Sports Psychology

Concept and Application

नमूना • SAMPLE

नमूना • SAMPLE

Sports Psychology

Concept and Application

Dr. Arpita Mishra

नमूना SAMPLE

AKHAND PUBLISHING HOUSE
DELHI (INDIA)

Published by



AKHAND PUBLISHING HOUSE

Publisher, Distributor, Exporter having an Online Bookstore

Head Office : L-9A, Ist Floor, Street No. 42,
Sadatpur Extension, Delhi-110094 (INDIA)
Phone No.: 9968628081, 9555149955 & 9013387535
E-mail : akhandpublishing@yahoo.com,
akhandpublishinghouse@gmail.com
Website : www.akhandbooks.com

Sports Psychology
Concept and Application

© Author
Ist Edition 2018
ISBN 978-93-81416-68-6

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted or utilized in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner Author/Editors. Application for such permission should be addressed to the Publisher and Author/Editors. Please do not participate in or do not encourage piracy of copyrighted materials in violation of the author's rights. Purchase only authorized editions.

The responsibility for facts stated, opinion expressed or conclusions reached and plagiarism, if any, in this book is entirely that of the author. Neither the publishers nor the editor will be responsible for them whatsoever.

Printed in India

Published by Jhapsu Yadav for Akhand Publishing House. Cover Designed and Laser Typesetting at VM Graphic and Printed at Aarna Enterprises, Delhi.

SAMPLE

Preface

Sport psychology is the study of a person's behaviour in sport. It is also a specialisation within the brain psychology and kinesiology that seeks to understand psychological/mental factors that affect performance in sports, physical activity, and exercise and apply these to enhance individual and team performance. It deals with increasing performance by managing emotions and minimising the psychological effects of injury and poor performance.

Sports psychology is the study of the mental and emotional wellbeing of athletes in relation to their performance, mental health, and relations with sports organizations and settings. The sporting world involves intense competition and pressure to be at the peak of one's game. This pressure can often drive athletes to overwork themselves and suffer physical, mental, and emotional burnout. Sports psychologists work with athletes to help them overcome and guard against such burnout, while also assisting them with performance improvement and building a sustainable lifestyle.

Sports psychologists are increasingly being valued as essential to this infrastructure and to the overall wellbeing of both rising and professional athletes. This makes sports psychology an exciting and fulfilling career option for those interested in sports from a holistic perspective.

Exercise physiology is the study of the acute responses and chronic adaptations to a wide range of physical exerciseconditions. In addition, many exercise physiologists study the effect of exercise on pathology, and the mechanisms by which exercise can reduce or reverse disease progression. Accreditation programs exist with professional bodies in most developed countries, ensuring the quality and consistency of education.

SAMPLE

Interest in sport psychology has accelerated in the last 15-20 years, partly due to the increased realization that the winning edge in many sports is not just physical superiority, but rather a combination of psychological, physiological and technical factors. Health oriented issues such as the importance of physical activity in relation to well being and quality of life and applied issues such as the development of professional philosophy as a basis for successful sport psychology delivery have also contributed to the rising interest in the field. In order to describe the current and future developments in sport psychology, Swedish students answered questions administered by the author.

In this book Sports Psychology and its related branches are discussed briefly in easy colloquial English. It covers all related fields of Sports Psychology, including the nature scope methods of psychology and its importance in Sports Science the role of emotions in sports sciences growth and development intelligence and ability in sports psychology heredity and environment the importance of motivation in sports etc.

–Dr. Arpita Mishra

Contents

Preface (*v*)

1. Sport Psychology **1**

- Characteristic Features of Sport Psychology; Application of Sport Psychology; Characteristic Features of Sport Psychology; Sport and Exercise Psychology Field; Method of Sport Psychology; Aggression and sport ; Individual differences in sporting Aggression ; Structuralism in Sports Psychology; Enhancing Motivation in Sport; The Importance of Youth Sport Coaches

2. Psychology of Sport and Physical Activity **36**

- Sport Psychology In India: A Developmental Perspective; The Humanistic Model in Sports Psychology; The Nature and Scope of Social Psychology; Divisions of Social Psychology; Professionalization of Sport Psychology ; Applied Sport Psychology ; Success in Sport Psychology; Sport Psychology Defined ; Sports Psychology: An Integrated Approach to Mental Skills Training; Evaluation of Mental Skills

3. Exercise Physiology **72**

- Introduction; Fitness Professional; Exercise Program; Exercise: (Aesthic value of Exercise); Excess Post-exercise Oxygen Consumption

4. Personality in Sports **83**

- Personality and Sport; Humanistic Intervention in Psychosis; Social Cognitive Theory; Personality Within Sports; The riddle of personality and sport; Personality and Exercise; Personality Traits; Determining Personality Types; Importance of Profiling in Sport; Profiling gives you Self-Awareness (Behavioural Awareness); Humanistic Psychology used in Sport; Therapeutic Methods of Humanism

SAMPLE

5. Sports: Psych-down Techniques **119**

- Sport Psychology Benefits; Theory of Sport Psychology; Basis of Sports Training; Characteristics of Sports Training Components; Continuous versus Discrete versus Serial Skills; Role of Sports Psychology; Motivation and sport ; Theories of motivation ; Mastery and Performance Environments ; Counterfactual thinking

6. Methods of Sport Psychology Training **158**

- Delving into the Methodology; Sport Teaching in Physical Education; Sports Psychology is a Study of Athletes and their Behaviors; Pedagogical Reform in Sport Teaching; Developing the Instrument: A Rationale; Gaining Access to the Participants; Preferred Organisation for Training Delivery

7. Physical Exercise and Sports **192**

- Physical Activity/Exercise; Measuring exercise intensity; Measuring exercise intensity using the talk test; Aerobic & Anaerobic Heart Rate Zones; Physical Fitness; Exercises and Heart Rate Zones for various aerobic exercise intensities; Attitudes to sport ; The formation of Attitudes to sport ; Desire For Health and Physique Enhancement

8. Professionals in Sport Psychology **217**

- Introduction; Measures: Background Information; Explaining Referral to Clients; Psychological Factors Related to Golf Performance; Method and Participants; Method and Participants of Golfers; Several Psychological Factors of Golf Performance; Descriptive Statistics and Data Analysis; Certain Performance Strategies

9. Mental Preparation in Sports Training **243**

- Mental Preparation of High-Level Athletes; Motivation and the Teen Brain; Physical Preparation in Sports Training; Competition and Emotional Control in Sports; Previewing a Route; Present Status of Sport Psychology; Team Dynamics

Bibliography **273**

Index **275**



Sport Psychology

Interest in sport psychology has accelerated in the last 15-20 years, partly due to the increased realization that the winning edge in many sports is not just physical superiority, but rather a combination of psychological, physiological and technical factors. Health oriented issues such as the importance of physical activity in relation to well being and quality of life and applied issues such as the development of professional philosophy as a basis for successful sport psychology delivery have also contributed to the rising interest in the field.

In order to describe the current and future developments in sport psychology, Swedish students answered questions administered by the author.

CHARACTERISTIC FEATURES OF SPORT PSYCHOLOGY

In the 1980's, numerous researchers believed than an intensive development of applied sport psychology would occur in the '90s, specifically aimed at coaches and leaders in sport. Moreover, questions relating to the positive development of human action as well as towards health and well-being were expected to come in the 1990's.

Some researchers also recognized the importance of using cognitive theories in describing human performance. As analysed in the 1990's in Sweden, as well as from an international perspective, voices were raised calling for a bridging of theoretical models and frameworks into practical guidelines and also for sport psychology for youth sport. The importance of having an eclectic perspective in sport psychology research and practice was also mentioned by

SAMPLE

some researchers. In addition, suggestions for the advancement of research in applied sport psychology settings were given.

APPLICATION OF SPORT PSYCHOLOGY

Thinking Right in Sport

This really is what it is all about: "thinking right" in sport. We all understand that "thinking wrong" can and does hurt our sport performance. In fact, wrong thoughts—whether that means negative thoughts, distractive thoughts, inappropriate thoughts, or self-defeating thoughts—hurt and undermine our practice and preparations, hurt our performances, hurt our chances for achievement, and hurt our overall enjoyment and fulfilment of the sport experience. On the other hand, thinking right thoughts—whether they are positive thoughts, focused attentive thoughts, appropriate thoughts, or self-enhancing thoughts—will help and enhance our practice and preparations, help us deliver our best performance, help us gain greater achievements, and help us find greater enjoyment and fulfilment from our experience in sport.

This is the focus of sport psychology: to help coaches and athletes understand and learn how to become great at "thinking right in sport." This will help athletes practice and prepare better to have greater capabilities, to be ready and able to use their capabilities to deliver their absolute best performances when needed, to increase the probability that they will gain the outcomes and achievements that they desire, and ultimately to gain greater personal pride, happiness, satisfaction, and fulfilment from the sport experience. They also will desire and be motivated to keep having more fun with it all. It is really pretty simple: wrong thoughts hurt; right thoughts help. Learn the difference, and learn to think right!

My Thoughts Are Mine; Your Thoughts Are Yours

This is the basic core understanding. My thoughts are mine, your thoughts are yours, and our athletes' thoughts are theirs. I think my thoughts, and you think your thoughts. We all think one thought at a time, sometimes lots of thoughts in incredibly rapid succession, but always only one thought at a time. I am responsible

for my thoughts; you are responsible for yours. I cannot make you think anything, and you cannot make me think anything. We can try to influence each other, but if I have a thought, I put it there and it is mine, and if you have a thought, you put it there and it is yours. If I don't like some thought that I have, then I can and should change it and think something else; and if you don't like some thought that you have, you can and should change it to something better! If I am thinking "wrong," I can change that thought to a thought that is "right." You can do the same, and so can our athletes!

As coaches, we focus great attention on teaching and developing our athletes with greater physical capabilities, physiological capabilities, motor skills, and performance strategies. We must also recognize the basic truth and priority significance that "wrong" thoughts can undermine and stymie or even paralyze these efforts. We must confront the reality that our minds are the gatekeepers of our bodies—that wrong thoughts will lock our best performance in, while right thoughts will let us get that great performance out of us, whenever we want and need it. Thinking right is a skill (actually several cognitive skills) and athletes can learn to increase this capability and think right, just as they practice and prepare to increase all of their other capabilities. But this skill—thinking right—controls how well they use their capabilities, how effectively they perform, how much they achieve, and how much they enjoy their sport experience. Just as coaches develop all of the other aspects of their athletes' training plans, we should also focus priority attention on helping athletes understand that thinking wrong will hurt, and thinking right will help.

They must understand that they are responsible for and in control of their own thoughts, that they can recognize the difference between thinking right and thinking wrong, and that they can take control of their thoughts by choosing to think right! Great coaches are great teachers. Athletes learn well what they are taught well. For our athletes to become suCCCCCCCessful, we should all teach them about thinking right in sport.

What Is It To Be a SuCCCCCCCess? It is natural for coaches and athletes to want to win. I want to win—every time! If I could

just choose, I would choose to get the win rather than the other thing. And I would choose for my athletes to get the win, every time, as well. But we all understand that we don't just get to pick the win. We simply don't have control over all of the variables that determine who wins in a given setting or competition. It's reality. And it makes sport fun.

We also understand that we still want to win and that the best chance we have for getting that win is to deliver our very best performance. Anything less than our best performance will just give the others more chance to beat us. We can control our performance, and it is critical that we are suCCCCCCCessful in delivering our very best performance. Being a suCCCCCCCess and winning are closely related, really close cousins, but they are not the same. But to get the win that we want, we must first focus on being a suCCCCCCCess at delivering nothing less than our very best performance. We may not win every time, but we can be a suCCCCCCCess first, and in doing so, give ourselves the very best chance to get the wins that we desire.

SuCCCCCCCess = Ability × Preparation × Effort × Will

This formula portrays an appropriate way, a right way, to think about suCCCCCCCess and winning. It defines our process for becoming a suCCCCCCCess. We all start with the ability that we received as a genetic gift from our parents. This is all the raw material we have. We may have a lot … or not. But it doesn't matter what or how much we have; it only matters what we do with what we have, and it matters that we take what we have and make the most out of it!

To make the most out of our ability, we must work smart (not always hard) every day in practice and preparationto turn our ability into greater capabilities (fitness, strength, speed, explosiveness, skills, understanding, etc.). Through preparation in practice, we take greater control of our bodies and our minds to allow us to make greater use of our abilities and to have the capabilities needed for delivering our finest performances.

But having all of the capability in the world means nothing, if we don't deliver that capability on demand to the performance

of our task. This happens only through great intentional, purposeful effort. Sometimes that means working hard.

But sometimes it means "trying easy." Always, it means giving the greatest effort we possibly can to delivering our very best. Yet, sometimes in sport we find ourselves having given the greatest effort and having provided the very best performance ever, but as the finish line nears, we aren't winning … and we want to … but we are exhausted … and it hurts bad … but, we really want to! At this point, it is imperative that we have the willingness, the will power, the will to choose to look deep inside ourselves and find some more! We must exercise our own free will to go again, and again and again if necessary, to find even more than we ever thought was there!

And if we have done all of this—taken whatever ability we received from our parents, worked hard every day to prepare that ability into greater capability, taken that capability into the arena and delivered our greatest effort to perform our very best, and when things got really tough and we thought our tank was empty, we chose to go again and again and again to find some more—what more could we do? Obviously, the answer is nothing! We could not do anything more. We did all that we could do. All we can do is all we can do, and all we can do is enough … and that is a suCCCCCCCess. Understanding that focusing on and becoming a suCCCCCCCess first is thinking right in sport, and that will lead us to the best chance for getting whatever wins we can have!

This is the fundamental cornerstone understanding in thinking right in sport. We should all focus on becoming and on being a suCCCCCCCess first. Great coaches teach and encourage their athletes to make the most of their ability, to develop all of the capabilities necessary for them to become and deliver their very best, and to be proud, happy, and fulfilled with whatever this allows them to achieve. And whatever that is, if they have done their best to deliver their best, they should be able to celebrate being a suCCCCCCCess, and then wake up the next morning excited to go to work at getting even better. This is suCCCCCCCess!

What Are the "Cs" of SuCCCCCCCess? This makes fifteen times now that I have referred to the concept of being a

suCCCCCCCess. Each time I see that my "spell check" indicates that I have made a spelling error. Yet, I am certain that regardless of the spelling, a person cannot possibly experience great suCCCCCCCess without first understanding and having some very important "Cs" right in the middle of that suCCCCCCCess. Whether it is spelling it or experiencing it, suCCCCCCCess doesn't happen without these "Cs." Our athletes need and want to have these qualities:

- Confidence: trust that they will deliver their best
- Concentration: control of the focus of their attention
- Composure: control of their physiological and emotional arousal
- Courage: desire and confidence that is greater than their fear
- Commitment: making the final decision before meeting the challenge.

Each of these "Cs"is critical to being a suCCCCCCCess, and each of these is a thought! Yes, they are all thoughts. They are not things—they are thoughts. And because they are just thoughts, we can all have them in our experience and in our athletes' experiences. Because each is a thought, we can take control of them and have them be our thoughts! How do we take control of them? It is really quite simple. We make the choice to have them be our thoughts. We choose what we think! We can choose to think in ways that help us to become and to deliver our very best. We, and only we, can control our confidence, concentration, composure, courage, and commitment! And the ONLY way that we can take control of each of them is to first make the choice to develop and to engage our confidence, concentration, composure, courage, and commitment.

Control: YOU take it.

Choice: YOU make it.

This is "thinking right in sport"!

As coaches, we invest great time, effort, energy, and emotion in preparing and teaching our athletes to have greater physical,

FREE SAMPLE

physiological, and motor skill capabilities so that they can experience suCCCCCCCess. And we all understand and recognize the truth that the psycho-emotional capabilities such as the "Cs" identify here are critical for allowing that great performance and suCCCCCCCess to be realized. They don't happen by accident. These capabilities, these "Cs" are learned, just like all of the other important capabilities that coaches help athletes develop so that they can perform better and achieve more. They are learned by developing great plans and then by daily, repetitive, patient, persistent, determined, intentional investment and effort in understanding, training, and developing the skill of "thinking right in sport."

If you have these understandings and have developed training plans for your athletes and are working at applying them every day in your coaching, then I commend you, congratulate you, and encourage you both to continue and to share your ideas regularly with your colleagues. If you have not yet developed a specific mental training plan just like your conditioning and skill development training plans, I encourage you to recognize the critical importance of doing so and also that you are more than capable of doing so! You do not need a Ph.D. to be great at this aspect of coaching your athletes. This is not rocket science! It just takes basic knowledge and understanding, the establishment of priority, strong intention, a little creative artistic genius, some empathic wisdom, and good common sense. This plan is then woven into your current training plan and brings you closer to fulfilling the stated intention of achieving thorough preparation of your athletes.

All athletes—that is, every single athlete—some time are confronted with the challenge of needing to understand and apply "thinking right in sport." As with other skills, they need to learn these understandings and skills now, so that they have them and are expert at thinking right when they meet the ever-growing challenges of sport. It's like car insurance: you don't buy it right after you hit the tree! Every athlete can be engaged in growing in his or her "thinking right" skills every day. The mind is the gatekeeper of the body. Our thoughts do control our actions and

behaviors. It does matter that our athletes experience great suCCCCCCCess in sport and in their lives! It matters that they learn the importance of preparing well, performing their best, achieving all that they can, and being proud, happy, and fulfilled for their investment and efforts!

CHARACTERISTIC FEATURES OF SPORT PSYCHOLOGY

In the mid '90s, expectations about the future of sport psychology were diverse. While some researchers claimed that future trends in sport psychology would require more functional and theoretical models, others suggested that sport psychology would be more focused on features related to performance enhancement (e.g. anxiety regulation and stress reduction) as well as social and group psychology. Researchers also believed that sport psychology would become more accepted in mainstream psychology. An enhanced collaboration between applied sport psychologists and the sporting world was also predicted, especially between experts in sport psychology and sport students and coaches.

More recent publications on the features of sport psychology address a wide range of issues. Some researchers believe in an expanded growth of social psychological issues in sport such as enhanced communication between researchers and practitioners. Others argue for the establishment of academic certification in sport and exercise psychology, with some researchers even suggesting that the APA Code of Ethics be incorporated into applied sport psychology thinking, assessment and intervention in order to serve athletes both holistically and ethically.

SPORT AND EXERCISE PSYCHOLOGY FIELD

At the start of the new millennium, an increasing number of articles and books were to be found concerning future expectations and the development of sport and exercise psychology. Some researchers in Sweden suggested that programs in applied sport psychology would become licensed and science-oriented exercise psychology programs would develop health-related focuses. Moreover, expectations about specific interest in life-span

SAMPLE