



# PREMIER MINDSET PROGRAM TRAINING PLAN TWINS SPRING TRAINING 2020

1. LOGIN: GO TO [PMPV2.COM](http://PMPV2.COM)

2. THE TRAINING PLAN

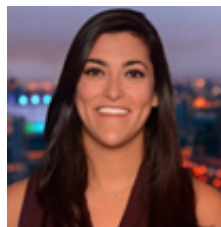
- 4-WEEK PLAN, TWO 30-MINUTE SESSIONS PER WEEK
- FOCUS, MOTIVATION, MINDFULNESS AND EMOTIONAL REGULATION
- WEEKLY WORKSHEETS AND EXERCISES TO PUT INTO PRACTICE WHAT YOU LEARNED



## CONTACT INFORMATION



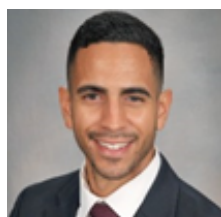
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# PREMIER MINDSET PROGRAM TRAINING PLAN

## TWINS SPRING TRAINING 2020



### WEEK 1: FOCUS

#### DAY 1

- “Introduction” reading and video
- “Building Focus: Routines” reading
  - “Attention as a Limited Resource” video
- “Managing Distractions: Action Plans” reading
- “Action Plan Exercise” worksheet

#### DAY 2

- “Focus to Performance Mindset” videos and reading
- “Performance Matrix Exercise” section reading
  - “Peak and Poor Performance Matrix” worksheet



### WEEK 2: MINDFULNESS

#### DAY 1

- “Introduction” reading and video
  - “The Benefits” video
- “Mindfulness Practices” section reading
  - “Mindfulness Exercise” video

#### DAY 2

- “Mindfulness Meditations: Guided Meditations” reading
- “Mindfulness Meditations: Mindful Breathing” reading
- “Wrap Up” reading
  - “Returning to the AAA Model” video



# PREMIER MINDSET PROGRAM TRAINING PLAN

## TWINS SPRING TRAINING 2020



### WEEK 3: MOTIVATION

#### DAY 1

- **"The Anatomy of Motivation: Vision, Values and Passion"** reading
  - **"Introduction"** video
  - **"Values"** worksheet
  - **"Passion"** worksheet

#### DAY 2

- **"Goal Setting"** video
  - **"Performance Goals"** reading
  - **"Process Goals"** reading
  - **"Goal Setting in Action"** reading
    - **"Goal Setting Exercise"** worksheet



### WEEK 4: EMOTIONAL REGULATION

#### DAY 1

- **"Introduction"** video
- **"Emotional Awareness"** reading
  - **"Acceptance"** video
- **"Emotional Awareness Exercise #1: Emotions Log"** worksheet
- **"Emotional Awareness Exercise #2: Controllables And Uncontrollables"** worksheet

#### DAY 2

- **"Tool #2: The SERR Model"** reading
  - **"Controllables and Uncontrollables"** video
  - **"SERR Model Exercise"** worksheet
- **"Optimal Performance Curve"** video
- **"Activation Curve Exercise"** worksheet



# WEEK 1: FOCUS

## DAY 1

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "INTRODUCTION" SECTION AND WATCH THE "INTRODUCTION" VIDEO



READ THE "BUILDING FOCUS: ROUTINES" SECTION AND WATCH THE "ATTENTION AS A LIMITED RESOURCE" VIDEO



READ THE "MANAGING DISTRACTIONS: ACTION PLANS" SECTION



COMPLETE THE "ACTION PLAN EXERCISE" WORKSHEET

### PUT IT INTO PRACTICE:

REVIEW YOUR DISTRACTIONS, TRIGGERS AND ACTION PLAN FROM YOUR "**ACTION PLAN EXERCISE**" WORKSHEET BEFORE EACH PRACTICE. TRY TO IMPLEMENT THE ACTION PLAN WHEN YOU NOTICE YOURSELF GETTING DISTRACTED DURING PRACTICE.



# ACTION PLAN EXERCISE

NAME:

Think about a recent performance or anticipate an upcoming one, and complete the following. When finished, be sure to save your work to your computer or mobile device.

**What have been my distractions?** *Examples might be: the crowd, my opponent, negative thoughts or doubts, and yes, from time to time, even my coach.*

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**What might distract me in the future? What are my “triggers?” What gets under my skin or takes me out of my game?** *Examples might include: trash talk, aggressive play by my opponents, hard fouls, bad officiating, and the like.*

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**What are three things I can focus on, in the moment, to re-direct my attention to something constructive? This is your Action Plan.** *Remember to focus on things that you can control: namely, Actions and Behaviors. Examples might include: move my feet, maintain my position, find the ball, be a vocal leader.*

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**BRIEF:** Create a list like this before each performance, and review it frequently as part of your pregame preparation. You shouldn't assume that your distractions will be consistent from performance to performance. As distractions are filtered out, new ones drift in, so do your best to identify them in advance, and accept that, no matter how well you prepare, unanticipated distractions will arise from time to time. Your action plan will ensure that no matter how surprising or how enduring your distractions may be, you always have a way out of them.

# WEEK 1: FOCUS

## DAY 2

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "FOCUS TO PERFORMANCE MINDSET" SECTION



WATCH THE "SELECTIVE ATTENTION: PART 1" VIDEO



WATCH THE "SELECTIVE ATTENTION: PART 2" VIDEO



READ THE "PERFORMANCE MATRIX EXERCISE" SECTION



COMPLETE THE "PEAK AND POOR PERFORMANCE MATRIX" WORKSHEET

### PUT IT INTO PRACTICE:

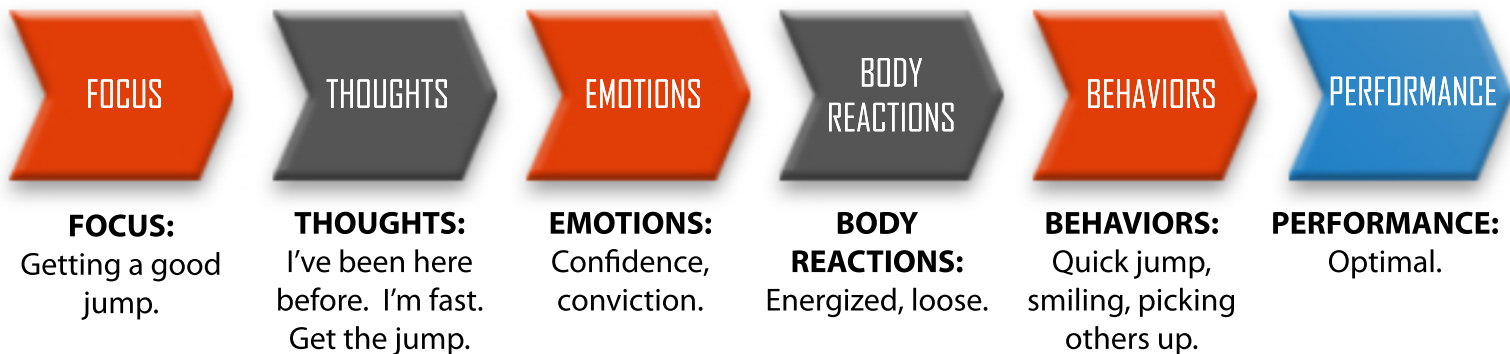
APPLY THE **FOCUS TO PERFORMANCE MINDSET MODEL** DURING PRACTICE BY BRINGING AWARENESS TO YOUR FOCUS, THOUGHTS, EMOTIONS, BODY REACTIONS, AND BEHAVIORS. NOTICE HOW EACH OF THESE AREAS CHANGE WHEN YOU SHIFT YOUR FOCUS.



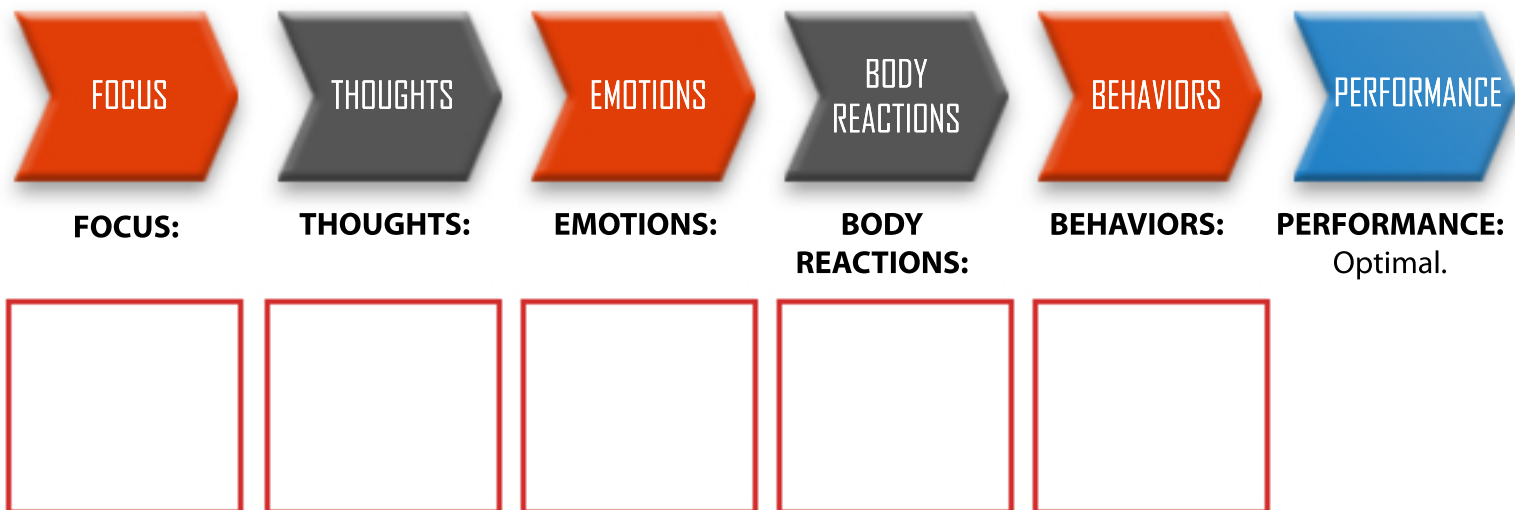
# PEAK PERFORMANCE MATRIX

NAME:

Below is an example of what we call a performance matrix, which allows us to map an athlete's mindset from focus through performance. In this first example, we've mapped a peak performance of a hypothetical track athlete.



Take a moment to reflect on a peak performance of your own, and map it onto the matrix below. Start with your focus, which is the initiating force in your mindset sequence, then move to what you were thinking, what you were feeling, how your body felt, and how you acted or behaved. Dig in and complete these fields as accurately as you can manage.

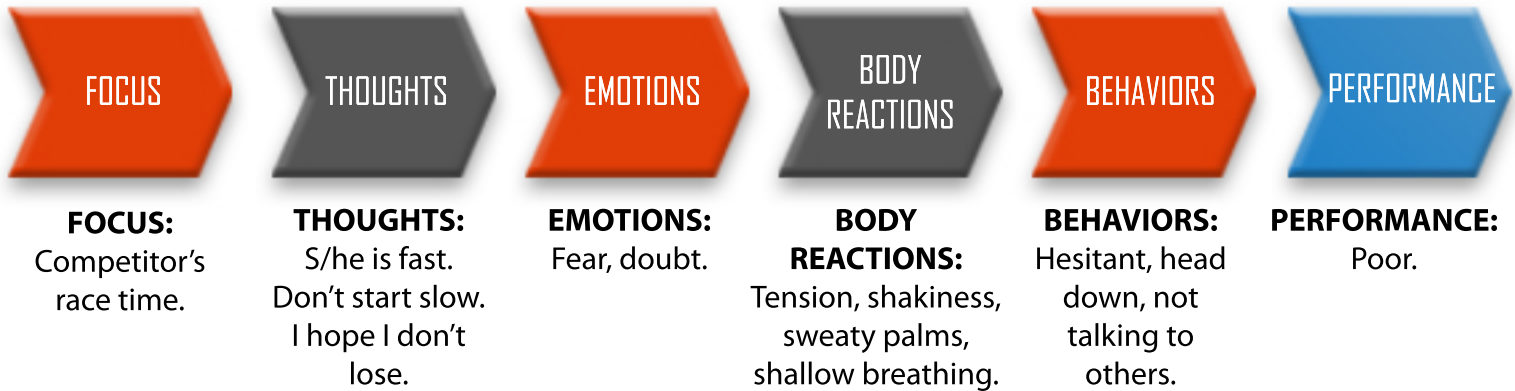


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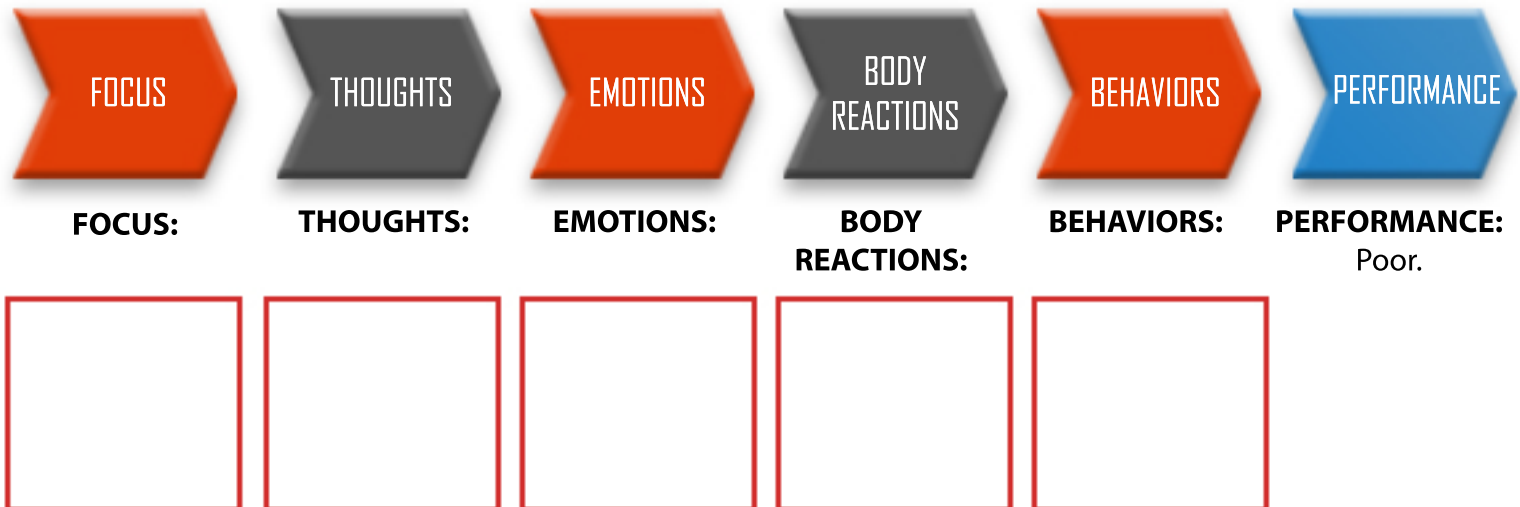
# POOR PERFORMANCE MATRIX

NAME:

Now let's move on to a poor performance scenario for our hypothetical sprinter, and map it onto its own matrix.



Reflect on a poor performance of your own, and fill in the fields below. As before, start with your focus, and move left to right to your thoughts, emotions, your body sensations, and your actions or behaviors.



Dig in and complete these fields as accurately and honestly as you can manage. When you've finished, save and close your work, and we'll run through some takeaways and next steps back in the module.



# WEEK 2: MINDFULNESS DAY 1

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "INTRODUCTION" SECTION



WATCH THE "INTRODUCTION" VIDEO



WATCH "THE BENEFITS" VIDEO



READ THE "MINDFULNESS PRACTICES" SECTION



WATCH THE "MINDFULNESS EXERCISE" VIDEO

## PUT IT INTO PRACTICE:

PRACTICE THE **S.T.O.P. SEQUENCE** THROUGHOUT YOUR DAY. REMINDER: **S**TOP, **T**AKE A BREATH, **O**BERVE, AND **P**ROCEED. DURING PRACTICE OR GAMES, USE THE **S.T.O.P. SEQUENCE** TO BRING YOURSELF TO THE PRESENT MOMENT AND NOTICE THE THOUGHTS AND EMOTIONS YOU ARE EXPERIENCING



# WEEK 2: MINDFULNESS DAY 2

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "MINDFULNESS MEDITATIONS: GUIDED MEDITATIONS" SECTION



READ THE "MINDFULNESS MEDITATIONS: MINDFUL BREATHING" SECTION



READ THE "WRAP UP" SECTION



WATCH THE "RETURNING TO THE AAA MODEL" VIDEO

## PUT IT INTO PRACTICE:

DURING PRACTICE OR GAMES THIS WEEK, WHEN YOU FEEL YOURSELF EXPERIENCING PRESSURE OR GETTING DISTRACTED, TRY USING THE **AAA MODEL**. BE AWARE, PRACTICE ACCEPTANCE, AND NOW REFOCUS YOUR ATTENTION TO THE TASK AT HAND. HINT: YOU CAN USE THE **S.T.O.P. SEQUENCE** TO INCREASE YOUR AWARENESS IN THE FIRST STEP OF THE AAA MODEL.



# WEEK 3: MOTIVATION

## DAY 1

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "ANATOMY OF MOTIVATION: VISION, VALUES, AND PASSION" SECTION



WATCH THE "INTRODUCTION" VIDEO



COMPLETE THE "VALUES WORKSHEET"



COMPLETE THE "PASSION WORKSHEET"

### PUT IT INTO PRACTICE:

TAKE TIME TO THOUGHTFULLY COMPLETE THE "**VALUES**" AND "**PASSION**" WORKSHEETS. KEEP THE WORKSHEETS IN A VISIBLE PLACE, SO YOU CAN EASILY REVISIT AND INTENTIONALLY PRACTICE THE VALUE-BASED BEHAVIORS YOU HAVE IDENTIFIED.



# VALUES WORKSHEET

NAME:

After thinking through your "retirement day" scenario, write the top-3 values you've identified in the boxes below. If you're struggling to identify individual values, remember that your values are the principles that are most important to you. They are what define your fundamental character, what give meaning to your sport, what would compel you to take a stand, and so on. In the adjacent boxes, take a few moments to define each of these values: what they mean, perhaps what they don't mean, and how each value looks when it is displayed.

**VALUE #1**

**In your own words, what does this value mean? How does it look?**

**VALUE #2**

**In your own words, what does this value mean? How does it look?**

**VALUE #3**

**In your own words, what does this value mean? How does it look?**

Keep your values in mind and continue to the next page.

# VALUES WORKSHEET

PAGE 2

Once you have chosen and defined your top-3 values, think about what behaviors would align with those values. Be specific and be reasonable. These behaviors will be your personal code of conduct or "rules of play" that will ensure that you are performing and behaving in a manner consistent with your values. Acting in accordance with your values, whether in practice, team meetings, or competition, will give your performances purpose, maintain your motivation levels, and make goal-setting and goal-attainment more manageable. If being team-oriented is one of your values, examples of corresponding behaviors may include: showing vocal leadership in practice, being first to line up for drills, encouraging teammates, and setting a high standard for practice or game intensity

**VALUE #1**

**Values-based behaviors**

**VALUE #2**

**Values-based behaviors**

**VALUE #3**

**Values-based behaviors**

When finished, save your work. We recommend printing this exercise and keeping/displaying it in a conspicuous place, like your locker and/or training journal, to remind you not only of what you value, but how those values can be manifested in your everyday choices and behaviors.

# PASSION WORKSHEET

NAME:

If you've played your sport for several years, there likely is (or was) something that you really enjoyed about it. Connecting to the things you love about your sport can help provide you with more intrinsic motivation – your “why” – and ultimately help you better enjoy your sport. Take a moment to reflect on what you love about your sport and list the top three reasons why you are passionate about it. Examples might include: I love to compete; I love to get better; and I'm good at it.

**PASSION #1**

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**PASSION #2**

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**PASSION #3**

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It's also important to be aware of the factors that might be competing against your motivation to play. These can be things such as the pressure to succeed, difficult relationships with a teammate or coaches, etc. Reflect on these roadblocks for a few moments and then list any factors that you can think of that could be diminishing your motivation.

**ROADBLOCK #1**

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**ROADBLOCK #2**

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**ROADBLOCK #3**

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**SUMMARY:** Being aware of your passions and roadblocks will provide you with a roadmap of what you need to hold on to (what motivates you) and what you might need to resolve (whatever is de-motivating you) to maintain your motivation levels. Clearly stating your passions is a great way to keep what matters most in plain view. It can be easy to fall into a cycle of focusing on the negative factors that are detracting from your motivation, especially during times when you might be experiencing a dip in your performance. Coming back to your passions and what makes your sport worthwhile is a useful tool to fight fatigue and burnout, and to give yourself a jolt when you're feeling flat or unmotivated.

# WEEK 3: MOTIVATION

## DAY 2

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "MOTIVATION STRATEGIES: GOAL SETTING" SECTION



WATCH THE "GOAL SETTING" VIDEO



READ THE "PERFORMANCE GOALS" SECTION



READ THE "PROCESS GOALS" SECTION



COMPLETE THE "GOAL SETTING EXERCISE WORKSHEET"

### PUT IT INTO PRACTICE:

COMPLETE THE "GOAL SETTING CHECK-IN WORKSHEET" AT THE END OF EACH DAY. FOLLOW THE INSTRUCTIONS ON THE WORKSHEET TO TRACK YOUR PROGRESS.



# GOAL SETTING EXERCISE

NAME:

Creating goals is a process. It requires that you identify your single outcome goal AND the structural goals required to achieve it. Take a moment to identify an outcome goal you'd like to achieve in the next couple of months. Then, identify five process goals you can begin today that will help you reach your desired outcome.

## **OUTCOME GOAL—**

**The Ultimate Goal I want to accomplish is:** \_\_\_\_\_

**My deadline for accomplishing it:** \_\_\_\_\_

REMEMBER YOUR PROCESS GOALS ARE THE DAILY AND WEEKLY TASKS YOU CAN CONTROL THAT WILL DRIVE YOU TOWARD YOUR OUTCOME GOAL.

**Process Goal #1** \_\_\_\_\_

**Process Goal #2** \_\_\_\_\_

**Process Goal #3** \_\_\_\_\_

**Process Goal #4** \_\_\_\_\_

**Process Goal #5** \_\_\_\_\_

You can save and close your work. You may choose to reference the process goals you've listed here in the upcoming "Goal Setting in Action" exercise back in the module.



# GOAL SETTING CHECK-IN


NAME:

Once you have set your goals, record your daily progress in the fields below. This will help you see where and when you are doing well, and where and when you may need to adjust your strategies to achieve your objectives.

On those days that you hit your goals, place a check in that day's box. If you miss on your goals for a day, you likely know the reasons why. Jot them down in the notes field. This isn't an occasion to get down on yourself, but to learn your obstacles so you're better equipped to overcome them tomorrow. When we hit we grow, and when we miss we learn.

At the end of each month, go back and review these efforts, taking note of your progress, and any themes you notice for those days when your goals were missed.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
WEEKLY PROCESS GOALS:						
NOTES:						
WEEKLY PROCESS GOALS:						
NOTES:						
WEEKLY PROCESS GOALS:						
NOTES:						
WEEKLY PROCESS GOALS:						
NOTES:						



# WEEK 4: EMOTIONAL REGULATION DAY 1

CHECK THE BOX AFTER COMPLETING EACH SECTION



WATCH THE "INTRODUCTION" VIDEO



READ THE "EMOTIONAL AWARENESS" SECTION



WATCH THE "ACCEPTANCE" VIDEO



COMPLETE THE "EMOTIONAL AWARENESS EXERCISE  
#2: CONTROLLABLES AND UNCONTROLLABLES"  
WORKSHEET

## PUT IT INTO PRACTICE:

INCREASE YOUR EMOTIONAL AWARENESS BY CHECKING IN WITH YOURSELF 4-5 TIMES EACH DAY. DO THIS BY USING THE "**EMOTIONAL AWARENESS EXERCISE #1: EMOTIONS LOG**" WORKSHEET.



# CONTROLLABLES/UNCONTROLLABLES EXERCISE

NAME:

One efficient way to manage our emotions is to choose what we focus on. In nearly all cases, our most crushing frustrations and persistent anxieties come from routinely focusing on uncontrollables. To break this cycle, get in the habit distinguishing between those focus points that are within your control, and those that are outside of it.

Take a moment and think about the things you think about and react to most often during practices and competitions. In the columns below, organize them by whether they are controllable or uncontrollable. Be honest with yourself, and remember the general rule: anything beyond our focus and our behaviors is generally beyond our control.

## CONTROLLABLE



### Examples:

My effort, my aggressiveness, my mechanics, my focus, what I say and do for my teammates

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### Examples:

Referee calls, opponent play, coaching decisions, past mistakes, future situations



## UNCONTROLLABLE

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**BRIEF:** Make a practice of differentiating between controllables and uncontrollables in real time in your everyday life. When you find yourself focusing on an object, event, or circumstance that you cannot control, simply acknowledge the fact that you can't control it (you can literally say to yourself, "I can't control this") and then shift your focus to something that you can control. This can take some time and practice to get right, but in time, it will become automatic, and will help you manage undesirable emotions and create room for positive ones.

# EMOTIONAL AWARENESS: EMOTIONS CHECK-IN

NAME:

The purpose of this exercise is simply to gain some awareness of the general emotions we feel on a day to day basis. The best way to accomplish this is through routine self-check-ins. So set a timer on your phone to go off every couple of hours—target 4-5 check-ins per day. Random times work better than routine times, so try to avoid completing these checkins at every meal, or every day before and after practices. The best results come for times during your day when you are doing a variety of different things, or nothing at all. When your alarm goes off, take a single moment or two to reflect on how you are feeling right then and there, and write it in the box below.

Be as specific as you can with what you call your emotions. Writing "okay" is less valuable than, say, writing "content" or "even-keeled." The distinctions between emotions can be subtle, but even similar emotions bear important differences, and we want to have those differences recorded. In the adjacent box, write what is going on in the present moment, or in the moments immediately preceding it, that might be impacting how you feel. Note the weather, if it is relevant, or who you are with, what you are doing, or what you are focusing on. These might or might not be actual triggers for your emotions, but logging them consistently will allow you to see patterns over time. Keep this exercise simple. A couple of words written in a couple of seconds should suffice.

## EMOTION

## SITUATION/ENVIRONMENT

CHECK-IN #1 \_\_\_\_\_

\_\_\_\_\_

CHECK-IN #2 \_\_\_\_\_

\_\_\_\_\_

CHECK-IN #3 \_\_\_\_\_

\_\_\_\_\_


CHECK-IN #4 \_\_\_\_\_

\_\_\_\_\_

CHECK-IN #5 \_\_\_\_\_

\_\_\_\_\_

**BRIEF:** Try to keep this exercise going for at least 3-4 days per week, and ideally, for about 3 weeks. You're creating thought patterns that, in time, will be second-nature to you, and won't require a pen and paper. For now, though, making these emotions and environments tactile by writing them will make the process memorable and informative (by being able to see the situations that surround certain emotions). Keep at it!



# WEEK 4: EMOTIONAL REGULATION DAY 2

CHECK THE BOX AFTER COMPLETING EACH SECTION



READ THE "TOOL #2: THE SERR MODEL" SECTION



WATCH THE "CONTROLLABLES AND  
UNCONTROLLABLES" VIDEO



COMPLETE THE "SERR MODEL EXERCISE" WORKSHEET



WATCH THE "OPTIMAL PERFORMANCE CURVE" VIDEO



COMPLETE THE "ACTIVATION CURVE EXERCISE"  
WORKSHEET

## PUT IT INTO PRACTICE:

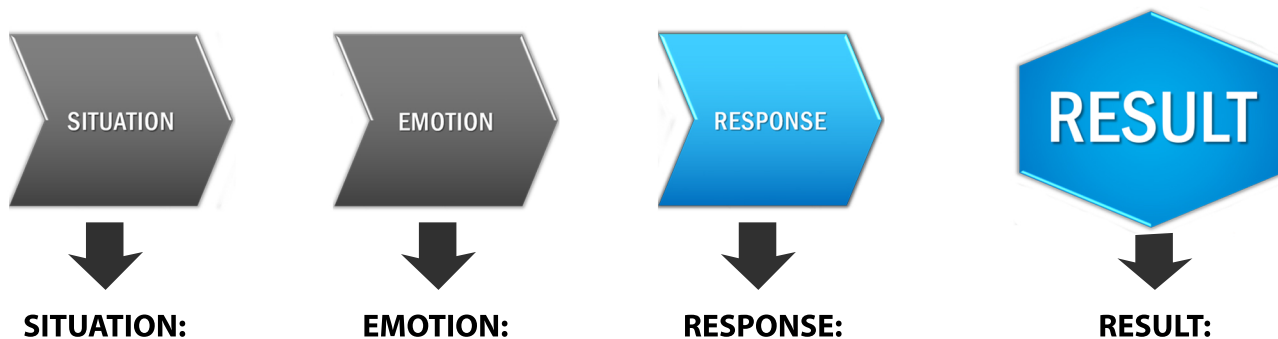
NOTICE WHEN YOUR ATTENTION IS FOCUSED ON THE UNCONTROLLABLES THROUGHOUT YOUR DAY. APPLY THE **SERR MODEL** IN THESE MOMENTS. BRING YOUR ATTENTION BACK TO THE CONTROLLABLES.



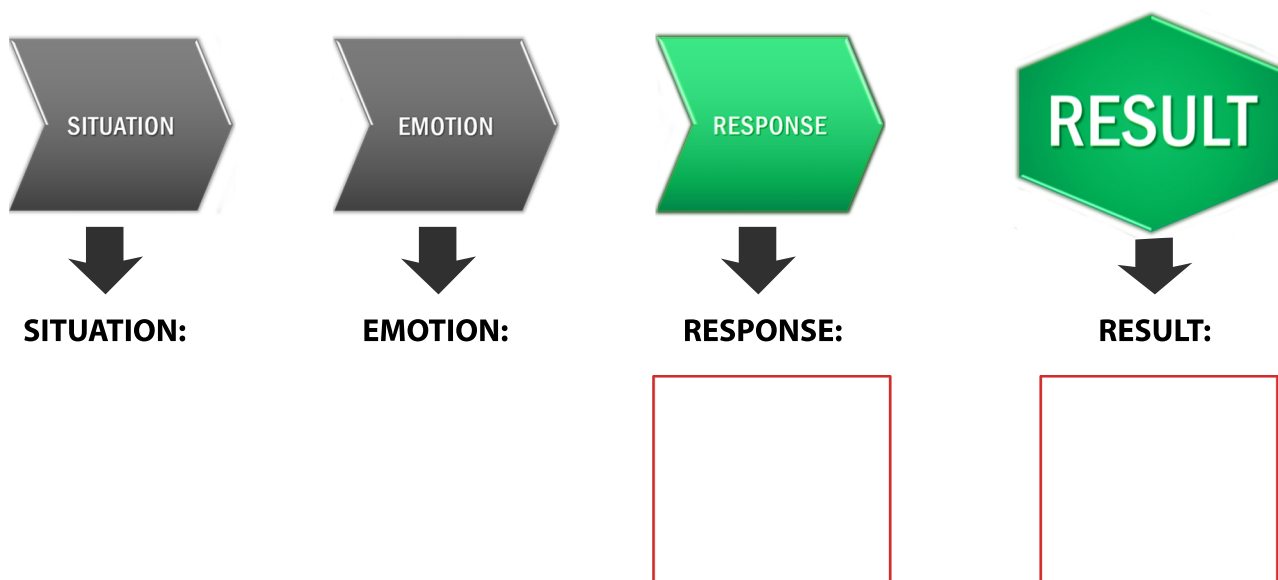
# SERR MODEL EXERCISE

NAME:

Give the SERR process a practice run for yourself. Take a moment and identify a situation that triggered a negative emotion, and map it out below—from situation, through emotion and response, to the ultimate result.



Whether your responses to this situation were ideal or unideal, we can always look for improvement. In this round, let's remap this situation and target a better response. If it helps, start with your desired result first, then work backward to a response most likely to deliver it. When thinking through conflict using the SERR in real life and real time, working backward from our desired outcome is the most common and effective approach. When you're finished, save your work and we'll debrief back in the module.

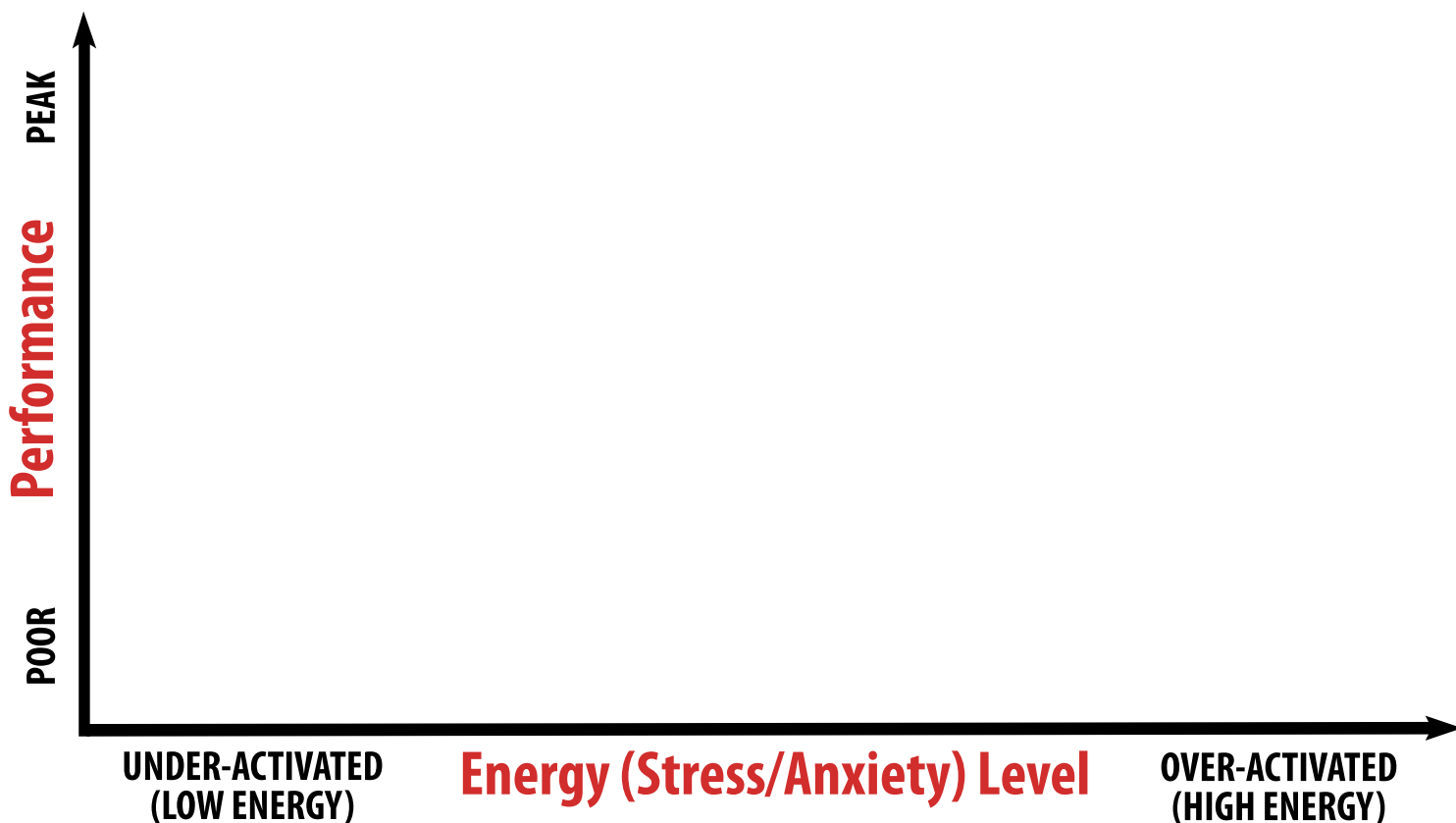


# ACTIVATION CURVE EXERCISE

NAME:

On the activation curve below, chart your last five performances. Start with your performance level: how well did you play? A great performance would be positioned high on the vertical axis of the graph (the performance axis) and a poor performance would be positioned on the lower end of the axis. Now think about your activation level for that particular competition. How energized were you? If you were feeling amped up and bouncing off the walls, drag the mark you made on the performance axis all the way to the right. Do the same if you were feeling anxious or jittery, as these, too, are signs of very high activation. If you were feeling flat, keep that performance mark all the way to the left.

Find your spot, based on the combination of your performance and energy/activation levels, and draw a curve around it, much like the graphics you saw in the module. Do the same for all five of your most recent performances, and note the differences between them.



**BRIEF:** Take special note of the curve reflecting your best performance (this will be the performance that has the highest peak on the graph). This reflects an activation level that works for you. It might not be the best performance of your career, but it gives you a place to start. You know you want to target an activation level at or near this level in your future performances, and you can use the skills located throughout this program—Imagery and breathing techniques in particular—to achieve it. Also take note of your least successful performance (this will be the lowest and flattest curve on the graph). This represents an activation level you want to avoid. The breathing techniques discussed in the section below, together with the videos in this section, and the Imagery techniques noted in the Imagery module, all will help you modulate your activation levels before and during future performances.