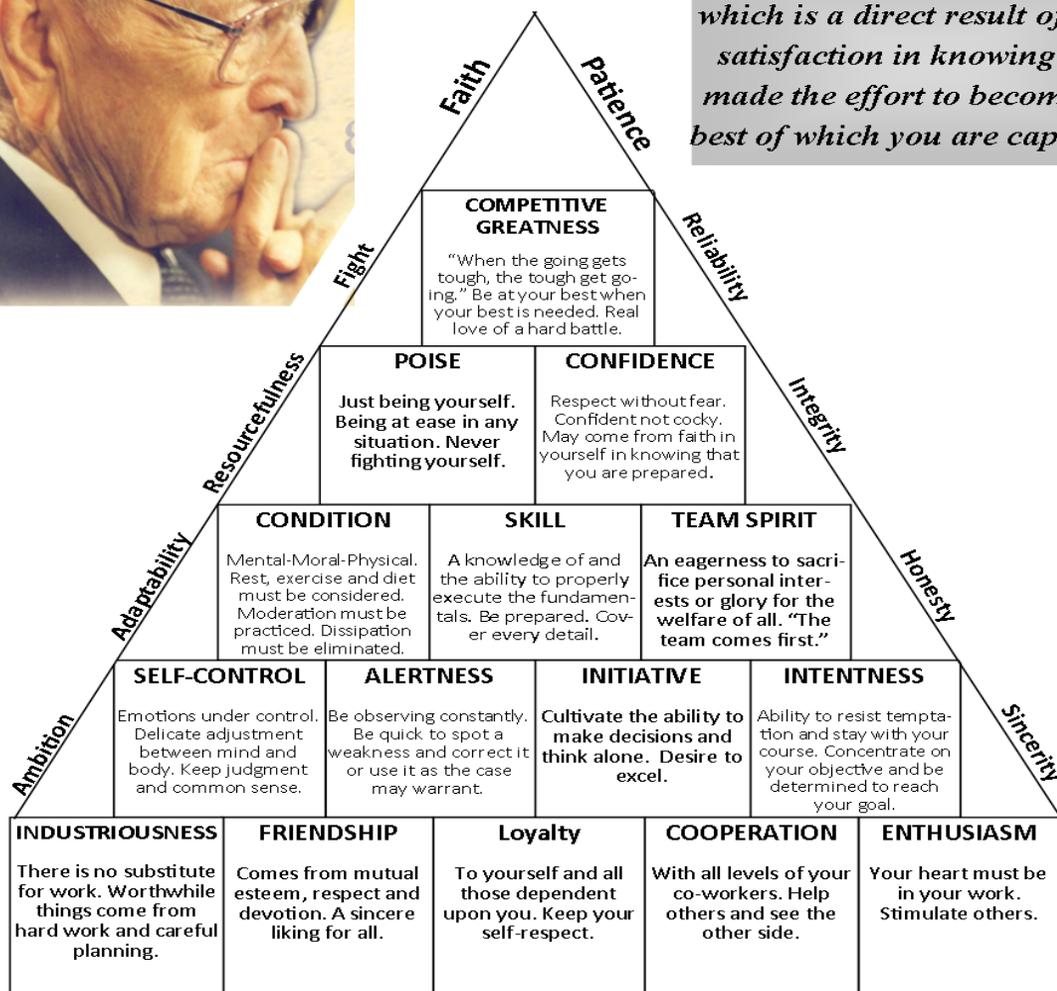
Thoughts ——— Attitudes ——— Behaviors

John Wooden's Pyramid of Success



SUCCESS

"Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable."



12 LESSONS IN LEADERSHIP

1. Good Values Attract Good People
2. Love Is The Most Powerful Four-Letter Word
3. Call Yourself A Teacher
4. Emotion Is Your Enemy
5. It Takes 10 Hands To Make A Basket
6. Little Things Make Big Things Happen
7. Make Each Day Your Masterpiece
8. The Carrot Is Mightier Than A Stick
9. Make Greatness Attainable By All
10. Seek Significant Change
11. Don't Look At The Scoreboard
12. Adversity Is Your Asset

SELF-ASSESSMENT FOR COACHES:

Grade questions 1-10 on a 0-10 scale with 10 as perfect. Add comments as desired. This reflective exercise can be done daily, annually, or anywhere in between, but today, let's review last season (Spring, 2015)

- 1) _____ How well did I maintain a servant's heart as my top priority?
- 2) _____ How well did I maintain emotional control?
- 3) _____ Did I help our staff create an ideal state?
- 4) _____ Did I help our players create an ideal state?
- 5) _____ Did we get better, faster during the pre-season?
- 6) _____ Did we get better, faster in the first half of season?
- 7) _____ Did we finish the season strong?
- 8) _____ Teaching is an art. How well do I ask rather than tell, when appropriate? Is it possible and appropriate more than I sometimes think?
- 9) _____ Timing for constructive criticism is an important part of coaching. How well did I coach during coachable moments and stay patient during non-teachable moments? Also, are there ways I can increase the volume of teachable moments in my players?
- 10) How well did I communicate accountability, attention to details, and positivism to my team?



1-10 score: _____

- 11) Research indicates that a 5:1 positive to negative feedback ratio is most useful in normal relationships. What was my overall coaching ratio? Do our teammates fill each other's emotional fuel tanks well enough?
- 12) Which player on my team probably receives the worst positive to negative feedback ratio? Do I know how she would respond to a 5:1 ratio?
- 13) What is one thing I did well last year that I want to continue doing (and it doesn't always come naturally for me)?
- 14) What is the most important growth area for me?

LEADERSHIP EVALUATION

This leadership awareness exercise is designed to initiate thought about some leadership traits that you do well and some that you could do better. Score each concept on a scale of 1-100, with 100 as the best possible score. First, score where you think you are. Then if you choose to complete the 360° feedback, rate how you think others within your immediate team view you and also get them to rate how they actually view you.

Vision

- _____ a) I have a clear conception of where we are going together.
- _____ b) I believe that success is a process not a destination. This belief is reflected by my actions.
- _____ c) I have the ability to communicate my vision to others.
- _____ d) I work hard.

People Skills / My Care for Others

- _____ a) I am visible and available / Openness for teammates about self
- _____ b) Listening skills
- _____ c) Trustworthy in the trenches
- _____ d) Building Relationships – I am good at following John Wooden’s advice: “The time to make friends is before you need them.”

Time Management Skills

Character

- _____ a) Honesty and Integrity – I am honest, forthright, and my thoughts, words, and actions all jive comfortably with each other and my top values.
- _____ b) Humility – I respect every person, know that I am flawed, and steadily seek to improve myself.

_____ Competence – I am skilled and knowledgeable in my field.

_____ Boldness – I will not permit fear of failure or laziness to stop me from doing what I think is right.

Attitude

- _____ a) Lead with optimism, enthusiasm and positive energy, guard against pessimism and weed out negativity.
- _____ b) Actively seek solutions and avoid complaining.

I Have a Servant’s Heart

COACH TRAUB'S POSITIVE COACHING CERTIFICATION PROGRAM

The answers to the questions below come from your personal coaching experience. Coach Traub's books, such as *Leadership Training for Softball*, can also be a useful resource.

Worksheet #1 – Mental Toughness Training

1. _____ is the foundation skill that all adjustments are built upon. This makes sense because if an athlete doesn't realize that he or she is making a particular mistake, he or she won't know how or even feel a need to fix it.
2. When asked why a mistake was made, many athletes will reply, "I don't know." This makes sense because if they knew, they probably would've fixed the problem already. If this answer is unacceptable to you, what will you do when you get it?
3. What is John Wooden's definition of success?
4. _____ True or False. Gathering is an *active* process that requires awareness of where the athlete is and where he or she wants to be.
5. Assuming an athlete is trying hard, is it possible to predict that he or she is about to perform well or poorly? If so, how would anyone know ahead of time?
6. From the book, *The Road Less Traveled*, by M. Scott Peck, what are the four "Tools of Suffering" (components) of true discipline?
 - a. Truth, Power, Faith, and Courage
 - b. Delaying Gratification, Acceptance of Responsibility, Dedication to the Truth, and Balancing
 - c. Integrity, Awareness, Honesty, and Persistence
 - d. Be Proactive, Begin with the End in Mind, Think Win-Win, and Sharpen the Saw

Worksheet #2 – Control

1. _____ True or False. Despite the fact that most people don't choose most of the time, attitude is always, potentially, a choice.
2. _____ True or False. We all have patterns of self-talk and patterns of behavior. This means that we are likely to display a pattern of performing well in some situations and less well in others. However, with awareness, poor patterns of behavior can be adjusted and replaced with more effective ones.
3. A healthy perspective on the game means that you will feel the same about yourself as a person after a contest regardless of how you perform or who wins. A person with this perspective will have significantly better _____ than a person whose self-concept is linked to his or her achievement. (All answers are good. Pick the best and be able to justify your answer.)
 - a. aggressiveness
 - b. courageousness
 - c. focus (presentness)
 - d. teamwork
4. Physical balance is often a good indicator of what mental skill? (Pick the best and be able to justify.)
 - a. awareness
 - b. self-control
 - c. imagery
 - d. respect for the game
5. _____ True or False. In preparing to perform, many factors that are not controllable such as the past, the environment, or the athlete's temperament can lead an athlete away from an ideal performance state (e.g. confident, intense, aggressive, relaxed, and having fun).
6. _____ True or False. Creating an ideal performance state is a skill that can be learned. In other words, it is possible to learn to control both mind and body, including heart rate, muscle tension, and a positive attitude on a team full of negative people and events.
7. _____ True or False. Life is supposed to be fair.
8. _____ True or False. Confidence in a single moment comes entirely from preparation and experiences.
9. Is it better to ask for relentlessness knowing that you are unlikely to actually get it, or to not ask and let those who are exemplars over-deliver?

10. What are three of the most important ways that an athlete demonstrates respect for the game to you?
11. Effective communication from mind to muscle is positive; it's not negative. This is one form of playing to win rather than playing not to lose. Rather than "Don't mess up," athletes are wise to tell themselves to "make a play" or "do my best." Guess how often your athletes think about what they don't want to happen rather than what they want to happen. What's one common example in your sport?
12. What coaching behaviors could contribute to an athlete's distorted thought pattern of "disproportionate guilt" and/or "catastrophizing?"
13. _____ True or False. Adversity can always be good for you as long as you literally survive.
14. Give a concrete example of an optimistic explanatory style after a common form of adversity for your players.
The Adverse Situation:

The Positive Response:
15. What's the difference between being in a 'slump' and being overdue?

Worksheet #3 – Preparation

1. There are two categories of reasons that athletes perform better in practice than in games. What are they?
 - a. Luck or Poise
 - b. The task is easier in practice or the player is in a better state in practice
 - c. No one is watching in practice and everyone is watching or keeping track in games
 - d. Practice is predictable and games are not
 - e. nerves or self-control

2. If you have 10 minutes to work on a skill, which is better: 75 reps at a decent and somewhat random quality or 25 reps at the best quality and imitation of a game possible?

3. _____ True or False. To “know your job” most effectively, the task-at-hand must be defined specifically to this situation and as simple as possible, plus it must be stated in a way that is 100% controllable.

4. Balance between aggressiveness and self-control is a great goal. Do individual athletes have a specific tendency to fall off this balance beam one way or the other in specific situations?

5. _____ True or False. In sports performances, there is a time to think and a time to trust. Understanding that sometimes it is a good idea to analyze and sometimes it is better to stop analyzing and just play can help athlete play smart without thinking too much.

6. _____ True or False. Mental skills training is designed to empower athletes to coach themselves.

7. _____ True or False. A huge way to tap into personal power quickly when things aren’t going too well is to act as if you already are the way you want to be. This often requires an adjustment to thoughts and what else?

8. Athletes often react to situations emotionally rather than rationally, even if they understand the usefulness of reacting with reasoning. List three ways that coaches can help athletes control their emotions in the “heat of battle.”

9. _____ True or False. Imagery is a skill that everyone uses some, but it's positive impact increases when it's performed better. Skill at using imagery improves with practice.

10. High school athletes typically use imagery _____, while professional athletes typically use it _____.

- a. consistently; infrequently
- b. haphazardly; systematically
- c. not at all; occasionally
- d. chaotically; sporadically

11. List two or more examples of how imagery can have a positive impact on an athlete's mindset.

12. Besides creating an effective, positive mindset, how can athletes use imagery to increase learning or enhance performance?

9. Because we want them to emphasize in their mind what we say, the timing of what we say to our athletes during competition is critical. Give one example of a common mistake you've observed in yourself or another coach in timing.

10. _____ True or False. When athletes try to please others with their performances, they are more likely to succumb to the pressure of the moment.

8. What are two reasons that an athlete should forgive himself/herself for messing up a "routine" play?

9. SMART + 2 goals are effectively worded goals. They are most effective at enhancing goal-directed behavior. What does SMART + 2 stand for?

10. Why is monitoring and adjusting goals, usually simply their level, so important? Answer:

To constantly maintain a level for the goal that is:

(pick 2) S
M
A
R
T

"ANSWER" KEY WITH EXPLANATIONS

- 1-1. Awareness
- 1-2. Make them guess.
- 1-3. The peace of mind that comes from knowing you did your best.
- 1-4. True
- 1-5. Yes. Know your green, yellow, and red light "traffic light" signals.
- 1-6. B.
- 1-7. True
- 1-8. False
- 1-9. Focused, time seems slowed, extremely confident, no fear of failure, trusting a clear and simple plan, trusting self, not thinking too much, in the moment, etc.
- 1-10. Winning. Pleasing scouts, parents, coaches, teammates, and/or peers. Outcomes rather than the process. Coaching decisions. Referee decisions.
- 1-11. Possibilities are limitless. Common examples include: a big crowd, first game of season, rivalry game, some event or someone caused you to have "something to prove," coach or teammates showed high confidence in you.
- 1-12. Talk about it. Post signs. Adopt a related mantra. Catch them doing it right. In other words, find ways to advertise what's most important.

- 2-1. True
- 2-2. True
- 2-3. c.
- 2-4. b.
- 2-5. True
- 2-6. True

2-7. False

2-8. False (actually, it's often true if this distinction is not understood: confidence comes from preparation and THE WAY WE THINK about the experiences we have. This is a critical distinction because experiences (in the past) are outside of our control, but the way we think about them (in the present) is within our control. Great athletes consciously increase their confidence by have an Optimistic Explanatory Style. They emphasize the good stuff and de-emphasize the bad stuff. Of course, the hard and smart work along with some good experiences *are* the foundation for these positive thoughts.)

2-9. Ask for it. Perhaps even demand it, knowing that all your team can do is strive for perfection – they'll never reach it.

2-10. Lots of answers. Some favorites; hustles consistently, attention to details, takes nothing for granted, doesn't get cocky when doing well, nor too depressed when struggling, respectful to officials and opponents, dresses appropriately.

2-11. Some girls have told me they and their teammates do this well over 50% of the time! Boys do it plenty, too. Don't strike out. Many versions of: OMG – I'll look so dumb if I mess this up.

2-12. Many examples including saying, "We have to..." or "You gotta..." Any display of disbelief after a mistake is made. Treating the team differently after the game based on the score rather than the process. Saying after a loss something like, "We were right there. Johnny, if you had just..."

2-13. True – you might get to learn from it and definitely get to practice dealing with it.

2-14. Adverse Situation: I struck out/missed the tackle, allowed myself to get picked, whatever. I screwed up.

The positive response: I know why that didn't work. Now that I realize that, I'm in better shape on this next attempt.

2-15. Self-talk about the past (bad) experience. And the resulting attitude, particularly including level of confidence.

3-1. b.

3-2. Quality over quantity

3-3. True

3-4. Yes. Personalities come out in competition and awareness is the identification of patterns of mistakes.

3-5. True.

3-6. True.

3-7. True. Body language (posture).

3-8. Understanding is important, but knowledge without action is common...and useless. There are lots of correct answers here, including setting a good example, teaching respect for opponents and competing with oneself (which reduces stress), creating a cue to remind the player to use/keep his head, disciplining inappropriate behavior, and rewarding good behaviors.

3-9. True.

3-10. B.

3-11. Many possible answers including bringing the confidence or other feelings from a Personal Past Peak Performance to this moment by re-experiencing (imaging) it, imaging winning the lottery while thinking "I won the lottery when I was born," or imaging how great it will feel when overcoming the current obstacle is achieved.

3-12. Many possible answers including these or examples of these: to learn a new skill, rehearse a skill or routine, program from mind to muscle how to act, or create an ideal state.

4-1. I messed up, probably.

4-2. Probably: winning. Looking good. Not looking bad.

4-3. False. The goal is to not act scared. Trying to not be scared is futile.

4-4. False. The first sentence is true, but many athletes do all this unconsciously. Why, then, does studying this stuff have any value? Not because athletes need it when things are good, but because it is inevitable that things will not always be good. This knowledge does not interfere with a good performance, but it does aid the adjustment process when one is needed. It is like the difference between trying to hit a bulls-eye with eyes closed or eyes open.

4-5. True. This happens all the time.

4-6. Green lights typically include confident, relaxed, and not thinking too much, so any coaching behaviors that made these more difficult to achieve.

4-7. b.

4-8. a.

4-9. Giving mechanical instructions while the athlete should have an external focus.

4-10. True.

5-1. e.

5-2. Many examples including “we can’t make that mistake.”

5-3. False. It certainly may help them create a better performance state.

5-4. Image doing it correctly just before the performance, then stay with the normal external focus during the performance.

5-5. It makes no sense to try harder if you are already trying your hardest. However, many athletes coast. When they do, dialing up their intensity for whatever reason, including this one, is a good idea.

5-6. True.

5-7. True.

5-8. To avoid the negative snowball effect and because no one is perfect. Many, many athletes will get the first answer but forget the second answer. When this occurs, they are likely to want to forget about a past mistake and still be unable to achieve this.

5-9. **Specific, Measurable, Attractive, Realistic, Time Constrained**

+

Controllable

Monitored and Adjusted

5-10. Attractive and Realistic

VALUES

They're immeasurably valuable. Do you know yours?

Directions: First, read through the list of values and their definitions and circle the ones that are important to you. This is likely to be most of them. You may change a definition or add additional values if you like. Do not skip ahead at any time during this exercise.

FAITH

- Belief and Trust

HONESTY

- Telling the truth
- Does not engage in deception
- Is forthright and candid.

HARD WORK

- Mental and/or physical labor

TRUST

- Belief and faith in someone's ability to do something.

TEAMWORK

- Working together to achieve results.

SKILLS

- Development of the ability to do something well... on command.

RELATIONSHIPS

- Connections between and among people.

FUN

- Enjoyment of an activity.

RESPONSIBILITY

- Taking ownership for personal choices.
- Admitting mistakes and "failures."
- Taking accountability for someone or something

DECISIVENESS

- The ability to make decisions firmly, clearly, conclusively, and in a timely manner.

COMPASSION

- Active caring or concern for others.

LOYALTY

- Allegiances to people, organizations, ideals, causes, etc.

COMPETITION

- Comparison of self, team, or organization against oneself or another.

EXCELLENCE

- Pursuit of the highest level of performance.
- Doing common things in uncommon ways.

UNSELFISHNESS

- Placing more importance on others' needs than your own.

RELENTLESSNESS

- unyielding, merciless
- persistent without emotion

INTEGRITY

- Thoughts, words, and actions are all in alignment with each other.
- Standing up for what is right.
- Walking the talk.

DIVERSITY

- Appreciates and respects individual and group differences.

CONFIDENCE

- A solid belief in one's skills and abilities
- Can be situation specific or general

RESPECT

- To hold an individual's skills and abilities in high regard.

COURAGE

- The strength of will to do what is difficult.

DISCIPLINE

- Holding oneself or a group to a high standard of behavior in a habitual way.

COMMITMENT

- A stated dedication to someone or something.

RESILIENCY

- The ability to bounce back from setbacks or unexpected results.
- Getting back on a successful track.

POSITIVE ATTITUDE

- Expressing an upbeat, optimistic way of thinking, feeling, and acting.
- No complaining.
- No blaming.

HEALTH

- Placing importance on physical and emotional well-being.
- The absence of disease.

WINNING

- Scoring more than the opposition.
- It's better than the alternative.

TRADITION

- Respect for customs and beliefs.
- Doing things a certain way based on past experience.

MONEY

- Financial assets.
- The accumulation of wealth and possessions.

FAME

- Recognition by others.
- Desire to be well-known.

FOCUS

- Giving attention to the task-at-hand.

EDUCATION

- Placing importance on learning.

FORGIVENESS

- Letting go of one's own mistakes.
- Letting go of others' mistakes.

HELPING OTHERS

- Placing importance on assisting other people.

ACHIEVEMENT

- To reach or attain a desired goal or to complete a project successfully.

ENTHUSIASM

- Demonstrating a high level of energy and effort.

PLAY

- Imagination, spontaneity; the ability to be amused.
- Engagement/participation.

STATUS

- Placing importance on rank, position, or relative standing.

FLEXIBILITY

- The ability to adapt to different environments, conditions, or change.

PROFESSIONALISM

- Demonstration of the highest level of skill and competence.
- Acceptance of role.
- Consistency.

SPORTSMANSHIP

- Respect for self, others, and the game.

PRIDE

- Values the efforts of self and others.
- Representing yourself and your team in a positive manner.

PATIENCE

- Accept or tolerate, delay gratification without getting upset or angry.

FAMILY

- Connection to immediate or extended relations.

TOUGHNESS

- The ability to deal with hardship, overcome difficulty, and continue to be effective.

LEADERSHIP

- The ability to create relationships in order to complete a stated goal or mission.

CONSISTENCY

- Performing with little variation over time.

- Being a role model and helping others to achieve, too.

FRIENDSHIP

- Strong ties with family, friends, co-workers, teammates, or members of a certain community.

CREATIVITY

- Placing importance on imagination, inspiration, and inventiveness.

MEANINGFUL WORK

- Doing and providing work that has a purpose and/or significance.

Next, using the circled values above, trim your list to the 15 (or so) values you hold in the highest regard. Which ones are most important to you?

My top 15 (or so) values:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Do not skip ahead at any point in this exercise. Now that you have your top 15 values, go through this new list and circle your top 10. There will be overlap and they're all important, but pick the 10 that are most meaningful to you.

Finally, go through your top 10 values and trim the list once more to your top five and write them below.

My top five values:

Coach Traub's Mental Skills Training Products are available at:



www.SoftballMentalMaster.com

Connecting Potential to Performance



Interest in his 50% Affiliate Program is appreciated.