大賽之後...

香港體育學院 運動心理中心

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Copyright disclosure

Nervous   Excited
1................2..............3................4................5

No 3 because of losing to Japan in the EAMC.

She feels referees give points to Japan so she next time be more aggressive.

Control the controllables

Target: Stay focused on yourself and your own abilities.

Post Event briefing

Overall how do you feel about the MCP?

She felt a little upset and was beaten by somebody she fought before and feels she's not improving. Was more nervous this time.

What have you learned from this event?

- To control her emotions more
- Use more technical skill in order to distract her opponent
- The speed of kicking and pull back should be faster.
- Also to develop fighting in the other stance

What are you going to do differently next time?

- To control her emotions better
- To work on all the above in training

Technical

Needs to focus on the SIX criteria to get a point

- Can do all the required techniques but the standard has to be hire.
- Higher knee lifts on kicks
- Pull back on punches
- Movement drills

Tactical

Demonstrated some good decision making but unable to execute due to technical and physical issues. Needs to improve in the common tactical areas:

- Creating points
- What to do when
- Drawing opponent out to improve timing when they attack
- Corner work
- How to chase a point to get it back. I.e. attack – distance – attack - distance – and so on!

Physical

Needs to be faster

Leaner body composition (Already working with Charles to cut fat percentage)

We discussed she can drop to -55kg. This would be a better weight for her. She will be faster at this weight

Psychological

- Strong and determined mined.
- A little pre-occupied with the 'past', in that if she beats somebody before she can beat them again because of that reason. She lost to a girl she beat before and was surprised how much better she was.
- Improvements in the above areas will improve her confidence

Performance Analysis (PA)

- 48 位來至3支英格蘭冠軍聯賽(Championship league)的**球員**
- 進行多場訪談及問卷調查

結果:
1. >90%期望PA不長於30分鐘
   - *"賽果越差，PA越長/越認真"*
2. >90%期望PA在比賽後1-2日進行

Performance Analysis (PA)

有助於:
1. 加深自我了解
2. 加深了解教練的想法
3. 減少無壓力下的失誤
4. 增強決策能力

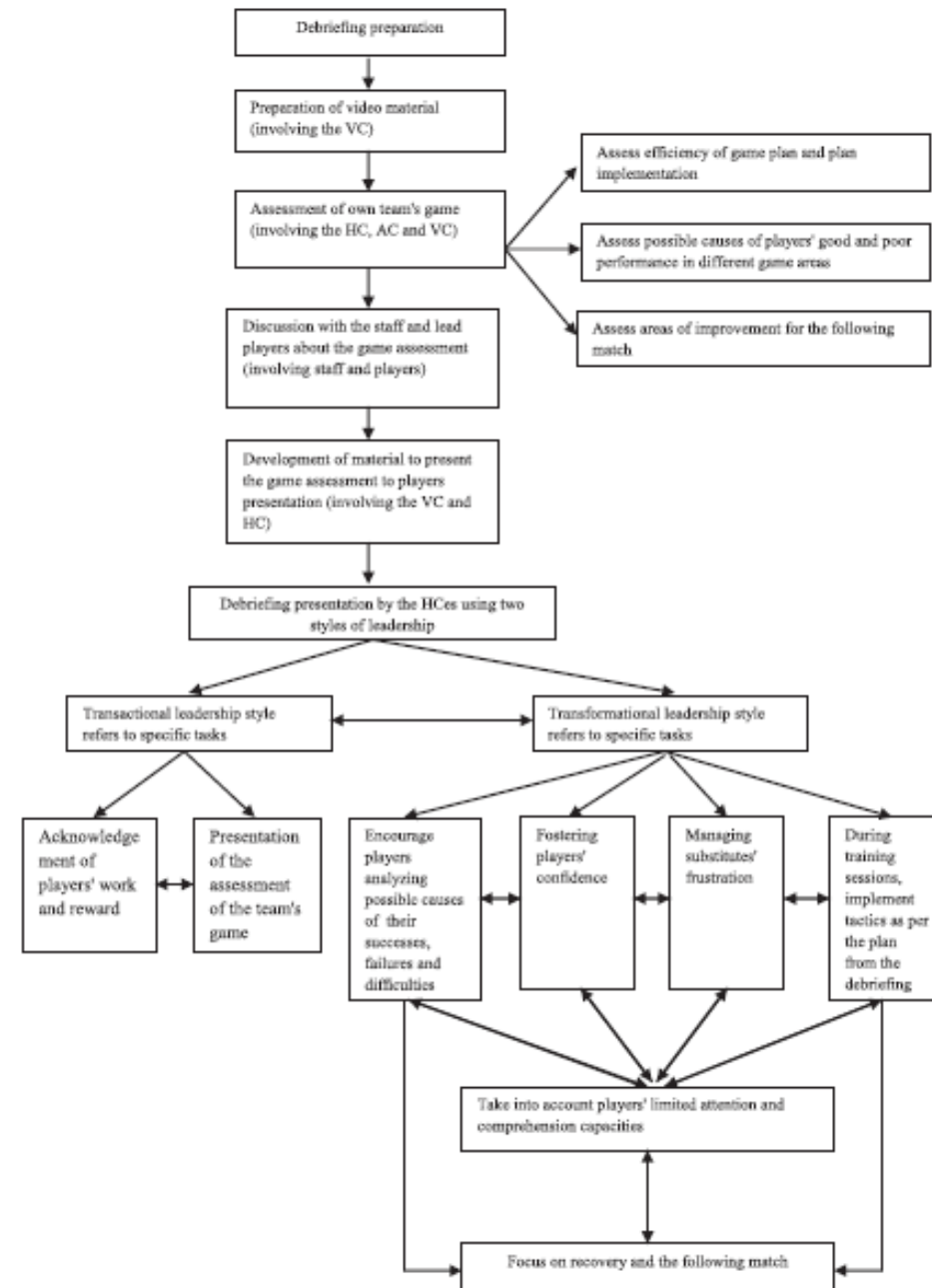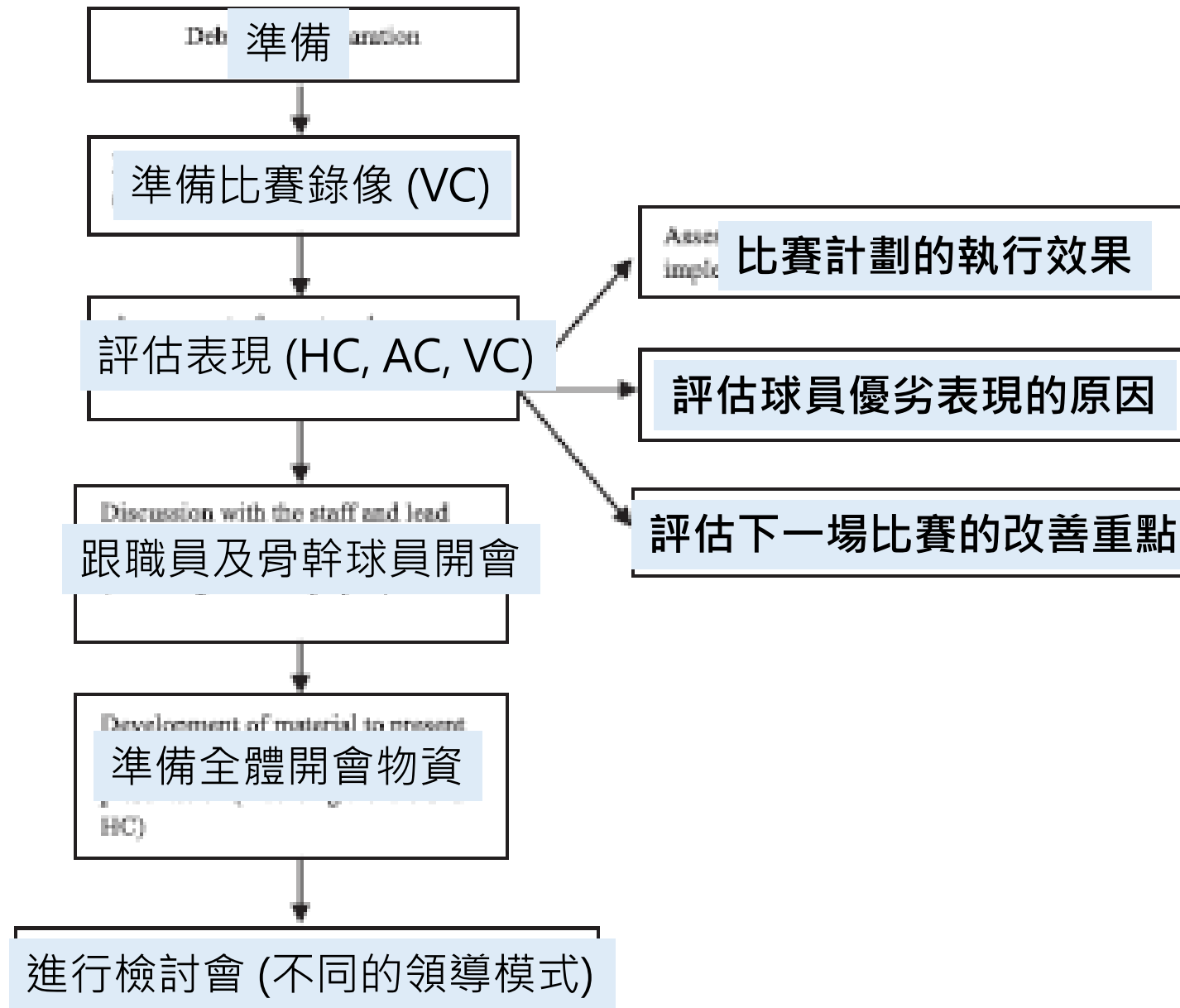# 檢討會 (Debriefing)
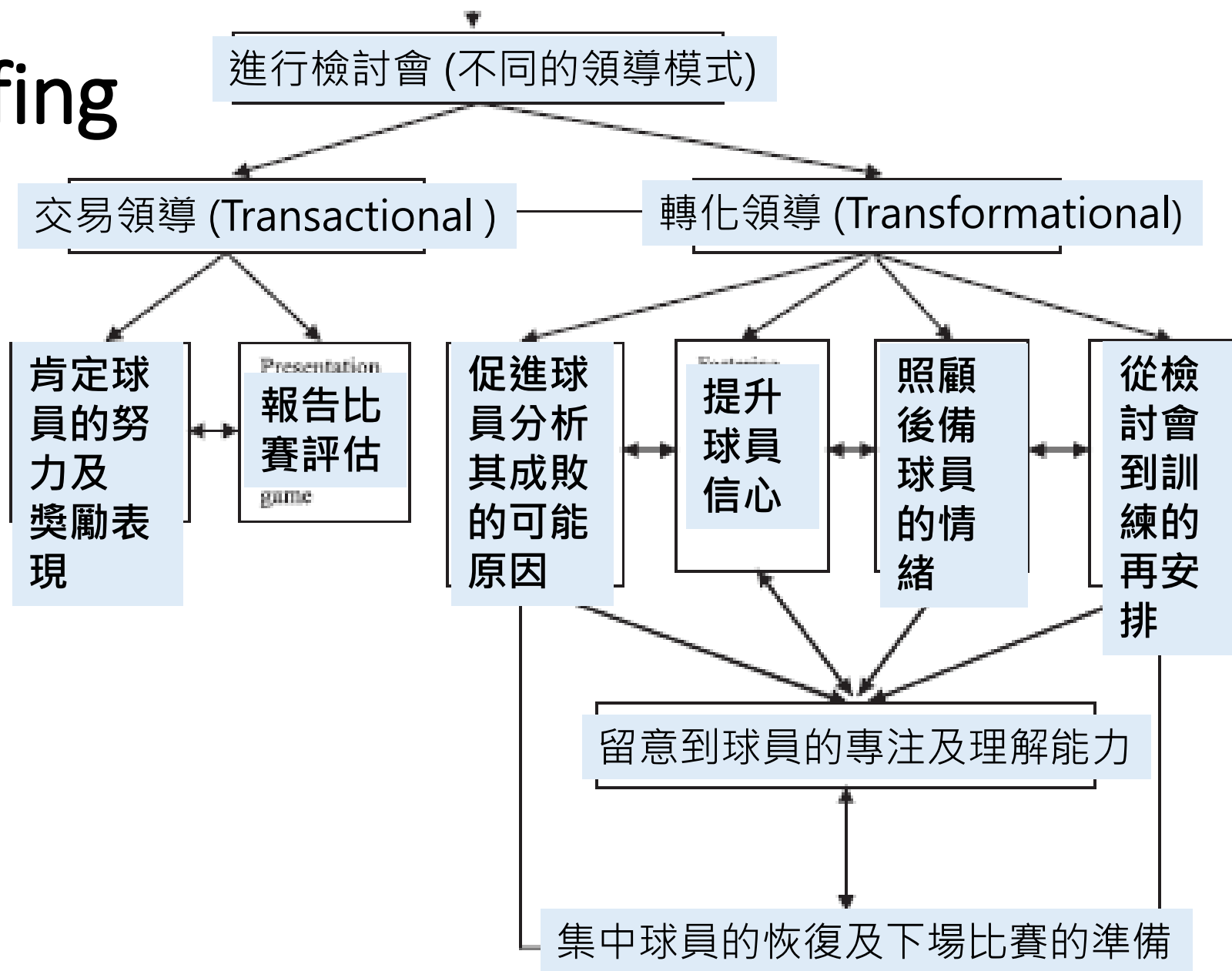
- 9 位國家隊總教練 (其中4位是奧運/世錦獎牌得主)

Debriefing

Fig. 1. Model of the debriefing process in elite team sports.

Debriefing

準備

準備比賽錄像 (VC)

評估表現 (HC, AC, VC)

比賽計劃的執行效果

評估球員優劣表現的原因

評估下一場比賽的改善重點

跟職員及骨幹球員開會

準備全體開會物資

進行檢討會 (不同的領導模式)

Debriefing

進行檢討會 (不同的領導模式)

交易領導 (Transactional)　　轉化領導 (Transformational)

肯定球員的努力及獎勵表現

Presentation 報告比賽評估 game

促進球員分析其成敗的可能原因

提升球員信心

照顧後備球員的情緒

從檢討會到訓練的再安排

留意到球員的專注及理解能力

集中球員的恢復及下場比賽的準備

檢討會 (Debriefing)

- 9 位國家隊總教練 (其中4位是奧運/世錦獎牌得主)
- 訪問結果顯示轉化領導的內容由1/12到1/2，經驗越多，成績越好的教練發放越多的轉化領導內容。

成敗得失，表現優劣的分析

1. 方向清晰：目標？
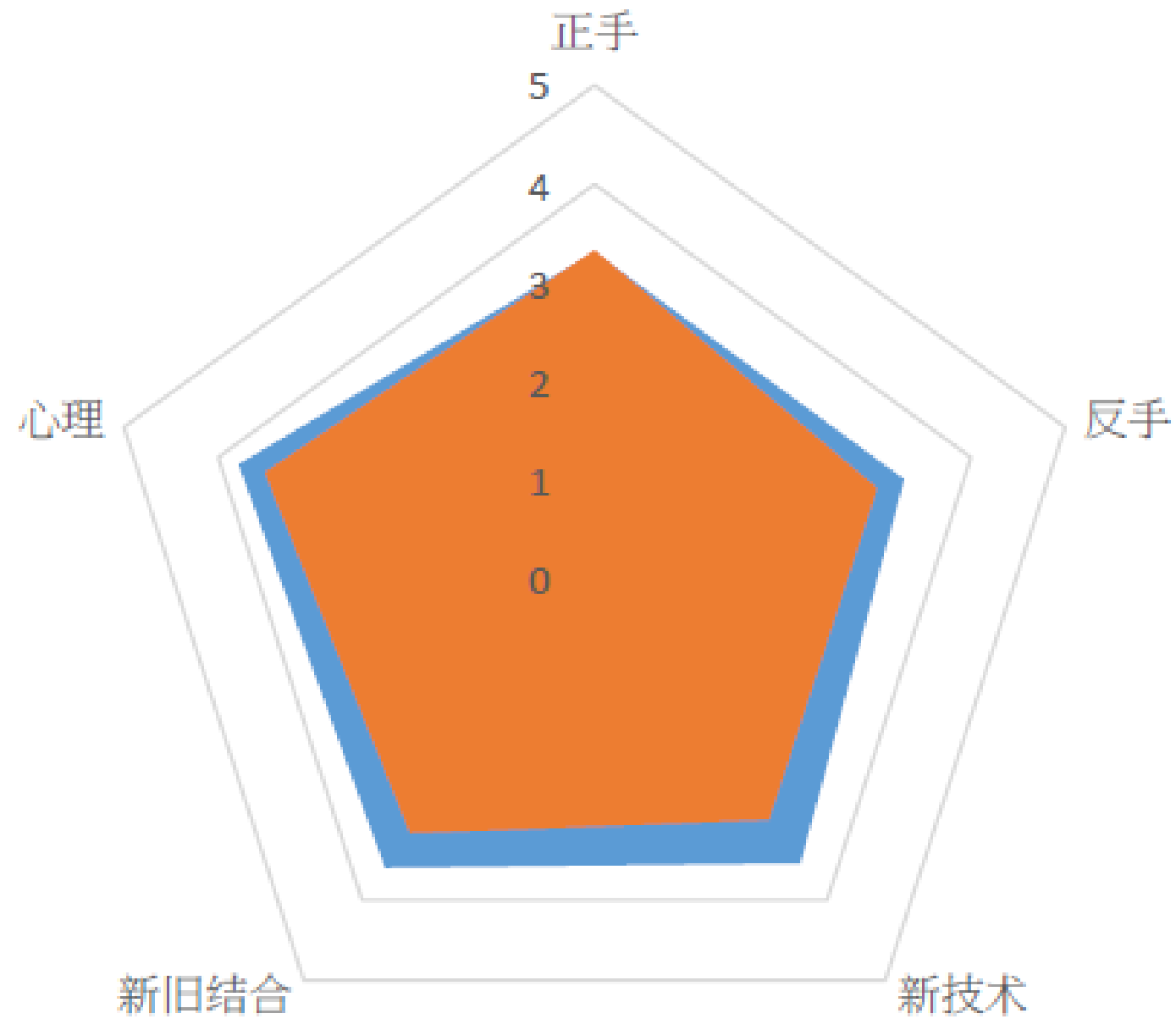2. 角度多元：技術＋戰術＋心理＋體能＋幸運？

肯定球員的努力及獎勵表現

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從檢討會到訓練的再安排

自我评分与教练评分比较
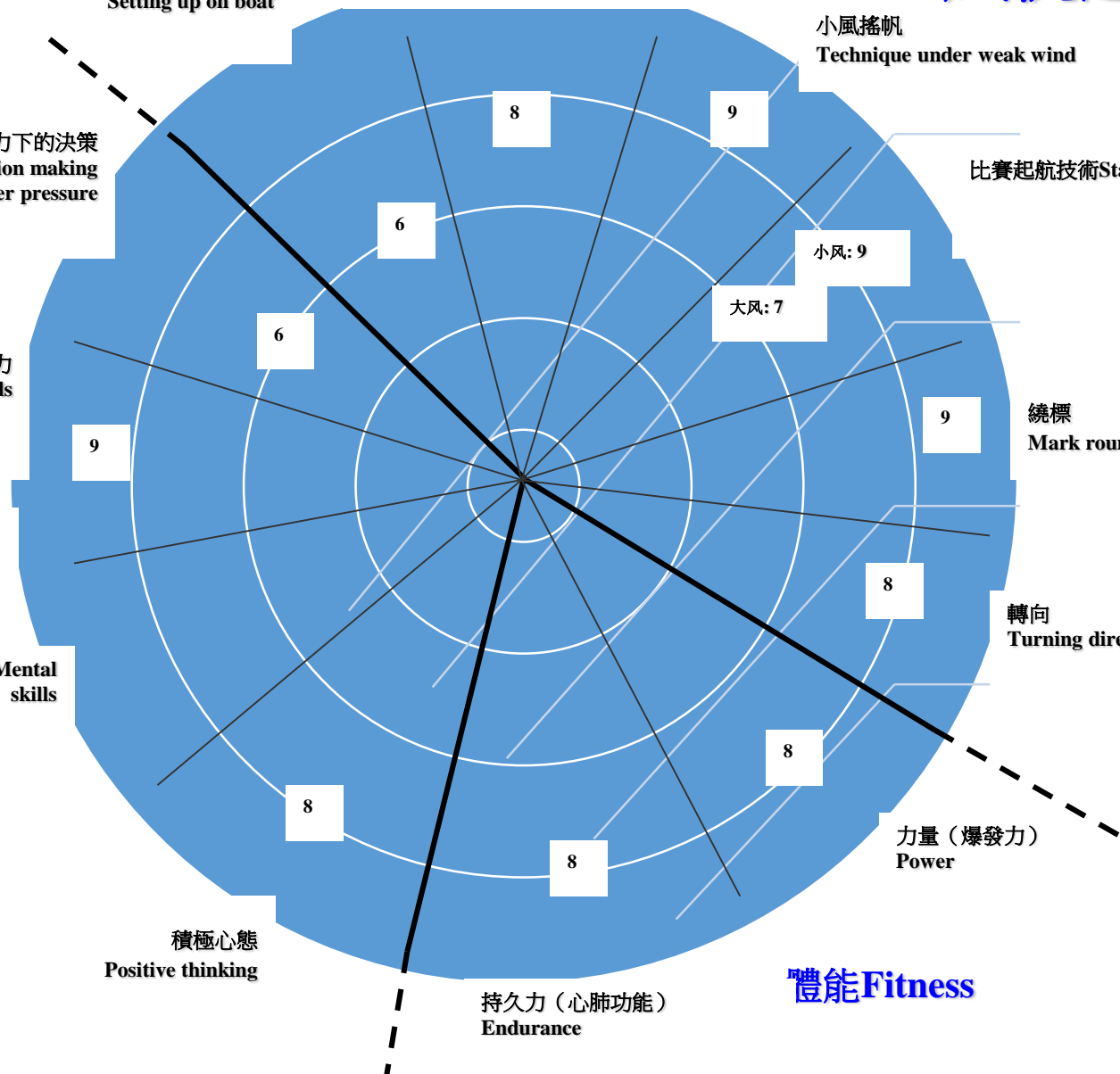
Self-Evaluation of Goal Attainment

How many difficult or crisis situations did you encounter in the competition today?

| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

Your handling in those difficult or crisis situations:

Scale level	Degree of control	Frequency
（+2）Best possible outcome	Fully in control and good confidence	
（+1）Better than acceptable	Staying relaxed and calm most of the time	
（0）Acceptable	Acceptable behaviors, showing no visible loss of control	
（-1）Less than acceptable	Reacting negatively to the difficult situation,	
（-2）Worst possible outcome	Total loss of control,	

逆境應對訓練模式

1 確認與預見典型逆境
- 具體的運動項目
  （與項目特徵有關的逆境）
- 具體的比賽
  （與特定比賽有關的逆境）
- 具體的人
  （與個人特點有關的逆境）

2 找出合適的應對方法
- 單一的應對方法或策略
- 綜合的應對方法或策略
- 追求應對的合理性

應對策略

應對技能

4 評價訓練的效果
- 評價意識、態度、應用
- 評價行爲改善程度
- 評價合理性
- 評價運動成績

3 實施個人化的訓練
- 評價個人逆境應對能力
- 強化意識，學習技能，形成習慣
- 從訓練過渡到比賽
- 大週期與小週期訓練
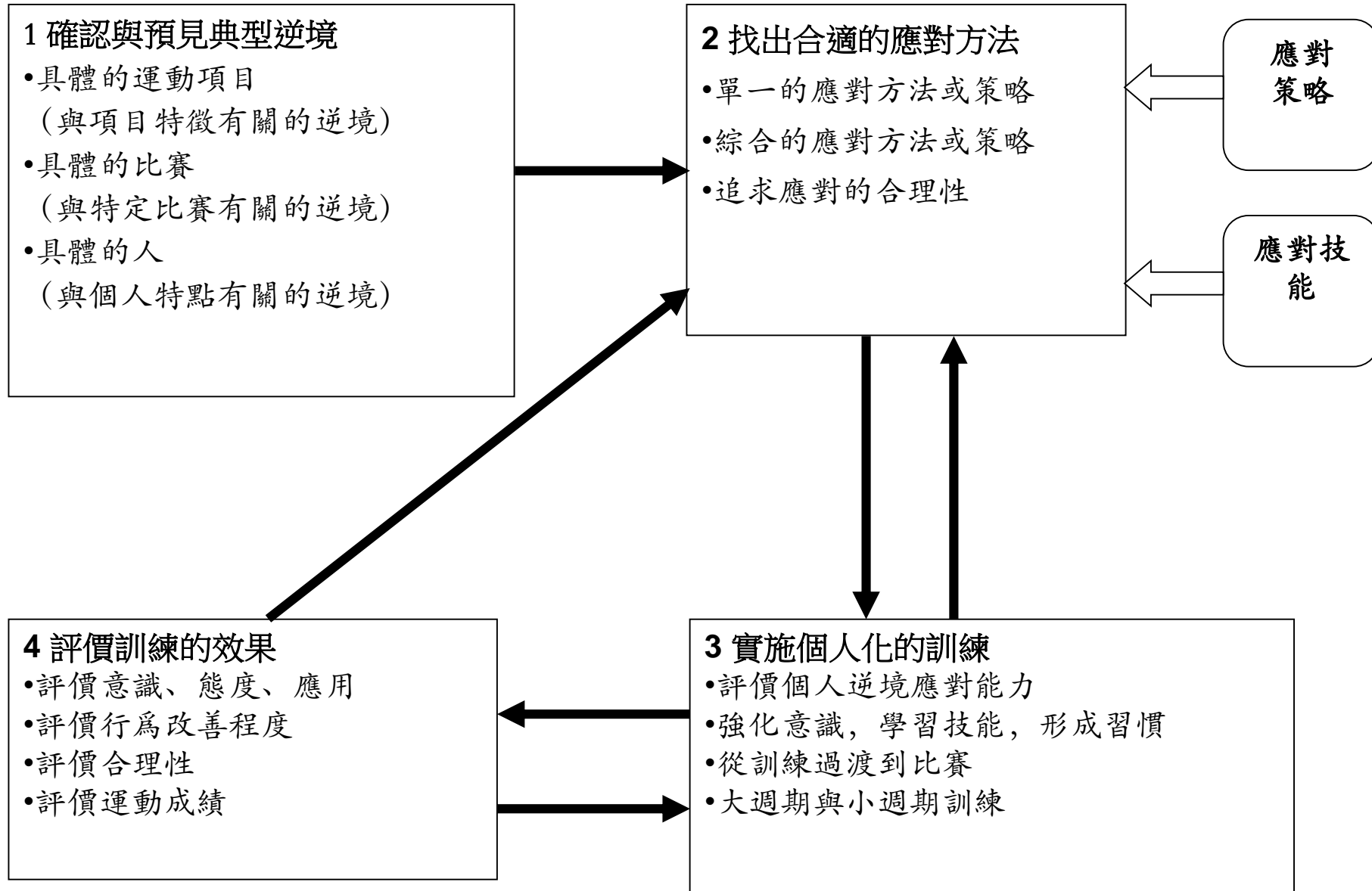
比賽未完。。。
一行為程序 (PPR-Post Performance Routine)

- A series of behavioral or psychological strategies undertaken after performance execution, yet prior to the PPR of the next attempt (Mesagno, Hill, & Larkin, 2015)

- 36位保齡球員

- 前測 (12局比賽→30球) →心理技巧教授 (4星期)→後測 (30球→12局比賽→12局比賽)

組別1: Extensive PPR (個人化步驟)

1. 興奮度調節
2. 行為步驟
3. 注意力調節 (球度上的外在注意)
4. 關鍵字

組別2: POST PR

1. 我剛才的技術執行如何?
2. 是否中目標?
3. 是否中pocket?
4. 如否, 中了什麼位置?
   • 根據, 教練作技術, 打法或出球位置的調整

組別3: PPR + POST PR;

組別4:對照組

Mean and Standard Deviation (SD) for accuracy (Mean Absolute Error- MAE) and in-game performance scores (league average) pre- and post- intervention for the different groups.

Group	Reported League Average (SD)	Pre-intervention MAE (SD)	Post-intervention MAE (SD)	Mean (SD)- Pre-intervention league	Mean (SD)- Post-intervention league	Mean (SD)- Follow-up intervention league
Combined	179.00	4.01	3.47	177.39	187.36	183.81
	(16.09)	(1.62)	(1.43)	(18.68)	(17.85)	(10.69)
PPR	179.86	3.40	2.69	180.10	190.29	191.24
	(23.60)	(1.08)	(0.60)	(29.12)	(19.84)	(20.84)
POST	177.38	2.97	3.24	179.38	181.39	185.06
	(10.99)	(0.47)	(0.84)	(6.30)	(6.06)	(12.30)
Control	179.89	3.54	3.30	181.26	180.95	179.56
	(17.10)	(0.84)	(0.78)	(22.99)	(22.35)	(21.99)

Dixon 2016- Canada Ice Hockey study

- **17 位冰上曲棍球員**
- **Pre-Intervention Session: Athlete Assessment**

- **Pre-Game Self-Awareness Exercise:**
  - Competitive State Anxiety Inventory-2R (CSAI-2R)
- **Post-game Evaluations:**
  - Coaches player rating (教練評分)
  - Player self-rating on performance and player self-rating on mental preparation effectiveness (球員自評表現及心理技能)

- **End of season: Post-Intervention assessments**
  - Test of performance strategies (TOPS 2)
  - Athlete coping skills inventory-28 (ACSI-28)
  - The Automatic Self-Talk Questionnaire for Sports (ASTQS)
  - Sport Imagery Questionnaire (SIQ)

Dixon 2016- Canada Ice Hockey study

- **Week 1: Progressive Muscle Relaxation and Diaphragmatic Breathing**
  - Progressive muscle relaxation exercise , Diaphragmatic breathing exercise
- **Week 2: Self-Talk**
  - The Automatic Self-Talk Questionnaire for Sports (ASTQS), Self-talk educational session
- **Week 3: Imagery**
  - Sport Imagery Questionnaire (SIQ), Imagery educational session
- **Week 4: Pre-competition and competition routines**
  - Pre-competition planning educational session
  - Pre-competition planning worksheet

Phase 1 – 起身 (Wakeup):

- P - Deep breaths/wash face/brush teeth/shower
- M - Gratitude first touch/objectives of the day

Phase 2 – 早餐 (Breakfast):

- P -Fuel/hydrate/energize
- M - Goal setting/self-talk

Phase 3 –賽前練習 (Pre-Game Skate):

- P - Work on stick & gear/stretch/touches & reps/ "feel the puck"
- M - Visualization/positive mind set/confident/prepared

Phase 4 – 賽前飲食 (Pre-Game Meal):

- Pl - Fuel/hydrate/couch time/TV, movies, video games/music/breathing & relaxation
- Ml - Turn off game/control stress/anxiety/ "calm mindset"

Phase 5 –賽前小休 (Pre-Game Nap):

- P - Nap for 30, 60 or 90 minutes/dark room/phone off/no disruptions/diaphragmatic breathing & muscle relaxation/tension release
- M - Maintain "calm mindset"/peaceful imagery prior to sleep

Phase 6 – 出發 (Travel to Game):

- P - Coffee shop/music/punctuality/carpool with teammates
- M - Heightened focus/visualization/positive self-talk

Phase 7 –賽前會議 (Pre-Game Meeting):

- P - Team video/special teams video/small group meetings/individual meetings/review plan/discuss opponent
- M - Detail focused/review past games vs. opponent/role rehearsal/imagery

Phase 8 – 熱身 (Off-Ice Warm-up):

- P - Team dynamic warm-up/individual additional warm-up/players lounge/gym/alone in stands/breathing
- M - Individual pre scout/self-talk (reminders)/positive affirmation/self-aware

Phase 9 –熱身 (On-Ice Warm-up):

- P - Team prep routine/individual prep routine/activation/ quality execution/game pace
- M - Confident/" fun"/body awareness/self-talk/focused mind/" sharp"/details

Phase 10 – Lead up to Puck Drop:

- P - Talk with line-mates & team-mates/discuss tactics & share tips/ final check of equipment/
- M – Self-aware, ensure emotions are positive & confident/review team and individual plan/self-talk "keys to my performance"/mental role rehearsal/mental zone of optimal performance

Table 2

Mental Preparation Baseline (MPB) and Mental Preparation Rating (MPR)

T -Test (paired sample mental preparation baseline with segmental mental preparation rating)

Segment	MPB Mean(s.d.)	MPR Mean(s.d.)	t	df	SIGNIF
6 (Games 38-44)	2.40(0.688)	3.03(0.694)	-4.697	15	<0.001*
7 (Games 45-51)	2.40(0.688)	3.28(0.515)	-8.174	15	<0.001*
8 (Games 52-58)	2.40(0.688)	3.31(0.687)	-6.539	15	<0.001*
9 (Games 59-65)	2.40(0.688)	3.43(0.655)	-6.560	15	<0.001*
10 (Games 66-72)	2.40(0.688)	3.43(0.655)	-5.123	14	<0.001*

* Indicates significance at alpha =0.05 level

Table 1

Performance Ratings – Coach and Player Ratings

T -Test (paired sample coach performance mean with player performance mean)

Segments 1-5 Pre- / 6-10 Post-	COACH Mean(s.d.)	PLAYER Mean(s.d.)	t	df	SIGNIF
1 (Games 1-7)	2.81(0.468)	2.82(0.696)	-0.44	13	0.966
2 (Games 8-14)	2.71(0.752)	2.96(0.535)	-1.713	13	0.110
3 (Games 15-21)	3.21(0.641)	3.10(0.487)	1.00	13	0.336
4 (Games 22-28)	3.35(0.497)	3.42(0.646)	-0.414	13	0.686
5 (Games 29-35)	3.46(0.664)	3.78(0.611)	-2.223	13	0.045*
6 (Games 38-44)	3.43(0.442)	3.40(0.554)	0.324	15	0.751
7 (Games 45-51)	3.37(0.670)	3.25(0.547)	0.939	15	0.362
8 (Games 52-58)	2.96(0.845)	3.15(0.625)	-1.379	15	0.188
9 (Games 59-65)	3.37(0.806)	3.56(0.680)	-1.695	15	0.111
10 (Games 66-72)	3.2(1.114)	3.33(1.029)	-1.169	14	0.262

* Indicates significance at alpha =0.05 level

季中期休息時, 心理學家開始授課

成敗得失，表現優劣的分析

1. 方向清晰：目標？
2. 角度多元：技術＋戰術＋心理＋體能＋幸運？

肯定球員的努力及獎勵表現

報告比賽評估

促進球員分析其成敗的可能原因

提升球員信心

照顧後備球員的情緒

從檢討會到訓練的再安排

成敗得失，表現優劣的分析

1. 方向清晰：
2. 角度多元：

輸戰術？

輸身材？

贏實力？

輸啲運？

輸體能？

輸心理？

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成敗得失，表現優劣的分析

1. 方向清晰：目標？
2. 角度多元：技術＋戰術＋心理＋體能＋幸運？

3. 內容的選擇
   - 內在 VS 外在
   - 可變 VS 不變
   - 可控 VS 不可控

4. 個人心態及傳遞

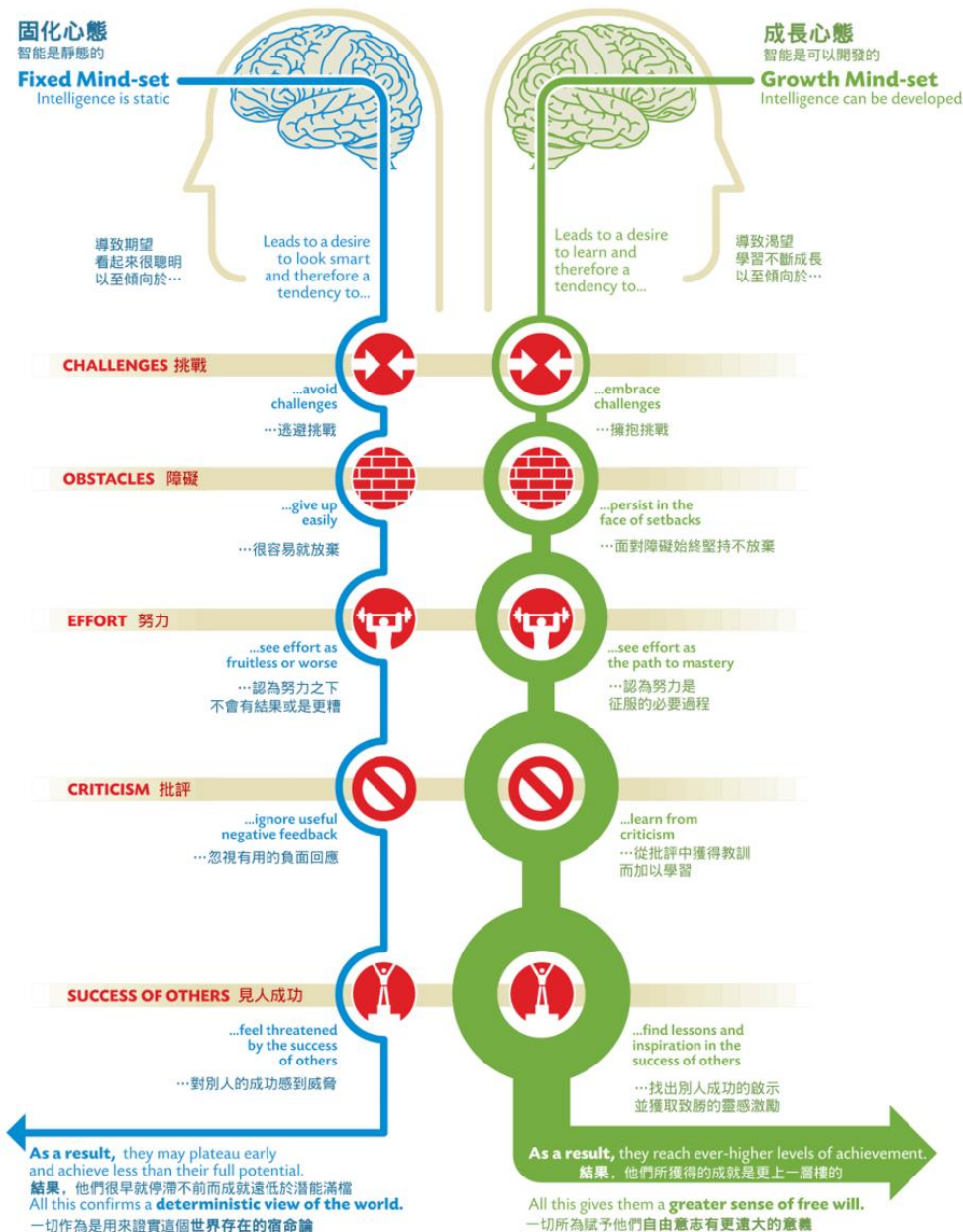**肯定**球員的努力及**獎勵**表現

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照顧後備球員的**情緒**

從檢討會到訓練的再安排

两種心態 選擇擁抱
打造出不同的人生

固化心態
智能是靜態的
Fixed Mind-set
Intelligence is static

成長心態
智能是可以開發的
Growth Mind-set
Intelligence can be developed

導致期望
看起來很聰明
以至傾向於…
Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...
導致渴望
學習不斷成長
以至傾向於…

CHALLENGES 挑戰
...avoid challenges
…逃避挑戰

...embrace challenges
…擁抱挑戰

OBSTACLES 障礙
...give up easily
…很容易就放棄

...persist in the face of setbacks
…面對障礙始終堅持不放棄

EFFORT 努力
...see effort as fruitless or worse
…認為努力之下不會有結果或是更糟

...see effort as the path to mastery
…認為努力是征服的必要過程

CRITICISM 批評
...ignore useful negative feedback
…忽視有用的負面回應

...learn from criticism
…從批評中獲得教訓而加以學習

SUCCESS OF OTHERS 見人成功
...feel threatened by the success of others
…對別人的成功感到威脅

...find lessons and inspiration in the success of others
…找出別人成功的啟示並獲取致勝的靈感激勵

As a result, they may plateau early and achieve less than their full potential.
結果，他們很早就停滯不前而成就遠低於潛能滿檔
All this confirms a **deterministic view of the world.**
一切作為是用來證實這個世界存在的宿命論

As a result, they reach ever-higher levels of achievement.
結果，他們所獲得的成就是更上一層樓的

All this gives them a **greater sense of free will.**
一切所為賦予他們自由意志有更遠大的意義

GRAPHIC BY NIGEL HOLMES
中譯： BigELK176

Implicit Theories of Intelligence (General)

Stem: The following questions are exploring students' ideas about intelligence. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with the following statements.

Entity Beliefs Subscale (α = .87)

1. You have a certain amount of intelligence, and you can't really do much to change it.

2. Your intelligence is something about you that you can't change very much.

3. To be honest, you can't really change how intelligent you are.

4. You can learn new things, but you can't really change your basic intelligence.

Incremental Beliefs Subscale (α = .88)

1. No matter who you are, you can significantly change your intelligence level.

2. You can always substantially change how intelligent you are.

3. No matter how much intelligence you have you can always change it quite a bit.

4. You can change even your basic intelligence level considerably

*"Character is what allows you the reach the top and **stay there**."*

讚賞

- *"你咁快就做到既，你好叻喎！"*
- *"睇你打呢幾板，直頭係下一個費達拿！"*
- *"咁叻既，唔駛點温書都咁高分！"*

讚賞 (多發掘個人的付出及努力)

- *"見到你不停試左好多方法，直至搵到最適合既"*
- *"欣賞你選擇呢個咁有挑戰性既工作。期待你之後既學習分享"*
- *"之前既工作你都覺得好易，自己亦好聰明。其實我認為呢啲工作未能讓發揮自己既能力。我期待見到你挑戰更高難度既工作，讓你擴闊空間。"*
- *"咁鬼悶既功課，你都咁有心機同耐性。"*
- *"畫得好靚，不如你自己講多少少俾我聽？"*

Debriefing

明仔，9歲，對體操十分有天分。他正準備第一次比賽。他的訓練好好，自己都好有信心。

他的表現正常，甚至可說是好，但其他對手完成後，分數比他更高，最後明仔沒有獲得任何獎勵。

Debriefing（面對挫敗）

1. "我認為你係今日最好既"
2. "我覺得你個獎牌俾人攞左…"
3. "其實你仲有好多興趣，你讀書又叻，體操係其中一樣興趣之嘛…Take it easy"
4. "你有既係能力同天分，下次一定贏"

"

Debriefing（面對挫敗）

1. "我認為你係今日最好既"
2. "我覺得你個獎牌俾人攞左..."
3. "其實你仲有好多興趣，你讀書又叻，體操係其中一樣興趣之嘛...Take it easy"
4. "你有既係能力同天分，下次一定贏"
5. "你其實未贏到...住，因為...，所以你要....."

1. 誤解1：成長心態不等於開放心態/open-mind

2. 誤解2：成長心態不只限於讚賞努力。
   - 努力
   - 勇於作新嘗試
   - 正面地面對挫折
   - 尋求幫助
   - 重視過程，更與之結果連繫中

3. 誤解3：成長心態不鼓勵教練停留於 "*只要你想，你做咩都會成功架！*"

成長心態的傳遞

1. 成長型讚賞
2. 面對挫敗的教學
3. 針對明白內容多於背誦的教學方向

天下文化 遠見

mindset
心態致勝
全新成功心理學

THE
NEW PSYCHOLOGY
OF SUCCESS

比爾‧蓋茲（Bill Gates）年度唯一推薦成功心理學書籍
「心態，才是影響個人學習、成長、人際關係、終身成就、人生道路的最重要關鍵。」

史丹佛大學心理學教授
卡蘿‧杜維克 博士 Carol S. Dweck, Ph.D. 著
李芳齡 譯

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BRAINOLOGY®
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謝謝參與

Questions？