

FIFTH EDITION

APPLIED **SPORT** PSYCHOLOGY

PERSONAL GROWTH TO PEAK PERFORMANCE



JEAN M. WILLIAMS, EDITOR

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University of Arizona



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APPLIED SPORT PSYCHOLOGY: PERSONAL GROWTH TO PEAK PERFORMANCE

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WE DEDICATE THIS FIFTH EDITION TO THE MEMORY OF DOROTHY
V. HARRIS AND BRUCE C. OGILVIE. BOTH ARE ORIGINAL
CONTRIBUTORS TO APPLIED SPORT PSYCHOLOGY: PERSONAL
GROWTH TO PEAK PERFORMANCE AND WORLD-RENOWNED
PIONEERS IN THE FIELD. DOT AND BRUCE HELPED PROVIDE
THE VISION AND INSPIRATION FOR MUCH OF
THE GROWTH WITHIN APPLIED SPORT PSYCHOLOGY.
THEY ARE GREATLY APPRECIATED AND
SOEELY MISSED.

PREFACE

An increasing number of coaches and athletes have turned to applied sport psychology to gain a competitive edge—to learn, among other things, ways to manage competitive stress, control concentration, improve confidence, increase communication skills, and promote team harmony.

The first edition of *Applied Sport Psychology: Personal Growth to Peak Performance*, which was published 20 years ago, was one of the first books written specifically to introduce coaches and sport psychologists to psychological theories and techniques that could be used to enhance the performance and personal growth of sport participants from youth sport to elite levels. The book focused primarily on three dimensions: (1) techniques for developing and refining psychological skills to enhance performance and personal growth, (2) suggestions for establishing a learning and social environment that would enhance the effectiveness of coaches and maximize the skill and personal growth of athletes, and (3) special issues such as staleness and burnout, psychology of injury and injury rehabilitation, and retirement from athletics.

Later editions had the same focus but were expanded to cover more topics. New chapters were added on motivation, training youth sport coaches, improving communication, referring athletes for professional counseling, drug abuse in sport, and exercise psychology. The last chapter reflected the growing importance to applied sport psychology of understanding the psychological benefits and risks of exercise and the psychological and behavioral principles for enhancing exercise adoption and adherence.

The same important topics, focus, and organizational structure have been retained for this fifth edition, but the revision reflects the latest research, practice, and anecdotal examples in applied sport psychology.

Applied Sport Psychology is particularly well suited as a text for classes in applied sport psychol-

ogy and psychology of coaching. The book will also be a valuable reference for practicing coaches, sport psychologists, and psychologists who did not have the opportunity for such training in their own formal education. Here are some of the reasons the fifth edition continues to be exceptionally well suited for these classes and individuals.

Written Specifically for Sport Psychologists and Coaches

The growing body of knowledge and interest in applied sport psychology is perhaps best indicated by the approximately 300 books that have been published on mental skills for peak performance. Most of these books continue to be written primarily for the sport participant. Their coverage is not comprehensive enough for the sport psychologist or coach who must apply psychological constructs across a wide variety of situations and deal with many different sport participants. Books written for sport psychologists and coaches are typically general textbooks that attempt to cover the entire field of sport psychology. Thus their coverage of applied issues—and particularly psychological interventions for enhancing sport performance, personal growth, and exercise participation—is superficial compared to the in-depth coverage provided in this text. Other applied textbooks do not have the comprehensive coverage of this book, the expertise of the contributors, or as clear a presentation of the theories and research that provide the foundation for application.

Based on the Latest Research and Practice

The knowledge and experiential base in applied sport psychology has greatly expanded since the initial publication of this book. Each new edition

has reflected the latest research and cutting-edge practice in applied sport psychology. Although the primary focus of the fifth edition continues to be on application, each chapter provides theoretical and research foundations when appropriate. When using the book as a textbook for a graduate course, the instructor may want to supplement the book with readings from the research studies cited by the contributors.

Comprehensive Coverage of Topics

No other text in applied sport psychology encompasses the comprehensive approach taken here. The first chapter discusses the past, present, and future of sport psychology. The remainder of the book is divided into five parts.

Part One covers learning, feedback, motivation, and effective leadership. Part Two covers social interactions such as effective groups, communication, and coach–parent relationships. For clarity and simplicity, some of these chapters have been written in the vernacular of the coach. The reader is cautioned, however, not to conclude that these chapters are only useful for coaches. Sport psychologists frequently find it necessary to work with coaches in areas such as improving communication skills, building team rapport, and fostering more effective leadership behaviors. Also, the same principles of learning, motivation, and social interaction that help to increase a coach’s effectiveness apply to the sport psychologist teaching mental skills and interacting with athletes. Thus the knowledge and insight gained from reading the chapters in Part Two are as appropriate for current and prospective sport psychologists as they are for coaches.

Part Three of the book discusses mental training for enhancing performance. This section begins with a chapter on the psychological characteristics of peak performance; other chapters discuss identifying ideal performance states, setting and achieving goals, managing stress and energy levels, training in imagery, identifying optimal attentional styles, control-

ling concentration, and building confidence. Part Four deals with implementing training programs. The first chapter provides suggestions for the integration and implementation of a psychological skills training program. The second chapter provides guidance on how to conduct sport psychology training programs with coaches.

Part Five addresses the referral of sport competitors for professional counseling, drug abuse in sport, burnout, injury risk and rehabilitation, termination from sport competition, and psychology of exercise. No sport psychology book has dealt with all of these issues, even though they are crucial to sport performance, personal development, and the enhancement of exercise participation and benefits.

The appropriateness of these chapters for certain courses will depend on the students’ backgrounds and interests. The book was planned to provide complete coverage of psychological theories, techniques, and issues relevant to the enhancement of personal growth and to sport and exercise participation and performance. Instructors may select those chapters that are appropriate for their courses. For example, Chapters 2 and 3 concern motor skills learning and principles of reinforcement and feedback; this material might be redundant if students already have a thorough background in motor learning. Chapter 10, on coach–parent relationships, may interest only those individuals who are working, or plan to work, in a setting where sport participants are still living with their parents; whereas Chapter 26, on termination from sport competition, may interest only individuals who work with athletes who are nearing retirement or dropping out of sport competition.

Written by Leading Experts in Sport Psychology

The contributors to this volume are leading scholars and practitioners in sport and exercise psychology. They work with sport participants from youth sport to Olympic and professional

levels, and most have illustrious backgrounds as elite athletes or coaches.

Integrated Organization and Writing Style

The book has the major advantage of drawing on the diverse expertise and perspectives of 46 sport and exercise psychologists and 3 motor learning experts, but it avoids the common disadvantage of disparate coverage and diverse writing styles frequently found in edited textbooks. The content and sequencing of chapters have been carefully coordinated to ensure comprehensive coverage and progressive development of concepts while eliminating undesirable overlap and inconsistency in terminology. Writing focus, styles, and organization have been standardized as much as possible. Each chapter cites appropriate research and theory, makes application to the world of sport and/or exercise, and provides examples and intervention exercises whenever appropriate. Each chapter also begins with an introduction that highlights the content of the chapter and ends with a conclusion or summary of the major psychological constructs and skills and study questions for students.

Application Examples

The numerous examples given throughout the book greatly facilitate the translation of psychological theory and constructs into everyday practice. Many of these examples involve well-known professional and amateur sportspeople. The examples cut across more than 40 sports and provide important anecdotal evidence that can be used to motivate individuals to develop psychological and behavioral skills for their sport and exercise participation. These real-life examples are frequently supplemented with hypothetical examples created by the authors to clarify appropriate applications.

Applied Sport Psychology Provides Many Benefits

The rewards are many for those who choose to dedicate themselves to the pursuit of excellence

and personal growth through use of the theories and techniques of applied sport and exercise psychology. Coaches and sport participants acknowledge the importance of mental factors in sport development and performance, yet the time individuals actually spend practicing mental skills belies this view. In publishing this book, we have made a serious effort to help abolish that inconsistency by supplying the knowledge necessary for providing a salutary psychological climate. The benefits that can be derived from this text will arise not just in sport performance but in overall performance outside of sport and, perhaps most important, in general personal growth and increased physical and mental health.

Acknowledgments

I wish to thank all the contributors who participated in this project and thus shared their vast expertise with the readers. The high acceptance given to earlier editions of this book and the fact that we are going into our fifth edition 20 years later is due primarily to their efforts, and I am greatly indebted to them. Whatever contribution this book continues to make to applied sport and exercise psychology will be in large measure a consequence of their efforts.

Thanks are also due to Robert Baker, Ashland University; Shane G. Frehlich, California State University, Northridge; Robert W. Grossman, Kalamazoo College; and Christine M. Kelly, University of Great Falls, Williams, England, for their insightful reviews of this edition. In addition, preparation of Chapters 3, 10, and 21 was supported in part by Grant 22-97 to Ronald E. Smith and Frank L. Smoll from the William T. Grant Foundation.

I am also indebted to the fine editorial staff at McGraw-Hill, most particularly Lynda Huenefeld, for her support and skill. I also wish to thank Emily Hatteberg for her efficiency and thoroughness in overseeing the production process for this edition.

Jean M. Williams

CONTRIBUTORS

Jean M. Williams is a professor in the Department of Psychology at the University of Arizona. She teaches courses in stress and coping and psychology of excellence. Dr. Williams has done consulting with intercollegiate athletes, teams, and coaches and with top amateur and professional athletes. She has more than 10 years of coaching experience in men's and women's fencing, including coaching nationally ranked teams. Dr. Williams has edited two books in sport psychology and published more than 100 research and professional articles. She is a past president of the Association for the Advancement of Applied Sport Psychology (AAASP) and past chair of the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD) Sport Psychology Academy.

Mark B. Andersen is a registered psychologist and associate professor at Victoria University in Melbourne, Australia. He teaches in the School of Human Movement and coordinates the master of applied psychology degree (sport and exercise psychology emphasis) in the Department of Psychology. He received his doctorate from the University of Arizona in 1988 and immigrated to Australia in 1994. He teaches subjects in research design, psychology of rehabilitation, and the professional practice of psychology. His areas of research interest include the psychology of injury and rehabilitation; the role of exercise in mental health, well-being, and quality of life; the training and supervision of graduate students; and the practice of sport psychology service delivery. He is the former editor of the Professional Practice section of the international journal *The Sport Psychologist*. He has published more than 80 refereed journal articles and book chapters and has made over 90 national and international conference presentations. Dr. Andersen has worked for many years counseling athletes ranging from 12-year-old juniors to American and Australian Olympians.

Mark H. Anshel is a professor in the Department of Health, Physical Education, and Recreation at Middle Tennessee State University in Murfreesboro. His academic degrees and specializations include B.S., physical education (Illinois State University), M.A., psychology of motor performance (McGill University in Montreal), and Ph.D., motor learning/sport psychology (Florida State University). He has authored three books, *Sport Psychology: From Theory to Practice* (4th ed.), *Applied Exercise Psychology: A Guide to Consulting Exercise Participants*, and *Concepts in Fitness: A Balanced Approach to Good Health*. He has also published numerous chapters in books and articles in scientific journals. His research has focused on coping with stressful events in sport and drugs in sport. Current research interests include perfectionism in sport and intervention effectiveness in promoting exercise adherence. He is on the editorial board for the *Journal of Sport Behavior* and is a reviewer of submitted articles for 11 scientific journals. Dr. Anshel is a certified sport psychology consultant with the AAASP, and has counseled many athletes and coaches, from youth sports through professional levels. He is a former competitive baseball player at the high school and college levels.

Shawn M. Arent is an assistant professor in the Department of Exercise Science and Sport Studies at Rutgers University. He completed his doctorate in exercise science at Arizona State University. Dr. Arent is currently the director of the honors program in exercise science and is also the director of research for the Youth Sport Research Council. His research focuses on the physiological and psychological mechanisms underlying biological and behavioral responses to sport and exercise. He has received a national research-writing award for his work on the arousal-performance relationship. Dr. Arent is a member of the national staff for the U.S. Soccer Federation and has served as a performance consultant for various college and professional

coaches and athletes. He is also a certified strength and conditioning specialist through the National Strength and Conditioning Association (NSCA).

Janet Buckworth is an associate professor of exercise science at The Ohio State University. She is part of the Physical Activity and Exercise Behavior Research Group and her research areas are exercise adherence and the psychobiology of exercise and mental health. Dr. Buckworth has masters' degrees in clinical social work and community health education. She directed a campus wellness program before earning her Ph.D. in exercise psychology at the University of Georgia. She advises graduate students studying psychological and physiological correlates and consequences of acute and chronic physical activity. Dr. Buckworth was principal investigator on a 3-year grant funded by the National Institute of Health (NIH) to study exercise adherence in college students and is the co-author with Dr. Dishman of *Exercise Psychology*, published in 2002. Dr. Buckworth is a fellow of the American College of Sports Medicine.

Linda K. Bunker is director of the motor learning laboratory and professor of kinesiology at the University of Virginia where she is the Parrish Professor of Education. She is a certified sport psychology consultant (AAASP) and has worked extensively with professional golfers and tennis players. Dr. Bunker is a well-known scholar in the areas of applied motor learning and sport psychology and was selected as the 2000–2001 Alliance Scholar for the AAHPERD. She has written more than 100 articles and authored 15 books, including *Motivating Kids Through Play*, *Parenting Your Superstar*, *Golf: Steps to Success*, and *Mind Mastery for Winning Golf*. Her involvement in sport has been both active and scholastic. She is on the Advisory Board of the Womens Sports Foundation, *SHAPE* magazine, and the Melpomene Institute and was a nationally ranked tennis player and four-sport athlete at the University of Illinois.

Shauna M. Burke is a Ph.D. student in the Department of Health Sciences at the University of Western Ontario, where her primary research interests relate to group dynamics in sport and

exercise. Shauna has presented her research at several national and international scientific and professional conferences, and she is currently a Canadian Regional Student Representative for the AAASP.

Albert V. Carron received an Ed.D. from the University of California, Berkeley in 1967 and M.A. (1965) and B.P.E. (1963) degrees from the University of Alberta, Edmonton. He has taught at the University of Western Ontario for 28 years. Dr. Carron has been an author or co-author of 14 books and monographs, 30 chapters in edited texts, and 125 refereed publications. Professionally, he is a fellow in the American Academy of Kinesiology and Physical Education (AAKPE), the AAASP, and the Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS). He is a past president of the Canadian Association for Sport Sciences and a former member of the board of directors of the Sports Medicine Council of Canada. In 1998, Carron was a co-recipient of the International Council of Sport Science and Physical Education's Sport Science Award of the International Olympic Committee President.

Packianathan (Chella) Chelladurai is currently a professor of sport management in the School of Physical Activity and Educational Services at The Ohio State University. He is a frequent reviewer for the *Journal of Sport and Exercise Psychology* and the *Journal of Applied Sport Psychology*. He is a former editor of the *Journal of Sport Management*. He was honored by the North American Society for Sport Management as the first recipient of its prestigious Earle F. Zeigler Award. He received his doctorate from the University of Waterloo. He conducts research in the areas of organization theory and organizational behavior, including leadership in sports. Dr. Chelladurai is the author of *Sport Management: Macro Perspectives*, *Management of Human Resources in Sport and Recreation*, and *Managing Organizations for Sport and Physical Activity* and coauthor of monographs titled *Leadership and Group Cohesion and Sport*. He was a national basketball player, referee, and coach in India.

Cheryl Coker received her doctorate from the University of Virginia and is currently an associate professor with the Department of Physical Education, Recreation and Dance at New Mexico State University. She has coached at the Division I level in both track and field and strength and conditioning and continues to consult with several teams. This coaching experience together with her experiences as an international competitor in track and field have contributed to her research. In addition to numerous publications and presentations on coaching and motor behavior, Dr. Coker is the author of the textbook *Motor Learning and Control for Practitioners*.

Sean P. Cumming is a postdoctoral research associate in the Department of Psychology at the University of Washington. He is currently investigating the impact of coach and parent education programs upon children's experiences in youth sports. His research interests also include the behavioral and psychological correlates of growth and maturation in the context of youth sports. Hailing from the Orkney Isles in Scotland, Dr. Cumming gained an honors degree in psychology from the University of Edinburgh, Scotland, an M.Sc. in Exercise and Sport Psychology from the University of Exeter, England, and a Ph.D. in Kinesiology from Michigan State University. While studying at Michigan State University, Dr. Cumming worked as a consultant and researcher at the Institute for the Study of Youth Sports.

Paul W. Dennis is the development coach for the Toronto Maple Leafs of the National Hockey League, a position that requires technical and applied sport psychology expertise. His primary responsibility with the Maple Leafs is to assist team members and potential prospects with their psychological skills development. His main research interest is in the area of group dynamics. He received his doctorate from the University of Western Ontario under the supervision of Dr. Albert V. Carron.

Rod K. Dishman is a professor of exercise science and an adjunct professor of psychology at the University of Georgia. He advises graduate students

studying behavioral neuroscience and interventions to increase physical activity. Dr. Dishman received his Ph.D. at the University of Wisconsin, Madison and has focused his research on neurobiological aspects of the mental health outcomes associated with physical activity and on the behavioral determinants of physical activity. He is a fellow of the American College of Sports Medicine, the American Psychological Association (APA), and the AAKPE. He has served as a consultant on exercise for the National Institutes of Health, the Sports Medicine Council for the United States Olympic Committee, and the Olympic Prize subcommittee of the Medical Commission of the International Olympic Committee. He also was one of 22 founding members of the International Olympic Committee (IOC) Academy of Sport Sciences.

Joan L. Duda is a professor of sports psychology in the School of Sport and Exercise Sciences at The University of Birmingham, UK. She is past president of the AAASP; has been a member of the executive boards of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), the Sport Psychology Academy, Division 47 of the APA, and the International Society for Sport Psychology; and is currently on the Scientific Committee of the European Congress of Sport Science. She was editor of the *Journal of Applied Sport Psychology* and is on the editorial board of several other leading journals in the field. A fellow of the AAASP and the AAKPE, Dr. Duda has edited one book (*Advances in Sport and Exercise Psychology Measurement* in 1998) and authored over 170 publications focused on motivation in the physical domain and the psychological aspects of sport and exercise performance and participation. She is certified as a mental skills consultant by the AAASP, is accredited as a sport psychology consultant by the British Association for Sport and Exercise Sciences, and is listed on the U.S. Olympic Registry. At The University of Birmingham, she works with sport scholars, other elite athletes, and also offers consultation with respect to performance excellence and motivational issues among professional ballet dancers. Her hobbies include music, playing club tennis, and traveling.

Mark A. Eys received his Ph.D. and master's from The University of Western Ontario under the supervision of Dr. Albert V. Carron. He is currently an assistant professor at Laurentian University in sport psychology, and his research interests include group dynamics in sport and exercise with a specific focus on individual roles within a group environment. Dr. Eys is an active member of professional associations such as the AAASP, the NASPSPA, and the Canadian Society for Psychomotor Learning and Sport Psychology. He is a former intercollegiate basketball player and has coached soccer at the club and university levels.

Mark G. Fischman is a professor in the Department of Health and Human Performance at Auburn University. He received his doctorate in motor learning from the Pennsylvania State University. Dr. Fischman is associated with the Motor Behavior Center at Auburn, where he conducts research on theories of response programming, factors that constrain grip selection in humans, and divided attention. Dr. Fischman served as president of the NASPSPA, and is a fellow of the American Academy of Kinesiology and Physical Education and the Research Consortium of AAHPERD. Dr. Fischman is a former collegiate swimmer and has coached collegiate and age-group swimming.

Kate Goodger is currently a Ph.D. student and teaching assistant in sport and exercise psychology at Loughborough University in the U.K. She is an accredited sport psychologist by the British Association of Sport and Exercise Sciences and a practicing consultant with the English Institute of Sport, English Football Association, RYA Great Britain Junior Program, and Nottingham Ice Center. As a performer herself, she represented the South of England in netball and regional squads in hockey and badminton.

Trish Gorely is a faculty member in the School of Sport and Exercise Sciences at Loughborough University. She received a master's degree and doctorate in sport and exercise psychology from The University of Western Australia. She has research interests in commitment, and physical

activity and health. Dr. Gorely plays golf and racquet sports in her leisure time.

Daniel Gould is the director of the Institute for the Study of Youth Sports and a professor in the Department of Kinesiology at Michigan State University. A specialist in applied sport psychology, he focuses his research on competitive stress and coping, athlete motivation, and the effectiveness of psychological skills training interventions for coaches and athletes. He is also heavily involved in coaching education and children's sports. Dr. Gould has been a consultant to elite international athletes in a wide variety of sports ranging from figure skating and dressage to wrestling and baseball. Formerly a wrestler and football and baseball player, he remains an avid fitness enthusiast. Dr. Gould was the founding co-editor of *The Sport Psychologist*. He served as president of the AAASP, chaired the U.S.A. Wrestling Science and Medicine Committee, served on the U.S. Olympic Coaching Development Committee, the U.S. Olympic Sport Science and Technology Committee, and presently serves as vice chair of the United States Tennis Association Sport Science Committee.

Christy Greenleaf is an assistant professor in the Department of Kinesiology, Health Promotion, and Recreation at the University of North Texas. She is also a member of the university's Center for Sport Psychology and Performance Excellence. Dr. Greenleaf's research focuses on body image, eating attitudes and behaviors, and gender issues within exercise and sport contexts. She has consulted with figure skaters and synchronized skaters, as well as figure skating coaches and parents. Dr. Greenleaf is an active figure skater and a competitive member of an adult synchronized skating team.

Dorothy V. Harris, now deceased, was a professor and coordinator of the graduate program in sport psychology at Pennsylvania State University. She was a world-renowned educational sport psychologist, past president of the NASPSPA, a member of the Managing Council of the International Society of Sport Psychology (ISSP), ISSP-treasurer, and editor of the ISSP Newsletter.

Dr. Harris was a prolific author who wrote two books, edited five, and contributed to numerous others. She was also an accomplished speaker. She spent a sabbatical at the Olympic Training Center in 1980 and continued to work with numerous Olympic and national teams and athletes.

Chris Harwood is a faculty member in the School of Sport and Exercise Sciences at Loughborough University. He received both his master's and doctoral degrees from Loughborough University, and was awarded the AAASP doctoral dissertation award in 1998 for his applied research in achievement motivation. An active practitioner accredited by the British Association of Sport and Exercise Sciences and a registered psychologist of the British Olympic Association, his applied work centers on coach, parent, and athlete education in high performance environments. Dr. Harwood plays tennis for a regional men's team and is a keen golfer and runner.

Thelma Sternberg Horn received her doctoral degree from Michigan State University and is currently an associate professor in the Department of Physical Education, Health, and Sport Studies at Miami University in Ohio. Her research interests center around children's perceptions of their physical competence and the influence of teacher, coach, and parent behavior on children's psychosocial growth. She is also working on an interdisciplinary project designed to examine the relationship between exercise and stress reactivity in adolescents and young children. Dr. Horn is a former editor of the *Journal of Sport and Exercise Psychology* and is currently editing the third edition of *Advances in Sport Psychology*. Prior to her graduate work in sport psychology, Dr. Horn taught physical education and English at the high school level in Michigan and Colorado. She has had extensive coaching experience at both interscholastic and intercollegiate levels and continues to work as a consultant and clinician with coaches and teachers in youth sport and interscholastic programs.

Vikki Krane is the director of the Women's Studies program and a professor with the School of Human Movement, Sport, and Leisure Studies

at Bowling Green State University. She teaches courses in sport psychology and gender and sport. Her research is grounded in a feminist perspective, specifically focusing on body image issues and heterosexism in sport. She is the former editor of *The Sport Psychologist* and is on the editorial board of the *Journal of Applied Sport Psychology*. Dr. Krane also is a fellow of the AAASP and a certified consultant with the organization. As a psychological skills consultant, Dr. Krane has worked with a variety of athletes, including high school, rising elite adolescents, and college athletes.

Francisco (Paco) Labrador received a bachelor's degree in psychology and exercise science from Hiram College in Ohio and a master's degree in sport studies from Miami University. After spending several years as an assistant volleyball coach with the women's intercollegiate volleyball team at Miami University, Mr. Labrador recently accepted a position as head volleyball coach of the women's intercollegiate team at Wittenberg University in Ohio. Mr. Labrador's research interests include the study of coaching leadership styles and behaviors and their relationship to athletes' level of motivation and sport commitment. Mr. Labrador played 4 years of intercollegiate volleyball at Hiram College and also served as the assistant coach for the Hiram College women's intercollegiate volleyball team.

Daniel M. Landers is a regents' professor of kinesiology at Arizona State University. He was the founding editor of the *Journal of Sport and Exercise Psychology*. Dr. Landers also served as president of the Research Consortium of AAHPERD, the Division of Exercise and Sport Psychology of the APA, and the NASPSPA. In 1995, he received the NASPSPA Distinguished Scholar Award, and in 2003, the APA-Div. 47 Award for Distinguished Scientific and Research Contributions to Exercise and Sport Psychology. Dr. Landers has been a member of an ad hoc National Academy of Science Committee, a member of the Sport Psychology and Sport Science and Technology Committees of the U.S. Olympic Committee, and a member of the Prize Selection Committee of the International Olympic Committee. His research has focused on

the arousal–performance relationship, including attention/concentration and stress-reducing coping strategies. He has served as a sport psychologist for collegiate teams, professional teams, and national Olympic teams in the United States, Canada, and Korea.

David Lavallee is a faculty member in the School of Sport and Exercise Sciences at Loughborough University. He received a master's degree in counseling psychology from Harvard University and doctorate in sport and exercise psychology from The University of Western Australia. He is an associated fellow and chartered psychologist of The British Psychological Society and has applied and research interests in counseling in sport and exercise settings. Dr. Lavallee serves as associate editor of *The Psychologist*. He is also a former All-American soccer player.

Curt L. Lox is a professor of kinesiology and health education and an associate dean in the School of Education at Southern Illinois University, Edwardsville. His research interests center broadly around the psychological and emotional aspects of exercise in special populations. Dr. Lox has coached at the youth and high school levels and continues to serve as a sport psychology consultant to players and coaches at the interscholastic, intercollegiate, and professional levels in the greater St. Louis area. He is a member of the editorial board for the *Journal of Sport and Exercise Psychology* and serves as a reviewer for a number of additional journals, including *The Sport Psychologist*, *Journal of Applied Social Psychology*, *Journal of Applied Sport Psychology*, *Journal of Aging and Physical Activity*, *Journal of Social Behavior and Personality*, *Research Quarterly for Exercise and Sport*, and the *European Journal of Sport Science*. Dr. Lox is also co-author of an exercise psychology text titled *The Psychology of Exercise: Integrating Theory and Practice*, which is currently at press in its second edition.

Betty L. Mann received her doctorate from Springfield College, where she is a professor of Physical Education. She is the assistant vice president of graduate education and research and serves as the coordinator for graduate studies in

physical education. Her areas of expertise are sport psychology, sport law, and administration. Dr. Mann has made numerous presentations on leadership and has written articles about that topic. She has coached women's basketball at the college and high school levels and taught middle school physical education.

Mimi C. Murray is a professor of physical education at Springfield College. Dr. Murray has been a very successful gymnastics coach: Her teams at Springfield College won three Division I National Championships, she was selected to coach the U.S. team for the World University Games, and was named "Coach of the Year." She authored *Gymnastics for Women: The Spectator, Gymnast, Coach and Teacher*. She has been a television sports commentator. As a sport psychology consultant, Dr. Murray has published many articles and lectured throughout the world and has worked with Olympic and professional athletes, including the U.S. equestrian team and the 1996 U.S. field hockey team. She is listed on the U.S. Olympic Committee's Sport Psychology Registry, is past president of the National Association for Girls and Women in Sport (NAGWS), AAHPERD, and is currently president of International Council For Health, Physical Education, Recreation, Sport, & Dance (ICHPER-SD).

Robert M. Nideffer has been a professor on the faculties of the University of Rochester, the California School of Professional Psychology, and California State University at San Diego. He has been involved in sport psychology since 1969 and is the chief executive officer and founder of Enhanced Performance Systems. Dr. Nideffer has published extensively in the sport psychology and stress management areas, with 10 books and more than 100 articles to his credit. He has worked with Olympic-level and professional athletes in a wide variety of sports and has been a member of policy-setting committees in the United States, Canada, and Australia.

Bruce C. Ogilvie, now deceased, was professor emeritus in the Department of Psychology at California State University, San Jose. Dr. Ogilvie

was a world-renowned pioneer in applied sport psychology, having researched, consulted, and published in the area of performance and the high-performance person since 1955. He contributed to more than 150 publications on issues including children in sport, identification of psychological factors that contribute to performance success, and the development of performance-enhancing strategies. Dr. Ogilvie served as team psychological consultant for numerous U.S. Olympic teams as well as professional football, basketball, baseball, hockey, and soccer teams. He was also a private-practice consultant for elite athletes from various sports.

Joseph B. Oxendine is currently chancellor emeritus of The University at North Carolina at Pembroke where he served as chancellor from 1989 until 1999. After competing in 3 sports at the college level, he played professional baseball for 3 years in the Pittsburgh Pirate minor league system. Dr. Oxendine served for 30 years at Temple University as professor, department chairman, and founding dean of the College of Health, Physical Education, Recreation and Dance. He has conducted research on practice conditions, information feedback, and the role of arousal on motor performance. He has written three books, including *Psychology of Motor Learning* and *American Indian Sports Heritage*.

Erik Peper is an international authority on biofeedback and self-regulation. He is professor and director of the Institute for Holistic Healing Studies/Department of Health Education at San Francisco State University, president of the Biofeedback Foundation of Europe, and past president of the Association for Applied Psychophysiology and Biofeedback. He received the 2004 California Governor's Safety Award for his work on the Healthy Computing Program and was the behavioral scientist (sport psychologist) for the United States Rhythmic Gymnastic team. He is an author of numerous scientific articles and books. His most recent co-authored books are *Healthy Computing with Muscle Biofeedback*, *Make Health Happen: Training Yourself to Create Wellness* and *De Computermens*. He is also the co-producer

of the weekly *Healthy Computing E-mail Tips*. His re-search interests focus on psychophysiology of healing, voluntary self-regulation, holistic health, healthy computing, respiratory psychophysiology, and optimizing health with biofeedback.

Kenneth Ravizza is a professor in the Department of Kinesiology and Health Promotion at California State University at Fullerton. His research examines the nature of peak performance in a variety of domains. He has developed and implemented performance-enhancement programs for business groups, health care and school staffs, cancer patients, police officers, and physicians. He has worked with his university's baseball, softball, and gymnastics teams for the past 15 years. He worked with the U.S. baseball and water polo teams in the 1996 Olympics, and the U.S. softball team for the 2000 Olympics. He was a sport psychology consultant for the Anaheim Angels for 16 years. He spent 3 years (1986–1988) working with the University of Nebraska football team, and he worked with the New York Jets between 1993 and 1995. For the past 8 years he has done extensive work with Olympic-level figure skaters. He also has consulted with numerous athletic departments in the area of coaching effectiveness (UCLA, Texas, L.S.U., Harvard). Ken enjoys working in his garden to recharge himself.

Carrie B. Scherzer is an assistant professor in the psychology department at the State University of New York College at Potsdam. She completed her doctoral studies at the University of Arizona in clinical psychology, with an emphasis in sport psychology. Dr. Scherzer received her B.A. in psychology from Concordia University and her M.S. in athletic counseling at Springfield College. Her research interests include rehabilitation from injury, incorporating sport psychology in the athletic training room, eating disorders, and professional training and development. She has served as a regional student representative for the AAASP and is a member of the graduate training committee. She has done performance enhancement, injury rehabilitation, and academic counseling with intercollegiate athletes.

Andrea B. Schmid is professor emeritis of kinesiology at San Francisco State University. A two-time Olympian, she received gold, silver, and bronze medals in gymnastics. She coached the 1975 U.S. world championship team and judged 13 world championships and 3 Olympic Games in rhythmic gymnastics. She has published books and articles and given lectures on sport psychology at national and international conferences. Her research focuses on optimal performance. She is a member of the Federation of International Gymnastics and is the international consultant to the U.S. Gymnastics Federation. Dr. Schmid has served as sport psychology consultant to several college athletes and the U.S. Olympic rhythmic gymnasts and synchronized swimmers.

Ronald E. Smith is a professor of psychology and the director of clinical psychology training at the University of Washington. He received his bachelor's degree from Marquette University and his Ph.D. in clinical psychology from Southern Illinois University. He completed his advanced clinical training at the Neuropsychiatric Institute and Hospital, University of California, Los Angeles. Dr. Smith has held faculty positions at Purdue University and the University of Washington, as well as visiting appointments at Marquette University, the University of Hawaii, the University of New Mexico, and UCLA. His major research interests are in personality, stress and coping, and sport psychology research and intervention. For 12 years, he directed a psychological skills training program for the Houston Astros professional baseball organization. He has also served as a training consultant to the Oakland Athletics and Major League Soccer and as Team Counselor for the Seattle Mariners. Dr. Smith is a fellow of the Division of Exercise and Sport Psychology of the APA and a past president of the AAASP. He is the recipient of a Distinguished Alumnus Award from the UCLA Neuropsychiatric Institute for his contributions to the field of mental health. At the University of Washington, he has served as head of the social psychology and personality area and as co-director of the sport psychology graduate training program and Husky Sport Psychology Services in the Department of

Intercollegiate Athletics. Dr. Smith has published more than 160 scientific articles and book chapters in his areas of interest. He also has authored or co-authored 23 books on introductory psychology, stress and stress management, sport psychology, and human performance enhancement. Sport-related books include *Psychological Skills in Professional Baseball*, *Children and Youth in Sport: A Biopsychosocial Perspective*, *Way to Go, Coach! A Scientifically-Proven Approach to Coaching Effectiveness*, *Coaches Who Never Lose: A 30-minute Primer for Coaching Effectiveness*, and *Sports and Your Child: A 50-Minute Guide for Parents*.

Frank L. Smoll is a professor in the Department of Psychology at the University of Washington. He is co-director (with Ronald Smith) of the sport psychology graduate program. Dr. Smoll's research focuses on coaching behaviors in youth sports and on the psychological effects of competition on children and adolescents. He has authored more than 100 scientific articles and book chapters, and he has co-authored or edited 15 books and manuals on children's athletics. Dr. Smoll is a fellow of the APA, the AAKPE, and the AAASP. He is a certified sport consultant and was the recipient of AAASP's Distinguished Professional Practice Award. In the area of applied sport psychology, Dr. Smoll has extensive experience in conducting psychologically oriented coaching clinics and workshops for parents of young athletes.

Bill Straub is a retired professor of sport psychology and sport biomechanics. Most recently he has taught sport psychology classes part-time at Binghamton and Syracuse Universities. In addition, he does sport psychology consulting work with high school, and college and university teams. Unusual for a sport psychologist, Straub is an avid videographer. His Sport Science International company specializes in sport video production. He makes recruiting tapes for high school athletes, and college and university teams. Bill received his Ph.D. from the University of Wisconsin, Madison and has earned master's degrees in education (State University of New York, Albany) and psychology (New School for Social Research). He is the author of many publications

that have focused on such topics as team cohesion, mental training, and other important aspects of sport psychology.

Jim Taylor has been a consultant to Olympic sports federations and has worked with junior-elite, collegiate, world-class, and professional athletes for 19 years. He is currently in private practice, specializing in sports performance, parent education, corporate training, and injury rehabilitation. Dr. Taylor received his bachelor's degree from Middlebury College in Vermont and earned his M.A. and Ph.D. in psychology from the University of Colorado. He is a former associate professor in the School of Psychology at Nova University in Ft. Lauderdale. Dr. Taylor is the author of 8 books, has published over 400 popular and scholarly articles, and has given more than 500 workshops throughout North America and Europe. He competed internationally as an alpine ski racer, holds a second degree black belt in karate, and is a marathon runner and Ironman triathlete.

David Tod is a doctoral student at Victoria University in Melbourne, Australia. His dissertation is focused on professional practice and the training of sport psychology practitioners. His research interests also include cognitive factors in strength performance. Prior to beginning his Ph.D., David was employed at the Waiatoto Institute of Technology in Hamilton, New Zealand, where he taught sport psychology and provided applied services to student-athletes. He was a consultant with the New Zealand Academy of Sport (Northern Institute) and has worked with athletes from a wide variety of sports. His master's degree is from the University of Otago, and he has twice received the New Zealand Sport Science award for best sport science article in the *New Zealand Coach Journal*. David's "performance" extends beyond sport and academic endeavors. He also performs on stage as an actor in local productions in Melbourne.

Darren Treasure holds an adjunct associate professor position in the Department of Psychology at Arizona State University. He currently

serves as CEO of Competitive Advantage International Performance Systems, which offers a comprehensive and integrated approach in the assessment, development, and delivery of performance in sport and business. Darren received his doctoral degree from the University of Illinois at Urbana-Champaign in 1993. He has published over 50 scientific articles and book chapters and made over 100 presentations worldwide on motivation and the psychology of peak performance including keynote presentations at conferences in France, Norway, and the UK. As a sport psychology consultant, his past and present clients include Major League Baseball, the National Football League, the Ladies Professional Golf Association, the Women's United Soccer Association, Olympic champions, NCAA national champions, all-American athletes at a number of different universities, and elite adolescent performers in a wide range of sports. Darren is an editorial board member of the *Journal of Sport and Exercise Psychology* and *The Sport Psychologist*. He is also a member of the United States Soccer Federation National Coaching Staff and Sport Medicine Advisory Committee.

Brian A. Turner is an assistant professor of sport management in the School of Physical Activity and Educational Services at The Ohio State University. Prior to his current position, he was director of sport management at DeSales University and a visiting assistant professor at the University of Oklahoma. His primary research interests lie in the general area of organizational behavior, specifically focusing on athletic teams. Dr. Turner completed his Ph.D. under the supervision of Dr. Packianathan Chelladurai at The Ohio State University in 2001. Before starting his doctoral work, he was a high school basketball coach in Texas.

Robin S. Vealey is a professor in the Department of Physical Education, Health, and Sport Studies at Miami University. Dr. Vealey's research interests include self-confidence in sport, competitive activation and burnout, coaching effectiveness, and mental skills training. She has authored two books: *Coaching for the Inner Edge* and *Competitive Anxiety in Sport*. She has served

as a sport psychology consultant for the U.S. Nordic Ski Team, U.S. Field Hockey, elite golfers, and athletes and teams at Miami University and in the Cincinnati area. Dr. Vealey is a fellow, certified consultant, and past president of the AAASP and former editor of *The Sport Psychologist*. A former collegiate basketball player and coach, she now enjoys the mental challenge of golf.

Robert S. Weinberg is a professor in the Department of Physical Education, Health, and Sport Studies at Miami University. He has published more than 140 journal articles as well as 6 books and 22 book chapters. He serves on the editorial boards of several sport psychology journals, including the *Journal of Sport and Exercise Psychology* and the *International Journal of Sport Psychology*. In addition, he was editor-in-chief of the *Journal of Applied Sport Psychology*. He has served as president of AAASP and NASPSA and chair of the AAHPERD Sport Psychology Academy. He is a certified consultant of AAASP and a member of the U.S. Olympic Committee's Sport Psychology Registry. He has worked extensively with young athletes developing psychological skills in a variety of individual and team sports. He has been a varsity athlete in tennis, football, and basketball and has coached these three sports.

Vietta E. "Sue" Wilson is a professor at York University, where she teaches sport psychology, coaching, and self-regulation courses. She is a certified Biofeedback Certification Institute of America senior fellow in biofeedback and a fellow in electroencephalogram (EEG) biofeedback (neurofeedback). Her current work is the practical application of biofeedback-assisted relaxation for enhancing performance while her research centers on the use of EEG to assess and enhance performance. She has worked with a variety of sports, from archery to yachting, and a variety of people, from novice athletes to Olympic and world champions. Sue delivers performance enhancement services to corporations, schools, counseling, and medical clinics. She was an athlete and coach in three sports, taught for the Canadian Coaching

Certification Program, and she remains physically active.

David Yukelson is the coordinator of sport psychology services for the Penn State University Athletic Department. Through the Morgan Academic Support Center for Student-Athletes, he provides counseling and support to coaches and athletes in the areas of motivation and goal setting, leadership and communication skills, group cohesion and team building, mental training techniques for managing peak performance under pressure, coping skill strategies for handling multiple demands and stress effectively, personal and performance excellence in sport and life, and issues pertaining to the interpersonal growth and developmental needs of student-athletes. He is a past president, fellow, and certified consultant in the AAASP; has published numerous articles in professional refereed journals; and has served on the Editorial Boards for the *Journal of Applied Sport Psychology* and the *Journal of Sport and Exercise Psychology*. In addition, he is a consultant and member of the USA Track and Field Sport Psychology Registry, an associate with Lane Management Group in England, an advisory board member for Mushin Inc., and an internationally renowned lecturer on applied sport psychology interventions.

Nate Zinsser is director of the Performance Enhancement Program for the Center for Enhanced Performance at the United States Military Academy. He supervises a team of sport psychology trainers and conducts team and individual training for 600 cadet-athletes each year. Dr. Zinsser also provides sport psychology services to the U.S. Army's world-class athlete program; professional athletes; and "white collar" athletes in law, sales, and management. Dr. Zinsser is the author of *Dear Dr Psych*, the first sport psychology guidebook for youth sport participants, and he contributed a sport psychology advice column to *Sports Illustrated for Kids* for 5 years. His formal training in sport psychology from the University of Virginia is complemented by his experience as a state wrestling champion, world-class mountaineer, and third degree black belt in karate.