



Seventh Edition

Applied Sport Psychology

Personal Growth to Peak Performance

Jean M. Williams

Vikki Krane

APPLIED SPORT PSYCHOLOGY

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SEVENTH EDITION

APPLIED SPORT PSYCHOLOGY

PERSONAL GROWTH TO PEAK PERFORMANCE

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APPLIED SPORT PSYCHOLOGY: PERSONAL GROWTH TO PEAK PERFORMANCE,
SEVENTH EDITION

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PREFACE

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 in 1986, 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 burn-out, psychology of injury and injury rehabilitation, and retirement from athletics.

Later editions had the same focus but were expanded to cover more topics and to add a physical activity focus. New chapters were added on motivation, training youth sport coaches, improving communication, referring athletes for professional counseling, drug abuse in sport, cultural competence, 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.

New to this Issue

The same important topics, focus, and organizational structure have been retained for this seventh edition, but the revision reflects the latest

research, practice, and anecdotal examples in applied sport psychology. In this edition, we have not added any new chapters, but we have taken new approaches to several of the topics. The chapter on sport leadership reflects more contemporary theoretical approaches to understanding leadership. It also now addresses how to develop leadership skills in athletes, as well as coaches. The coverage of stress, anxiety, and arousal have been updated and extended, including a broader coverage of theoretical approaches to the topic. And, in this edition, coverage of stress, anxiety, and arousal theory, and relaxation and energizing techniques have been combined into a single chapter. A new approach also has been taken in the coverage of athlete burn-out in sport, reflecting the newest conceptualizations on this topic.

All of the chapters have updated reference lists and integrate the most recent research into the discussion of each topic. Also throughout all of the chapters, many new exercises and case studies have been added to help students think more critically about applied sport psychology and to apply the content to real-world situations. Current examples have been added to all chapters as well as additional discussion of practical applications reflecting today's coaches and athletes.

The Online Learning Center (<http://www.mhhe.com/williams7e>) provides additional resources for instructors and has been updated coinciding with the seventh edition of the book. Visit the site to find helpful materials such as a test bank of questions, Powerpoint presentations, student learning experiences, and audio visual aids. All of these materials reflect the content changes throughout the book. The test questions, which can be used in quizzes and tests, have been reviewed to reflect the new information and all revisions in the chapters. The updated powerpoints highlight important

concepts and summarize each the revised chapter. The student learning experiences and audio visual aids can assist instructors in bringing the content to life and applying it to real-life situations.

The same important topics, focus, and organizational structure have been retained for this seventh edition, but the revision reflects the latest research, practice, and anecdotal examples in applied sport psychology. In this edition, we have taken new approaches in the chapters on sport leadership and burnout in sport. We also updated and extended the coverage of stress, anxiety, and arousal theory and, in this edition, have combined these topics with relaxation and energizing techniques into a single chapter. Throughout the chapters, many new exercises, learning activities, and case studies have been added to help students think more critically and apply the content to real-world situations.

Written Specifically for Sport Psychologists and Coaches

Approximately 400 books have been published on mental skills for peak performance, but 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 needs to understand the rationale behind the psychological constructs and must know how to make application across a wide variety of situations and 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 this text provides. Other applied textbooks do not have the comprehensive coverage of this book, the expertise of the diverse 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, particularly for science-based interventions, 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 seventh 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 it 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 four parts.

Part One covers learning, feedback, motivation, leadership, and social interactions that result in group cohesion and the development of effective groups and communication. For clarity and simplicity, some of these chapters have been written in the vernacular of the coach. These chapters are not only useful for coaches, however. 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 Two 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 concentration and learning how to control it, and building confidence. Part Three deals with implementing training programs. The first chapter provides suggestions for integrating and implementing a psychological skills training program. The second chapter provides guidance on how to conduct sport psychology training programs with coaches. The final chapter provides guidance and suggestions for achieving cultural competence.

Part Four focuses on enhancing health and wellness. It contains chapters that address when sport competitors should be referred for professional counseling, causes and cures for drug abuse in sport, the occurrence and prevention of burn-out, injury risk and rehabilitation, termination from sport competition, and the psychological benefits of exercise as well as interventions to increase exercise adoption and adherence. 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 sport and 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 enhancing personal growth, sport performance, and exercise participation. 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 23, 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 many 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 43 contributors, 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. In addition, many of the chapters in this edition have been rewritten for even greater clarity and succinctness. Each chapter cites appropriate research and theory, applies this work 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 and Teaching Resources

The numerous examples given throughout the book greatly facilitate the translation of psychological theory and constructs into everyday practice. Many of the examples involve well-known professional and amateur sportspeople. The examples cut across a wide variety of 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, exercises, and case studies created by the contributors to clarify appropriate applications.

To further provide an optimal learning environment for students, instructors can visit the Online Learning Center <http://www.mhhe.com/williams7e> for a wealth of resources. Chapter lecture PowerPoints, an objective test bank, and an annotated list of audiovisual resources are available.

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 not only the necessary knowledge to improve performance, but also the knowledge to improve the psychological climate of a sport program. 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.

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Sheldon Hanton is pro vice-chancellor for research at Cardiff Metropolitan University, UK, and professor of Sport Psychology. He is the editor of *The Sport Psychologist* and Advisory Board Member for the *Journal of Sports Sciences*. Dr. Hanton is a chartered psychologist with the British Psychological Society and practitioner with the Health and Care Professions Council. He also sits on the Economic and Social Research Council Peer Review College. His research interests focus on competition and organizational stress, positive organizational psychology, mental toughness, reflective practice and injury psychology amassing around 250 journal articles, edited texts, book chapters, and conference communications.

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Jeff Janssen is one of the world's top experts on sports leadership and president of the Janssen Sports Leadership Center. Mr. Janssen's pioneering work on sports leadership has led to the creation of comprehensive and cutting edge leadership academies for student-athletes and coaches at North Carolina, Michigan, Illinois, Arkansas, LSU, NC State, Colorado, and many other schools. He also has authored *The Team Captain's Leadership Manual*, *Championship Team Building*, *How to Develop Relentless Competitors*, The Commitment Continuum™ System, and *The Seven Secrets of Successful Coaches*.

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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. Mr. Labrador has just completed his tenth season as the head volleyball coach of the women's

intercollegiate team at Wittenberg University in Ohio. During those years, his teams have reached the Final Four of the NCAA Division III national tournament several times. In 2011, they won the national championship, and Mr. Labrador was named national coach of the year. Several of his teams also have received national awards for academic achievement.

David Lavallee is a professor and head of the School of Sport at the University of Stirling in Scotland. He received a master's degree in counseling psychology from Harvard University and a doctorate in sport and exercise psychology from The University of Western Australia. Professor Lavallee is on the editorial board of *Sport, Exercise and Performance Psychology*, *International Review of Sport and Exercise Psychology*, *Journal of Clinical Sport Psychology* and *Qualitative Research in Sport, Exercise and Health*. He is also a former All-American soccer player.

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member of *The Sport Psychologist*, and co-founder and network editor of the International Rugby Board Rugby Science Network. Stephen is also a British Psychological Society chartered sport and exercise psychologist with consultancy experience in a number of Olympic and professional sports.

Robert M. Nideffer has been a professor on the faculties of the University of Rochester, the California School of Professional Psychology, and San Diego State University. He has been involved in sport psychology since 1969 and is the founder of Enhanced Performance Systems. Dr. Nideffer has published extensively in the sport psychology and stress management areas, with 15 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.

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Marc-Simon Sagal is managing partner at Winning Mind LLC. He consults regularly with Olympic and professional athletes from around the world as well as with corporate clients and the military. Marc is widely published in the area of performance psychology and is co-author of the book *Assessment in Sport Psychology* with Dr. Robert Nideffer. Additionally, Marc played a key role in the development of the Athlete's Competitive Edge system, the world's first Web-based, sport-psychological assessment and training program. Marc is a former professional soccer player and coach.

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Darren has held faculty positions at Arizona State University, Southern Illinois University, Edwardsville, and the University of Illinois at Urbana-Champaign. He has published over 60 scientific articles, book chapters, and an edited volume on motivation in sport and exercise. Treasure left full-time academics in 2004 to pursue a career in high performance sport. He has provided performance psychology support to Olympic and World Champions and athletes who have competed and won at the highest echelons of collegiate and professional sport. He is experienced working with high profile coaches and has driven cultural change programs with teams and whole organizations. Treasure is the author of the National Federation of State High School Associations "Fundamentals of Coaching" course that over 250,000 high school coaches have successfully completed since its launch in 2007. Dr. Treasure currently resides in Portland, Oregon where he provides performance psychology support for Nike's Oregon Project and consults with a select number of professional athletes (NFL, NBA) and organizations invested in pursuing high-level performance.

Robin S. Vealey is a professor in the Department of Kinesiology and Health at Miami University. 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. Ski Team, U.S. Field Hockey, elite golfers, and many college athletes and teams. Dr. Vealey is a fellow, certified consultant, and past president of the Association of Applied Sport Psychology and former editor of *The Sport Psychologist*. A former collegiate basketball player and coach, she now enjoys the mental challenge of golf.

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David Yukelson is director of sport psychology services for the Penn State University Athletic Department. He provides counseling and support to coaches and athletes in the areas of mental training techniques for managing concentration and confidence under pressure, leadership effectiveness, communication and team cohesion, coping skill strategies for handling multiple demands and stress effectively, and issues pertaining to the personal development of intercollegiate student-athletes. He is a past president, fellow, and certified consultant in the Association of Applied Sport Psychology (AASP), has published numerous articles in professional refereed journals, and is a frequent invited speaker at national and international conferences.

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and he contributed a sport psychology advice column to *Sports Illustrated for Kids* for five 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.

CHAPTER

1

Sport Psychology: Past, Present, Future

Jean M. Williams, *University of Arizona, Emeritus*
Vikki Krane, *Bowling Green State University*

Within the past 35–40 years, the academic community and the public have recognized the field of study called **sport psychology**. Sport psychologists study motivation, violence, leadership, group dynamics, exercise and psychological well-being, thoughts and feelings of athletes, and many other dimensions of participation in sport and physical activity. Among other functions, modern-day sport psychologists teach sport psychology classes, conduct research, and work with athletes, coaches, and exercise participants to help improve performance and enhance the quality of the sport and exercise experience.

Coaches showed interest in the psychological aspects of athletic competition even before there was a science called sport psychology. For example, in the 1920s Knute Rockne, the football coach of the fighting Irish of Notre Dame, popularized the pep talk by making it an important part of his coaching. We should note, however, that Rockne did not attempt to psych up his team for every contest. Coaching interest in contemporary sport psychology involves more than a mere concern for psyching up athletes for competition.

Applied sport psychology is concerned with the psychological factors that influence participation and performance in sport and exercise, the psychological effects derived from participation, and theories and interventions that can be used to enhance performance, participation, and personal growth. Applied sport psychology has grown tremendously in recent years, as evidenced by the number of coaches and athletes now looking to sport psychology for a competitive edge. These individuals have turned to various psychological training programs to learn, among other things, ways to manage competitive stress, control concentration, improve confidence, and increase communication skills and team harmony.

One goal of psychological interventions is to learn to consistently create the ideal mental climate that enables athletes to perform at their best. A goal for exercise psychologists is to use interventions to enhance physical and mental health by increasing exercise participation. Further, there are many specific intervention goals. What follows are a few situations that identify the diverse circumstances under which individuals might turn to the field of sport psychology for help.

When to use sport psychology

Val is only a third-year coach but already has the reputation of coaching players with excellent physical fundamentals and conditioning. Her team's poor play comes more from mental lapses and from not handling pressure. Val's goal this season is to increase her players' mental toughness.

Tim is a student athletic trainer. After taking a sport psychology workshop, he recognizes that he could be more effective in helping his injured athletes heal and be ready mentally to return to play if he incorporated psychological skills into their injury rehabilitation program.

Matt is a sport psychology consultant who was just hired by a professional team that rarely plays up to its potential because of internal dissention and too much concern with personal stats. His task is to help resolve the conflicts and enhance cohesiveness and team play.

Andrew is a fitness trainer at a health resort. Most of the guests either have led sedentary lives or have started exercise programs but quit within a few months. Andrew's job is to help the guests set fitness goals and plan strategies that will achieve those goals.

Brian arrives as a new wrestling coach at a major university. He discovers that some of his wrestlers are on steroids and others have eating disorders. What should he do?

Jennifer is a recreational golfer who has played for over 20 years. She loves golf but has become quite frustrated with her putting. Her normally excellent putting game has gone into a two-year slump. She knows it's mental but can't seem to correct it.

Kimberly is a first-year physical education teacher who is having difficulty motivating many of her students to actively participate in class. How can she improve her teaching?

The authors of subsequent chapters will present psychological principles and interventions that can be used to enhance performance, personal growth, and health. These principles and interventions provide the foundation for effectively dealing with the preceding situations as well as many others that athletes, coaches, sport psychology consultants, athletic trainers, fitness trainers, and physical educators might encounter.

But first, in this chapter we will provide a brief overview of the past, present, and future of sport psychology, with primary emphasis on sport psychology practices in North America and the role Eastern Europe played in the early development and use of sport psychology to enhance performance. The coverage is not all-inclusive but selective to the focus of the book. For a more comprehensive historical overview see Landers (1995) and Vealey (2006).

History of Sport Psychology

According to Mahoney (1989), sport psychology's conceptual roots lie in antiquity. For example, in early Greek and Asian cultures the interdependence of mind and body was not only acknowledged but also emphasized as central to both performance and personal development. However, most of the scientific foundation of modern sport psychology has developed since the 1970s. The roots for the emergence and acceptance of sport psychology as a discipline lie largely within the domain of kinesiology (the study of physical activity), but developments within the discipline of psychology also played a major role in its evolution and psychologists conducted some of the early influential sport psychology investigations.

Coleman Griffith, a psychologist considered by many to be the grandfather of sport psychology in North America, was the first person to research sport psychology over an extended period of time and then to apply it to enhance the performance of athletes and coaches (Gould & Pick, 1995). Griffith was hired by the University of Illinois in 1925 to help coaches improve the performance

of their players. He wrote two books, *Psychology of Coaching* (1926) and *Psychology of Athletics* (1928); established the first sport psychology laboratory in North America; published over 40 articles (half dealt with sport psychology); and taught the first courses in sport psychology. (We should also credit Carl Diem in Berlin and A. Z. Puni in Leningrad (now St. Petersburg) for establishing sport psychology laboratories in Europe about this same time period.) Griffith also corresponded with Notre Dame coach Rockne about psychological and motivational aspects of coaching, and he was hired in 1938 to improve the performance of the Chicago Cubs baseball team.

Another pioneer practitioner and researcher from this historical era was Dorothy Yates (Kornspan & MacCracken, 2001). She taught at Stanford and San Jose State College and had a private practice in psychology. Yates wrote two books (1932, 1957) and a research article (1943) describing her mental training interventions with boxers and aviators. The intervention focused on mental preparation, particularly a relaxation set-method. Because of her success she was asked in 1942 to develop a psychology course at San Jose State for athletes and aviators. Some of her students became aviators flying during World War II, and letters from them testified to the effectiveness of her work and teaching.

Unfortunately, the pioneering efforts in sport psychology by Griffith and Yates were not followed in any systematic way, and therefore no recognizable discipline of sport and exercise psychology was established in the 1930s and 1940s (Vealey, 2006). In fact, up until the mid-1960s, very little writing occurred in sport psychology except for one book and occasional research studies that were, according to Landers (1995), typically atheoretical, unsystematic, and laboratory-based. This book, *Psychology of Coaching* (1951), was written by John Lawther, a psychologist who also headed the Pennsylvania State University basketball team. Coaches were particularly interested in Lawther's treatment of such topics as motivation, team cohesion, personality, feelings and emotions, and handling athletes.

1965–1979: Birth of Sport Psychology and Supporting Organizations

During the 1960s, two San Jose State University clinical psychologists, Bruce Ogilvie and Tom Tutko (1966), created considerable interest in sport psychology with their research and the book that resulted, *Problem Athletes and How to Handle Them*. According to Ogilvie, this book “moved the coaching world off dead center.” After extensively researching the personality of athletes, Ogilvie and Tutko developed the controversial Athletic Motivation Inventory, which they claimed predicted success and problems in athletes. In actuality, sport is so complex that no inventory can predict performance, let alone one based on trait personality theory. For example, they advised one football team not to draft a highly successful college player because he did not have what it would take mentally to make it in the pros. The player went to another team and earned the Rookie of the Year award. Despite legitimate criticism of their prediction claims (see Fisher, Ryan, & Martens, 1976), Ogilvie and Tutko's considerable consulting with college and professional teams did much to foster public interest in applied sport psychology. Because of Ogilvie's numerous contributions in the 60s, and later, many in the field have called him the father of applied sport psychology in North America.

Establishment of Professional Organizations

The 1960s also witnessed the first attempts to bring together groups of individuals interested in sport psychology. Sport psychology first organized on the international level with the formation of the International Society of Sport Psychology (ISSP) in Rome in 1965. More than 400 attendees representing 27 countries came to Rome. Dr. Ferruccio Antonelli, an Italian psychiatrist, was elected the first president of the organization and provided leadership during the early years. ISSP continues to host worldwide meetings.

The second meeting of ISSP was hosted in 1968 in Washington, DC, by the newly formed North American Society for the Psychology of Sport and Physical Activity (NASPSPA). The first annual meeting of NASPSPA was held in 1967 prior to the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) conference in Las Vegas, Nevada. Dr. Arthur Slatter-Hammel of Indiana University was the first president. NASPSPA hosts annual meetings that focus on research in the subareas of motor learning and control, motor development, and sport and exercise psychology.

The late 1960s also saw the formation of the Canadian Society for Psychomotor Learning and Sport Psychology, also referred to as SCAPPS to reflect the French translation of the name. Founded by Robert Wilberg at the University of Alberta in 1969, SCAPPS was initially under the auspices of the Canadian Association for Health, Physical Education, and Recreation, but it became

independent in 1977. The members and leaders of NASPSPA and SCAPPS were extremely influential in building the research base in sport psychology and gaining acceptance of the field. During this same time period, the equivalent can be said within Europe for sport psychologists who, in 1969, created the European Federation of Sport Psychology (FEPSAC—the acronym reflects the French translation of the name) and elected Ema Geron (then from Bulgaria, now Israel) as its first president.

Sport psychology's organizational growth continued in the 1970s, when it was added to the conference programs of the American College of Sports Medicine (ACSM) and AAHPERD. The Sport Psychology Academy, formed within AAHPERD in 1975, was the first group for which a major goal was to bridge the gap between the researcher and practitioner by providing an opportunity for sport psychologists to share their research and expertise with coaches and physical education teachers.

Table 1-1 **Timeline for the Establishment of Professional Organizations and Journals***

1965	International Society for Psychology of Sport (ISSP)
1967	North American Society for the Psychology of Sport and Physical Activity (NASPSPA)
1969	Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS)
1969	European Federation of Sport Psychology (FEPSAC)
1970	<i>International Journal of Sport Psychology</i> (ISSP)
1975	Sport Psychology Academy (SPA) added to AAHPERD
1979	<i>Journal of Sport and Exercise Psychology</i> (NASPSPA) (its name was <i>Journal of Sport Psychology</i> prior to 1988)
1985	Association for Applied Sport Psychology (AASP) (its name was the Association for the Advancement of Applied Sport Psychology prior to 2006)
1987	Division 47 (Exercise and Sport Psychology) of the American Psychological Association (APA)
1987	<i>The Sport Psychologist</i>
1989	<i>Journal of Applied Sport Psychology</i> (AASP)
2000	<i>Psychology of Sport and Exercise</i> (FEPSAC)
2003	<i>International Journal of Sport and Exercise Psychology</i>
2007	<i>Journal of Clinical Sport Psychology</i>
2008	<i>International Review of Sport and Exercise Psychology</i> (ISSP)
2010	<i>Journal of Sport Psychology in Action</i> (AASP)
2012	<i>Sport, Exercise, and Performance Psychology</i> (APA Division 47)

*Initials in parenthesis after journals indicate sponsoring organization

Recognition Through Knowledge Base

In the decade of the 1970s, sport psychology in North America began to flourish and receive recognition within kinesiology as a subdiscipline separate from motor learning. Systematic research by ever-increasing numbers of sport psychologists played a major role in this coming of age. In fact, the primary goal of sport psychologists in the 1970s was to gain acceptance for the field by advancing the knowledge base through experimental research (largely lab-based). Although no agreement existed as to an appropriate knowledge base for the field, and research topics were varied and involved many target populations, most of the scholarship in this era was directed toward social psychological research (e.g., personality, social facilitation, achievement motivation, competitive anxiety, team cohesion, coach behaviors, coach-athlete relations).

The earlier interest in personality research declined in the mid-1970s because of heated debates about the validity of personality traits and the inventories used to assess them, most of which came from mainstream psychology. Many sport psychologists continued to believe that internal mechanisms (i.e., traits) govern behavior, but these psychologists also became concerned about the influence of environmental variables. The **interactionism paradigm**, which considers person and environmental variables and their potential interaction, surfaced and gained considerable credibility. Although not as extensive, research also began to focus on two other areas in the 70s: the study of women in sport from a feminist perspective, largely due to a conference hosted by Dorothy Harris (1972) and a book published by Carole Oglesby (1978), and exercise psychology, largely through Bill Morgan's research into exercise, fitness, and well-being. The growing volume of quality research in the 70s led in 1979 to the establishment of the *Journal of Sport Psychology*.

Discouragement of Applied Work

In addition, we should mention that applied work was discouraged during the 70s. Some of the negativity towards premature application came from the bad publicity stemming from

Arnold Mandel's work with the San Diego Chargers. Mandel was a psychiatrist who was hired in 1973 to enhance performance, but an offshoot of his work was the discovery that many of the professional football players were taking steroids and "speed" purchased on the street. Mandel wrote them prescriptions for the drugs in an effort to get them off uncontrolled substances. Management would not acknowledge the drug problem, let alone try to help him resolve it. The end result was that, by court order, Mandel was banned from further contact with players and not even allowed within a certain geographical radius of the stadium. See Mandel's book, *The Nightmare Season* (1976), for an interesting description of his work with the Chargers.

Instead of forays into application, many in the field felt that sport psychology would be better served by first developing a research foundation upon which intervention work might be based. This goal influenced some of the research during the 70s, but provided an even greater influence on research in the 80s (which continues today). It also contributed to the emphasis within sport psychology research in the late 1970s and early 1980s on a more cognitive focus (see the next section) as this inquiry is particularly relevant to applied concerns.

The 1980s: Increased Research, Professional Growth, and Acceptance

In the 1980s, the emphasis on scientific credibility, including the development of a sufficient scholarly foundation to justify the practice of sport psychology, grew tremendously. That, in turn, led to consulting with athletes and to recognizing and addressing important professional issues.

Research

Perhaps the best reflection of the quality and volume of work in any academic area is the number of research journals devoted strictly to the discipline. By the 1980s, there were four sport psychology journals (see Table 1-1 on page 4).

Much of the research published in these journals was driven by cognitive theories from psychology and the desire to test their applicability within a sport and exercise setting (e.g., self-efficacy, motivational orientations, competence motivation, outcome attributions) and by topics of relevance to potential performance enhancement interventions (e.g., athletes' thoughts, images, and attention control). Straub and Williams' (1984) book *Cognitive Sport Psychology* propelled research in this area while Morgan (1984) highlighted the role of inner dialogue on marathon performance, supporting the need for attention to cognitive interventions in sport psychology.

Rainer Martens' 1979 article "About Smocks and Jocks" spawned another advancement in the field: an increase in field research. Martens chided the field for largely conducting laboratory-based research when more relevant questions and findings would result from field research. This focus on field research spurred more and better applied questions and results. Field research has been conducted on topics such as identifying coaching behaviors most effective in promoting learning and personal growth; discovering ways to enhance team harmony and coach-athlete communications; learning how to set and use goals; determining psychological characteristics of successful performers; and developing psychological and behavioral interventions for enhancing performance, personal growth, and exercise participation.

Two other important research developments occurred during the 1980s. One was better documentation of the effectiveness of psychological interventions at enhancing performance (see the meta-analysis by Greenspan and Feltz, 1989, for examples of research documentation from this era). The second was increased attention to exercise and health psychology issues such as the psychological effects of exercise and overtraining, factors influencing participation in and adherence to exercise programs, exercise addiction, the relationship of exercise to stress reactivity, and psychology of injury and injury rehabilitation (see Chapters 22 and 24). The end result was the

establishment of a distinct knowledge base for exercise and health psychology and for applied work to enhance the performance of athletes.

Use by United States Olympic Committee (USOC) and others of sport psychology professionals Considerable growth and recognition of the value of sport psychology interventions occurred because of publicity stemming from sport psychology professionals working with athletes, particularly Olympic athletes. In 1983, the USOC established an official Sport Psychology Committee and a registry of qualified sport psychologists and in 1985, the USOC hired Shane Murphy, its first fulltime sport psychologist. As a result of the USOC's development of its sport psychology program, sport psychologists played an increasingly prominent and visible role in the 1984 and 1988 Olympics (see Suinn, 1985, and *The Sport Psychologist*, no. 4, 1989). Television and written coverage of various sport psychology topics and interventions with Olympic athletes also created considerable interest among professionals and laypersons. Involvement by sport psychologists in the Olympic movement (see *Journal of Sport Psychology in Action*, no. 2, 2012) and on the professional level and intercollegiate level continues to grow.

Professional issues The growing use of sport psychology practitioners during the 1980s led to important professional issues such as: Is there an adequate scientific base for the practice of sport psychology? What kinds of services should be offered? Who is qualified to provide these services? Almost 20 articles debating these issues were published in sport psychology journals during the 80s. In reference to the second question, an article by Danish and Hale (1981) was particularly influential. They advocated a human development and educational approach (e.g., teaching mental skills) for sport psychology interventions as opposed to the clinical and remedial model of correcting problems typically found in clinical psychology. This early clarification and distinction stemmed partly from tensions between sport psychologists trained in

kinesiology-based versus clinical psychology-based programs. This debate is still relevant today, but less so as evidenced by the creation in 2007 of the *Journal of Clinical Sport Psychology*.

Formation of AASP and APA division 47 One important applied development during the 1980s was the formation in 1985 of the Association for Applied Sport Psychology (AASP, known as the Association for the Advancement of Applied Sport Psychology prior to 2006). John Silva played the primary role in forming AASP and served as its first president. The purpose of AASP is to promote applied research in the areas of social, health, and performance enhancement psychology; the appropriate application of these research findings; and the examination of professional issues such as ethical standards, qualifications for becoming a sport psychologist, and certification of sport psychologists. Another objective is to promote the field of sport psychology within mainstream psychology. Prior to this time relatively few people from psychology were involved in sport psychology. AASP has clearly met this last objective—approximately 55 percent of its more than 1,800 members received their highest academic degree in psychology.

Additional support for the growing recognition of sport psychology within mainstream psychology comes from the American Psychological Association (APA). In 1987 the APA officially recognized a sport and exercise psychology division, Division 47. Bill Morgan served as the first president. Division 47 provides APA members with an opportunity to share research and address relevant sport psychology issues.

1990–2013: Progress in Research, Application, and Professional Issues

The last 25 years have been characterized by exciting growth and diversification in knowledge and practice of sport psychology and considerable progress regarding professional issues in sport psychology.

Intervention research Particularly impressive, and relevant to this book, is the continued research into the effectiveness of interventions to enhance the performance of athletes and to increase the physical activity levels of all types of individuals. Although more research is needed, the findings from this era should quiet critics who have questioned whether sufficient knowledge exists to justify ethical delivery of sport psychology services. For example, when this book was first published in 1986, its editor, Jean Williams, was criticized by several prominent colleagues because she had envisioned a book to promote applied sport psychology by exposing current and future coaches and sport psychologists to psychological theories and interventions they could use to enhance the performance and personal growth of athletes. One colleague even called her a charlatan.

Diversifying Research

In her overview of the historical development of sport and exercise psychology, Vealey (2006) describes 1993–2005 as a time of emerging diversity in methods, paradigms, and epistemology. For examples, she cites hermeneutic or interpretive approaches, feminist epistemology and methodology, a pragmatic research philosophy, an ecological meta-theoretical approach, and use of single-subject designs and qualitative methods. As Vealey notes, the use and promotion of such diverse approaches is promising because it leads to multiple ways to ask and address different questions.

Two of the preceding advances are particularly important. The use of single-subject designs has been particularly beneficial to intervention research (and practice) because it allows personalizing interventions based on qualities of the individual and it avoids the masking effect that sometimes occurs with nomothetic (group means) comparisons. Use of this methodology has grown since the 1990s (see *Barker, Mellalieu, McCarthy, Jones & Moran, 2013* for a review of these studies). Qualitative studies are also noteworthy. They have the potential to add greatly to

knowledge in applied sport psychology because rather than statistically analyzing numbers or ratings, researchers gain in-depth knowledge on a topic by observing and interviewing people. Before the 1990s, research consisted almost exclusively of quantitative methods, but during the 90s use of qualitative data collection techniques increased. During the 2000s, about one-third of the published studies in three North American sport psychology journals used qualitative methods (Culver, Gilbert, & Sparkes, 2012). Much of this growth can be attributed to Tara Scanlan's work and promotion efforts (Scanlan, Ravizza, & Stein, 1989; Scanlan, Stein, & Ravizza, 1989). She also was instrumental in using and advocating a mixed methods approach (combining qualitative and quantitative research methods in a single study or across a line of research) (Scanlan, Russell, Beals, & Scanlan, 2003).

Another indicator of diversity in the field during this era (1990–2013) was the call for more research into the influence of culture on psychological processes and behavior. First highlighted by Duda and Allison (1990), there is now a growing body of literature on cultural sport psychology (e.g., Schinke & Hanrahan) and application of cultural studies within sport psychology (Ryba, Schinke, & Tennenbaum, 2010). This work recognizes the importance of understanding the experiences of marginalized (i.e., minority) participants and how to best implement sport psychology interventions with diverse athletes (see Chapter 18).

Women Trailblazers in US Sport Psychology

Employing a feminist cultural studies perspective, Krane and Whaley (2010) pointed out the gap in our historical knowledge that overlooked the contributions of women in the field of sport and exercise psychology. They identified eight trailblazing women in U.S. sport psychology: Joan Duda, Deborah Feltz, Diane Gill, Penny McCullagh, Carole Oglesby, Tara Scanlan, Maureen Weiss, and Jean Williams. These trailblazers began their careers in sport

psychology prior to the passage of Title IX (the law that prohibited sex discrimination in U.S. public educational institutions), when lack of support and outright discrimination against women students and faculty was common. In spite of the challenges they faced, they were instrumental in moving the field forward. As Krane and Whaley stated, "Their legacy includes generations of students who have carved their own careers in sport and exercise psychology; lines of research that have established the field as rigorous, theory-based, practical, and relevant; and leadership in professional organizations that was and continues to be thoughtful, competent, and wise" (p. 369). While their contributions to the field spanned the 1970s through today, it took the current focus on diversity and cultural studies in sport and exercise psychology to open an avenue for acknowledging their contributions in the written history of the field.

Sport psychology books Another reflection of the increase in knowledge in sport psychology and its application comes from the tremendous growth in the number of books dealing with applied sport psychology. In a 1991 critique of psychological skills training books in applied sport psychology, Sachs identified 48 books. By 2008 the list had grown to 391 (Burke, Sachs, Fry, & Schwegghardt, 2008) and it continues to expand.

Training of sport psychology consultants What is the necessary minimum curriculum to produce the scholarly competencies and practitioner skills for the would-be sport psychology consultant? Answering that question, and then monitoring the impact on graduate programs, the training of graduate students, and the use of sport psychology consultants has been a professional focus during this era. In 1991, AASP established a curricular model for individuals to become certified to provide services such as performance enhancement interventions for athletes. See AASP's Web

site (<http://www.appliedsportpsych.org/Consultants/become-certified>) for the specific criteria and process for becoming a certified consultant.

Areas of Competency Required for AASP Certification:

Sport and Exercise Psychology
Professional Ethics and Standards
Biomechanical and/or Physiological Bases of Sport
Historical, Philosophical, Social, or Motor Behavior Bases
Psychopathology and Its Assessment
Counseling Skills
Research Design, Statistics, or Psychological Assessment
Biological Bases of Behavior
Cognitive-Affective Bases of Behavior
Individual Behavior
Competence within Skills/Techniques/Analysis in Sport or Exercise
Mentored Consulting Experience

Tracking surveys of graduates with a specialization in sport psychology from 1989 to 1999 (Andersen, Williams, Aldridge, & Taylor, 1997; Williams & Scherzer, 2003) show that a high percentage of master's and doctoral degrees met the 14 certification criteria if consulting with athletes was one of their career goals. It appears that this curricular model has influenced the program of study of most graduate students in the United States who have an interest in consulting. Another indication of the acceptance of AASP's certification standards is that, starting in 1996, the USOC requires consultants who wish to work with Olympic programs to be AASP-certified. Unfortunately, it is unlikely that other consumers are equally aware of the importance of picking qualified consultants.

Ethical standards Another professional issue in which progress occurred in the 1990s is

setting standards for ethical behavior. Although the growth in applied sport psychology led to a tremendous boon for individuals interested in consulting, negative by-products resulted, such as unqualified individuals providing services and unethical practitioners promising more than they could deliver. These concerns and others led AASP to approve ethical standards and guidelines for sport psychologists (see <http://www.appliedsportpsych.org/about/ethics/ethics-code/>). Individuals certified by AASP have to agree to observe these ethical standards.

Job Market

Four career tracks have been identified within applied sport and exercise psychology: (a) teaching and research in sport sciences, (b) teaching and research in psychology, (c) consulting with athletes and various other populations, and (d) applying sport psychology skills across diverse contexts (e.g., coaching, academic athletic counseling, health promotion) (APA Division 47, 2013). Many faculty in academic positions also consult with athletes and coaches. During the 1990s, there was tremendous growth in academic positions. For example, the graduate tracking studies showed that 58–61 percent of respondents with doctoral degrees in this decade obtained positions in kinesiology departments (Andersen et al., 1997; Williams & Scherzer, 2003). Unfortunately, we have no empirical information on what has happened in this job market since 1999. Anecdotally, we know that graduates are obtaining jobs in academic positions. Enthusiasm is tempered, however, by the fact that in the current economic climate, many universities also have slowed hiring of new faculty.

We are seeing growth in consulting opportunities for applied sport psychologists. Of the current AASP membership, 40 percent indicated that they spend at least a portion of their professional time in private practice. Yet, while these opportunities exist, consulting with university and elite athletes remains competitive. According to Voelker (2013), "at least 20 NCAA Division I universities have a sport psychologist on staff and another 70 to 100 contract with outside specialists." A recent study of 198 NCAA