

Fourth
Edition

Applied Sport Psychology

Personal Growth to Peak Performance

Jean M. Williams, Editor
University of Arizona



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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. Not until the 1980s had the level of scientific and experiential knowledge about psychological interventions for enhancing performance become sufficient to warrant books that attempt to translate this knowledge into practical suggestions and exercises.

The first edition of *Applied Sport Psychology: Personal Growth to Peak Performance* 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.

The second edition continued to have the same focus but was expanded to cover more topics. New chapters were added on training youth sport coaches, improving communication, referring athletes for professional counseling, and drug abuse in sport.

The third edition added a new chapter on exercise psychology, a topic of growing importance to applied sport psychology. This chapter described the psychological benefits and risks of exercise and the psychological and behavioral principles for enhancing exercise adoption and adherence.

Revisions for this fourth edition reflect the latest research and practices in applied sport psychology. Readers will find that important topics have been retained, but the fourth edition has been reorganized into five parts to improve cohesion between chapters. In addition, because earlier editions failed to adequately address motivation theories and their applications, a new chapter has been added to fill this gap. The chapter discusses self-efficacy, attributions, intrinsic motivation, and achievement goals.

Applied Sport Psychology is particularly well suited as a text for classes in applied sport psychology and psychology of coaching. The book will also be a valuable reference for practicing coaches and sport psychologists who did not have the opportunity for such training in their own formal education. Here are some of the reasons the fourth edition continues to be exceptionally well suited for these classes.

Written Specifically for Sport Psychologists and Coaches

The growing body of knowledge and interest in applied sport psychology is perhaps best indicated by the 190-plus 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.

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 fourth 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 equally as appropriate for current and prospective sport psychologists. In those instances where an author refers only to the coach, the reader can expand this to include the sport psychologist as well.

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, controlling 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, staleness and 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 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 the reader already has 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 39 sport and exercise psychologists and two 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 has been carefully coordinated to assure 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 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 was 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 John B. Bartholomew, University of Texas at Austin; Nicole Damarjian, University of Connecticut; Gib Darden, Radford University; David M. Furst, San Jose State University; Jolynn S. Kuhlman, Indiana State University; Steven J. Petruzzello, University of Illinois at Urbana-Champaign; Richard Stratton, Virginia Tech; and Joe Walsh, Minnesota State University, Mankato, for their insightful reviews of this edition.

I am also indebted to the fine editorial staff at Mayfield Publishing Company, most particularly Serina Beauparlant, Michele Sardi, Kara Indelli, and April Wells-Hayes, for their support and skill. I also wish to thank Kay Mikel for her excellent copyediting and Vicki Moran of Publishing Support Services for her efficiency and thoroughness in overseeing the production process for this edition.

Jean M. Williams

Contributors

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Mark H. Anshel is a Performance Counselor at LGE Performance Systems, a private sports medicine clinic in Orlando, Florida. Formerly, he was a professor of sport and exercise psychology in higher education. He received his master's degree and Ph.D. at McGill University (Montreal) and Florida State University, respectively. His primary research interests include examining the antecedents and causes of drug use in sport, and coping with acute stress in sport settings. In addition to his published research articles and book chapters, he has written the textbooks *Sport Psychology: From Theory to Practice* (3rd ed.), *Aerobics For Fitness* (5th ed.), and is the editor of the *Dictionary of the Exercise and Sport Sciences*. He has consulted with several university and professional sports teams and individual athletes over the years in the United States, Australia, Korea, China, and Singapore. Dr. Anshel is a member of the American Psychological Association (Division 47 Executive Board), Association for the Advancement of Applied Sport Psychology, among other organizations, and consults with selected athletes of all ages and skill levels.

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Janet Buckworth is an assistant professor in Sport and Exercise Science at The Ohio State University, where she conducts research and teaches classes in physical activity behavior change. Dr. Buckworth completed her Ph.D. with Rod Dishman at the University of Georgia in 1993, where she studied physiological mechanisms for modification in stress responsiveness from exercise training. Her academic and professional background also includes masters' degrees in clinical social work and health education. Dr. Buckworth's diverse educational and occupational experiences have helped to shape her psychobiological orientation to studying exercise behavior and her interest in women's health and exercise. Other research involves application of the trans-theoretical model of behavior change to exercise in college students, self-concept and exercise, and psychological stress and athletic injury. Dr. Buckworth has written a chapter on behavior modification for the fourth edition of the *Health/Fitness Instructors' Handbook* and is co-authoring a textbook of exercise psychology with Dr. Dishman. Dr. Buckworth has been involved with the American College of Sports Medicine since 1989 and was named an ACSM Fellow in 1998.

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

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Albert V. Carron is a professor in the Faculty of Health Sciences at the University of Western Ontario, where his primary area of research is group dynamics, with a specific focus on group cohesion. In addition to more than 100 research articles, he has written five books. He has been active in the sport sciences in Canada and the United States—as a president of the Canadian Association of Sport Sciences; a member of the Sports Medicine Council of Canada; a section editor for the *Canadian Journal of Sport Sciences* and the *Journal of Applied Sport Psychology* (he is currently the editor); an editorial board member for the *Journal of Sport and Exercise Psychology*; and a guest editor for the *International Journal of Sport Psychology*. He is also a fellow in the Canadian Association for Psychomotor Learning and Sport Psychology, the Association for the Advancement of Applied Sport Psychology, and an international fellow of the American Academy for Kinesiology and Physical Education.

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 and Management of Human Resources in Sport and Recreation* and coauthor of monographs titled *Leadership and Group Cohesion and Sport*. His third book, titled *Management of Sport Delivery Systems*, will be published in 2000. He was a national basketball player, referee, and coach in India.

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.

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Daniel Gould is the Bank of America Excellence professor in the Department of Exercise and Sport Science at the University of North Carolina at Greensboro. 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

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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 NAGWS, AAHPERD and is currently president of 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

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