



"Mental Training Worksheet" For Coaches



Introduction

Thank you for always training players. This "mental training worksheet" for coaches was created for the same purpose as the previously one for players, which is to learn about the ideas of "Morita Therapy" which deepening the self-understanding of coaches.

In the fiercely competitive environment, not only players but coaches also frequently experience anxiety, pressure, stress, etc. Perhaps sometimes they feel that they are going to become dispirited. Our desire is to provide some help to you to help you deal with such emotions so that you can push forward to coach and train the players while maintaining mental health.

Morita Therapy is a method of human understanding and support devised about 90 years ago by psychiatrist Shoma Morita (1874-1938). With a background in Zen ideology, both old and new, it proposes a unique method of understanding and coping with emotions.

In the Morita Therapy, we do not attempt to control or eliminate our unpleasant emotions of anxiety, nervousness, etc. through strong will. That is likely to conversely make our anxiety and nervousness stronger. Instead, rather than resisting unpleasant emotions, it recommends that we accept them as they are and focus on the issues in front of us. This is because in doing so anxiety and nervousness lose their power and naturally weaken.

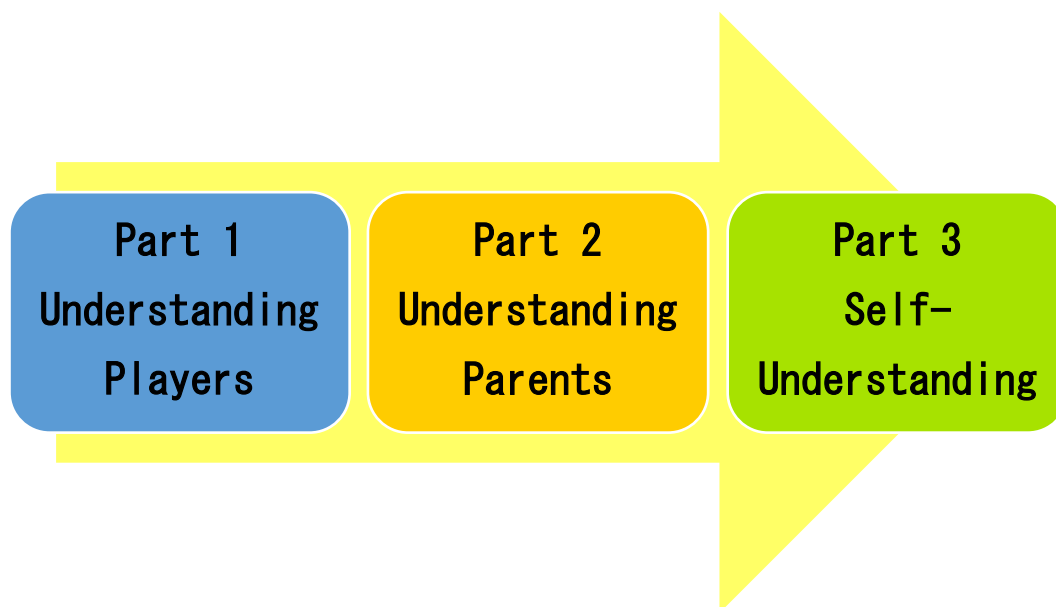
Efforts to deal with anxiety and nervousness, which suppress the manifestation of true ability of players in matches, has been a practical issue in sports psychology for many years, and a variety of mental coaching methods have been developed and implemented.

As Morita Therapy had been used as a treatment for anthropobia and other nervous disorders, until now it has not been adopted in the field of sports, but as stated above it possesses some merits which are not found in traditional mental training methods.

That is why we believe that Morita Therapy can be an effective tool to deal with competition anxiety and various stress experienced by players and coaches before and during matches and help them grow.

This worksheet is still in the trial stage, but we hope to continue incorporating your opinions to make it easier to use and revise it to fit the actual conditions of matches. We hope you will give us your honest opinions.

This program is constructed in three sections.



The content of Part 1 is "Understanding Players". I am sure there are a variety of players in all of your teams. By understanding the players' characteristics and devising a coaching method, you should be able to get more power out of your players than previously. We hope to contribute to the kind of team-creation that will make all of the players feel glad that they are in your teams.

The content of Part 2 is "Understanding Parents". The actions and behavior of parents has a large impact on children in the junior period. That is precisely why it is required to understand the behavior and thoughts of the parents to manage a better team while cooperating with them. We hope to provide you an opportunity to consider how you can cooperate with parents.

The content of Part 3 is "Self-Understanding of Coaches". Here we gain an understanding of the characteristics of personalities and ways of thinking of the coaches themselves.

You will understand your own characteristics and consider ways in which to manifest those characteristics in your coaching. By deepening your understanding of all of your distinct characteristics which you manifest in your coaching, we hope you will find hints which will help you in your future coaching.

Part 1

Understanding Players

In Part 1, we consider how to understand and respond to players.

When coaching players, you probably sometimes feel it difficult to understand each individual player's characteristics. For example, one player may become more enthused by being praised, while another player may respond to a more scolding pep talk. Or, one player may proactively communicate, while another player may have a shy personality and require the coach to proactively communicate with them.

You probably devise coaching methods based on such characteristics of your players. Here we would like to understand the characteristics of players and consider points of view to respond to them.

First, we will examine from what points of view you as a coach evaluate your players, and in what ways your emotions stir regarding your players. Next we will utilize the concepts of Morita Therapy to consider the feelings of the players.

1. What is a player who is easy to coach for you?

e.g.: Hearing instructions properly, Being cooperative, Talking from a player,
Being brightly.

A player who is easy to coach for me _____.

A player who is easy to coach for me _____.

A player who is easy to coach for me _____.

Describe other episode than above, if any. (Free Description)



2. What is a player who is difficult to coach for you?

e.g. Being too quiet, Not to practice seriously, Cannot make a good performance at the match.

A player who is difficult to coach for me _____.

A player who is difficult to coach for me _____.

A player who is difficult to coach for me _____.

Describe other episode than above, if any. (Free Description)



3. How do you handle players who are difficult to coach?

e.g.: Do not choose as regular members, Ignoring them, To make overpraise.

Players who are difficult to coach for me _____.

Players who are difficult to coach for me _____.

Players who are difficult to coach for me _____.

Describe other episode than above, if any. (Free Description)

4.What kind of attitudes do the players adopt in response to that?

e.g.: Listen to what you say only that place, Become more defiant, Coquet

As a result, that I instructed, players become _____.

As a result, that I instructed, players become _____.

As a result, that I instructed, players become _____.

As a result, that I instructed, players become _____.

Describe other episode than above, if any. (Free Description)

5. If you players' attitudes don't change, what other ideas and responses are possible?

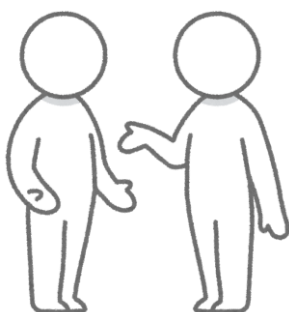
e.g.: To devise a method of exercise contents and the player selection, Try to listen to player's voice.

Things I can do for players are _____.

Things I can do for players are _____.

Things I can do for players are _____.

Describe other episode than above, if any. (Free Description)



commentary



When coaching players, a variety of emotions are generated inside the coach. Coaches have respective values and standards based on experience, such as "players should be like this".

Based on these, it is easy to feel positive feelings of favor, etc. toward players who fit with your own value standards, and to feel negative emotions like feeling they are hard to deal with toward players who stray from those standards.

The fact that these emotions are generated is a type of natural phenomenon, so there is no problem.

However, when a coach becomes wrapped up in negative emotions, it can lead to problems such as having more trouble seeing the players' virtues, becoming excessively angry toward them, or conversely being too reserved toward them.

Even regarding players for whom you favor, their attention may be drawn with maintaining a good relationship with their coach, causing them to become soft regarding the problems they themselves have.

That is why it is important for a coach to understand his tendencies to favor and dislike what types of players, regardless of his or her own condition.

By grasping your own tendencies, you become able to predict the various emotions that will occur, and therefore less likely to get caught up in them.

And in Morita Therapy we believe that one should experience and accept whatever emotions as they come, while at the same time devising coaching and relationships as required for each situation.

In Part 2

understanding of parents

In Part 2, we deepen our understanding of parents.

Many coaches experience the difficulty of interacting with parents. We hear from many coaches about parents who make comments regarding player composition or coaching policy or who are not good at forming good relationships with other parents.

On the other hand, one could say that parents are the greatest ally of a coach in children's sports coaching. Parents are valuable partners who have observed their own children closer than anyone and understand their characteristics well.

It is a matter of how much of a "sympathizer" to the children and the team you can make the parents. Here we would like to understand the characteristics of parents and consider points of view to respond to them.

Here we will utilize the concepts of Morita Therapy to consider the feelings of the parents.



1. What type of parent do you feel favorable toward?

e.g.: Cooperative, Approving of team policy, To praise well children.

A type of parent I feel favorable toward is _____.

A type of parent I feel favorable toward is _____.

A type of parent I feel favorable toward is _____.

Describe other episode than above, if any. (Free Description)

2. What type of parent do you have difficulty with?

e.g.: To shout at the failure of children, Too much make an attention about private information, To criticize the game commands, Too much appeal to for one's child.

A type of parent I have difficulty with is _____.

A type of parent I have difficulty with is _____.

A type of parent I have difficulty with is _____.

Describe other episode than above, if any. (Free Description)

3. How do you interact with the type of parent you have difficulty with?

e.g.: Ceremonially deal with them, Do not talk to them proactively, Have regard to him/her.

In order to knock around a parent whom, I do not like, I _____.

In order to knock around a parent whom, I do not like, I _____.

In order to knock around a parent whom, I do not like, I _____.

What is your attitude to the parent other than what you wrote above? (Free Description)



4. What kind of attitudes do the parents adopt in response to that?

e.g.: Follow the instruction just at the moment, Become even more rebellious, Start buttering up.

The parent whom I deal with reacts in this way, _____.

The parent whom I deal with reacts in this way, _____.

The parent whom I deal with reacts in this way, _____.

Describe other episode than above, if any. (Free Description)

5. What kind of ideas and responses are possible

when relationships with parents do not go well?

e.g.: Give more feedbacks about the child, Listen to the parent even better.

What I can do is, _____.

What I can do is, _____.

What I can do is, _____.

Describe other episode than above, if any. (Free Description)

commentary



In Part 2, we consider ways to interact with guardians.

We are sure that all of you coaches have met many guardians as you have met many players. There may be some guardians who become more enthusiastic about matches than the players themselves, give orders from the audience seats, judge you regarding plays, and make comments about managing the team. Behind the guardians' behavior there may be issues such as their own heightened stress and anxiety or high expectations. It is difficult to change the guardians, but by devising ways to respond to the guardians, you may be able to provide a better sports environment for the team and players.

You have probably experienced many issues such as how to communicate without favoring certain guardians, how to convey the goodness of their children to the parents' whose children are not in the game, and how to share the ideals and goals of the team with guardians. Please try putting these into practice in your own team.

In Part 3

Self-Understanding

In Part 3 we consider methods for understanding your own characteristics.

Just as the players feel nervousness and anxiety in matches, we are sure you coaches do as well. You likely become unable to calm down at times when you have to make important decisions in a match, when you quarrel with parents, when you cannot reach a compromise with other coaches, etc.

Here, you will gain an understanding of your own characteristics and consider ways in which to manifest those characteristics in your coaching. These are behaviors you casually engage in normally while coaching, but they may reflect your own characteristics. Please utilize your understanding of your characteristics in your future coaching.

Morita Therapy is a treatment method which is effective for people with personalities that easily become anxious or nervous, or who are easily taken by such emotions when engaging with things. Here we will check your personality tendencies from these points of view, and hope it is useful for your self-understanding.

1. Understanding of own character

✓Place a check mark on the article if you find your character.

- | | | |
|--|--|--|
| <input type="checkbox"/> Kind | <input type="checkbox"/> Keener | <input type="checkbox"/> Shy with new people |
| <input type="checkbox"/> Strong willed | <input type="checkbox"/> Serious | <input type="checkbox"/> Inhibited |
| <input type="checkbox"/> Easy going | <input type="checkbox"/> Mindful | <input type="checkbox"/> Worrier |
| <input type="checkbox"/> Humorous | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Easily swayed |
| <input type="checkbox"/> Leadership | | |

Your character other than above that you come up with

My character is, _____.

My character is, _____.

My character is, _____.

My character is, _____.

My character is, _____.



What is your character you come up with other than you wrote above?
(Free Description)

commentary



If you placed check mark on positive articles...

The positive contents you check are the strong points of your personality, and are surely useful resources in coaching or when dealing with various issues.

Being aware of your own strong points will increase your self-affirmation and confidence, protecting your mind's health from daily stress. Please continue to expand and refine your unique characteristics in the future.

However, some behavior patterns that lead to success in certain circumstances may not do well in other circumstances or human relations. Your strengths may become weaknesses depending on the time and situation. In order to be able to notice and adjust trajectory even in such cases, it is important to listen earnestly to the opinions of others to have regular opportunities to see yourself objectively.

commentary



If you placed check mark on worrier, anxious and nervous...

Do you think that becoming anxious or nervous is a **"bad thing"**? Anxiety and nervousness are important functions of the mind.

Anxiety and nervousness are proof that you have a desire to improve. Anxiety that "what should I do if the team loses?" and "what should I do if it goes wrong?" is generated because of your strong feelings that "I want to make the team win" and "I want to grow as a coach".

Actually, anxiety and worry also become an **engine for your "motivation"**. It is precisely because you think "what should I do" that you attempt to learn and strive to improve your coaching skills.

2. What do you concern about when you coach?

e.g.: Contents of training, results of the game, Communication with players, Competence as a player, Competence as a model, Time management, Competence as a leader, Physical condition, Condition of players, Criticisms toward my strategic decision, Selection of starting members, Balance of work and private life, Competence of the opponent team.

As a coach, I concern about _____.

As a coach, I concern about _____.

As a coach, I concern about _____.



Describe other episode than above, if any. (Free Description)

Psychic interaction

Exeats a case of Basketball

Coach A felt that while shooting before practice, his/her wrist snap was somehow different than usual. He/she was concerned by the angle of his/her wrist when making a shot. The more he/she worried about his/her wrist, the more he/she became anxious, thinking "I might not be able to make shots today".

The practice started, and Coach A had a chance to show the team an example. He/she dribbled, passed the opponent, and shot a lay-up as usual, but no matter what he/she worried about his/her wrist and couldn't make the shot. Even more, when making other shots as well he/she was more worried about his/her wrist snap than the goal. And so as expected his/her anxiety that "today I might not make shots..." was heightened before shooting.

In Morita Therapy, this "vicious cycle" of "something bothers you ⇒ you pay attention to it ⇒ anxiety increases ⇒ you pay attention to it ⇒ anxiety increases even more" is called "psychic interaction".

So what should you do about it? There is no need to forcibly control your anxiety. Please focus on what you need to do, for example "making the goal", even as you feel the anxiety. At some point you will forget about your wrist, and you may stop noticing your anxiety as well.

3. How are you coping or dealing with your concern?

e.g.: Neglecting the problem, Trying to resolve or improve the problem.

I deal with my concern by _____.

I deal with my concern by _____.

I deal with my concern by _____.



4. What was the consequence of your action?

Law of the emotion

Before an important match, etc., anxiety and nervousness well up from somewhere whether you want them or not. These emotions occurring are a type of natural phenomenon. Just as you cannot control tomorrow's weather, in Morita Therapy we believe that you cannot control your emotions under your own efforts either. Conversely, as explained in "psychic interaction", the more you attempt to focus on your emotions and control them, the more energy the emotions have, and the stronger they will become.

So how should you respond to emotions you cannot control? In Morita Therapy, we believe that accepting emotions which occur as they are is important. By doing so, the emotions which seemed so power will eventually cease to bother you.

5. What kind of beliefs do you bear in mind when you coach?

✓Check the items which indicate your beliefs.

- ☐ I want to teach the players about the pleasure of sports.
- ☐ I want the players to be excellent persons through sports activity.
- ☐ I always should be superior.
- ☐ I always should not make mistakes.
- ☐ I don't want to be laughed at by everyone.
- ☐ I should be liked by everyone.
- ☐ I always should be perfect
- ☐ I am an incompetent person.
- ☐ I always should complete my tasks.



What else do you bear in mind when you coach?



Contradiction of thoughts

There is the ideal you which is "how you want to be", and there is the current you which is way behind that. In Morita Therapy this is called the "contradiction of thoughts". And there may also be the you which compares your ideal self with your current self and is depressed because you "are still not good enough..."

But there is no need to be depressed. It is precisely because our current selves do not reach our ideal selves that we are able to make efforts thinking "I want to grow more". If we were satisfied with our current selves, thinking "this is good enough", we might lose our desire to improve.

We believe you should make steady efforts, step by step, toward your ideal self. If you are closer to your ideal self today than yesterday, and tomorrow than today, even just a little, isn't that a wonderful thing?

6. What is the feeling of wanting to grow (desire for life) that is behind the things that concern you?

e.g.: Desire to win, To grow, To keep my own pace.

✓Check the items which indicate your belief.

- | | |
|--|---|
| <input type="checkbox"/> I want to win. | <input type="checkbox"/> I want to be famous. |
| <input type="checkbox"/> I want to make progress. | <input type="checkbox"/> I want to try. |
| <input type="checkbox"/> I want to be approved. | <input type="checkbox"/> I want to enjoy. |
| <input type="checkbox"/> I want to challenge a new task.. | <input type="checkbox"/> I want to be significant. |
| <input type="checkbox"/> I want to play an important part. | <input type="checkbox"/> I want to stand out. |
| <input type="checkbox"/> I want to grow. | <input type="checkbox"/> I want to be rich. |
| <input type="checkbox"/> I want to acquire new techniques. | <input type="checkbox"/> I want to cooperate. |
| <input type="checkbox"/> I want to keep my own pace. | <input type="checkbox"/> I want to approved by other coaches. |
| <input type="checkbox"/> I want to take risks. | <input type="checkbox"/> I want to be appreciated by players and their parents. |
| <input type="checkbox"/> I want to be liked by everyone. | <input type="checkbox"/> I want to lead my team to victory. |
| <input type="checkbox"/> I want to be respected. | |

My goal is _____.

My ideal team is _____.

I want to become _____.

My ideal is _____.

What I want to do is _____.





Positive emotions (desire for life)

I want to be
I want to do

- approved
- win
- be significant

Negative emotions

tension

fear

anxiety

Contradiction of
thoughts

Feeling difficulty
in coaching

Concerning about
reputation

Less motivated

Psychic
interaction

concern

Fear and anxiety

Fear and anxiety are behind the negative actions we take. There are 2 reasons fear and anxiety increase. One is the psychic interaction, and the other is the contradiction of thoughts. Let's try accepting our fear and anxiety "as it is", and focus on the "desire for life" that is behind them.

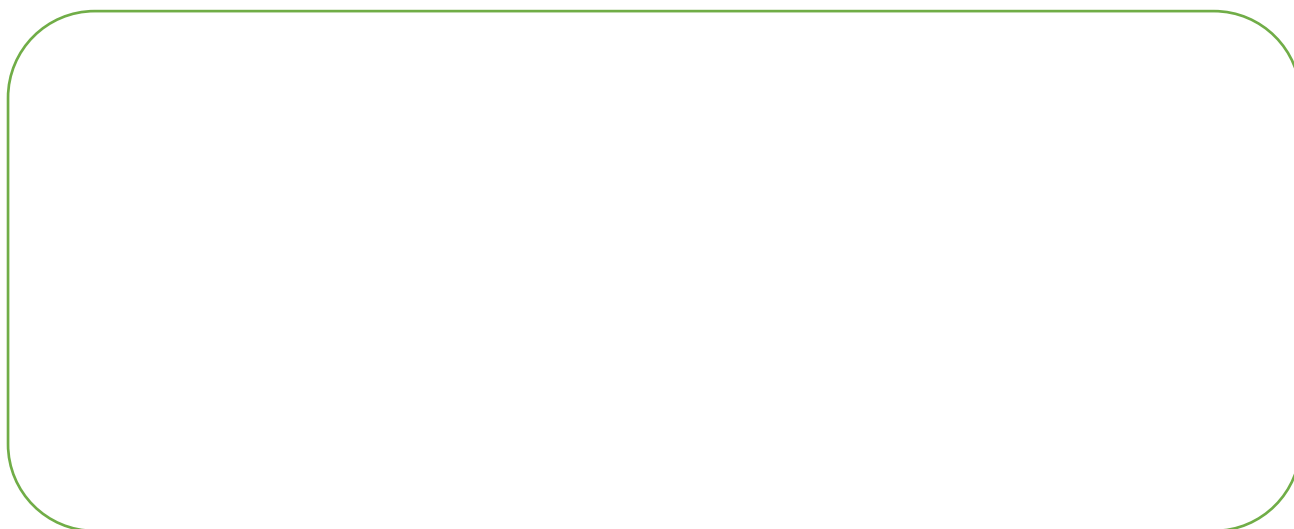
Desire for life

In Morita Therapy, we believe that there is "desire for life" saying "I want to do _____" behind anxiety. For example, a person with a strong anxiety of "what should I do if they lose under my command" has a strong feeling of "I want to make the team win". Behind the feelings of "I don't want to be made fun of by the other coaches and teams" and "I am anxious about whether I can communicate well with the supporting parents" are the "desire for life" of "I want to be accepted" and "I want to get along well with the parents".

Anxiety and ambition are 2 sides of the same coin. Those with strong anxiety also have proportionally strong ambition to grow. Go toward your goals and ideals while using anxiety as your accelerator.



7. What can you do to realize desire for life?



You should take this opportunity to search for a variety of desire for life. Put aside the evaluation of others for a moment, and try emphasizing what you feel in your own mind.

For example, you will feel so happy when your team win the game.
You will be proud when you acquire a new skill.
You will feel happy when you see the players expressing pleasure.
You will be impressed when you see the beautiful sunrise or sunset while going to work or going home. You will be also impressed when you see the beautiful cherry blossoms in spring or red leaves in autumn around the gymnasium.

We hope you will find many wonderful things.



**Let's practice Morita Therapy
before and after the important games**



Feelings before the games

→How do you feel before the game?

✓Check items which indicate your feelings before the game

- ☐ I feel happy.
- ☐ I get motivated.
- ☐ I will do my best.
- ☐ I want to win.
- ☐ I get excited.

1. I get into the game without any change.
2. I stop for a while, and think of others and surroundings.

Imagine what you can do now?

- ☐ I feel nervous.
- ☐ I have the racing pulse.
- ☐ I feel hurt.
- ☐ I get a stomachache.
- ☐ I am worried.
- ☐ What should I do if I lose the game.
- ☐ I don't want to be made fun of by the others.
- ☐ What should I do if I am disliked.
- ☐ What should I do if my team lose the game because of my mistake.
- ☐ Others ()

Remember your "desire for life" and write them down here.

Fear Plunging

Anxiety is an unpleasant emotion, but trying to rush away from it will not remove it but conversely make it stronger. This will cause you to become more and more bound by anxiety.

In Morita Therapy, the attitude and behavior of not running from the objects which create anxiety but bravely diving into them is important, and it is called "fear plunging". As you plunge, you will gradually get used to the emotion of anxiety, and eventually it will not bother you. At the same time, your own sense of accomplishment and confidence toward what you have achieved will increase. Even if a storm is raging all around a hurricane, if you push through into the eye, it is calm and clear there.

→How did you feel after the game?

✓Check items which indicate your feelings after the game

- | | |
|---|---|
| <input type="checkbox"/> I was satisfied with player's performance. | <input type="checkbox"/> I was worried how other coaches and parents see my coaching in the game. |
| <input type="checkbox"/> I got happy to win the game | <input type="checkbox"/> I felt sorry for losing because of my fault. |
| <input type="checkbox"/> I was embarrassed by losing the game. | <input type="checkbox"/> I got frustrated by player's performance. |
| <input type="checkbox"/> I was embarrassed by mistakes. | |
| <input type="checkbox"/> As expected, I thought I lose the game. | |

Did you have any other feelings other than the above? (Free description)

→What did you do after the game?

✓Check items which indicate your behavior after the game.

- ☐ I admired players.
- ☐ I explained game strategies to players.
- ☐ I gave players some words to calm down.
- ☐ I encouraged players to enhance team moral.
- ☐ I gave a shout to a player who had a mistake.
- ☐ I got angry.
- ☐ I did not know what I should do.
- ☐ I could not get voices from bench out of my head.
- ☐ I gave players the stink eye.
- ☐ I behaved violently.
- ☐ I ignored players.
- ☐ I gave only skillful players too much attention.
- ☐ I took a critical attitude to opponents or umpires.

What else do you behave after the game?

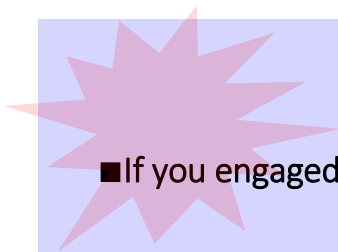


■If you engaged in positive behavior after a match...

For example, by praising based on good plays and achievements during a match, the players' confidence in their abilities and skills and motivation toward competing will increase. The players will also feel that "the coach is watching me closely", deepening the trust relationship.

On the other hand, if the coach only praises certain players or praises or scold's players in comparison to other players, this can lead to a decrease in motivation and trust.

Even if they were not able to play an active role in the match, by focusing on a player's effort, growth, attempts, potential, etc. will convey that the coach is expectant of them and will give the player great encouragement.



■If you engaged in negative behavior after a match...

Emotions such as fear and anger will not directly lead to negative behavior in the players. Each individual decides how they will react to a certain emotion.

Behind negative emotions is the persistent "Desire for life" hoping for improvement and growth, such as "I want to make the team stronger", and "I want to players to grow more".

Rather than letting negative emotions get the better of you, it is important to constructively express your desire to improve and grow the team as the coach while feeling the emotions as they come.

→Finally, what can you do for achieving your “hope?”

- ① To players who could perform greatly in the game.
- ② To players who could not perform greatly in the game.
- ③ To parents

What are the things you can do from tomorrow?



Dou you have any remarks during you do this worksheet?

Thank you very much.

Did do you have any remarks?

Your remarks may change your thoughts and behavior.

All of us you wish you the best of luck with everything.



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