COACHING TO CHANGE LIVES

COUNTING THE SQUARES

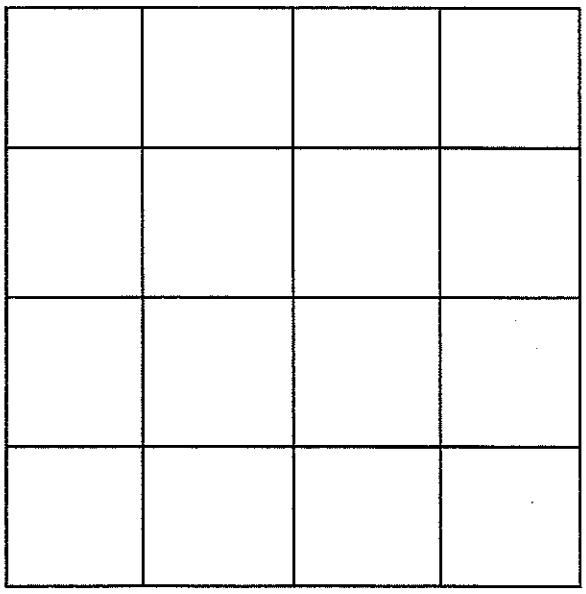
Say: (5 minutes)

Zig Ziglar tells the story of flying over Niagara Falls and looking down from six miles in the sky to see and almost "feel" the power of the water cascading to the bottom of the falls. For countless years, this water simply fell to the bottom, beautiful and awesome to the eye - yet totally non-productive. It took a man with a vision and a plan to harness the power of that great waterfall to produce electricity. The power had always been there, but until it was given direction and harnessed, it was worthless.

That is exactly how we find many young people who come into our program. Some have enormous ability and some have limited ability. In these cases, our worth as a coach is determined by how we take the ability they have within and "harness" it, i.e., give it direction to "light up" our opponents.

I have never met an athlete who wants to be bad or even mediocre. Every player we have will tell us that they want to be great. Most do not know how. I am not talking about the highly skilled, self motivated, disciplined athlete who will succeed no matter who the coach is. I am talking about the athlete who lacks "something." I believe the "something" that most of them lack is direction: a goals program, a plan, a purpose. Our job is to give them that program - that plan - that purpose. Many label this "motivation." Let me illustrate what I think motivation is with an example from Zig Ziglar's book, See You At The Top.

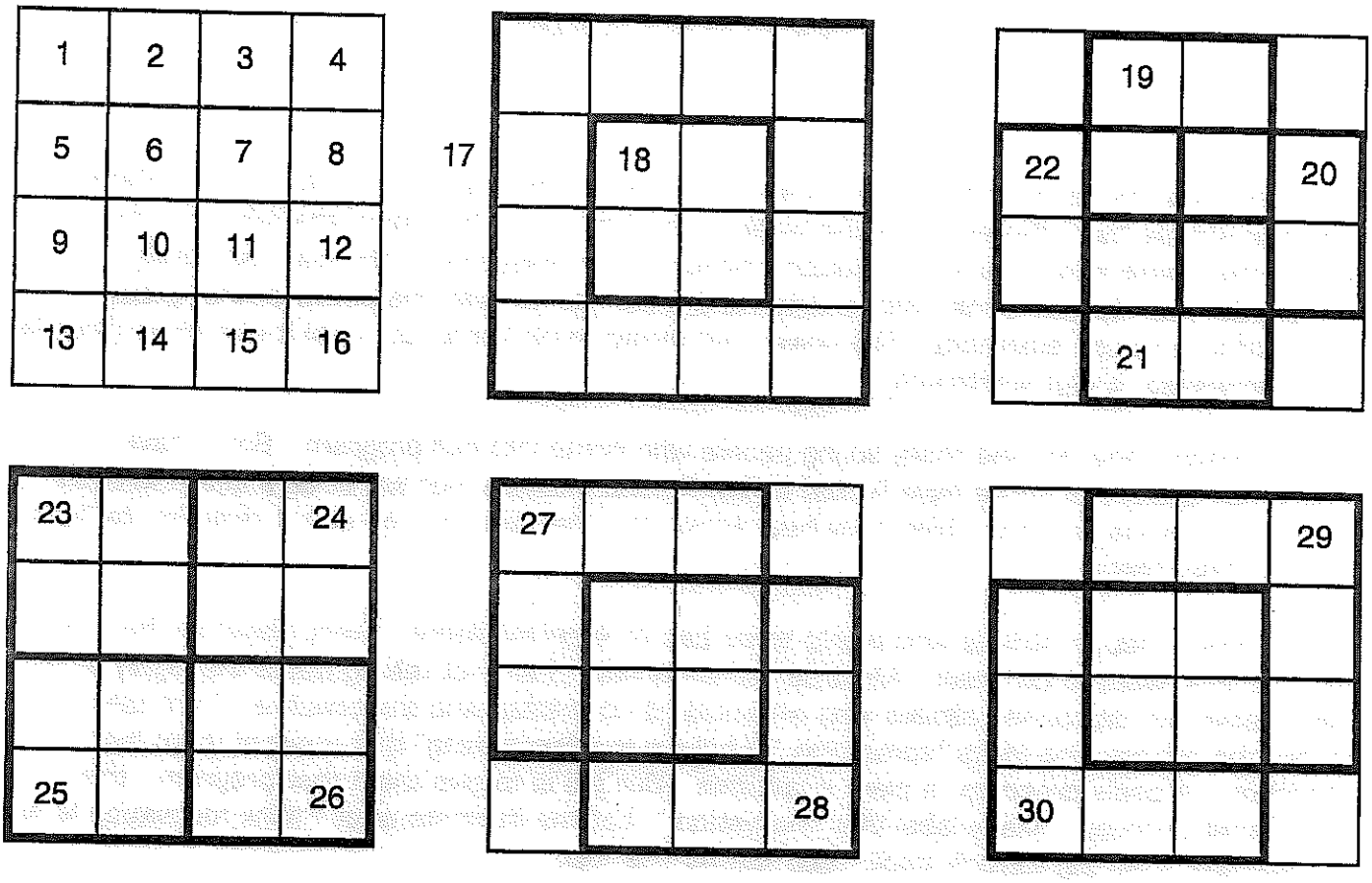
[Draw the illustration below on a flip chart, blackboard or overhead transparency.]



How many squares do you see? [Pause for answers.] If you said 16, you have lots of company. If you said 17, you are in a much more select group, but you are still in error. Let's count the squares again. [See next page to get a total of 30 squares.]

Continued

GOALS: LESSON #1 COACH'S NOTES



As you can see, there are 30 squares. No one added any more squares. I simply showed you where they are. That is what goal-setting can do for you - point out what is already there. Many of you have no idea how good you can be - you only want to be good. I believe this Goals module will pull out of you your very best. I believe it will give you a direction - a plan - a purpose. There is no denying that each of you wants to be good. You need a plan to reach that goal and when we finish you will have that plan.

This goals program will not only make you successful in athletics, but by learning the formula and disciplining yourselves to the program, you will be able to transfer that knowledge to your life and use it in whatever you choose to do.

Coaches Note:
Every coach should pick one player on the team without naming this person to the others and make that person their project during this module. Every team has one player who, if they were to reach their potential, would make this team much better. Each coach should write that name on a piece of paper, put it in an envelope and seal it. Open the envelope at the end of next season.

Do:

1. Lead a discussion of the questions found on the student worksheet.
2. Review the word of the day. Ask someone to use it correctly in a sentence.

COUNTING THE SQUARES

I have never met an athlete who wants to be bad or even mediocre. Every player we have will tell us that they want to be great. What they lack is direction: a goals program, a plan, a purpose.

For Discussion:

1. What is the similarity between you and the squares?

2. What does it take to get everything out of you - to get all 30 squares of your ability?

3. Why would someone live his life with only 16 squares?

Word of the Day IMPASSE - a difficult situation with no apparent way out.

"The greater the difficulty, the greater the glory."

- Cicero

IMPORTANCE OF GOALS

Say: (5 minutes)

How important are goals in your life? It could mean a substantial difference in how much money you make. David Jansen of UCLA conducted a study of people from all walks of life. He found that those who had a goals program made $7411 monthly compared to $3397 monthly for those who had no goals program - over $4000 a month difference. He also found that those with a program were happier, healthier and had greater peace of mind.

The name Howard Hill probably does not sound familiar to you. He was probably the greatest archer who ever drew a bowstring. He was so accurate he killed a bull elephant, a Bengal tiger, and a Cape buffalo with a bow and arrow. In newsreels, Howard Hill would repeatedly hit the target dead center. After sending the first arrow to the center of the bull's eye, he would then literally split that arrow with his next shot.

However, any of you could out shoot Howard Hill on the best day he ever had! You could hit the bullseye with more consistency than Howard Hill! Obviously, it would be necessary to blindfold Howard Hill and turn him around a time or two. Then I guarantee that you would have hit the bull's eye more consistently than he. I hope you think the analogy is ridiculous and that you are saying, "Of course, I could! How could a man hit a target that he couldn't see?" That's a good question. Now here's another for you. If Howard Hill couldn't hit a target he couldn't see, how can you hit a target you don't <u>have</u>?

Let me illustrate the importance of goals by looking at a scene of the deciding game of a basketball championship. The teams have taken their warm-up shots and are physically ready for the game. The adrenaline is flowing and it's obvious the players feel the excitement that goes with a championship game. They return to their dressing rooms and the coaches give them the last 'shot in the arm' before action begins. He may say, "This is it, fellows. It's now or never. We win or lose it all tonight. Nobody remembers the best man at the wedding, and nobody remembers who came in second. The whole season is tonight."

The players respond. They're so charged up they almost tear the doors off the hinges as they rush back to the court. As they get to the court they stop short and in complete confusion, which gives way to frustration and anger, they point out that the goals have been removed. They angrily demand to know how they can play a game without the goals. They know that without goals, they would never know the score, never know whether they hit or missed, never know how they stacked up against competition and never know whether they were on or off the target. As a matter of fact, they wouldn't even attempt to play the basketball game without the goals. Those basketball goals are important, aren't they? What about you? Are you attempting to play the game of life without goals? If you are, what's the score?

Continued

GOALS: LESSON #2 COACH'S NOTES

An interesting phenomenon takes place in the rest homes and the homes for the aged around our country. The death rate declines dramatically before holidays and special days, such as wedding anniversaries and birthdays. Many of the people set a goal to live for one more Christmas, one more anniversary, one more Fourth of July, etc. Immediately after the event - when the goal has been reached - the will to live declines and the death rate shoots upward.

Yes, life is valued and is sustained only so long as life has something valuable as its object. Goals of life are important and virtually everyone knows this. However, by choice or indifference, the average man on the street continues to meander through life following the path of least resistance as "wandering generalities" rather than as "meaningful specifics."

Maxwell Maltz says man is like a bicycle; unless he is moving onward and upward toward a goal, he's going to falter and fall.

Do: (15 minutes)

1. Lead a discussion covering the discussion questions #1-#3 found on the worksheet.
2. After everyone has written a goal in #4, ask for some volunteers to share what they will be working on this week.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

IMPORTANCE OF GOALS

"Man is like a bicycle; unless he is moving onward and upward toward a goal, he's going to falter and fall."
- Maxwell Maltz

For Discussion:

1. Why are goals important?

2. Why do you think most people don't set goals?

3. For every reason you listed in question #2, develop a plan to overcome that excuse.

4. Write down one goal that, with some effort, you can accomplish this week:

Word of the Day: HUMILITY - modesty or meekness.

"It is no great thing to be humble when you are brought low; but to be humble when you are praised is a great and rare attainment"
- St. Bernard

WHY DON'T PEOPLE SET GOALS?

Say: (5 minutes)

Do most people have goals? Apparently not. You can stop a hundred young people on any street and ask each one, "What are you doing that will absolutely guarantee your failure in life?" After recovering from their initial shock, each one will probably say, "What do you mean, 'what am I doing to guarantee my failure?' I'm working for success." Tragically, most of them think they are. Almost everyone believes they will make it, but the odds are against them. I say this with emphasis because if we follow those hundred young people until they are 65 years old, only five of them will have achieved financial security. Only one will be wealthy. Odds are against them.

I cannot believe that failure is caused by lack of opportunity because America offers many unique opportunities. For example, several years ago a wealthy person was released from the Federal Prison in Atlanta, Georgia. He had a built-in "loser's limp." Nevertheless, he accumulated a small fortune by operating a tailor shop in prison. After his big mistake had landed him in prison, he was determined not to make a bigger one by "serving time." He made time "serve" him. In a real sense, you have the same choice.

Do the people in life who don't succeed actually plan to fail? I don't think so. The problem is they don't plan anything. Since goals are so important, why do only 3% of Americans specifically commit their goals to paper? (The 97% are like ships without rudders. Each will drift and not drive.) These 97% end up on the beaches of despair, defeated and despondent.

John Henry Fabre, the great French naturalist, conducted a most unusual experiment with some Processionary Caterpillars. These caterpillars blindly follow the one in front of them, hence the name. Fabre carefully arranged them in a circle around the rim of a flower pot, so that the lead caterpillar actually touched the last one, making a complete circle. In the center of the flower pot he put pine needles, which is food (the goal) for the Processionary Caterpillar. The caterpillars started moving around this circular flower pot. Around and around they went, hour after hour, day after day, night after night. For seven full days and seven full nights, they went around the flower pot. Finally, they dropped dead of starvation and exhaustion. With an abundance of food less than six inches away they literally starved to death, because they confused activity with accomplishment.

Many of you are making the same mistake and as a result reap only a small fraction of the harvest life has to offer. Why do most people go to class? They went yesterday. It is on their schedule. They blindly follow other students (caterpillars) from first period to second period and so on. Why do you go to practice? Do you have an objective for today? Are you following the other caterpillars in practice? What is your objective? What is the goal for practice today? Are you trying to accomplish something or are you just "caterpillaring" along?

Continued

The "wandering generality" we talk about is the caterpillar. These are the people who simply wander from day to day confusing activity with accomplishment.

The "meaningful specific" is the person who has a reason for going to English; has an objective to accomplish in practice.

Do you think Sir Edmund Hillary, the first man to climb Mt. Everest, when asked how he did it, said, "I was just wandering around one day and ended up on top"?

The three reasons people do not set goals:

The first is they have never been sold on the importance of goals. Everyone is told; only 3% are sold. What you do is so loud I cannot hear what you say. Everyone will tell you they believe goals are important; only 3% believe it enough to write them down. You need to change "believing" to "be living." You have to do before you can have. You want to have, so it is time to start doing. You have to believe in setting goals. If you are not sold, when will you be? The second reason is they don't know how to execute a goals program. You will not have this excuse before we are through! And third, they fear they won't reach the goals they set and will be embarrassed.

If fear is your problem, it simply means you don't want to be wrong in front of your friends, so you don't make a commitment. By the way, you are half right in this approach: Never share your "go up" goals with anyone unless you know they not only believe you can reach those goals, but they want you to reach them. Share your "give up" goals (tobacco, cursing) with everyone.

Others decide not to commit their goals to paper so if they don't quite "make it," they will have a built-in explanation that they didn't really fail because they never set those goals. This is a safer, and even a "no risk," approach for them.

Using that line of reasoning, I could point out that it would be "safer" for a ship to stay in the harbor and safer for a plane to stay on the ground, because a ship encounters "risk" when it leaves the harbor and a plane invites "risk" when it leaves the ground. But the ship will collect barnacles and become unseaworthy even faster staying in harbor. The plane will rust much faster on the ground.

Yes, there is a danger in setting goals, but the risk is infinitely greater when you don't set goals. The reason is simple. Just as ships are built to sail and planes to fly, so is man created for a purpose. That purpose is to get everything out of yourself that is humanly possible so you can make your contribution to mankind. Goals enable you to do for yourself and others.

Do: (15 minutes)

1. Lead a discussion of questions #1 and #2 found on the worksheet.
2. Allow time for each student to complete question #3, but do not ask for answers.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

WHY DON'T PEOPLE SET GOALS?

Yes, there is a danger in setting goals, but the risk is infinitely greater when you don't set goals. The reason is simple: Man is created for a purpose. That purpose is to get everything out of yourself that is humanly possible so you can make your contribution to mankind. Goals enable you to do for yourself and others.

For Discussion:

1. What is a "meaningful specific" and a "wandering generality"? Which one would most accurately describe your life?

2. How do you plan to never become like the Processionary Caterpillar?

3. Confidentially, what is holding you back from setting goals in every area of your life? What could help you overcome those reasons?

Word of the Day: SUBTERFUGE - a trick or tactic used to escape, evade or conceal.

"The art of life is to show your hand. There is no diplomacy like candor. You may lose by it now and then, but it will be a loss well gained if you do. Nothing is so boring as having to keep up a deception."

- E. V. Lucas

GOAL COMMITMENT

Say: (10 minutes)
Since most people understand how important goals are, the fact that only 3% put them down in writing makes you realize there is more to it than just "setting a goal." I believe if you understand the importance and learn how to set goals you will be one of the 3%. Let's learn exactly what a goal is.

A "vision" with no work is a "dream." Everyone knows this guy. He is always talking about what he is going to do, yet you never seeing him taking any steps or doing anything to get what he says it is that he wants. These people are dreamers and are not taken seriously by themselves or their friends and are loved by their opponents.

Work without a vision is "drudgery." These are the caterpillars in athletics. They have no vision, no goal, no dream. They come to work out today because they came yesterday. They do what they have to do. They are not working to get somewhere. They are working to satisfy the coach.

Vision with work is a "goal." This person has a destination, but understands that if you don't propel yourself toward that destination you will never get there. It is like Will Rogers said, "You might be on the right track, but if you just sit there, you will get run over."

Here is a story of two men, one with a goal and one without. Several years ago on an extremely hot day, a railroad crew was working on the roadbed of the railroad when they were interrupted by a slow-moving train. The train ground to a stop and a window in the last car, which incidentally was custom-made and air-conditioned, was raised. A booming, friendly voice called out, "Dave, is that you?" Dave Anderson, the crew chief, called back, "Sure is, Jim, and it's really good to see you."

With that pleasant exchange, Dave Anderson was invited to join Jim Murphy, the president of the railroad, for a visit. For over an hour, the men exchanged pleasantries and then shook hands as the train pulled out. Dave Anderson's crew immediately surrounded him and everyone expressed astonishment that he knew Jim Murphy, the president of the railroad, as a personal friend. Dave then explained that over 20 years earlier, he and Jim Murphy had started to work for the railroad on the same day. One of the men, half jokingly and half seriously, asked Dave why he was still working out in the hot sun and Jim Murphy had gotten to be president. Rather wistfully, Dave explained, "Twenty-three years ago I went to work for $1.75 an hour and Jim Murphy went to work for the railroad."

There are many Dave Andersons that you have left behind. Think back to the 7th grade. How many were in athletics? Many of them were there for $1.75 an hour, i.e., they were there because of their parents, their brothers, or just thought they would see what it was like. You are the Jim Murphys of athletics, but the longer you stay in athletics the more you have to give in order to keep getting. You are at a point right now where you are going to have to make the commitment to get to the next level. Just being here is not enough. You have to develop a vision. You have to work for the railroad, i.e., the team, to get everything you want. If you will make the commitment you can be the president, i.e., get to the next level.

Continued

GOALS: LESSON #4 COACH'S NOTES

Until this point you could simply be a "wandering generality" and just do as the program dictated. Now you must develop a vision. You have to make the commitment to:

1. Learn how to set goals.
2. Discipline yourself daily to follow a plan to reach the goal.

Let me tell you what commitment is:

Jimmy, age ten, was devoted to his little sister, age six. It occurred about sometime in the early 1900's, when blood transfusions and other medical miracles were not yet common. Jimmy's sister had fallen off her bicycle and cut a large artery in her leg. Bleeding was profuse, so by the time the doctor arrived at their house, she was failing fast. Quickly, the doctor managed to clamp the cut ends of the artery with his hemostats, but her heart was failing. In desperation, the doctor turned to Jimmy and said, "Jimmy will you give your blood to help save your little sister's life?"

Jimmy swallowed hard, then nodded his head, so the doctor lay him on the kitchen table and began withdrawing blood from one of his veins. Then he injected the blood directly into the little girl's vein. For the next thirty minutes the doctor and family watched the little girl anxiously and prayerfully. The doctor kept his stethoscope over her heart to note its beating. Finally it showed she was over the crisis, so he wiped the perspiration off his forehead and turned around. Only then did he notice that Jimmy was still stretched out on the kitchen table, tense and trembling.

"What's the matter, Jimmy?" asked the doctor. "W-w-when do I die?" Jimmy asked through his clenched teeth. That's when the doctor realized that Jimmy had misunderstood what the request for his blood really meant. Jimmy had imagined his sister was going to need <u>all</u> his blood, which meant that Jimmy, though hesitating a moment and swallowing hard at the doctor's original request, had silently agreed to die for his little sister!

The doctor had tears in his own eyes when he reassured Jimmy that he had extracted only a little of his blood and that Jimmy was not going to die. Jimmy's willingness to die that his sister might live is a true picture of commitment.

Continued

Do you think that boy was committed to his little sister? He was going to give his all to serve the little sister. That is what you need to do. You need to make the commitment not to your sister, but you need to make the commitment to yourself. You need to commit today to refuse to be a caterpillar. Refuse to be the Dave Andersons of the world. We cannot go on without a commitment from you. All the talk and work on goals is absolutely futile and wasted if you are not willing to make the commitment to:

1. Learn how to set goals, and
2. Discipline yourself to follow the plan.

Two boys made a bet of who could walk the farthest on the railroad tracks. One boy was very heavy and one was normal weight. The heavy boy could seemingly walk forever while the more athletic boy could go only a few steps before he would fall off. The athlete constantly looked down at his feet and would fall. The other boy would fix his eyes on a point down the track and start walking toward that point. As he came closer to that point, he would find another point farther down the tracks and start walking toward that new point.

The commitment I am asking from you is simple: Don't look at the obstacles or what might go wrong. Let's set a point for you on the railroad track of this year and start moving toward it. When we get to that point we will re-establish a new point and keep going forward. All I need from you is a commitment to set the "vision" and start walking.

Do: (10 minutes)

1. Have each team member fill out the worksheet (they should not choose their partner yet).
2. Read aloud the three paragraphs at the bottom of the worksheet.
3. Have each student pick a partner (make sure each person has a partner. You can have three people in a partnership if necessary).
4. Review the word of the day. Ask someone to use it correctly in a sentence.

GOAL COMMITMENT

I, _____ understand what commitment is. I know and understand that all that is asked of me is to:

1. Learn how to set a goal,
2. Keep my eyes on that goal, and
3. Start walking.

I do not want to be a caterpillar. I do not want to be a Dave Anderson of this world.

I will commit to learn and follow this Goals Program. I will help my teammates to do this and if I were afraid or fainthearted, I would quit now so I would not block the progress of my teammates.

_____ _____

Accountability partner Signature

The accountability partner is the one to keep you on track. Your partner will encourage you and be there for you when the times are difficult.

When geese fly, they fly in a "V" formation. They often look disorganized because they are always changing the lead bird. Wind tunnel tests show this is the most effective method of flying. The lead bird takes the brunt of the wind resistance and the others follow in the draft. Because the lead is the most difficult, they change often so each will take his turn leading. Should one of the birds become sick another will stay with him until he either survives or dies.

An athletic team should be like these geese. Being the leader is the most difficult unless it is shared. Every drill, every play, someone should be stepping forward sharing the leadership. Every bird flies at the front out of loyalty to the team. None stays in the draft all the time. They all take their turn and that is why they are the greatest flying machine. Your accountability partner is the one who stays with you when you are down. He will help you get caught up. It is not his job to baby you, but it is his job to keep you up and keep you going. Each of you should sharpen the other. If you don't have an accountability partner, I will volunteer.

Word of the Day: INNOVATION - something that is new or unusual.

"If you see in a given situation only what everybody else can see, you can be said to be so much a representative of your culture that you are a victim of it."

- S.I. Hayakawa

CHARACTERISTICS OF GOALS

Say: (5 minutes)

You've made the commitment and you have an accountability partner. Now let's learn the characteristics of goals. If we are going to have them and follow them, we have to know everything about them.

In order for goals to be effective, they need to be big, because it takes a big goal to create the excitement necessary for accomplishment. There is no excitement in mediocrity. The goal must be big enough to stir within you a passion to have it. When you picture the end result, you must feel an excitement, an enthusiasm, to get started. A wise man once said, "Make no small plans for they have no capacity to stir men's souls."

Can goals be too big? Without a doubt - yes. For example, I heard about a football coach who held a team meeting and asked the players to set a team goal. This team said they wanted to be State Champion. The problem with this goal was that this particular school had not won a playoff game since 1949! What do you think the chances were of them winning the 5A State Championship? Do you tell them they have little chance or do you allow them to set a goal that is almost surely unreachable? The coach did the wrong thing: He allowed them to have that goal and it was negative for everyone.

Another football coach took a different approach. Bob Stull, the Head Football Coach at the University of Texas at El Paso, took UTEP to a Bowl Game for the first time in many years. But it didn't happen overnight.

One of the goals for his first UTEP team was to shut out defensively <u>one</u> opponent. This had not been done at UTEP in many years. This was significant because even late in a losing season this was a BIG goal that they still had a shot at reaching. They had a spot down the railroad tracks they could see and they kept walking.

Did they set the goal to win the National Championship? No, they didn't set a goal that, realistically, most of the players, coaches and alumni couldn't see. They set some goals that made them reach. When they got to those spots on the railroad tracks, they found a new spot further on the track and kept walking, right to a winning season and eventually a Bowl bid. They set some BIG goals but not unrealistic goals.

[Note: Use an appropriate example from your sport.]

If you are the third team guard, making All-State is a little unrealistic now. Let's first set our sights to be the second team guard. Just like prize fighters, they move up one notch at a time, in most cases. If they get over-zealous and fight someone way above them, they may lose badly and not only lose confidence but begin believing there is no hope.

Continued

If you bench press 100 pounds and you set a goal at 400 pounds, you are being unrealistic. If you set it at 120 pounds and have a plan to get there, 120 is on the way to 400.

Just a follow-up note on that high school team. They set some more reachable goals the next year. They continued walking toward specific points on the railroad track until they could see further. They kept setting goals. Four years later, they set a realistically BIG goal to be the State Champions - and that is exactly what happened.

Goals must be big enough to create a passion within you to achieve them and not so big that they are unrealistic. Right now would be good for you to know that you will be expected to write and complete a goal in the four following areas:

1. Academic - Obviously, something to do with subjects other than extra-curricular
2. Physical - This could be strength, speed or size
3. Athletic performance - How well you will perform for the team
4. Family, financial, spiritual - The final category is either one of the three or another area of your choosing

Remember: Start thinking about what your goals will be and, as we identify the characteristics, it should start painting a picture of exactly what the goals will be.

Remember: The first characteristic of a goal is that it must be BIG, but not GIANT.

The second characteristic of goals is they should be long-range enough so you are able to overcome some short-term obstacles. The goal should not be for one week; circumstances may cause this to be lost. If your physical goal is to lose 30 pounds, set your target date for at least four months out. That is 7 1/2 pounds per month, not two pounds a week. This allows you room if some emergency circumstances occur.

When a plane leaves the airport, it may get blown off course; it does not go back to the airport and start over. It corrects the mistake and moves forward. There will be obstacles to reaching your goal. You did not call the chief of police this morning and ask when all the lights would be green before you left. There are stop lights and caution lights in your journey. You don't quit because you hit a red light. You stop, regroup and keep going. Other people or circumstances may stop you temporarily, but only you can stop yourself permanently.

Continued

Can a goal be too long-range? Yes. Do not procrastinate. You have probably heard your mother say a thousand times, "Do not put off 'til tomorrow what should be done today." You are not going to lose 30 pounds this week. That would be silly. Setting a loss of 30 pounds for 2 years would be lazy. Set a time line that has some reasoning and can be done. Some goals will have time built-in. If your goal is to make 100% on your history final, obviously that time is built in. Others need to be thought through for the appropriate amount of time to be designated. There should be an urgency to the completion, but not a panic.

As we covered, the goal should be BIG and LONG-RANGE. You should be thinking about what your goals are going to be and some time lines. Talk to your friends, parents, etc., about ideas. One piece of advice here I think is very important: Share your "give up" goals with everyone. If for a physical goal you are going to give up dipping snuff, tell it to everyone. Giving up something is when you will get help from everyone. They will all hold you accountable.

Share your "go up" goals only with those who want to help you "go up." If you want to go up to the top 1/3 of your class, tell only those who believe in you and want to help you. If our "go up" goal is to win district, you don't need to tell our opponent, tell the supporters. Telling the opponents is only motivation for them. It gives them a goal. Don't do anything to help your opponents.

Do: (15 minutes)

1. Lead a discussion of questions #1 - #3 found on the worksheet.
2. Give the students adequate time to write four goals in question #4. This is a starting point for these goals.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

CHARACTERISTICS OF GOALS

For Discussion:

1. Why should a goal be big?

2. Why should a goal be long-range?

3. What are some examples of "give-up" goals? What are some examples of "go up" goals?

4. Write down one goal in these areas:
   a. Physical:

   b. Academic:

   c. Athletic performance:

   d. Family, financial or spiritual:

Word of the Day: MATURITY - the characteristics associated with an adult.

"Maturity is the willingness to sacrifice a short-term pleasure for a long-range goal."
- Dennis Parker

GOALS: LESSON #6 COACH'S NOTES

The fourth characteristic of goals is the goal must be specific.

The phrases "meaningful specific" and "wandering generality" have been used several times. Here is why. Take the hottest day of the year, the most powerful magnifying glass you can buy in a store, and a box of newspaper clippings. Even though you magnify the power of the sun through the glass, you will never start a fire if you keep the glass moving. However, if you hold the glass still, and focus it on the paper, you harness the power of the sun and multiply it through the glass. Then you can start a roaring fire.

I don't care how much power, brilliance or energy you have, if you don't harness it and focus it on a specific target and hold it there, you're never going to accomplish as much as your ability warrants. The hunter who brings back the birds doesn't shoot the covey, he selects one quail as a specific target.

The art of goal-setting is to focus on one specific, detailed objective. Doing "my best" is an easy out. There is nothing specific in that. There is no accountability. "All-district," "all-state." There is nothing specific there. You depend on your coach to nominate you and the other coaches to vote for you. How about this?

[Note: Use specific examples from your sport.]

If your performance goal was to make 14 unassisted tackles on the average, do you think you would make all-district? If you completed 75% of your passes? Graded 80% with 3 pancake blocks?

Get the picture? Goals cannot be general; they must be specific, both in scope and in time. There has to be a specific timeline for each goal.

In Review:

The characteristics of a goal are:

1. BIG
2. Long-range
3. Daily objective graded
4. Specific in scope and time

Do: (15 minutes)

1. Discuss the questions found on the worksheet.
2. Give the students time to re-write any goal so that it is specific, big and long-range.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

The fourth characteristic of goals is the goal must be specific.

The phrases "meaningful specific" and "wandering generality" have been used several times. Here is why. Take the hottest day of the year, the most powerful magnifying glass you can buy in a store, and a box of newspaper clippings. Even though you magnify the power of the sun through the glass, you will never start a fire if you keep the glass moving. However, if you hold the glass still, and focus it on the paper, you harness the power of the sun and multiply it through the glass. Then you can start a roaring fire.

I don't care how much power, brilliance or energy you have, if you don't harness it and focus it on a specific target and hold it there, you're never going to accomplish as much as your ability warrants. The hunter who brings back the birds doesn't shoot the covey, he selects one quail as a specific target.

The art of goal-setting is to focus on one specific, detailed objective. Doing "my best" is an easy out. There is nothing specific in that. There is no accountability. "All-district," "all-state." There is nothing specific there. You depend on your coach to nominate you and the other coaches to vote for you. How about this?

[Note: Use specific examples from your sport.]

If your performance goal was to make 14 unassisted tackles on the average, do you think you would make all-district? If you completed 75% of your passes? Graded 80% with 3 pancake blocks?

Get the picture? Goals cannot be general; they must be specific, both in scope and in time. There has to be a specific timeline for each goal.

In Review:

The characteristics of a goal are:

1. BIG
2. Long-range
3. Daily objective graded
4. Specific in scope and time

Do: (15 minutes)

1. Discuss the questions found on the worksheet.
2. Give the students time to re-write any goal so that it is specific, big and long-range.
3. Review the word of the day. Ask someone to use it correctly in a sentence.

CHARACTERISTICS OF GOALS (CONTINUED)

No matter how much power, brilliance or energy you have, if you don't harness it and focus it on a specific target and hold it there, you're never going to accomplish as much as your ability warrants.

For Discussion:

1. Why are daily objectives necessary to reach a long-range goal?

2. Why is it important that you set goals that are specific?

3. Look at each of the four goals you wrote in Lesson #5 and ask yourself: Are they big? Long-range? Specific? Can they be broken down into a daily objective? Re-work any goals so they fit the four characteristics of goals.

Word of the Day: MARTYR - one who dies or makes a great sacrifice for a cause.

"It is the cause and not merely the death that makes a martyr."
- Napoleon Bonaparte

BECOMING A FLEA TRAINER

Say: (5 minutes)

We need to pause in our quest for understanding goals for a lesson on how our mind and body work to reach a goal.

When you commit a specific goal to your mind, there is within you a "success instinct" that begins immediately to work to take you to that picture. Whatever you paint as an end result, your "success instinct" will begin to get you to that picture.

Every creature has this "success instinct." A squirrel that is born in the spring will gather nuts for a winter it has never experienced. A bird will fly without compass or navigational tools in the direction of warm weather. In these animals, the success instinct is simply a survival instinct. In man it is much more. Once you place in your conscious mind what it is that you want (the key here is you have to paint a picture that is vivid in every detail), your subconscious "success instinct" will begin working immediately to get you there.

Now this instinct within us is totally impersonal. If you constantly focus on a negative picture, your instinct will take you to that and then it will be a "failure instinct" rather than a "success instinct."

Let's look at two golfers. The first "sees" the ball landing on the green. The second takes out 2 balls because he "knows" one will go in the water hazard. What do you think is the final result of each one? Which has a "success instinct"? A "failure instinct"?

You do not need to concern yourself with how to get to the goal. Concern yourself with the picture and the means will take care of themselves. Our bodies cannot tell the difference between a real experience and one that is vividly imagined. This is the key to reaching a destination to which we have never been.

Boyd Paulsmeyer is a good example of this. Boyd was an average offensive tackle and was one of the weaker starters in the offensive line. He set a specific goal of whipping Alex Clinton in one-on-one during the fall two-a-days. Alex was the best athlete on the team and was an All-Conference defensive tackle.

When it was time for two-a-days in pads and the one-on-one drill arrived, Boyd was first in line and challenged Alex. The head coach was also the defensive line coach so there were no advantages in alignment or snap count or having a ball carrier that the defensive player would have to tackle. It was simple man-on-man, one-on-one, everything tilted in the favor of the defense. Boyd exploded off on sound - head up, back flat, rolled his hips, drove his feet and put Alex on his back several yards down field. Everyone thought Alex had slipped or Boyd had gotten lucky, so they lined up to do it again. Same scenario, exact results. They did it a third time, this time not at Alex's request, but at the urging of the defensive line coach.

Continued

GOALS: LESSON #7 COACH'S NOTES

After practice, sitting in the locker room, Boyd was asked what he had done over the summer that made such a difference in his athletic performance. He replied, "I followed the program you gave me, running and lifting, and every night when I got in bed before I went to sleep, I imagined the first day of one-on-one. I saw the grass, I saw you, I saw the coaches, I saw exactly what happened today." Boyd went on to become an All-Conference offensive tackle.

Boyd set a specific goal of beating Alex one-on-one consistently. He knew if he beat him, the general things (starter, All-Conference, etc.) would take care of themselves. This was a big goal. He set his goal in May to occur in August. He kept daily records to achieve the goal. He used his "success instinct" by painting the picture - imagining vividly the end result and he committed to seeing that goal completed each night before he went to sleep.

This may surprise you, but you will never have success until you learn to train fleas. You train fleas by putting them in a jar with a top on it. Fleas jump, so they will jump up and hit the top over and over again. As you watch them jump and hit the top, you will notice something interesting. The fleas continue to jump, but they are no longer jumping high enough to hit the top. Then, and it's a matter a record, you can take the top off and though the fleas continue to jump, they won't jump out of the jar. They won't jump out because they can't. The reason is simple. They have conditioned themselves to jump just so high and that's all they can do.

Man is the same way. He starts out in life to write a book, climb a mountain, break a record or make a contribution. Initially, his dreams and ambitions have no limits, but along the roadway of life he bumps his head and stubs his toe a few times. At this point his "friends" and associates often make negative comments about life in general and him in particular and as a result he becomes a SNIOP. A SNIOP is a person who is Susceptible to the Negative Influences of Other People. That is why it is important to whom you show your "go up" goals.

The most outstanding example of a flea trainer is Roger Bannister. For years athletes tried to run a mile in less than four minutes. The barrier seemed unbreakable. Doctors even told athletes that the heart would explode if they ran it in under four minutes and they would die. The general consensus was that the sub-four minute mile was beyond the physical capacity of the human being.

Roger Bannister wouldn't be "snioped." He trained hard. He imagined himself breaking the four minute barrier. He hired four men to pace him each lap. He broke it down into laps. He knew exactly how many strides per lap. He broke the four minute barrier. Less than six weeks later, John Landy of Australia accomplished the same feat. All of a sudden there were athletes all over the world running a mile under four minutes. The four minute barrier was broken because the barrier was mental and not physical.

In case you missed the point, a flea trainer is a person who jumps out of the jar. He's driven from within and is not "snioped" by negative influences. Once you set the goal, your "success instinct" will begin working on it. Develop the picture of what you want and do not listen to the SNIOPs of the world.

Continued

Do: (15 minutes)

1. Read aloud the flea trainer certificate and have the students fill in their names.
2. Lead a discussion of the questions found on the student worksheet.

FLEA TRAINING CERTIFICATE

Let the whole world know that _____ is a fully qualified, dedicated "flea trainer." By jumping out of the jar you are earning the rights and privileges this world has to offer.

Flea trainers are people who are driven from within and are not "SNIOPS" (susceptible to negative influences of other people). They have removed their own ceilings and are teaching others to do the same.

Flea trainers work at seeing people through, instead of seeing through people. They teach others how to "get on" instead of telling them where to "get off." They are confident but not arrogant, and know how to serve without being servile.

Flea trainers seek "total" success and a well-balanced life by building on honesty, love, character, loyalty, faith and integrity. They know that a dedicated effort is its own reward and that what you get by reaching your objective is not as important as what you become by reaching that objective.

YOU are going up with the knowledge that "he climbs highest who helps another up."

_____ _____

Accountability partner Flea trainer

1. Think of an example of when you let other people tell you you couldn't accomplish something and you believed them (you were SNIOP'ed), and share with the group. What did you learn from that experience?

_____

_____

_____

2. How can you help others "jump out of the jar" and see past self-imposed limitations?

_____

_____

USING TIME WISELY

Say: (5 minutes)

We've discussed what a goal is - a vision with works. And you understand the importance of goals. You know the characteristics of goals.

1. They must be BIG.
2. They must be long-range.
3. They must be checked daily.
4. They must be specific.

You know that you have a "success instinct" and when you put the goal picture in your mind your subconscious starts working on it immediately. You have been thinking about the four goals you are going to work on. You know the four areas are:

1. Physical
2. Academic
3. Athletic performance
4. Family, financial or spiritual

Now we begin on the "journey." Goal-setting is simply a journey. We are going to set a destination and begin working to get to that point.

The first thing we have to determine is where you are. If you are going somewhere, you have to know your beginning point. Today you need to write down everything you did yesterday and the time you spent doing it. Be specific. Do not simply write "English." Write briefly and specifically exactly what you accomplished in English. For time you spent doing nothing organized, write "free time." What you are going to learn is that you have time you are wasting, and how organization can be used to your benefit. Instead of "killing time," make your time count for you.

Remember the examples: Caterpillars spend time daily just following others; the businessman who set down six objectives daily in order to accomplish something. Every person has 24 hours a day, 7 days a week, 365 days a year. Successful people do not necessarily work harder than others. They work smarter. As you write your daily time down, be alert to see where you will be able to schedule time to work on goals.

The true mark of commitment is where your time is spent. If a man invests little, he expects little or no profit. What you put in is what you get out. Think of this: If you invest 25¢ in General Motors and you learn that General Motors may be facing bankruptcy, your attitude is "so what, it is only a quarter." On the other hand, if you have saved every penny you have earned from an after-school and weekend job, if you have denied yourself a car and parties in order to invest these savings in General Motors and you hear that General Motors is facing bankruptcy and you will possibly lose all your money, your attitude now is "No way!! We may have to re-organize or change but we are not going bankrupt!!"

Continued

Goal-getting is the same. When you invest the time and commitment to get to that point you will make the effort to reach the goal. If your team goal is to win the game and you have put in the time and effort and the other team is about to score, your response is, "They will not score. I have invested too much to give up now!!"

You might say this is paying the price to be successful. I disagree. You pay a price to be a failure. We all spend time; some spend it wisely doing the things that will make them successful. Others spend it foolishly and wonder where it went. Fielding Yost said it best about athletes:

> To me no coach in America asks a man to make any sacrifice - He requests that he do the opposite: think clean...live clean...come clean. He requests that he stop doing all the things that destroy him physically, mentally and morally and begin doing all the things that make him finer, keener and more confident. Athletics is a privilege, a luxury, but never a sacrifice.

The sacrifice is made by cigarette smokers. The smoker sacrifices 14 minutes of his life every time he smokes a cigarette.

The sacrifice is made by overweight people. They sacrifice hours of enjoyment because they are too tired from carrying the extra weight to really enjoy the days of this life.

The sacrifice is made by the "cool" guy. He is afraid to love and give himself so he never turns loose and gives his all. In life, he receives only what he has given - little.

The sacrifice is made by the weak athlete. He never knows what it is like to use strength as his ally.

The sacrifice is made by the athlete who does not set goals and discipline himself to follow a plan. He wanders aimlessly along, blown by the winds of time. He never accomplishes.

Once we find out we are not paying a price, we are enjoying the benefits, we can determine where we want to go. But first, we've got to know where our time is being spent.

Do: (15 minutes)

1. Give each student adequate time to fill in the schedule. (If yesterday was not an average day, have them guess what an "average" school day is like.)
2. Ask the following questions: a. What did you learn about how your time was spent?
   b. What do you need to change in order to have time to work on your goals?
3. Review the word of the day. Ask someone to use it correctly in a sentence.

USING TIME WISELY

Fill in the schedule below using yesterday, or an "average" school day for you. Be specific in what you did and what you accomplished in each hour time slot. If you were not doing anything specific write in "free time."

6:00 AM _____

7:00 AM _____

8:00 AM _____

9:00 AM _____

10:00 AM _____

11:00 AM _____

12:00 PM _____

1:00 PM _____

2:00 PM _____

3:00 PM _____

4:00 PM _____

5:00 PM _____

6:00 PM _____

7:00 PM _____

8:00 PM _____

9:00 PM _____

10:00 PM _____

11:00 PM _____

12:00 AM _____

Word of the Day: CHARACTER - a trait or distinctive combination of traits; moral integrity.

"A man never discloses his own character so cleverly as when he describes another."
- Jean Paul Richten

PHYSICAL GOAL

Say: (5 minutes)

After completing the time schedule, we now know your starting point. Next, we decide where you want to go. A goal is a journey. You started by seeing where you were. Now we set the destination of where you want to go. We will begin with the physical goal. Ask yourself these questions:

1. **Physically, where do you want to go?**
   It must be BIG. It must be specific. It must be long-range. It must have daily objectives.

2. **Why do you want to go?**
   This is the most important question. You must tune in to radio station WII-FM. This stands for What's In It For Me. This physical goal has to be so important to you that it stirs within you a passion to do it. When you write down the benefits of reaching this goal, it must excite you. If this is not important, if it does not excite you, chances are you will not be successful. When asked on his deathbed what was the key to success, the great scientist Pavlov replied, "Passion and gradualness." You must have a passion, a burning desire to get where you want to go and you must be willing to do it gradually.

3. **When do you want to get there?**
   This must be very specific. It cannot be "next year" or "this fall." A specific date is needed.

4. **When do you start?**
   Tomorrow is the greatest labor-saving device in the country. You cannot put off the beginning date. There's a sign that reads, "Free Soda Pop Tomorrow." The only problem is tomorrow never comes. Today should be the starting date, unless there are special circumstances.

5. **What does it cost?**
   No one begins a journey without first deciding if they can afford it. Figure out what the obstacles are that you must defeat in order to get to the goal. The minute you write down the obstacle and decide you want to overcome it, the "success instinct" in you will begin searching for answers.

6. **How do you get there?**
   You know where you want to go, when to get there and have a plan to overcome the obstacles. Now you map out the route you will take to get there. This is where your daily objectives come in. You know the plan, now you grade yourself daily, + or - on your goal. Did you follow the plan to get closer to the goal? If yes, put a + in your notebook. If no, put a - . Do not get down on yourself if every day is not a +. Some days there will be a -. Those are temporary. Keep pushing until there are more +'s.

Continued

Important note here: Private achievement precedes public achievement. Public achievement is having your test score at 100 announced by your teacher. Before that will happen, you will spend nights in private achieving the knowledge necessary to know the answers.

Public achievement is scoring in a big game. For this to happen you must have spent time conditioning and working in private.

Walter Payton ran for over 12,000 yards in public. Preceding that, Walter Payton ran many more than 12,000 yards in private, preparing himself.

7. **Who is responsible?**
   If you are depending on someone else, or if you are counting on luck, you will not have a chance. You are responsible in spite of circumstances. Do not allow temporary setbacks to prevent you from getting to where you want to go.

In his book, See You At The Top, Zig Ziglar explains how, by using this Goals Formula, he lost 37 pounds in 10 months.

Where did he want to go? From 202 lbs. down to 165 lbs.
Why did he want to go? For health reasons, longer life, better quality of life and to practice his own advice.
When did he want to get there? In 10 months.
When did he start? That very day.
What did it cost? For Zig, it was working it into an irregular schedule that forced him to eat late at night. It was a love of sweets. It was beginning an exercise program.
How did he get there? He scheduled his workout around his speaking, ate nutritious late-night snacks, cut out fried foods, ate only at the table, ate slowly, ate sweets only on Sunday, and started an exercise program that began with jogging one block and built up to several miles.
Who accepted the responsibility? He did.

Arriving home from a trip at 4:30 AM, he refused to take the morning off, got up at 5:30 AM and jogged. He did not make an exception. Exceptions are the most detrimental factor to reaching goals that you can find. Do not make exceptions.

Do: (15 minutes)

1. Have each student set a physical goal using the worksheet as a guide. (They began this process in lesson #5. Be sure they are writing realistic, specific goals.)

2. Ask for volunteers to share their goals.

PHYSICAL GOAL

1. Where do you want to go? (Specifically write down your goal.)

2. Why do you want to go? (What are the benefits to you?)

3. When do you want to get there? (Choose a specific date.)

4. When do you start?

5. What does it cost? (List the obstacles standing between you and this goal.)

6. How do you get there? (Develop a plan of action.)

7. Who is responsible?

ACADEMIC GOAL

Say: (5 minutes)

Today we are going to begin grading ourselves on our goals. Did you do what you needed to do yesterday on your physical goal? If yes, congratulations you have taken the first step. If you answered no, re-commit yourself to start today. Ask yourself, what got in my way? How can I tackle that obstacle?

Do: (15 minutes)

1. Give students a chance to grade themselves on their physical goal. Discuss their progress.

2. Have each student set an academic goal using the same process as in Lesson #9.

3. Ask for volunteers to share their goals.

ACADEMIC GOAL

1. Where do you want to go? (Specifically write down your goal.)

2. Why do you want to go? (What are the benefits to you?)

3. When do you want to get there? (Choose a specific date.)

4. When do you start?

5. What does it cost? (List the obstacles standing between you and this goal.)

6. How do you get there? (Develop a plan of action.)

7. Who is responsible?

ATHLETIC GOAL

Say: (5 minutes)

Today we are going to grade ourselves on our goals. Did you do what you needed to do yesterday on your physical and academic goals? If yes, congratulations you have taken the first step. If you answered no, re-commit yourself to start today. Ask yourself, what got in my way? How can I tackle that obstacle?

Do: (15 minutes)

1. Give students a chance to grade themselves on their physical and academic goals. Discuss their progress.

2. Have each student set an athletic goal using the same process as in Lessons #9 and #10.

3. Ask for volunteers to share their goals.

ATHLETIC GOAL

1. Where do you want to go? (Specifically write down your goal.)

2. Why do you want to go? (What are the benefits to you?)

3. When do you want to get there? (Choose a specific date.)

4. When do you start?

5. What does it cost? (List the obstacles standing between you and this goal.)

6. How do you get there? (Develop a plan of action.)

7. Who is responsible?

PERSONAL GOAL

Say: (5 minutes)

Today we are going to grade ourselves on our goals. Did you do what you needed to do yesterday on your physical, academic and athletic goals? If yes, congratulations, you have taken the first step. If you answered no, re-commit yourself to start today. Ask yourself, what got in my way? How can I tackle that obstacle?

Do: (15 minutes)

1. Give students a chance to grade themselves on their physical, academic and athletic goals. Discuss their progress.

2. Have each student set a personal goal using the same process as in Lessons #9, #10 and #11.

3. Ask for volunteers to share their goals.

PERSONAL GOAL

1. Where do you want to go? (Specifically write down your goal.)

2. Why do you want to go? (What are the benefits to you?)

3. When do you want to get there? (Choose a specific date.)

4. When do you start?

5. What does it cost? (List the obstacles standing between you and this goal.)

6. How do you get there? (Develop a plan of action.)

7. Who is responsible?

DAILY GRADE

Say: (5 minutes)

Note: There is no student worksheet with lesson #13.

Today we will discuss the progress you are making on your four goals. Now is the time to remember the importance of discipline. You must "keep on keeping on" for the goals to become a reality. You want these daily objectives to become habits for you.

Listen to the following and see if you can guess what I am talking about:

"I am your constant companion. I am your greatest helper or heaviest burden. I will push you onward and upward or drag you down to failure. I am completely at your command. Ninety percent of the things you do might just as well be turned over to me, and I will be able to do them quickly and correctly. I am easily managed, show me exactly how you want something done and after a few lessons I will do them automatically. I am the servant of all great people and, alas! of all the failures as well. I am not a machine, though I work with all the precision of a machine, plus the intelligence of a man. You can run me for profit or run me for ruin – it makes no difference to me. Take me, train me, be firm with me, and I will place the world at your feet. Be easy with me and I will destroy you. Who am I? I am Habit."

- Author Unknown

Two observations: All bad habits start slowly and gradually build until, before you realize you've got the habit, the habit has you. Examples are obesity, promiscuity, drug and alcohol addiction, pornography, tardiness, etc. No one gains a hundred extra pounds in a week. They add it on with "one more bite" at a time. Alcohol and drug addiction follow the same pattern, as do thievery, immorality and other vices. On the other hand, good habits must be grabbed firmly, forcefully, with a strong commitment. That decision, reinforced by your will to take action on your commitment, regardless of how you feel at the moment, will produce in an amazingly short period of time some incredible results.

Do:

1. Discuss progress on goals and the power of habits.

2. Give them the word of the day and the daily quote.

Word of the Day: CANDOR - sincerity and openness: straightforwardness.

"Candor is the brightest gem of criticism."

- Benjamin Disraeli

DAILY GRADE

Note: There is no student worksheet with Lesson #14.

Do: (20 minutes)

1. Discuss progress of four goals.

2. Remind them of the importance of discipline to keep on keeping on.

3. Give them the word of the day and the daily quote.

Word of the Day: CAPITALISM - an economic system characterized by open competition in a free market and private ownership of the means of production and distribution.

"Capitalism and communism stand at opposite poles. Their essential difference is this: the communist, seeing the rich man and his fine home, says: "no man should have so much." The capitalist, seeing the same thing, says "all men should have as much."

- Phelps Adams

DAILY GRADE

Note: There is no student worksheet with Lesson #15.

Do: (20 minutes)

1. Discuss progress of four goals.
2. Remind them of the importance of discipline to keep on keeping on.
3. Give them the word of the day and the daily quote.

Word of the Day: PESSIMISM - a tendency to take the least hopeful view of a situation or to anticipate the worst.

"To believe a thing impossible is to make it so."

- French proverb

On the following pages is a speech given by Bob Stull when he was Head Coach at the University of Texas at El Paso. Bob Stull gave me permission to reprint this text. I believe it is the best speech I have ever heard on team goals. I hope you get as much from it as I did.

"CHANGING ATTITUDES...WINNING"

I want to thank Jim Walden for the opportunity to speak at this convention. It is a great honor to be invited to speak at the AFCA Clinic and I want to recognize my staff, Dirk Koetter, Kevin Faulkner, Andy Reid, Mike Ward, and Larry Hoefer on Offense, and Mike Church, Steve Telander, Mo Latimore, and Ned Maypole on Defense, for helping make this opportunity possible. Before I talk about changing attitudes, I feel it is important everyone understands that in order to change an attitude you have to understand the existing one.

The number one question that the news media asked me when I was hired at UTEP was, "Why would you take a job that is traditionally a graveyard for coaches?" My wife commented on the question by saying, "You know, that sounds so final." I had never thought of it that way, but I had to agree. Since 1974 UTEP had never won more than two games and hadn't had a winning season in almost twenty years! Whenever I would speak at a service club or university function, someone would always pull me aside after my talk and say, "Just beat New Mexico State and two other teams and they'll elect you mayor and build you a monument in the center of town."

The first year we did beat New Mexico State and three other teams, but I was disappointed to find out there was no strong movement in either direction. However, this year before our BYU game, when we were 5-1 in conference play and still in the conference race, "Bob Stull for Mayor" T-Shirts went on sale for $15.00 at a local restaurant. However, after the game, which we lost, prices were reduced to $1.25. You know what our relatives got for Christmas!

As you can see, the people of El Paso were starved for a competitive football team. Fortunately, we have over 500,000 people in El Paso with no competition for the entertainment dollar other than high school athletics. We have no professional or local college to compete with. This was a factor when I took the job because there was a potential for an increase in attendance. Obviously, this would mean more money for our Athletic Program. The city was a great backer of our basketball team, averaging over 12,000 at home games. Of course, Don Haskins has been extremely successful over the years, including over 500 victories, five back-to-back WAC titles, and a National Championship in 1966. However, because of the basketball support, I felt if we could become competitive, people would support us also in football. Fortunately, I was right on that point because our attendance jumped from 19,000 in 1985, to 27,000 our first year, and just under 43,000 in 1987. But previous to this year I think the general attitude of the community towards UTEP Football was one of apathy. Although they would like to have seen a winning football program, the records were so poor most UTEP fans would watch the first few games and then start talking about basketball. The attitude of the players was basically one of a lack of confidence and poor self-esteem stemming from numerous embarrassing and frustrating situations.

Continued

SETTING GOALS

The first step toward developing the proper attitude was developing "a sense of mission"; to become focused on what we wanted to do; to have a clear vision of the team they wanted to become and what we wanted to accomplish. Of course, we had our weekly offensive goals, defensive goals, kicking goals, etc., but we had to set some team goals. It is extremely important to set worthy, but reachable, goals for the team. My first year as Head Coach at UMass, I made the mistake of setting a goal of simply winning the championship. After losing our first two conference games, I spent the rest of the season trying to find ways to motivate our team. So in looking at UTEP my first year, I felt it would be ridiculous to make winning the WAC Championship our primary goal.

However, I felt that becoming the most improved team in our league would be something we had a chance to accomplish. Since UTEP had not won more than two games since 1974 and hadn't had a winning season since 1970, we had an opportunity to set up a goal chart with plenty of intermediate goals. The great thing about our goal chart the first year was if we won just three games we would be the best team at UTEP in 14 years. Believe me, this kept us going because after winning two of our first three games we lost seven in a row before winning our last two. No matter how bad things appeared during that period of time, we still knew we could be the best team in years if we could just win one more. This helped keep things in perspective. Here is how we structured our goals the first year. (See Diagram 1, page 65)

This past year we restructured our goal charts trying to build on our limited success in 1986. Unlike most teams, each one of our victories last year broke some sort of record dating back five to twenty years. In fact, some things on our chart had never been accomplished. The key here, though, is we set up some measureables. We would review our team goals in our Monday and Thursday team meetings. We also kept a chart listing our accomplishments–WAC Player of the Week, etc. It is a good idea to reinforce positive performance. Here is our goal chart for 1987.(See Diagram 2, page 65)

TAKING RESPONSIBILITY

We sell our players on responsibility. We want our players to understand that they are 100 percent responsible for everything that happens to them, both on and off the field. Winners move forward, while losers make excuses. We do not want our players to blame others for what happens to them. We demand our players accept total responsibility for their lives. I don't want to hear after a game about the wind, the referees, or any other excuse if we lose a game or don't play well. Each player is held accountable for his particular role in our game plan. If a player is on the offensive unit and also the punt team, he is responsible for understanding our game plan for both, as well as his performance on both. Another player may be only a backup on the kickoff team, but if that is his job he should understand who he would replace in case of an injury, as well as a complete knowledge of our game plan on our kickoffs. Also, we emphasize if they don't like their position on our team, if they aren't happy with the way things are going, it's up to them to take the responsibility to change it. And if they can't change it, the least they can do is not complain about it.

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BUILDING CONFIDENCE

One element our team lacked and we worked hard at developing was confidence. Joe Paterno last year stated that confidence separates winners from losers. I define confidence as the ability to separate a performance from your self-worth. We talked a lot about being able to rebound from a single poor play, or even a poor game. The ability to say, "I'm better than that, that's not like me," rather than the typical negative self-talk, telling yourself how bad you think you are because of what has happened. Being able to maintain confidence when things aren't going right and the crowd is on you is hard to do. Unfortunately, the only way anyone develops confidence is from having positive experiences. But handling your players correctly until you have these positive experiences is important.

In dealing with my coaches, I made sure they understood that developing our team was not going to be easy. In fact, there were probably going to be some very frustrating times ahead. However, what would be important is that we were sound in what we were trying to do, and that we were getting better each week. I wanted our coaches to look for and emphasize the good performances in practice and in games rather than emphasizing our mistakes.

This is especially true with learners. In an established program we're talking about everyone. We try to encourage progress, as good performance is the accumulation of approximately-rights. Yelling and screaming at players who do not understand exactly what you want will discourage and frustrate them. Don't expect to tell a player how poor he is all week and then expect him to do well in a game. Another important point along these lines is to make sure you tell the player exactly what you want him to do rather than what not to do (a negative of an idea). How many times do we find ourselves telling a player something like "Don't go out of bounds," rather than "stay in bounds and keep the clock moving." If you tell a player not to do something studies say you are actually setting him up to do it.

This is because your mind works in pictures and does not recognize the word "don't" from "do." When you approach a water hazard when playing golf and you are thinking, "I can't hit this ball in the water," chances are that's what you are going to do. So when trying to develop confidence in your players, tell them exactly what you want of them in positive terms, and then praise their progress as they become closer to the correct technique or performance you desire.

OVERCOMING FEAR OF FAILURE

One thing that is truly indicative of a team or an individual who hasn't had success is the fear of failure. Our players were more concerned about their being involved in a play where the game was lost than being in the paper for making the play that won the game. There is a big difference in thinking here. One who hates to lose but is not afraid to lose will prepare hard and compete equally as hard to win. At times, such a person will also take necessary risks to get the job done. Someone who is afraid to lose, on the other hand, will also prepare hard, but when he is on a critical play he will either play over-cautiously, or overtrain and try too hard, which usually ends

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with the same disastrous results. How many times have you seen a team blitz in a critical situation only to have the quarterback complete an easy 12 yard out route? Undoubtedly, the corner has been told to tighten up on the receiver but his fear of "you can't be beat deep" has caused him to play cautiously.

There is a simple story that illustrates this. Take a 20-foot plank, six inches wide and lie it on the floor. At the end of the plank put a ten-dollar bill. Now ask a friend to walk along this plank and pick up the ten-dollar bill. You would have no problem getting a volunteer – relatively low risk and high reward. Your friend would probably walk briskly across one foot after the other, and quickly pick up the money. But now take that same twenty-foot plank and stretch it between two 30-story buildings. Now ask your friend to perform the exact same task for the same amount of money. Do you think he'd do it? Not on your life. He may shimmy across for $1000, but if he attempted to walk across his legs would tighten and each step would be painfully slow and wobbly. All of a sudden a new element has entered the performance. Thirty stories of "or else." The fear of failure has made this previously easy task almost impossible. In a game, similar fears of "or else" make the simple techniques you have practiced extremely hard to perform in critical situations.

To help overcome this fear of failure, we told our players that errors are going to happen in a game. Rarely will anyone go through a game without making a mistake. The important thing is for the player to know that he will not be persecuted for making a mistake of being beaten physically as long as he is doing the best he can do with what we have taught him. If something goes wrong, don't panic! Keep your concentration and continue with the techniques and assignments as you were taught. This goes back to confidence, separating one play from your overall performance. Of course, minimizing those mistakes is what eventually wins games, but it is important for your players to believe that if they play as best as they can, they won't be criticized because things didn't work out the way they liked.

PREPARATION

Finally, building confidence and overcoming fear of failure can be enhanced by taking the time to properly prepare. I have heard many of the great coaches talk about the will to prepare. To spend the necessary time on the practice field, in the weight room, and studying the playbooks and game plans to become successful. There is no shortcut to success and no substitute for hard work. We work toward consistent work habits on the field. Our coaches spend most of their time writing game plans, scouting reports, practice scripts, and written tests to help prepare our team mentally for each game. The more mentally prepared we can become from printed material and the more physically prepared we can become from practice will make everyone more confident about playing in the game. We want to eliminate the "what if's" and replace them with "if whens." Cover as many situations as possible so the players won't panic when presented with something unexpected. Of course, all of this comes down to organization, and I had the privilege of working for 14 years under one of the best organizers in the business, Coach Don James. I hope you'll find some of these ideas helpful. And as a close friend of mine tells his wife each time she leaves for the beauty shop... "Good luck to you!"

DIAGRAM 1

Level 6	Long-range	Conference Champs, bowl game, national ranking
Level 5	Long-range	6 wins, winning season, best since 1967
Level 4	Intermediate	4 conference wins
Level 3	Intermediate	5 wins, most since 1971
Level 2	Primary	3 conference wins, most since 1971
Level 1	Primary	New Mexico State, 1 win

DIAGRAM 2

Level 10	Long-range	National ranking
Level 9	Long-range	Bowl game
Level 8	Long-range	Conference champs
Level 7	Intermediate	Most improved team, winning season, 7 wins
Level 6	Intermediate	5 conference wins
Level 5	Intermediate	6 wins, most since 1970
Level 4	Intermediate	4 conference wins; 5 total wins, most since 1971
Level 3	Intermediate	3 conference wins; 4 total wins, most since 1974
Level 2	Intermediate	2 conference wins; 3 total wins, most since 1975
Level 1	Primary	1 win