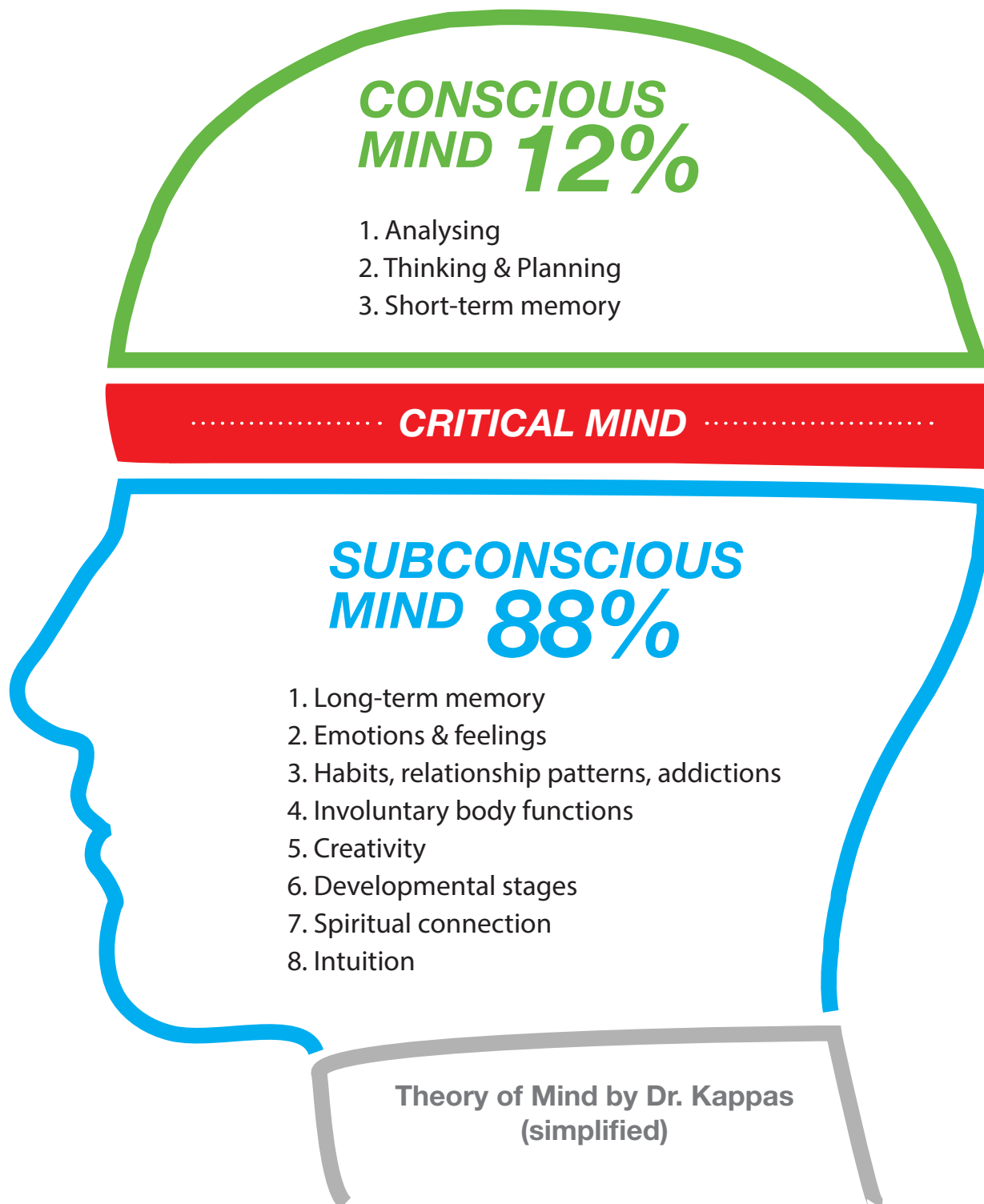
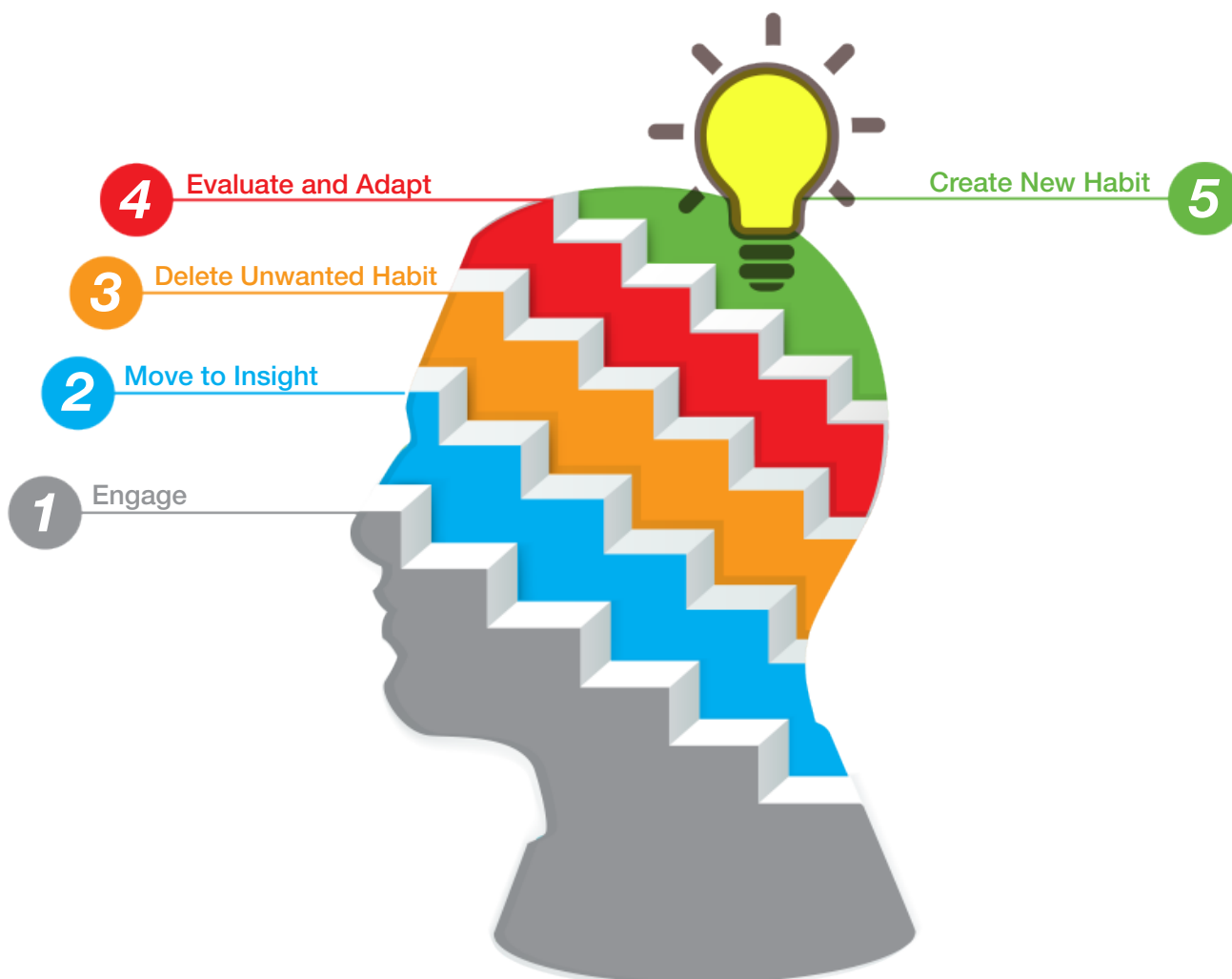


THE CONSCIOUS AND SUBCONSCIOUS MIND



* **Critical Mind:** Critical thinking is about making reasoned and logical judgments which are well considered. You must question information and evidence and not just accept certain arguments.

EMBED MODEL™ FOR CREATING NEW HABITS: Facilitating Change with New Hard-Wiring of Mind



- 1. Engage:** The “Engage” state sets the stage for reflection on what’s getting in the way, making new connections, and accessing solutions to problems.
- 2. Move to Insight:** Helping people hear those quiet signals referred to as “a-ha” moments are at the heart of personal learning and innovation. This state of mind creates a space where roadblocks are clearly brought to light (awareness) and solutions from the unconscious are able to be accessed (insight). Insights create permanent neural changes in the brain, are more memorable than linear problem solving, and are needed for addressing complex barriers to change.
- 3. Delete Unwanted Habit:** Insights aren’t very useful unless action is taken. What is most important is that action follows insight. This leads to the creation of new neural pathways in the brain and the consolidation necessary for changes in emotional responses, thinking, and behaviour.
- 4. Evaluate and Adapt:** Ongoing follow-ups to identify and acknowledge the learning that comes from taking action is essential for tracking progress and ensuring development. A new action that follows insight provides opportunity for learning, which leads to more reflection and additional insights. This cycle of learning leads to deeper levels of engagement and precise actions focused on the new thinking and behaviour that supports the achievement of goals.
- 5. Create New Habit:** New habits of behaviour need reinforcement for sustainable change to occur. When a coach reinforces new habits, attention is maintained and new pathways in the brain are developed and expanded.

PRINCIPLE OF SYSTEMATIC REPETITION: TRAINING THE BRAIN TO MAKE QUICK DECISIONS



"I give the players the day off after the game, and we do a recovery session on the first day of work (Tuesday if the game was on Sunday). From Wednesday, we begin working on general aspects, which are unchanged in my style of play. We end the week by working on more tactical and positional details, taking into account the strategic side. The general aspects refer to my main principles of play and the main sub-principles that make them up. These never change, so we train them every week (systematic repetition), because we attempt to model actions that promote the particular habits of our game model."

(José Mourinho in Gaiteiro, 2006)

The Importance of Emotions in Learning a Way of Playing

"Making decisions based on emotions is not an exception; it is the rule." (Jensen, 2002)

Damasio (2003) explains, "Despite the biological and cultural past that influences us when we decide, and that almost inevitably leads us to certain decisions, we have some leeway, some degree of free will."

Suppose we wanted a centre back to learn our principles related to building up play from the back using ball possession and circulation. However, he has played many years for a team where he was encouraged to play forward quickly with long balls and never risk giving the ball away in this area:

- He would probably have difficulties taking the risk to retain the ball and circulate it, because he will experience a constraining emotional feeling i.e. The fear of losing the ball in his half.
- Although he tends to refuse to take that risk (which is a kind of cultural survival mechanism learned at his former team), with specific work on changing the habit (i.e., by activating the prefrontal cortex to create new mental connection standards) and systematic repetition, he can gradually adapt his brain to the new way of playing.
- Training is necessary to reverse the state of body he feels, so he can feel comfortable on the ball.

Therefore, when the emotional dispositions are already modelled by the new values (the principles of play) of the team, the decision-making process in both training and competition becomes faster and more efficient.

Using Positive Emotions to Create Good Habits

We therefore see that experiencing certain actions, as defined by the principles and sub-principles of how to play, creates a set of emotions and feelings in players. When these players subsequently face a similar situation in a competitive match, their emotions and feelings will assist them in decoding the information and making decisions, reducing the reasoning process and allowing them to anticipate.

The training process should enhance the creation of positive emotions, so players can make decisions easier during matches, as they are stimulated by situations linked to those same emotions. When players experience these specific situations during practice, they will find it useful to anticipate their responses later in a competitive match - they will be inclined towards actions that were previously successful in solving similar problems.

Notice that in the above text, it is very clear that systematically training the principles of play for a particular game model leads players to become familiar with the operational logic, and in turn, they form memories (linked to pleasant or unpleasant stimuli) that will direct their choices during the game, albeit subconsciously. However, this unconscious nature does not exclude the need for conscious engagement and concentration from the player, because as Oliveira (2006) says, "there is a need for players to be fully engaged and emotionally involved in this project of building a game model."

As mentioned earlier, all the principles of play that are learned by a given player make up his specific knowledge of the collective project. To comprehend the

TACTICAL PERIODIZATION

A PROVEN SUCCESSFUL TRAINING MODEL



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