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Appendices

- Appendix A: Participant information letter
- Appendix B: Consent form
- Appendix C: Biographical information
- Appendix D: Psychological well-being questionnaire
- Appendix E: Mental skills questionnaire
- Appendix F: Qualitative outcome measure
- Appendix G: Qualitative outcome measure
- Appendix H: Quantitative outcome time measure
- Appendix I: Daily training schedule
- Appendix J: Qualitative process measure
- Appendix K: Qualitative process measure
- Appendix L: Qualitative process measure
- Appendix M: Relaxation measures
- Appendix N: Competitive State Anxiety Inventory 2 (CSAI-2) somatic anxiety subscale
- Appendix O: Session 1 - Arousal - Physiological aspects handout
- Appendix P: Competitive State Anxiety Inventory 2 (CSAI-2) cognitive anxiety subscale
- Appendix Q: Session 2 - Arousal – Cognitive aspects handout
- Appendix R: Sports imagery questionnaire (SIQ)
- Appendix S: Session 3 - Imagery handout
- Appendix T: Concentration grid
- Appendix U: Session 4 - Attention and concentration handout
- Appendix V: Competitive State Anxiety Inventory 2 (CSAI-2) self-confidence subscale

Appendix W: Session 5 – Self-confidence handout

Appendix X: Perception of Success Questionnaire

Appendix Y: Self-theory questionnaire

Appendix Z: Session 6 – Goal setting and motivation handout

Appendix AA: Psychological well-being subscales outcome measure

Appendix BB: PST group evaluation

Appendix CC: PST program evaluation

Appendix DD: Letter to experts and question asked

Appendix EE: Qualitative data

The school participants were given the letter A and a number (e.g. participant A 1 etc).

Attached please find all the experimental and control group participants' raw qualitative data from T1, the six sessions, T2, program evaluation, T3, and daily raining schedules.

The cricket player and swimmer were given the letter B and a number (e.g. participant B 18 etc).

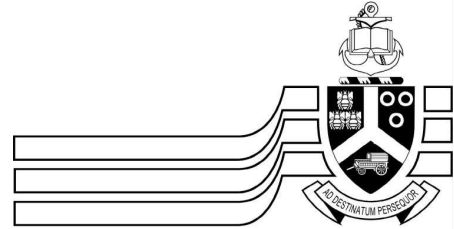
Attached please find all the cricket player and swimmers' raw data from the pre-test, six sessions, post-test, program evaluation and re-test T3.

The sport psychology experts were given a number a letter C and a number (e.g. expert C 1 etc).



Appendices

Appendix A



University of Pretoria

Pretoria 0002 Republic of South Africa
<http://www.up.ac.za>

FACULTY OF HUMANITIES

Dept Biokinetics, Sport and Leisure Sciences
Tel: 012- 420-6040 Fax: 012-420-6099
www.bsl.up.ac.za

Participant information letter

University of Pretoria
Pretoria
0002

DPHILL IN HUMAN MOVEMENT SCIENCE: SPORT PSYCHOLOGICAL SKILLS TRAINING AND PSYCHOLOGICAL WELL-BEING IN YOUTH ATHLETES

Dear parent/legal guardian and participant we are asking you to help evaluate the effectiveness of a psychological skills training program. Participation is completely voluntary and participants must be between the age of 16 and 18. Participants who together with their parents/legal guardians sign the consent form will be allowed to participate in the study. The participant's parents/legal guardians will be contacted to ensure that consent was given. Participants can be both male and female who partake in the 100, 200, 400, 800 and 1500 metre athletic track events. Participants, who are using performance-enhancing substances, which includes creatine, will not be allowed to participate in the study. Participants who compete at a local or provincial level and not at an international level will be allowed to participate in the study.

Participants will be randomly allocated to either an experimental or control group. The experimental group will receive the psychological skills training program at the start of the season and the control group after the season has ended. Both groups will receive the psychological skills training program.

The psychological skills training program will involve one session a week for six weeks and will cover topics such as mental imagery, goal setting, concentration, arousal management and relaxation.



Participants will be asked to complete questionnaires and questions before, during and after the season and before, during and after each session, which will evaluate the effectiveness of the psychological skills training program and its impact on psychological well-being.

All participants' information will be kept confidential. Participants are free to withdraw at any stage of the process.

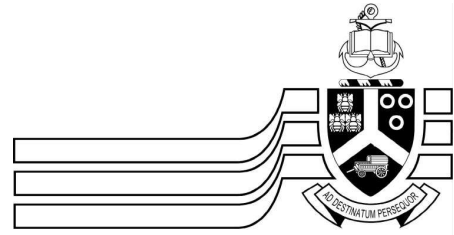
If you or your parent/legal guardian has any questions feel free to contact me on 0845118096.

Many thanks

David Edwards



Appendix B



University of Pretoria

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FACULTY OF HUMANITIES

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Tel: 012- 420-6040 Fax: 012-420-6099
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Consent form

University of Pretoria
Pretoria
0002

DPHILL IN HUMAN MOVEMENT SCIENCE: SPORT PSYCHOLOGICAL SKILLS TRAINING AND PSYCHOLOGICAL WELL-BEING IN YOUTH ATHLETES

CONSENT TO PARTICIPATE IN RESEARCH

Dear parent/legal guardian and participant, we are asking you to take part in this research so that we can evaluate the effectiveness of a psychological skills training program and to observe the effect of this program on psychological well-being.

This research will be conducted by David Edwards and is promoted by Prof. B. Steyn.

Participants must be between the age of 16 and 18. If you agree to allow your child to participate and if they agree to be in this study they will be randomly assigned to either an experimental or control group. The experimental group will be asked to complete a six session psychological skills training program before the athletic season and the control group after the season.

The research will begin before the athletic season and end six weeks after the completion of the athletic season. They will be asked to complete questionnaires before, during and after the process.

If you allow your child to participate and they agree, you will be increasing the understanding of sport psychological skills training and psychological well-being.

Participation is completely confidential. The results will be reported in a group category. The data may be used for future research, but no names will be kept with the data.



In your child decides to participate they can withdraw at any stage of the process.

You or your child may ask any questions about the study. David Edwards is available on 0845118096.

Signing your name means that you agree to allow your child to participate in this study.

I,..... parent/ legal guardian ofagree to allow my child to participate in this study evaluating the effectiveness of a sport psychological skills training program and observing the effect of this program on psychological well-being. I understand that my child’s participation is entirely voluntary, confidential, that they can withdrawal at any time and that the nature of the research has been explained to me. If I have any questions I can call David Edwards on 0845118096.

.....
Signature of Parent/Legal guardian

.....
Date

.....
Signature of Participant

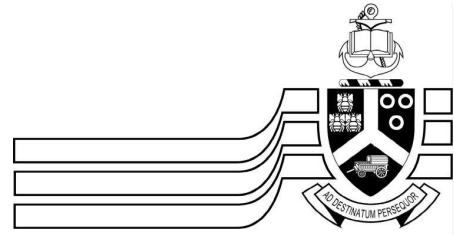
.....
Date

Contact phone number of parent/legal guardian.....



UNIVERSITEIT VAN PRETORIA
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YUNIBESITHI YA PRETORIA

Appendix C



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Tel: 012- 420-6040 Fax: 012-420-6099
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Biographical information

Participant code:

Age:

Gender:

Population group:

Grade:

Track event:

Years of participation:

Level of previous participation:

Any performance enhancing substance:



Appendix D

Psychological well-being questionnaire

Participant code:

The following set of questions deals with how you feel about yourself and your life. Please remember that there are no right or wrong answers.

Circle the number that best describes your present agreement or disagreement With each statement	Strongly Disagree	Disagree Some-what	Disagree Slightly	Agree Slightly	Agree Some-what	Strongly Agree
1. I tend to be influenced by people with strong opinions	1	2	3	4	5	6
2. I think it is important to have new experiences that challenge how you think about yourself.	1	2	3	4	5	6
3. In general I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
4. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
5. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
7. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
8. For me, life has been a continuous process of learning, changing and growth.	1	2	3	4	5	6
9. The demands of everyday life often get me down.	1	2	3	4	5	6
10. Some people wander aimlessly through life, but I am not one of those people.	1	2	3	4	5	6



11. People would describe me as a giving person willing to share my time with others.	1	2	3	4	5	6
12. I like most aspects of my personality.	1	2	3	4	5	6
13. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6
14. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6
15. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
16. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
17. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6
18. In many ways, I feel disappointed about my achievements in life.	1	2	3	4	5	6



Appendix E

Mental skills questionnaire

Participant code:

Please complete the following questions related to mental skills. Please be as honest as possible. There are no right or wrong answers.

	Strongly Disagree					Strongly agree
Imagery ability						
1. I can rehearse my sport in my mind.	1	2	3	4	5	6
2. I rehearse my skills in my head before I use them.	1	2	3	4	5	6
3. It is difficult for me to form mental pictures.	6	5	4	3	2	1
4. I can imagine how movement feels.	1	2	3	4	5	6
Mental preparation						
5. I always set myself goals in training.	1	2	3	4	5	6
6. I always have very specific goals.	1	2	3	4	5	6
7. I always analyse my performance after I complete my performance.	1	2	3	4	5	6
8. I usually set goals that I achieve.	1	2	3	4	5	6
Self-confidence						
9. I suffer from lack of confidence about my performance.	6	5	4	3	2	1
10. I approach all competitions with confident thoughts.	1	2	3	4	5	6
11. My confidence drains away as competitions draw nearer.	6	5	4	3	2	1
12. Throughout competitions I keep a	1	2	3	4	5	6



positive attitude.						
Anxiety and worry management						
13. I often experience fears about losing.	6	5	4	3	2	1
14. I worry that I will disgrace myself in competitions.	6	5	4	3	2	1
15. I let mistakes worry me when I perform.	6	5	4	3	2	1
16. I worry too much about competing.	6	5	4	3	2	1
Concentration ability						
17. My thoughts are often elsewhere during competition.	6	5	4	3	2	1
18. My concentration lets me down during competition.	6	5	4	3	2	1
19. Unexpected noises put me off my performance.	6	5	4	3	2	1
20. Being easily distracted is a problem for me.	6	5	4	3	2	1
Relaxation ability						
21. I am able to relax myself before a competition.	1	2	3	4	5	6
22. I become too tense before competition.	6	5	4	3	2	1
23. Being able to calm myself down is one of my strong points.	1	2	3	4	5	6
24. I know how to relax in difficult circumstances.	1	2	3	4	5	6
Motivation						
25. At competitions I am usually psyched enough to complete well.	1	2	3	4	5	6
26. I really enjoy a tough competition.	1	2	3	4	5	6
27. I am good at motivating myself.	1	2	3	4	5	6



28. I usually feel that I try my hardest.	1	2	3	4	5	6
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Appendix F

Participant code:

What does psychological well-being mean to you?

Appendix G

Participant code:

What does psychological skills training mean to you?

Appendices H

Participant code:

Speed in seconds over distances _____.



Appendix I

Daily training schedule

Participant code:

The participants will be given a diary and asked to keep a detailed record of their training, learning experiences and emotions per week over the season.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Appendix J

Participant code:

Depending on the session: What does (physiological arousal/cognitive arousal/mental imagery/attention and concentration/self-confidence/goal setting and motivation) mean to you?

Appendix K

Participant code:

Depending on the session: What does (physiological arousal/cognitive arousal/mental imagery/attention and concentration/self-confidence/goal setting and motivation) mean to you now?



Appendix L

Participant code:

How did you experience the session?

Appendix M

Relaxation measures

Participant code:

Pre-session heart rate (Beats/minute)	Post-session heart rate (Beats/minute)
_____	_____

Pre-session breathing (No of breathes/minute)	Post-session breathing (No of breathes/minute)
_____	_____



Appendix N

Competitive State Anxiety Inventory 2 (CSAI-2)

Participant code:

Please complete the following questions related to anxiety. Please be as honest as possible. There are no right or wrong answers.

	Not at all	Somewhat	Moderately so	Very much so
1. I feel nervous.	1	2	3	4
2. I feel jittery.	1	2	3	4
2. My body feels tense.	1	2	3	4
4. I feel tense in my stomach.	1	2	3	4
5. My body feels relaxed.	1	2	3	4
6. My heart is racing.	1	2	3	4
7. I feel my stomach sinking.	1	2	3	4
8. My hands are clammy.	1	2	3	4
9. My body feels tight.	1	2	3	4

Appendix O

Session 1 Arousal - Physiological aspects

Arousal is a physiological and emotional experience, which exists along a continuum (Weinberg & Gould, 2007). In other words, arousal refers to what we experience as our current level of energy. Depending on various factors such as the individual athlete’s expectancies, attitude and motivations, arousal may become linked to either negative or positive emotions. For example, low arousal can be associated with a positive experience of relaxation or a negative feeling of apathy. High arousal may be associated with positive feelings of euphoria or negative anxiety experiences. Somatic anxiety is the negative bodily experience of a heightened state of arousal.

The inverted U hypothesis suggests that moderate arousal has a positive effect on performance, with low or high arousal hindering athletic ability (Wann & Church, 1998). Hanin’s (1980, 1986, 1997) theory of arousal and performance suggests that the optimum level of arousal differs amongst individuals and occurs in an athlete’s zone of optimal functioning (Potgieter, 1997).

Arousal can be regulated and optimized through breathing and progressive relaxation. It is important to understand and be able to regulate one’s own arousal levels in order to enter one’s zone of optimal functioning and perform optimally.

Breathing

Smooth, deep, full breathing creates optimum arousal and performance. To create and experience centeredness, one should focus on breathing with the belly rather than the chest. Breathing methods regulate arousal and performance as well as emotional states associated with arousal, whether these be positive or negative. In order to heighten arousal the in-breath should be longer than the out-breath. In order to lower arousal the out-breath should be longer than the in-breath. Breathing exercises should be done daily for twenty to thirty minutes. Breathing rate is approximately a quarter of one’s heartbeat per minute. One may measure the length of the in- and out-breath with a watch, or better still, by heartbeat. For example if one is feeling negative heightened arousal in the form of bodily anxiety, one may overcome this by breathing in to the count of 3 heartbeats or seconds and out to the count of 6 heartbeats or seconds.



Progressive relaxation

Relaxation exercises also help with heightened arousal in the form of anxiety. These become especially powerful when combined with other techniques such as breathing, imagery etc. Progressive relaxation as developed by Jacobson (1929, 1976) involves tensing then relaxing specific muscle groups (Wann & Church, 1998). Through progressive relaxation athletes learn to relax muscle groupings and differentiate between tension and relaxation, which cannot occur simultaneously (Weinberg & Gould, 2007).

Tense for 5 seconds and then relax the following muscle groups three times. It is important to concentrate on the relaxation experience. Progressive relaxation should be done twice daily. The following order can be modified.

- | | | |
|---------------------------|-------------------------|-------------------------|
| 7. right hand and fingers | 7. head and face | 12. right lower leg |
| 8. right forearm | 8. shoulders | 13. right foot and toes |
| 9. right upper arm | 9. chest | 14. left upper leg |
| 10. left hand and fingers | 10. stomach and abdomen | 15. left lower leg |
| 11. left forearm | 11. right upper leg | 16. left foot and toes |
| 12. left upper arm | | |

Homework

1. Understand how arousal affects performance,
2. Understand how moderate arousal creates optimal performance,
3. Understand how individuals have different levels of optimal arousal. It is important to find one's own zone of optimal functioning,
4. Practice smooth, deep, full breathing and progressive relaxation exercises daily,
5. If anxiety is experienced, recognized the anxiety. Practice breathing and relaxation in order to restore optimum arousal.

Appendix P

Competitive State Anxiety Inventory 2 (CSAI-2)

Participant code:

Please complete the following questions related to anxiety. Please be as honest as possible. There are no right or wrong answers.

	Not at all	Somewhat	Moderately so	Very much so
1. I am concerned about this competition.	1	2	3	4
2. I have self-doubts.	1	2	3	4
3. I am concerned that I may not do as well in this competition as I could.	1	2	3	4
4. I am concerned about losing.	1	2	3	4
5. I am concerned about choking under pressure.	1	2	3	4
6. I'm concerned about performing poorly.	1	2	3	4
7. I'm going to reach my goal.	1	2	3	4
8. I'm concerned that others will be disappointed with my performance	1	2	3	4
9. I'm concerned I won't be able to concentrate.	1	2	3	4



Appendix Q

Session 2 Arousal – Cognitive aspects

As discussed in session 1, arousal is both a physiological and psychological energy experience. This session will focus predominately on the cognitive aspects of arousal control. For optimal performance to occur, athletes should be experiencing moderate levels of cognitive arousal prior to an event (Weinberg & Gould, 2007). During the event, their minds should be clear of all unwanted thoughts and in a state of “no mind”. They should be in their zone of optimal functioning and focused on the task at hand. However at times, this harmonious balance can be negatively affected by faulty cognitions about the event. Ellis’s A-B-C model of reaction to events suggests that it is not the event itself which causes this emotional reaction, but the individual’s perception of the event (Corey, 2001; Gilliland, James & Bowman, 1994). Negative thought patterns can heighten arousal levels, create cognitive anxiety and self-doubt. This can have a direct effect on sporting performance (Potgieter, 1997), both in preparation for and during the event.

Theories of cognition developed by Beck (1976), confirm the importance of identifying and changing these faulty thought patterns (Feltham, 1999). It is also essential to learn techniques such as meditation. The above should be done in conjunction with other techniques such as breathing, progressive relaxation and mental imagery.

Cognitions

Think back to time when you experienced negative thoughts in practice or performance. These thoughts general begin with a single negative thought, which then turns into a downward spiral of negative thinking. When this first negative thought is experienced one should identify that thought. One should then use a key word such as “stop” or “no”. This first step is called thought stopping (Meichenbaum, 1985). A second step is to change the pattern of thinking from negative to positive. The use of positive statements is called positive self-talk (Wann & Church, 1998; Weinberg & Gould, 2007).

Try identifying, saying “stop” or “no” and then changing your pattern of thinking with the following negative statements:

- “You are not fit enough”
- “You are too lazy”
- “You are going to choke”
- “Your start is too slow”
- “Your legs feel too heavy”
- “Your stride is uneven”
- “Your breathing is incorrect”
- “You are not relaxed enough”
- “You are not fast enough”
- “You are not going to win”

Meditation

Mediation relaxes the body, and clears and focuses the mind. Find a quiet place. Sit or stand in a comfortable position. Close your eyes and relax. Practice firstly clearing, then focusing your mind on a single positive point.

Homework

1. Understand how negative thought patterns can have a direct impact on athletic performance.
2. Understand the importance of identifying and changing these negative thoughts into positive thoughts.
3. Understand that before the event one should be experiencing a moderate level of cognitive arousal.
4. During performance an athlete should have “no mind”.
5. Practice using positive self-talk and meditation.



Appendix R

Sports imagery questionnaire (SIQ)

Participant code:

Please complete the following questions related to mental imagery. Please be as honest as possible. There are no right or wrong answers.

1. I make up new plans/strategies in my head.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

2. I image the atmosphere of winning a championship (e.g., the excitement that follows winning a championship).

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

3. I image giving 100% during a game.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

4. I can re-create in my head the emotions I feel before I compete.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

5. I image alternative strategies in case my event/game plan fails.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

6. I imagine myself handling the stress and excitement of competitions and remaining calm.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

7. I imagine other athletes congratulating me on a good performance.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

8. I can consistently control the image of a physical skill.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

9. I image each section of a game (e.g., attack/defense).

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

10. I image the atmosphere of receiving a medal (e.g., the pride, the excitement, etc.).

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

11. I can easily change the image of a skill.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------



12. I image the audience applauding my performance.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

13. When imaging a particular skill, I consistently perform it perfectly in my mind.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

14. I image myself winning a medal.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

15. I imagine the stress and anxiety associated with competing.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

16. I image myself continuing with my game plan, even when performing poorly.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

17. When I image a competition, I feel myself getting emotionally excited.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

18. I can mentally make corrections to physical skills.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

19. I imagine executing entire plays just the way I want them to happen in a game.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

20. Before attempting a particular skill, I imagine myself performing it perfectly.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

21. I imagine myself being mentally tough.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

22. When I image a game that I am to participate in, I feel anxious.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

23. I imagine myself appearing self-confident in front of my opponents.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

24. I imagine the excitement associated with competing.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

25. I image myself being interviewed as a champion.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

26. I image myself to be focused during a challenging situation.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------



27. When learning a new skill, I imagine myself performing it perfectly.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

28. I imagine myself being in control in difficult situations.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

29. I imagine myself successfully following my game plan.

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

30. I image myself working successfully through tough situations (e.g., a difficult match, a sore ankle, etc.).

1 Rarely	2	3	4	5	6	7 Often
-------------	---	---	---	---	---	------------

Appendix S

Session 3 - Imagery

Session 1 and 2 focused on the regulation of arousal. This session will look at the use of imagery. Imagery is the cognitive recreation and rehearsal of a sport and exercise action or experience (Gill, 2000). Such imagery increases concentration, self-confidence, controls arousal and improves sporting performance (Potgieter, 1997; Weinberg & Gould, 2007).

Imagery helps an athlete understand his/her own athletic ability and movement. It should be experienced both psychologically and physiologically (Sacket, 1934). Lang's (1977, 1979) bioinformational theory suggests that imagery is most successful when both the stimulus preposition; i.e. thinking about the athletic stadium, the track, the crowd and the other athletes, as well as response preposition; i.e. actually standing in the stadium and on the athletic track, are experienced by the athlete.

Imagery has a direct effect on athletic movement. Carpenter's (1894) psychoneuromuscular theory states that during the imagery process small amounts of neuromuscular activity, similar to but on a smaller scale than actual performance, are experienced by the athlete.

There are two main types of imagery. During internal imagery athletes view their athletic performance from their own vantage point (Potgieter, 1997). For example, in your visualization you may experience each moment of running your race, taking off tracksuit, putting on track shoes, getting to the starting line, hearing the starter's pistol, feeling the wind in your hair as you increase speed and that ecstatic sensation as you cross the finish line. When practicing external imagery athletes view their performance from an external, objective viewpoint. For example, you may clearly and calmly imagine yourself sitting on the grandstand watching yourself run, mentally recording how relaxed you look, the economy of your running style, the flow of perfect movement, your running through the tape at the finishing line. Both internal and external types of imagery are valuable and should be rehearsed in order (Weinberg & Gould, 2007).

The experience and creation of meaning associated with imagery is an essential part of the imagery process and should not be neglected (Weinberg & Gould, 2007). When practicing imagery it is important to make the image as vivid as possible and to control emotions and performance associated with the image.

Imaging ability can be improved by having a structured approach to visualizing an event and by using memory aids such as music (Nideffer, 1985). Imagery should be performed in conjunction with breathing, progressive relaxation, positive self-talk and meditation.



Practice

Firstly, make sure you understand how developing the skill of visualizing a mental picture of a successful sporting performance leads to improvement in the actual performance. Secondly, find yourself a quiet place. Thirdly practice the use of internal and then external imagery. Imagine being in a variety of settings and scenarios i.e. different practice sessions and competitions. Fourthly, once you have developed clear understanding of the process and skill in the technique, practice the imagery in conjunction with the breathing techniques, progressive relaxation, positive self-talk and meditation, discussed in the first two sessions. Finally, continue practicing until you have a clear image of an enjoyable, meaningful and successful sporting performance.

Homework

1. Understand that imagery helps an athlete to comprehend his/her own movement.
2. Understand that both cognitive and physiological aspects of imagery are important.
3. Understand the importance of the experience and meaning associated with imagery.
4. Imagery should be practiced in conjunction with other techniques such as breathing, progressive relaxation, positive self-talk and meditation.
5. Practice sharpening imagery ability by using memory aids such as music.
6. Practice imagery at home, before and after practice and competition.
7. To facilitate future rehearsal, make a detailed, moment to moment, recording of all important images for success in your particular event

Appendix T

Concentration grid

Participant code:

32	42	39	34	99	19	84	44	03	77
37	97	92	18	90	53	04	72	51	65
95	40	33	86	45	81	67	13	59	58
69	78	57	68	87	05	79	15	28	36
09	26	62	89	91	47	52	61	64	29
00	60	75	02	22	08	74	17	16	12
76	25	48	71	70	83	06	49	41	07
10	31	98	96	11	63	56	66	50	24
20	01	54	46	82	14	38	23	73	94
43	88	85	30	21	27	80	93	35	55

Appendix U

Session 4-Attention and concentration

The first three sessions discussed physiological arousal, cognitive arousal and imagery. This session will focus on attention and concentration. These are interlinking skills, which can be used interchangeably. Attention involves focusing one’s mental ability on a current task. Concentration involves sustaining this attention over a period of time, while being aware of the environment and situation at hand (Harris & Harris, 1984; Weinberg & Gould, 2007).

Nideffer (1985) views attention along two continuums: width and direction. He describes four types of attentional focus: broad, narrow, internal and external. An example of broad internal focus is an athlete planning his/her race strategy. An illustration of broad external focus is an athlete viewing the athletic stadium. An example of narrow internal focus is an athlete controlling arousal or breathing. An illustration of narrow external focus is an athlete focusing on his/her race lane (Potgieter, 1997; Weinberg & Gould, 2007).



Attention and concentration can be disrupted by incorrect thought patterns, faulty cognitions about previous events, misinterpretations or inability to control arousal, anxiety, exhaustion, visual and auditory distractions (Weinberg & Gould, 2007).

An athlete’s attention and concentration can be improved by using thought stopping, positive self-talk, cue words, routines, simulation training, eye control, athletic skills and race strategies (Moran, 2004; Weinberg & Gould, 2007).

Focusing attention and concentration

Firstly practice using broad and narrow, internal and external attentional focus.
Secondly practice eye control, by focusing on any specific object of your choice.
Thirdly establish a cue word such as “stay focused”. Concentrate on the dot on the back of this page, while a partner attempts to distract you by reading out the following statements:

- “You are not focused on this task”
- “You are unable to focus”
- “You are shifting your focus”
- “Your mind is wandering”
- “You are thinking about other things”
- “You are unable to concentrate for a long period of time”
- “You are becoming distracted”
- “You are losing concentration”
- “These comments are affecting you”
- “You have shifted your focus from the task at hand”

Fourthly practice using thought stopping and positive self-talk with the above statements while focusing on attention and concentration.

Homework

- 1) Understand how attention and concentration are interlinking skills that can be used interchangeably.
- 2) Understand broad, narrow, internal and external attentional focus.
- 3) Understand that attention and concentration can be disrupted by internal and external distractions.
- 4) Experience how attention and concentration can be enhanced through a variety of techniques, some of which were discussed in previous sessions.
- 5) Practice using broad, narrow, internal and external attentional focus.
- 6) Practice eye control and staying focused
- 7) During the athletic season practice establishing routines, simulation training, athletic skills and developing a race strategy/plan.
- 8) Practice improving your attention and concentration ability and see what works for you.

Appendix V

Participant code:

Competitive State Anxiety Inventory 2 (CSAI-2)

Please complete the following questions related to anxiety. Please be as honest as possible. There are no right or wrong answers.

	Not at all	Somewhat	Moderately so	Very much so
1. I feel at ease.	1	2	3	4
2. I feel comfortable.	1	2	3	4
3. I feel self-confident.	1	2	3	4



4. I feel secure.	1	2	3	4
5. I'm confident I can meet the challenge.	1	2	3	4
6. I'm confident about performing well.	1	2	3	4
7. I feel mentally relaxed.	1	2	3	4
8. I'm confident because I mentally picture myself reaching my goal.	1	2	3	4
9. I'm confident of coming through under pressure.	1	2	3	4

Appendix W

Session 5 – Self-confidence

The previous sessions covered physiological arousal, cognitive arousal, imagery, attention and concentration. This session will focus on self-confidence. Self-confidence is the belief in one's ability to successfully complete an athletic event (Weinberg & Gould, 2007).

As previously discussed, psychological skills exist along a continuum. It is important to find/utilize the level of skill, which creates optimal performance. Moderate levels of self-confidence produce the best sporting results. Low levels of confidence can be caused by a lack of practice, poor self-belief and faulty thought patterns. It can result in a self-fulfilling prophecy where a person believes they will not succeed at a task and they therefore do not (Goldstein, 1994). On the other end of the scale, overconfidence can cause athletes to become complaisant about their ability. It can result in them not wanting to practice, not listening to their coaches and not wanting to improve their skills. They may believe they know all there is to know about their sport and think they do not require further skills/training.

It is important to understand how a moderate level of self-confidence produces peak performance. It helps athletes to believe in their ability and to realize their talent. Humble but confident athletes are constantly striving. They realize that they can always learn new techniques and improve their skills. They comprehend the importance of having an open mind and utilizing not only traditional techniques, but a variety of methods from different sports and cultures. They value the importance of spirituality and the need to develop their minds and themselves as human beings. They strive to become balanced and harmonious athletes who can adapt and switch on and off their skills when required.

As a skill, self-confidence can be improved through positive self-talk, imagery, regulation of arousal, being physically conditioned, acting confidently and remembering past sporting achievements (Weinberg & Gould, 2007).

Improving self-confidence

Firstly spend some time thinking about the importance of confidence, and how under/over confidence can hamper performance. Secondly practice positive self-talk, experiencing a moderate level of confidence. Thirdly think back to a time when you experienced a moderate level of self-confidence and how you performed. Fourthly visualize yourself in detail winning your athletic event at a practice, school and provincial meeting.

Homework

1. Understand the importance of self-confidence.
2. Understand that like some other psychological skills a moderate level of self-confidence is optimum, with under or overconfidence hampering performance.
3. Understand self-confidence can be improved using a variety of techniques discussed in previous sessions.
4. Practice experiencing a moderate level of self-confidence using these techniques.
5. Practice visualizing yourself winning various athletic events at a variety of different athletic meetings.



Appendix X

Perception of Success Questionnaire

Participant code:

The following questionnaire assesses ego and task orientation. Please be as honest as possible. There is no right or wrong answers.

When playing sport, I feel most successful when....

	Strongly Disagree	Neutral			Strongly agree
1. I beat other people.	A	B	C	D	E
2. I am clearly superior.	A	B	C	D	E
3. I am the best.	A	B	C	D	E
4. I work hard.	A	B	C	D	E
5. I show clear personal improvement.	A	B	C	D	E
6. I outperform my opponents.	A	B	C	D	E
7. I reach a goal.	A	B	C	D	E
8. I overcome difficulties.	A	B	C	D	E
9. I reach personal goals.	A	B	C	D	E
10. I win.	A	B	C	D	E
11. I show other people I am best.	A	B	C	D	E
12. I perform to the best of my ability	A	B	C	D	E

Appendix Y

Self-theory questionnaire

Participant code:

Read each sentence below and then circle the *one* number that shows how much you agree with it. There are no right or wrong answers.

1. You have a certain level of ability in sport and you cannot really do much to change that level.

1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
---------------------	------------	-------------------	----------------------	---------------	------------------------

2. Even if you try, the level you reach in sport will change very little.

1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
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3. To be good at sport you need to be naturally gifted.

1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
---------------------	------------	-------------------	----------------------	---------------	------------------------



4. How good you are at sport will always improve if you work at it.

1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
------------------------	------------	-------------------	-------------------------	---------------	---------------------------

5. If you put enough effort into it, you will *always* get better at sport.

1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
------------------------	------------	-------------------	-------------------------	---------------	---------------------------

6. To be successful in sport you need to learn techniques and skills and practice them regularly.

1 Strongly Agree	2 Agree	3 Mostly Agree	4 Mostly Disagree	5 Disagree	6 Strongly Disagree
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Appendix Z

Session 6 – Goal setting and motivation

The previous sessions covered physiological arousal, cognitive arousal, imagery, attention, concentration and self-confidence. This final session will look at motivation and goal setting. Motivation is the force and focus of an athlete’s energy (Weinberg & Gould, 2007). It can be interpreted in terms of entity theory or incremental learning perspectives (Dweck, 2005). Goal setting is the establishment of desired objectives, with the achievement of these goals dependent upon factors such as motivation (Moran, 2004).

Motivation is influenced by personality traits and situational factors (Weinberg & Gould, 2007). An athlete who exhibits an internal locus of control, attributes success/failure to his/her own characteristics. An athlete, who has an external locus of control, perceives success/failure as being dependent upon environmental factors rather than individual traits. It is important to find a balance between the two. Situational factors such as the level of competition, venue and coach will also influence an athlete’s motivational level. An athlete should have the right mindset and be focused on the event. Coaches should encourage their athletes and provide constant constructive feedback.

An athlete, in consultation with his/her coach/sport psychologist, should establish both practice and competition, short and long term goals. These goals should be specific, measurable and realistic (Bull, Albinson & Shambrook, 1996; Moran, 2004). They should be process (movement during the athletic race), performance (performing better than own previous goals) and outcome orientated (coming first in the athletic race) (Weinberg & Gould, 2007). Goals should be written down and rewarded when achieved. They should however be somewhat flexible, as over time objectives can change (Potgieter, 1997).

Being motivated and establishing goals

Firstly think about your own motivation level. Do you adopt more of an internal or external locus of control? Understand the importance of having a balance between the two. Think about past athletic achievements and how far you have come as an athlete.

Secondly remember past goals you have set up for yourself. Think about the importance of setting and writing down goals. If you have not set goals before, establish and write down short and long-term goals, which you would like to achieve. These should be process, performance and outcome orientated. Your goals should be specific, measurable, action-related, realistic and timetabled. If you have already set goals you may wish to adapt your existing goals using the above information and the discussion, which has just taken place.



Homework

1. Understand the importance of motivation and goal setting.
2. Understand the importance of finding a balance between internal and external perspectives of control.
3. Think about your own motivation level, past athletic achievements and everything that you have achieved so far.
4. Try to follow the goals, which you have set as closely as possible.
5. Reward yourself when you achieve these goals.
6. Remember goals should be somewhat flexible as objectives can change over time.

Appendix AA

Participant code:

Since the first assessment how have you experienced your:

- 1) Autonomy
- 2) Personal growth
- 3) Environmental mastery
- 4) Purpose in life
- 5) Positive relations with others
- 6) Self-acceptance

Appendix BB

Participant code:

What was your experience of the psychological skills training group?

Appendix CC

Participant code:

1. How did you experience the program?
2. What did you appreciate about the program?
3. How do you think the program can be improved?



Appendix DD

15 Intrepid Avenue
Empangeni
3880
South Africa

Re: Sport psychological skills training and psychological well-being in youth athletes

Dear

I am currently researching a DPhil in Human Movement Science (Sport Psychology) through the University of Pretoria, South Africa. My study is on sport psychological skills training and psychological well-being in youth athletes. As part of my study I am researching sport and exercise psychology expert's views on the relationship between psychological skills and psychological well-being. I am collecting this qualitative data via email format. All information will be kept and presented in a confidential manner.

Your participation is greatly appreciated

David John Edwards

Question: What is the relationship between psychological skills and psychological well-being?

Answer:

Appendix EE

Experimental group T1 What does psychological well-being mean to you?

Participant A 4: To motivate myself

Participant A 7: This refers to your mental health.

Participant A 8: That you are aware of your skills and ability and you are proud of it.

Participant A 9: With no psychological well being you are not normal.

Participant A 10: Having the right or positive mindset to be able to function in every day life or situations.

Participant A 11: Being able to perform well and have the correct mindset towards sport will help you do your best.

Participant A 12: Head strong, able to deal with stress, etc.

Participant A 13: Mental stability having a good image of oneself & perceiving yourself well, as well as the way you feel about the way in which you act.

Experimental group T1 What does psychological skills training mean to you?

Participant A 4: To boost my self-esteem and physical ability.

Participant A 7: To train the way you think and feel about certain aspects in your life.

Participant A 8: Improving your feelings of yourself which will improve your performance in training.

Participant A 9: I can improve my skills psychologically.

Participant A 10: Training your mind to help you perform mentally better.

Participant A 11: It helps you in everyday activities and helps you learn about yourself.

Participant A 12: Training the mind to adapt in stressful circumstances.

Participant A 13: Training yourself for training i.e. psychologically preparing yourself for competition.

Experimental group Pre-session: What does physiological arousal mean to you?

Participant A 4: Its how the body relates to different emotions.



Participant A 7: To be able to put yourself in the correct state of mind for peak performance.

Participant A 8: Anything that gets your emotions stirring. Something that makes your heart rate change

Participant A 9: ? Don't have a clue.

Participant A 10: Something that sparks up emotions.

Participant A 11: Being awake, alive.

Participant A 12: You get aroused, your heart rate beats faster.

Participant A 13: Waking up from sleep/a state of relaxation.

Experimental group Post-session: What does physiological arousal mean to you now?

Participant A 4: it's the way your body changes when you are tense, you learn ways to feel relaxed. How you control your body to stay the normal rate.

Participant A 7: To be able to control your breathing and physical being to enhance you emotion-self and state of mind.



Participant A 8: Anything that causes psychological or physical change in your emotion & effects your heart rate. Boredom-low arousal. Winning a match-high arousal. Best place to be –middle arousal.

Participant A 9: The way your hormones are if you are anxious or amped or are bored arousal is low & if you are nervous your arousal is high.

Participant A 10: The state you are in & how it can affect your performance.

Participant A 11: Having a low arousal and a high arousal. Finding the right level of arousal to perform better. Being very, relaxed, bored or feeling nervous etc.

Participant A 12: Your emotional state how you are feeling- high/low. Fast/low heart beat. Relaxation-low arousal

Participant A 13: The state you are in i.e. nervousness = high arousal. Calm (extremely) to the state of boredom = low arousal

Experimental group Physiological arousal: how did you experience the session?

Participant A 4: It was good how we learnt to know when we are tense and to relax ourselves.

Participant A 7: It was very relaxing and my tension was removed.

Participant A 8: It made me think about my breathing more and made me a little more able to control it. I am now really relaxed.

Participant A 9: Very relaxed & calm.

Participant A 10: The session was successful as I learnt techniques about breathing which influences the way you perform.

Participant A 11: Learned a lot out of the session about getting the correct level of arousal to perform better in an activity. It really got me thinking about the things I've never noticed.

Participant A 12: Informative, interesting, relaxing.

Participant A 13: Good relaxation skills as well as skills 4 amping (increasing) before a game.

Experimental group Pre-session: What does cognitive arousal mean to you?

Participant A 4: I don't know.

Participant A 7: To amp or sike yourself up for a competition.

Participant A 8: The level of anxiety that you feel during or before a competition.

Participant A 9: I don't have a clue!

Participant A 10: The state your mind is in before a certain situation.

Participant A 11: Im not sure but it could mean (I think) having the right level of arousal-be amped believe in yourself.

Participant A 12: How...Um...Confused.

Participant A 13: Cognitive- psychological, arousal-the state you are in (emotional)

Experimental group Post-session: What does cognitive arousal mean to you now?

Participant A 4: It is a time to get relaxed and not to doubt yourself.

Participant A 7: To be able to focus an be in a positive state of mind before a competition.

Participant A 8: Is the level of anxiety n your thoughts.

Participant A 9: The way you think before running a race or doing something. The positives & negatives.



Participant A 10: Getting your thoughts in the right frame of mind in order to function effectively with no negative thoughts.

Participant A 11: Having a positive thought towards the activity you are going to do. It's how to replace the negative thoughts with positive thoughts and how to motivate yourself.

Participant A 12: No response

Participant A 13: The state that you are in (mentally) before a race/before & during arousal.

Experimental group Cognitive arousal: how did you experience the session?

Participant A 4: I learnt not to doubt myself. To always be positive. And to do the best I can do no matter what the competition or what anyone else says.

Participant A 7: I felt in control during the thought stopping. a empowered, enthusiastic and amped after the positive thought were said to me by my peer.

Participant A 8: It was really helpful and positive.

Participant A 9: I was relaxed & learned something new.

Participant A 10: It was interesting to see how negative/positive thoughts can effect your performance, & it taught me to channel my thoughts in a positive direction.

Participant A 11: This session taught me a lot about how to think positively and how to reach the perfect level of arousal to get motivated. It was a good session.

Participant A 12: Stopping negative thoughts as soon as they enter the mind. Reversing its and being and feeling positive about yourself.

Participant A 13: I am not concerned that others with my performance because it is my performance- I can focus & relax

Experimental group Pre-session: What does mental imagery arousal mean to you?

Participant A 4: It is the way we think and have all the ideas in our heads before a game.

Participant A 7: Creating a picture or image in your mind about your performance or game plan.

Participant A 8: Anything you can see in your head that can be done as a physical action.

Participant A 9: Pictures that you imagine in your head.

Participant A 10: Being able to see and picture your thoughts.

Participant A 11: Getting an certain picture in your mind and planning to keep that image to have a good performance during a game.

Participant A 12: To be able to image participating, what my thoughts are before/during game. To perfect moves before the game and to carry it out successfully.

Participant A 13: Mental pictures, being able to imagine things.

Experimental group Post-session: What does mental imagery arousal mean to you now?

Participant A 4: To think about what you are going to do before a game and what other people are thinking about you. To calm yourself down and do what you imagined in your head.

Participant A 7: Picturing both mentally and physically your plan of action or strategy from an internal and external point of view.

Participant A 8: How something looks from your own point of view what you can see yourself doing & being able to watch yourself performing a skill.



Participant A 9: The way you see yourself perform. It's an image you have in your head.

Participant A 10: Being able to picture an event in your mind in detail.

Participant A 11: Imagining something, before actually performing it and how I think it would be or someone else.

Participant A 12: Imagining your emotional and physical status before, during and after competing. Being able to see mistakes and perfect them mentally.

Participant A 13: Ability to imagine/gain knowledge of performance from mental images & other perspectives.

Experimental group Mental imagery: how did you experience the session?

Participant A 4: It was calming, relaxing learned about new things.

Participant A 7: I enjoyed this session because it teaches you to become focused on your competition and imagining a victory always feels good.

Participant A 8: It was very interesting & it is something that I tend to do in my subconscious. It was very interesting t incorporated breathing into the imagery & see how much more vivid the image becomes.



Participant A 9: Ok

Participant A 10: This session taught me how to mentally interpret what I would wish to happen in the event I'm participating in.

Participant A 11: I found it very interesting as it showed me that you could imagine something before performing it from your own perspective or someone else's.

Participant A 12: Interesting, informative exciting after thinking about competing.

Participant A 13: Can control images better & view it (image) from other perspectives.

Experimental group Pre-session: What does attention and concentration mean to you?

Participant A 4: Attention-to concentrate on something until you get it right.
Concentration-to put your mind to one thing until you have gotten it.

Participant A 7: Attention- the ability to focus all your thoughts on one particular objective. Concentration- the period of time you can focus for.

Participant A 8: Attention and concentration are directly linked. Attention- is when you can listen and take in and remember things. Concentration- how long you can sit or listen or do something before you get distracted or agitated.

Participant A 9: Attention-having full concentration. Concentration-having your full attention.

Participant A 10: Attention-being fully aware. Concentration-being able to set your mind to focus on a task.

Participant A 11: Attention- fully aware. Concentration-being focused on something.

Participant A 12: Attention- when someone has captured your attention.
Concentration-your mind is purely focus on one thing.

Participant A 13: Attention. Concentration

Experimental group Post-session: What does attention and concentration mean to you now?

Participant A 4: Attention-focusing on one thing for a short period of time.
Concentration- focusing on something over a long period of time.

Participant A 7: Attention- to be able to focus on a particular thing. Concentration- to be able to focus for a long period of time on the task at hand.

Participant A 8: Attention-Ability to look and think of one thing only. Concentration-ability to focus on a task and be aware of what's around you and not get distracted.

Participant A 9: Attention-on several things. Concentration-focusing on one point.

Participant A 10: Attention-being able to concentrate on one certain task.
Concentration- being able to clear your mind & pay attention to the task at hand while being aware of the environment.

Participant A 11: Attention- only focusing on something (one-thing). Concentration- having full attention on the task at hand.

Participant A 12: Attention-shorter period of time. focus on particular thing.
Concentration-on a longer period of time, but still being aware of what's happening around you.

Participant A 13: Attention-focus over a short period of time. Concentration-focus over a longer period of time.

Experimental group Attention and concentration: how did you experience the session?

Participant A 4: Showed me how concentration helps your arousal.

Participant A 7: It was good to focus and exercise my brain.

Participant A 8: Very interesting. Motivating. Makes you focused.

Participant A 9: Very well just a bit tired.

Participant A 10: This session was mind challenging & I learnt to clear my mind & concentrate.

Participant A 11: This was a fun session, got to be more actively involved & had a few laughs.

Participant A 12: Very cool. Enjoyed it.

Participant A 13: Good but my time did not go down!

Experimental group Pre-session: What does self-confidence mean to you?

Participant A 4: Being confident and starting a goal feeling positive.

Participant A 7: Is being comfortable and positive about yourself, your capabilities and how you perform.

Participant A 8: Is being sure of yourself & your abilities.

Participant A 9: Confidence you have in yourself.

Participant A 10: Means being sure of yourself and your abilities.

Participant A 11: To feel positive about your performance or how you going to performance.

Participant A 12: To be confident in what we do and believe in ourselves and believe we can do it.

Participant A 13: Belief in yourself & your abilities.

Experimental group Post-session: What does self-confidence mean to you now?

Participant A 4: it helps you to believe in your ability and realize your potential. it changes your negative thoughts to positive thoughts.

Participant A 7: Is a moderate feeling of comfort and about your capabilities and your performance. Having a moderate sense of what you can achieve.

Participant A 8: It is being sure of yourself & your abilities but not being arrogant or self-destructive.

Participant A 9: Self

Participant A 10: Means being at a state where you are assure of yourself & being able to achieve.

Participant A 11: Being positive but on the right level.

Participant A 12: No response

Participant A 13: Belief in yourself & your ability top do well/perform well.



Experimental group Self-confidence: how did you experience the session?

Participant A 4: I put a lot of thought in this session. Helped to where you should be in self-confidence.

Participant A 7: It was interesting and the visualisation was uplifting.

Participant A 8: It was necessary to boost myself & relax & realize I needed to relax.

Participant A 9: Very well

Participant A 10: Good with interesting discussion.

Participant A 11: Was interesting & taught me that being too self-confident can be a bad thing & being too self-convinced can be a bad thing.

Participant A 12: Cool beans! Set myself some goals. Useful info. Positive.

Participant A 13: Good, go moderate self-confidence.

Experimental group Pre-session: What does goal-setting and motivation mean to you?

Participant A 4: Motivation & goal setting-to motivate yourself into doing something you want to achieve.

Participant A 7: Goal setting- to set a target that is realistic & attainable for your short term and long-term performance. Motivation- the driving force behind your performances.

Participant A 8: Goal setting-setting logical pointers and markers to get to in a certain time frame. Motivation-encouragement.

Participant A 9: Goal setting-Is setting a goal & trying your best to meet it. Motivation-positiveness that pushes you forward.

Participant A 10: Goal-setting- Setting things that you want to achieve either long or short term. Motivation- getting yourself psyched up.

Participant A 11: Getting psyched about something. Having long, short & realistic goals.

Participant A 12: No response

Participant A 13: Goal setting-setting a goal you want to achieve/level you want to reach. Motivation-well-wishing psyching someone up.

Experimental group Post-session: What does goal-setting and motivation mean to you now?

Participant A 4: Motivation & goal setting-influenced by personality traits and set long and short term goals that I will achieve.

Participant A 7: Goal setting is the setting of attainable objectives. In order to obtain these targets you must be motivated and have the driving force behind the way you perform.

Participant A 8: Goals should be achievable & within a time limit & should be awarded. Motivation is influenced by personality & can be influenced externally & internally.

Participant A 9: Goal setting-setting goals & having the motivation. Motivation-Direction & intensity that pushes you forward.

Participant A 10: Goal-setting – Setting things that you want to achieve either long or short term. Motivation – getting psyched up.

Participant A 11: Being positive about a something making goals to motivate you.

Participant A 12: No response



Participant A 13: same as previous (Goal setting-setting a goal you want to achieve/level you want to reach. Motivation-well-wishing psyching someone up.)

Experimental group Goal-setting and motivation: how did you experience the session?

Participant A 4: It was putting a lot of thought and understanding how to set goals and motivate myself.

Participant A 7: It was interesting and I learnt some new things about my personality when answering the questions.

Participant A 8: I needed the motivation to help with exam stress.

Participant A 9: Ok

Participant A 10: Interesting, thought provoking.

Participant A 11: It was interesting & I learned a lot about goal-setting & motivation.

Participant A 12: Other ones were better.

Participant A 13: Good, interesting.



Experimental group T2 What does psychological well-being mean to you?

Participant A 4: It is to motivate myself and have self-confidence.

Participant A 7: Your mental health and how experience different situations.

Participant A 8: It means knowing your skills and abilities and being positive about them and able to take control of them. It is having a positive attitude, good concentration, self-motivation, self-confidence, to be able to mentally prepare yourself for something & be able to calm yourself down.

Participant A 9: The well being of psychological being.

Participant A 10: Having a healthy positive mindset.

Participant A 11: To perform well & to have the right mind set towards sport.

Participant A 12: Content with our mental state of mind.

Participant A 13: Psychological stability (mental); having a good self-image

Experimental group T2 What does psychological skills training mean to you?

Participant A 4: To control yourself, have self-confidence, motivate yourself and set goals that you can achieve.



Participant A 7: To train yourself to think in a manner that is most profitable and effective to your performance.

Participant A 8: It is the development of the above mentioned abilities in order to improve your abilities in any situation, such as sport, school work and interaction with others.

Participant A 9: Your frame of mind you at before your task.

Participant A 10: Training your mind to help you perform fully and achieve your full potential – i.e. mentally, physically.

Participant A 11: Helps you in everyday activities and help you lean about yourself.

Participant A 12: Training your mind to be psychologically stable.

Participant A 13: using/the use of psychological skills to enhance physical performance.

Experimental Group T3 What does psychological well-being mean to you?

Participant A 4: Motivating yourself and having a high self esteem.

Participant A 7: Not completed

Participant A 8: It is the ability to control your own state of mind. It is when you can convince yourself to be positive & to let your mind control your performance.

Participant A 9: Not completed

Participant A 10: It means having a healthy frame mind and having a positive mindset.

Participant A 11: Not completed

Participant A 12: You are at peace with yourself don't let negative stuff mess with your head.

Participant A 13: A psychological balance.

Experimental Group T3 What does psychological skills training mean to you?

Participant A 4: to set goals that are achievable and to train your mind to always be positive.

Participant A 7: Not completed

Participant A 8: it is training your mind to do this (It is the ability to control ur own state of mind. it is when you can convince yourself to be positive & to let your mind control your performance.)

Participant A 9: Not completed

Participant A 10: Being able to train your mind to perform to its optimum.

Participant A 11: Not completed

Participant A 12: Training your mind to stay positive and prepare yourself for tasks to some.

Participant A 13: Ability to control one's psychological state.

Experimental group Since the first assessment how have you experienced your:

1) Autonomy

Participant A 4: It's being independent.

Participant A 7: I am now able to visualise and have alone time without getting agitated and irritated.

Participant A 8: I can initiate things easier by myself and motivate myself to do things without relying on others.

Participant A 9: The same

Participant A 10: I've been able to rely upon myself to get things done.

Participant A 11: It taught me to be self-confident about myself & not rely on others on my performance.

Participant A 12: Learnt how to control my muscles and state of mind.

Participant A 13: I can/am able to control the way in which perform, by using psychological skills (i.e. I control it)

2) Personal growth

Participant A 4: Growing as person with yourself.

Participant A 7: I have learnt many new things about my personality and myself.

Participant A 8: I have grown in my skills and in my ability to make every situation positive.

Participant A 9: Improved my skills.

Participant A 10: Sports wise I've been able to mentally prepare myself better & I've been able to have more insight.

Participant A 11: I learned more about sport & how to improve it.

Participant A 12: Grown as a person. Able to control my arousal levels and self-confidence has been boosted.

Participant A 13: I don't get as stressed and can control my mental images.

3) Environmental mastery

Participant A 4: being involved with your environment. Being in control of your environment.

Participant A 7: I feel that I am able to be in control of my feelings, emotions and what's happening around me.

Participant A 8: I am aware of my surroundings & can imagine what my surroundings may be like in a given event.

Participant A 9: No response.

Participant A 10: I've learnt to not let exterior circumstances alter my concentration.

Participant A 11: Not to let other things alternate my thoughts. Not to get distracted.

Participant A 12: No response.



Participant A 13: Good, can shut myself off from my surroundings-meditation etc. & not let them affect my performance.

4) Purpose in life

Participant A 4: To do well in my sports and academics.

Participant A 7: I feel I am able to focus better on my life and set goals which are realistic and attainable.

Participant A 8: My purpose is to serve God & I can use these skills to make sure that I am successful.

Participant A 9: I have 1 & goals to meet.

Participant A 10: I've realized that I'm valuable in all teams & relationships that I'm in.

Participant A 11: To do will in everything I do and stay motivated.

Participant A 12: I have a purpose

Participant A 13: Has improved/grown more positive.

5) Positive relations with others

Participant A 4: Have close relationships with others and get to know each other as friends.

Participant A 7: I have developed many more relationships and feel more confident about interacting with other people.

Participant A 8: As I have the ability to make a situation positive I have the ability to help others see the positive side & am therefore friendly & am easily able to make friends & be trusted by them.

Participant A 9: It's still the same.

Participant A 10: Been Able to relate to them & also help them with their preparation before sports events.

Participant A 11: It has brought me closer to people because I am more confident.

Participant A 12: Able to relate with others

Participant A 13: Can relax/calm down, don't get as irritated in annoying situations. Working in a group helped me to understand other people's sporting & psychological concerns; I can calm other people (down)

6) Self-acceptance

Participant A 4: To accept who you are and not degrade yourself. be proud of who you are.

Participant A 7: Not completed

Participant A 8: I accept myself for who I am and I can motivate & relax myself & make myself proud of who I am.

Participant A 9: Im still the same

Participant A 10: I've been able to accept what my skills & abilities are.

Participant A 11: I have accepted that I can do well & perform up to my ability if I have the right set of mind.

Participant A 12: Am able to accept myself it has increased and it feels good.

Participant A 13: I understand more that it's ok if I don't win/achieve what I want to, as long as I try my best.

Experimental group. What was your experience of the psychological skills training group?

Participant A 4: I liked being in a group. Everyone put forward their own opinion. We got to hear different opinions and relate some of them to ourselves. The group also socialized a lot and had a lot of laughs.

Participant A 7: It was more fun being in a group however I feel doing the program individually would have been more profitable. It was good to be able to compare and share the views of all the people in the group.

Participant A 8: It was interesting as I got to see how other people think & feel, which I love. It brought many things to my attention that I do every day but have never thought about. I have always used mental imagery but I had never thought of it as a skill that could be developed.

Participant A 9: I learnt lots of skills & breathing activities. My mental skills also improved.

Participant A 10: Working in a group was good because I was able to get other peoples points of view & the interaction was also beneficial.

Participant A 11: It was fun I got to know a lot of people that I had never known, made lots of friends & learned about self-confidence & levels of arousal. It was cool.



Participant A 12: Cool

Participant A 13: Bonded a lot with the group, helped one 2 understand other people's psychological & sporting concerns. Good o hear other peoples/ thoughts and the way they perceive the different lessons/sessions.

Experimental group Program evaluation

How did you experience the program?

Participant A 4: It was motivational. I enjoyed the program and leant new things.

Participant A 7: It was very informative and I leant many techniques to improve my performance.

Participant A 8: It was extremely interesting and any things w brought to my attention that I do every day but have just never thought about. I have always used mental imagery but I had never thought of it as a skill you could be developed and that was really interesting to me. I love trying to figure out how the human mind works and how different people think & feel about certain issues so this was an amazing experience for me.

Participant A 9: Very well.

Participant A 10: It was really interesting. It opened up a whole new perspective of things and to learnt how much your mind plays a role in your performance.

Participant A 11: This program has been exciting and I learned a lot about being properly prepared for a performance.

Participant A 12: No response

Participant A 13: Motivational; sparked some personal growth. Thought-provoking.

What did you appreciate about the program?

Participant A 4: Learning about new things that I was not aware of. I appreciated having David teach we about these things because he put it in a way that I understand.

Participant A 7: I was able to learn not only about enhancing my performance but also I learnt a lot about myself and my personality.

Participant A 8: that we were given handouts to help us remember everything. That everything was explained to us form the beginning so that we weren't left in the dark./ I appreciate the fact that someone has taken the time to explain all these different skills to me that I didn't event know I possessed.

Participant A 9: It helped me a lot while I played.

Participant A 10: It was awesome learning about all the different mental skills, which will definitely assist my performance in the future.

Participant A 11: It taught me a lot about myself.

Participant A 12: No response

Participant A 13: Personal growth, improved autonomy & self-acceptance.

How did you think the program could be improved?

Participant A 4: I don't think there is anything to do for program to be improved. It covers all the points and has all the basics.

Participant A 7: It would have been a little more profitable I done individually and if the session where not as rushed.

Participant A 8: Maybe increase the amount of time taken on each session so that more time can be spent practicing, understanding and getting used to the skills. Work with smaller groups as even though the group was fairly small there were too many of us to have the individual attention that is needed to ensure that everybody grasps the concepts thoroughly. The handouts could have been written in simpler English that everyone can understand.

Participant A 9: It couldn't be it ws fine.



Participant A 10: Maybe more people could be involved i.e. more people being trained.

Participant A 11: Nothing.

Participant A 12: No response

Participant A 13: Make it applicable to all sports and not just running.



Daily Schedule

Participant A 4 Experimental group

Please keep a detailed record of all training, learning experiences and emotions per week over the season.

April 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	25 Happy	26 Happy but gloomy	27 happy	28 tired	29 bored	30 restless

May 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 happy	2 excited	3 Okay & tired	4 happy	5 happy	6 happy	7 bored
8 Excited Week 1	9 happy	10 happy	11 smiley	12 happy	13 excited	14 happy & sad
15 Amped Week 2	16 Overwhelmed with excitement & happy	17 happy	18 happy	19 happy	20 Feeling down	21 cold
22 Week 3 happy	23 Relaxed	24 Cold freezing	25 Shaking very cold	26 happy	27 Excited feeling great/basketball	28 bored
29 Happy Week 4	30 Happy & relaxed	31 Happy/basketball				

June 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 Tired & bored	2 Soccer & hockey/feeling great	3 Excited/cold/happy	4 Bored/tired/cold
5 Happy Week 5	6 happy	7 happy	8 happy	9 happy	10 anxious	11 anxious
12 Nervous 4 exam Week 6	13 Nervous 4 exam	14 Happy and relaxed	15 nervous	16 happy	17 relaxed	18 anxious
19 Tired Week 7	20 Tired	21 Scared/tired	22 Scared	23 Scared	24 happy	25 happy
26 Tired	27 tired	28 Tired	29 Over-excited	30 happy		



July 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1 Soccer/ happy	2 happy
3 Sad	4 happy	5 Bored	6 happy	7 Tired	8 Excited	9 overwhelmed
10 happy	11 Bored	12 happy	13 Tired	14 Tired	15 happy	16 sad
17 I/M alright	18 happy	19 Soccer/ happy	20 Soccer/ happy	21 Soccer/ happy	22 Soccer/ happy	23 RElaxed
24 tired	25 Basketball/happy	26 Happy	27 Soccer & basketball/happy	28 Soccer/ happy	29 Relaxed	30 chilling
31 happy						

August 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 B-Ball/happy	2 happy	3 Soccer/ happy	4 Soccer/ happy	5 Basketball/happy & tired	6 Bored
7 Tired	8 Athletics day/excited	9 relaxed	10 Soccer/ happy	11 Soccer/ happy	12 Bored	13 Tired
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10



11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



December 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Daily Schedule

Participant A 8 Experimental group

Please keep a detailed record of all training, learning experiences and emotions per week over the season.

April 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	25 Emotion-tired	26 1km walk Outgoing	27 Tackle rugby Accomplishment	28 4km run 5km hike at altitude satisfied	29 Bareback pony riding Full of smiles	30 Relaxed

May 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 Enthusiastic	2 Normal	3 4km run 18minutes (cross country) accomplishment	4 Knowledgeable	5 100m sprint 16:07 sec spiritual	6 hopscotch & other children's games energetic	7 relaxed
8 P.E. Fitness Latin dancing session calm & relaxed	9 Nervous	10 4km Kersnay run (cross country) 23 mins Fit & fresh	11 Exhausted	12 Edgy (sick)	13 (bronchial pneumonia) (sick) lethargic	14 (sick) congested
15 (sick) can't concentrate really tired	16 Want to get back into life. Back to school	17 Frustrated as I can't run & that means I can't do zonal trials	18 Really busy got an exam 2moro	19 Excited because I am getting new Latin shoes	20 Climbing the rock- gateway Morning: tired Night: giggly	21
22 Course	23 Hockey	24 Swimming	25 Swimming	26	27	28
29 Latin dancing (45 mins) Psyched!	30	31				

June 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4 KZN touch rugby trials (4 hours) certain but exhausted
5 sick	6 sick	7 Sick (exams)	8 exams	9 exams	10	11 KZN touch rugby (2 hours) Accomplishment



12 Latin dancing (45 mins) A cut above the rest	13	14	15	16 Social, causal dancing (4 hrs) Happily exhausted	17 Touch rugby with the church boys (1 hr) triumphant	18 KZN touch rugby (2 hours) energetic
19 Latin dancing (45 mins) Excited	20	21 Studying lest exam tomorrow excited	22	23	24	25 Natal touch prac 2hrs
26 Latin dancing 45 mins	27	28	29	30		

July 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2 Natal touch prac 2hrs
3	4	5	6 Natal touch prac 2 hrs	7	8	9 Natal touch prac 2 hrs
10 Latin dancing 45 mins	11	12	13 Natal touch prac 2 hrs	14	15 Super touch tournament both	16 sixes rugby the whole day
17 Latin dancing 45 mins sore	18	19	20	21	22	23 Break from touch
24 Latin dancing 45 mins	25	26	27	28	29	30 Break from touch
31 P.E. Beep test level 10 Satisfied						

August 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6 Natal touch prac 2 hrs Out of practice
7 Latin dancing 45 mins was incredible P.E. 50 mins walking	8 Sports day! 800m-1 st 100m-4 th time 16:90	9	10	11	12	13 Natal touch prac 2 hrs Much better
14 Latin dancing 45 mins Professional	15	16	17	18 Faith	19 Builder YAY	20 Conference



21	22	23	24 My birthday!	25	26	27
28	29	30	31			

September 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------



		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Daily Schedule

Participant A 10 Experimental group

Please keep a detailed record of all training, learning experiences and emotions per week over the season.

April 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	25	26	27	28	29	30
		Hockey match	Public holiday	Run-tired		

May 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
Public holiday		Tennis-good	Hockey-ok			
8	9	10	11	12	13	14
Tennis-good		Tennis-fun	Hockey match-fun		Swim/hockey-relaxed	
15	16	17	18	19	20	21
	Hockey	Tennis	Hockey			
22	23	24	25	26	27	28
	Hockey	Tennis		Swim		
29	30	31				
	Hockey	Tennis				

June 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1	2	3	4
			Hockey game	Hockey game		
5	6	7	8	9	10	11
	Hockey	Tennis	Exams			
12	13	14	15	16	17	18
				Public holiday Run		
19	20	21	22	23	24	25
				Exams end		
26	27	28	29	30		



July 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7	Athletics day 8	Public holiday 9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17



18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



December 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Daily Schedule

Participant A 13 Experimental group

Please keep a detailed record of all training, learning experiences and emotions per week over the season.

April 2006

Feeling good this week. Nothing to be sad about

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	25	26	27	28	29	30
Swimming		Hockey game				

May 2006

Been quite down this week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
		Swimming	Swimming	Running time trial		
8	9	10	11	12	13	14
Course	Softball	Swimming	Hockey game/swimming		Hockey game	
15	16	17	18	19	20	21
Course	Hockey	Run/Swimming	Hockey/Swimming			
22	23	24	25	26	27	28
Course	Hockey	Swimming	Swimming			
29	30	31				

June 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Very tired this week			1	2	3	4
			Gym/Walk from school - Varsity College/Hockey game	Hockey game		
5	6	7	8	9	10	11
Course						
12	13	14	15	16	17	18
Course	Swimming		Swimming			
19	20	21	22	23	24	25
Swimming	Swimming	Swimming				
26	27	28	29	30		
			Swimming	Swimming		



July 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24



25	26	27	28	29	30	
----	----	----	----	----	----	--

October 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3



4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Daily Schedule

Participant A 7 Experimental group No daily schedule returned

Participant A 9 Experimental group No daily schedule returned

Participant A 11 Experimental group No daily schedule returned

Participant A 12 Experimental group No daily schedule returned



Appendix FF

Control group T1 What does psychological well-being mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: It means being one with your mind in order to control your body.

Participant A 6: Being stable in your mind.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: That you have a positive mind

Control group T1 What does psychological skills training mean to you?

Participant A 1: They train the way you think about competing & ur train of thought, they help you improve you skills.

Participant A 2: To explain your understanding of physical & mental skills.

Participant A 5: Same as above (It means being one with your mind in order to control your body.)

Participant A 6: Learning how to be stable in your mind when under pressure.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Training your mind to reach goals that you have set for yourself.

Control group Pre-session: What does physiological arousal mean to you?

Participant A 1: Not completed

Participant A 2: Have no clue

Participant A 5: Not completed

Participant A 6: How you are at the time.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Have no clue

Control group Post-session: What does physiological arousal mean to you now?

Participant A 1: Not completed

Participant A 2: To have control, discipline, to control your breathing and relaxation.

Participant A 5: Not completed

Participant A 6: Bringing yourself into the middle of the zone of optimal functioning creating a balance between anxiety & being so relaxed.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: It means being able to control your zone of optimal function and control your heart rate & breathing rate.

Control group Physiological arousal: how did you experience the session?

Participant A 1: Not completed

Participant A 2: Fantastic experience. Helped me a lot in my cases.



Participant A 5: Not completed

Participant A 6: It was very interesting and helpful to see not only in sport, but other things too.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: It was very nice and I learnt a lot of things e.g. relaxation, breathing

Control group Pre-session: What does cognitive arousal mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: I don't know

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: I have no idea

Control group Post-session: What does cognitive arousal mean to you now?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: It is mind imagery so you focus on positive thoughts & relax to perform your best.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Is being able to stop negative thoughts and change them to positive thoughts by telling your brain to stop the thought you. It also deals with meditation.

Control group Cognitive arousal: how did you experience the session?

Participant A 1: Not completed

Participant A 2: Not completed



Participant A 5: Not completed

Participant A 6: It was useful and can be used in lots of things. It was helpful to know how to clear negative so you can do your best.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: It was interesting and I learnt a lot how to control my thought in order for me to perform well.

Control group Pre-session: What does mental imagery arousal mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Making plans & picturing what you are going to do.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Imagery is when you visualize something in our mind something that will happen.

Control group Post-session: What does mental imagery arousal mean to you now?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Picturing the game in your mind & planning how you want it to be so you can perform better & are more relaxed.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Imagery is visualizing a sport move or something and actually using that by applying what they have visualized in they brain.



Control group Mental imagery: how did you experience the session?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: It was weird to watch yourself because you can see your mistakes so it was also very helpful & useful.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: It was very interesting.

Control group Pre-session: What does attention and concentration mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed



Participant A 6: How much you are focused on what you are doing.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: It's focusing and concentrating and doing well in what you do.

Control group Post-session: What does attention and concentration mean to you now?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Attention I show & alert you are now and concentration is ho focus you are for the whole race.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Is being able to concentrate and focus on things and be able to shut any distraction. Also being able to shift your focus from one place to another.

Control group Attention and concentration: how did you experience the session?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 7: It was hard concentration on finding the numbers & staying focused.
The skills were interesting can be used often.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Pre-session: What does self-confidence mean to you?

Participant A 1: Not completed

Participant A 2: Not completed



Participant A 5: Not completed

Participant A 6: How good you feel about yourself when doing something.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Post-session: What does self-confidence mean to you now?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Believing that you are good enough to do well and achieve.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed



Control group Self-confidence: how did you experience the session?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: It showed me how important it is to be confident and what it can do to help you. it was very useful as well.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Pre-session: What does goal-setting and motivation mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Setting things that you want to achieve & encouraging yourself to achieve them.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Post-session: What does goal-setting and motivation mean to you now?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Achieving things you set out to do and completing them but being realistic about the goal you set.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Goal-setting and motivation: how did you experience the session?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Helped to set realistic goals and how to go about achieving them.

Interesting & useful for other things not only sport.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group T2 What does psychological well-being mean to you?

Participant A 1: Being confident about yourself

Participant A 2: To be a dedicated hard working person.



Participant A 5: Not completed

Participant A 6: I don't know

Participant A 15: Don't know at all

Participant A 16: Being confident with myself.

Participant A 17: Being mentally healthy

Control group T2 What does psychological skills training mean to you?

Participant A 1: Being able to reach your goals.

Participant A 2: It means to apply myself completely.

Participant A 5: Not completed

Participant A 6: Learn skills that you can use in your mind to help you.

Participant A 15: I think determined your self and to beat and do better every time.

Participant A 16: Being able to tackle all types of experiences in all good way.

Participant A 17: Being able to put your mental abilities into use.



Control group T3 What does psychological well-being mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Using your mind to help you do better.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group T3 What does psychological skills training mean to you?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Helping you to do better in sport.



Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Since the first assessment how have you experienced your:

1) Autonomy

Participant A 1: I haven't yet

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: I haven't yet.

Participant A 15: I don't know

Participant A 16: I haven't

Participant A 17: Not completed



2) Personal growth

Participant A 1: Im more determined in achieving my goals.

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: I have tried to achieve more things and set more goals.

Participant A 15: I don't know

Participant A 16: It made me more determined to be more fit.

Participant A 17: Not completed

3) Environmental mastery

Participant A 1: I have mastered my environment relatively well.

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: I have tried harder to fit into the environment. I'm in and take control of the situation.

Participant A 15: I don't know.

Participant A 16: Hasn't affected me yet.

Participant A 17: Not completed

4) Purpose in life

Participant A 1: I have to always try my best in everything I do.

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: I don't know

Participant A 15: To finish school study and become a fashion designer and make my dreams come true.

Participant A 16: To be the best I can be and have confidence in who I am and what I can do.

Participant A 17: Not completed

5) Positive relations with others

Participant A 1: I interact relatively well with other people and Ive loosened up.

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: People say more good things about you and are nicer.

Participant A 15: I like being with people.

Participant A 16: They good 'competition' making me want to better myself.

Participant A 17: Not completed

6) Self-acceptance

Participant A 1: I have stated to accept myself & my goals.

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: Being more accepting of myself when I play sport and what I do in sport.

Participant A 16: It's made me accept that I can be good if im more confident in myself.

Participant A 15: I do accept myself.

Participant A 17: Not completed

Control group What was your experience of the psychological skills training group?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: It was interesting to hear what other people thought ad about their moments in sport. It helped to show me how different we are and what we are all good at. They were also helpful because the things they said were tips you could use.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

Control group Program evaluation

How did you experience the program?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: It was very interesting and useful and I learnt a lot of things that will help me to improve in my sport. I think it is beneficial to the schools because it is so helpful in improving in sport. It was better to do it in a group, because you could hear what other people thought.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

What did you appreciate about the program?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed

Participant A 6: I appreciated the fact that we were given notes on all the sessions we did, so we can refer to them. The whole program was appreciated because it is so useful, not only in sport.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed

How did you think the program could be improved?

Participant A 1: Not completed

Participant A 2: Not completed

Participant A 5: Not completed



Participant A 6: Some of the questionnaires could be made shorter. It should not only refer to athletics but to other sports as well.

Participant A 15: Not completed

Participant A 16: Not completed

Participant A 17: Not completed



Daily Schedule

Participant A 6 Control group

Please keep a detailed record of all training, learning experiences and emotions per week over the season.

April 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	25 Hockey trials 3-5 pm excited nervous	26 Hockey	27 Body boarding	28	29	30

May 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2 Hockey	3	4	5 Running	6 Hockey match	7
8	9	10 Hockey	11	12	13 Hockey match	14
15	16	17 Hockey	18 Hockey	19	20 Hockey match	21
22	23	24	25 Hockey	26	27 Hockey match	28
29	30	31 Hockey				

June 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 Hockey match	2 Hockey match	3	4
5	6	7	8 Hockey practise	9	10 Hockey match	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



July 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3 3km hike fun	4 15km like Mentally challenging/amazement thrilled	5 6km hike Exciting/happy	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 Beep test (7) Exhausted/not excited	25	26 Tennis 1 hr Fun/enjoyed	27	28	29	30
31 Tennis 1 hr						

August 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 Athletics	2 Tennis 1 & half hr	3	4	5	6
7 Walked 2100m Tennis 1 & half hr	8 Athletics day ran Nervous/excited	9	10	11	12	13
14	15	16	17	18	19	20
21 Walked 1850m	22	23 Tennis 1 & half hrs	24	25	26 Pilates	27
28 Tennis	29	30	31			Pilates

September 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3 Pilates 1 hr Fun
4 Tennis 1 & half hrs	5	6 Pilates 45min	7	8 Walked 2 km	9	10



11 Tennis 1 & half hrs	12	13 Tennis 1 & half hrs	14	15	16 Pilates 1 hr	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



December 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Daily Schedule

Participant A 1 Control group No daily schedule returned

Participant A 2 Control group No daily schedule returned

Participant A 5 Control group No daily schedule returned

Participant A 15 Control group No daily schedule returned

Participant A 16 Control group No daily schedule returned

Participant A 17 Control group No daily schedule returned



Appendix GG

Cricket player and swimmer T1 What does psychological well-being mean to you?

Participant B 18: Being at ease with who you are and deal with issues well.

Participant B 19: Having a balance in my life, being able to cope with situations and to be able to trust in my own abilities.

Cricket player and swimmer T1 What does psychological skills training mean to you?

Participant B 18: Honing your mind & body to perform better.

Participant B 19: Learning about how best to use my mind to help with performance.

Cricket player and swimmer Pre-session: What does physiological arousal mean to you?

Participant B 18: Body reactions to certain activities.

Participant B 19: Setting your body into a state where in optimal performance can occur-the feeling of anticipation and readiness to compete: e.g. heart rate increasing,

feeling strong and energetic but also relaxation. At a point where you can use the tension created in order to compete.

Cricket player and swimmer Post-session: What does physiological arousal mean to you now?

Participant B 18: Performing at my best level, knowing how muscles react.

Participant B 19: Regulation of physical state. Can be effected by emotional states/motivation. A useful tool where you know how to regulate it in order to get into zone of optimal functioning.

Cricket player and swimmer Physiological arousal: how did you experience the session?

Participant B 18: Got to optimal performance level by relaxation.

Participant B 19: Helped me to become more aware of my body. Interesting to talk about anxiety/arousal. breathing techniques more useful.

Cricket player and swimmer Pre-session: What does cognitive arousal mean to you?

Participant B 18: My mental approach to my game. I think it determines my doubts. Confidence in ability.

Participant B 19: To be mentally alert and focused (optimal zone)-also on a continuum. Can be affected. Affects physiological arousal.

Cricket player and swimmer Post-session: What does cognitive arousal mean to you now?

Participant B 18: Important role in focusing for event.

Participant B 19: Being able to concentrate and focus on an event or skill in a positive manner. Its about how you are thinking about the race and yourself and your abilities.

Cricket player and swimmer Cognitive arousal: how did you experience the session?

Participant B 18: Enjoyed focus on positive thoughts and stopping negative ones.

Participant B 19: It was great to focus on 1 positive aspect-good feeling physically and also helped to mentally relax, but at the same time become excited and ready to race.

Cricket player and swimmer Pre-session: What does mental imagery arousal mean to you?

Participant B 18: Mentally honing particular skills.

Participant B 19: The ability/skill which enables you to picture yourself in a situation or doing a particular thing. It is about experiencing the emotions/physical sensations of that situation as if they were really happening. It is a way to prepare oneself for practice & competition.

Cricket player and swimmer Post-session: What does mental imagery arousal mean to you now?

Participant B 18: Helps performing under pressure situations, so that it feels you have done it all before.

Participant B 19: Similar to pre-session about linking positive emotions and experiences to new experiences, and being able to use this to prepare for competition. Also helps to focus during training.

Cricket player and swimmer Mental imagery: how did you experience the session?

Participant B 18: Found performing skills beneficial as well as an outsider's perspective of myself.

Participant B 19: I really enjoy mental imagery-it helps to relax and feel positive emotions & exciting situations. I like imagining competitions and the ability to compete well.



Cricket player and swimmer Pre-session: What does attention and concentration mean to you?

Participant B 18: Mainlining concentration through task, stark – finish.

Participant B 19: the ability to focus on tasks and on relevant information to be able to scan info/situations and to exclude things that are distractions.

Cricket player and swimmer Post-session: What does attention and concentration mean to you now?

Participant B 18: Focusing in short bursts. Keeps your focus on NB things rather than wasting attention.

Participant B 19: Concentration and attention is about focusing on a task and being able to maintain that focus. it is useful in helping to relax and/or arouse yourself. Must be something that you can control and use when & how you want-otherwise it can become draining.

Cricket player and swimmer Attention and concentration: how did you experience the session?

Participant B 18: Learn to focus on object without being distracted. Switching on & off.

Participant B 19: I get a bit anxious when I know I am being timed at a new task- always feel more confident when I have done something a few times. But I can see the benefit of conc. & attention in sporting context & how the ability to concentrate is so important.

Cricket player and swimmer Pre-session: What does self-confidence mean to you?

Participant B 18: Believing in your ability & yourself.

Participant B 19: self-confidence is partly a belief in your abilities and talents, that you can meet and deal any challenge/problems. It is also being at ease with yourself/comfortable with yourself/who you are.

Cricket player and swimmer Post-session: What does self-confidence mean to you now?

Participant B 18: Finding happy medium of not being over confident & no confidence.

Participant B 19: Same as pre-session, but also self-confidence is on a continuum and to find that balance is important, especially in sport where success and performance is so important.



Cricket player and swimmer Self-confidence: how did you experience the session?

Participant B 18: realized my self-confidence can improved, to the benefit of my game.

Participant B 19: it was good to think back on some good performances and feel that confidence again at the same time though there is a flip side where you remember not being confident, but with concentration I could focus only on the experience.

Cricket player and swimmer Pre-session: What does goal-setting and motivation mean to you?

Participant B 18: Goal setting- you can assess your progress as you go along. Motivation is what drives you to perform.

Participant B 19: Goal-setting helps you to clarify where you are going and what you have to do to get there. Need long term and short-term goals. Goals shouldn't always be outcome based i.e. don't just focus on a time. Motivation-an inner drive to reach goals-can be intrinsic or extrinsic.

Cricket player and swimmer Post-session: What does goal-setting and motivation mean to you now?

Participant B 18: Setting goals top each specific part of game very worthwhile.

Participant B 19: Goal setting and motivation are so linked. it is very important to write goals down/or discuss them with someone to help clarify them-otherwise same as before session.

Cricket player and swimmer Goal-setting and motivation: how did you experience the session?

Participant B 18: Learnt a lot, great to set goals.

Participant B 19: Did help me to clarify some goals-always helps when you actually have to say them out loud.

Cricket player and swimmer T2 What does psychological well-being mean to you?

Participant B 18: Being able to control what goes on with your performance, and coping with pressures.

Participant B 19: Having a balance in life. It is ability to cope with your everyday life. Having the ability to.



Cricket player and swimmer T2 What does psychological skills training mean to you?

Participant B 18: Having different parts of preparation and during match performance.

Participant B 19: It is training in skills that can help you to train and compete to the best of your abilities in all situations. Mental skills training is about being able to control your emotions and thoughts in order to perform.

Cricket player and swimmer T3 What does psychological well-being mean to you?

Participant B 18: Being confident & in control of what you do. Also getting yourself in right frame of mind to perform.

Participant B 19: Having the mental and emotional resources to be able to cope with situations & knowing how to use these resources.

Cricket player and swimmer T3 What does psychological skills training mean to you?

Participant B 18: Training mentally for games gives you the edge to make right decision at right time.

Participant B 19: Learning how to use different mental skills effectively in order to train & compete better. It is also about learning that you have the ability to improve your performance.

Cricket player and swimmer Since the first assessment how have you experienced your:

1) Autonomy

Participant B 18: In charge more now of how I react with all around me.

Participant B 19: I feel that I have control over my life.

2) Personal growth

Participant B 18: Grown in respect of my dealing with people, & have learnt more about myself.

Participant B 19: I learnt some new things over the past few weeks through this program and at work. I feel that I have had to grow to accommodate this.

3) Environmental mastery

Participant B 18: Am in more control of what goes on around me.

Participant B 19: U feel that in most things I have had mastery over the environment, but there have been times when I have felt a bit overwhelmed.

4) Purpose in life

Participant B 18: Much clearer of what I would like.

Participant B 19: I am happy doing what I am suppose to be doing at present, but do have some concerns about the future & what God wants for my life.

5) Positive relations with others

Participant B 18: Staying calm helps when getting frustrated, learnt better how to deal with potential problems.

Participant B 19: Have great friends!

6) Self-acceptance

Participant B 18: I am accepting who I am better & realized I don't need at act differently to people.

Participant B 19: I am learning to accept all parts of myself, and at the moment I feel that I do like who I am.

Cricket player and swimmer Program evaluation

How did you experience the program?

Participant B 18: Really enjoyed it. Learnt a lot form the different exercisers in each session.

Participant B 19: I enjoyed the program, even though I knew some of the things it is always helpful to talk to someone and to brush up on some mental skills. I also leant some new things. Made me think about the importance of these skills again.

What did you appreciate about the program?

Participant B 18: Appreciated the different facets of the sessions. A lot of my questions were answered.

Participant B 19: It has made me think more about mental skills and how to use them, it also confirmed for me that most of what I have been doing is correct.

How did you think the program could be improved?

Participant B 18: Using it on more people.

Participant B 19: For someone that doesn't know what these skills are it is quite a lot to learn. Follow-ups at regular intervals could be useful to help people with this. I

know it took me a while to get these skills right and I needed someone to help me often.

Appendix HH

Sport psychology expert C 1

I believe that a sport psychologist should be a trained psychologist because psychological skills in sport cannot be separated from everyday life skills. With such an approach it is assumed that psychological skills should contribute to overall psychological well-being.

Sport psychology expert C 2

Sports psychological skills training is generally used as a strategy for enhancing performance, particularly where the performance requires cognitive appraisal and engagement. These skills which include imagery and arousal management and usually are bound to the performance or event. Sometimes more general skills such as goal setting are used that lead up to events and these are more behavioural in orientation.

Definition of well-being - often termed subjective well-being as it is perceptual construct and often associated with life satisfaction (Diener).

My belief is that consideration of the whole athlete is the key to peak performance.

Although coaches often aspire to this concept, in practice it is not fully backed up. I



have no evidence apart from exchanges with sport psychologists but believe that generally psychological skills are delivered to enhance performance rather than deal with the psychological welfare of the individual. If they improve performance then success breeds confidence and this indirectly could improve well-being. However, understanding self, encouraging self-determination and autonomy, mastery approaches to improvement are critical and at least in the first stages more concerned with the skills of the coach. A good coach will operate a style whereby athletes experience these positive states and eventually will show athletes how to develop themselves in these terms. In that sense they could be regarded as skills but probably more accurately they should be described as self education.

Sport psychology expert C 3

I have quite a few ideas around this question of yours and I hope that I do not sound that confused. In sport motivation they refer to the inverted-U theory to show the **relationship** between arousal and sport performance. If physical activity is thus the **psychological skills and the 'performance' the psychological well-being, there is a defined relationship**, this means that at a certain point (maximal level) any more exercise will lead to burnout, etc. Psychological skills for the athlete is very necessary if all will lead to a better self-esteem, self-actualization and hence a strong psychological well-being. For this there is definitely a need for well- **trained** educators/ coaches/sport psychologists to be well trained in these skills to the level they are qualified to administer. Skills such as arousal control (progressive relaxation, systematic desensitisation, hypnosis), anxiety, burnout, staleness, injuries, etc. to

name a few. Those athletes who are familiar and treated as such definitely have an advantage over those without the people with that kind of skills.

Sport psychology expert C 4

I think that mental skills have an important role to play in psychological well being. Mental skills' training is about teaching a person to have more control over their thoughts and feelings. Many people feel like their lives, thoughts and feelings are totally out of control and they don't know how to change this situation. By teaching people how to control thoughts and behaviours, I think you are enhancing their sense of well being, mastery and self-esteem. You are giving them practical handles on how to go about changing themselves and coping with life problems. Knowing that you have the inner resources to cope with a situation produces a sense of well being. Mental skills give people access to resources they might not have been aware that they had.

Also there is a lot of research showing that a positive mental attitude can buffer against stress and depression – by teaching people how to control their mental attitude, focus on the right things and cope with anxiety, you are helping them reduce stress and the myriad of problems associated with it. Being able to relax yourself and calm your mind are essential tools to enhance psychological well being.

Sport psychology expert C 5

You have asked for my views on the relationship between psychological skills and

psychological well-being in the context of psychological skills training with youth athletes.

The question seems to have many aspects to it. I am not sure whether my answer should be mainly experiential or conceptual. However as terms and concepts are formed from experience I will try to include both conceptual and experiential aspects in my answer, beginning conceptually and continuing experientially for the sake of clarity.

It is helpful to keep instructional, knowledge and relevancy key words in mind when analyzing any question. The instructional keywords request an answer that is experiential and descriptive, the knowledge keywords are contained individually and collectively in such terms as ‘psychological’, ‘well-being’, ‘skills’ ‘training’ and ‘youth athletes’, and the relevancy keywords request an answer on a specific relationship between concepts in a particular referential context.

The question is complicated by the fact that answers are sought to a relationship between different sorts of concepts, which can be subsumed under two second order concepts of ‘psychology’ and ‘athletics’ and will to some extent depend on one’s definition of these terms. By psychology I understand an original study of the all that is connotated by the terms “psyche” as well as a modern scientific discipline ,spawned from philosophy and physiology, with its focus on human behaviour, experience and relationships. ‘Youth athletes’ would presumably be concerned mainly with primary and secondary educational youth sports and exercise, particularly track and field events and therefore more individualistic than team orientated.

By different sorts of concepts I understand psychological skills to refer to naturally occurring behaviours and psychological skills training to refer to a programme or package that is psychologically orientated and concerned with the training of skills such as arousal control, imagery, goal setting, concentration and confidence. Skill acquisition implies some developmental and/or learning process such as riding a bicycle, involving increasing competence in particular behavior becomes usually learned in conscious chunks which become automatic and grooved as skill levels improve. Psychological well-being presumably refers rather to some changing state of positive mental health. So we are concerned with an answer concerning youth athletics involving a relationship between program, process and state variables.

It is helpful to interrogate any question to gain some idea of the assumptions/philosophy/morality/dynamics behind the question. Why is the question asked? Why is this knowledge needed? What are the primary motivations? Are the reasons scientific, conceptual, experiential, practical, personal? Is the main goal to explicate the concepts, improve youth sport in terms of health, performance or both? Are we concerned with scientific, basic, applied, quantitative, and/or qualitative research? What moral values and ethical principles are involved? Assuming inclusive, holistic, scientific, research, health and performance orientated motivations are the focus of the study, is the methodology mainly correlational as implied in the term “relation” or inferential in the concern with the effect of an independent process variable such as skills training on a state such as wellbeing? Have the main concepts been operationally defined as is the usual case in positivistic, quantitatively oriented behavioural research or are they more elastic as required in the flow of qualitative

orientated research? To what extent do the concepts overlap? Is wellbeing a skill? Is imagery a state?

The Yerkes Dodson law and Progovine's transformational theory state that health and performance can increase up to an optimal point following which there will be diminishing returns. Is there an optimal level of psychological skills training in relation to other components, physical, social, spiritual? Where does one draw the line? What sort of boundaries, if any, exist and or need to be postulated between psychological, physical and spiritual skills. Presumably some level of well-being and ability is needed for skills training. How conscious and/or verbal is the process? What about such nonverbal energetic, felt sense, organic factors?

If psychological skills are naturally occurring behaviours such as arousal, concentration and imagination that can be learned, what are the necessary, sufficient, optimal, contextual conditions for learning such skills? The answer also depends on whether we also view well-being as a form of skill.

An inclusive/integral/relational answer is based on the assumption that psychological wellbeing itself is a form of psychological skill that includes such traditional objective dimensions as autonomy and self-acceptance as well as more subtle dimensions as breathing, gesturing, sensing, valuing, ordering, balancing, prioritizing values, etc

Concerning the assumption that the state of psychological wellbeing is a dependent variable to be promoted through psychological skills training, from an experiential point of view, I know that the more competitive I become while using various skills

the more vulnerable I become to obsessive training, perfectionistic mindsets with the result that well-being tends to diminish, and indeed injury can occur, unless I re-order values, priorities etc. I have observed similar patterns in friends and persons I have coached, so it seems important to train values, life and health skills, as well as performance skills, which include the fun factor. On the other hand, it is an experiential, health orientated, psychological well-being skill to exercise to the point of optimum enjoyment in order to experience energy flow and the afterglow of psychological well-being that runs through the body/mind,/soul/spirit – probably also related to various other psychological dimensions such as runners high, physical dimensions related to neurochemicals like serotonin and endorphins, social dimensions such as team spirit and spiritual dimensions such as the transcendent experience of running to the breath and glory of God. From a more grounded, phenomenological perspective, whether a top or weekend athlete, the body does not lie and listening to its music is a life priority.

A holistic, balanced approach will also have optimum benefits for people in general, most of whom are not, and do not aspire to be, top athletes, exercise irregularly and live increasingly sedentary lifestyles. The focus is therefore on teaching psychological skills and wellbeing as life skills to channel human destructiveness into creativity, to develop society and all peoples of planet earth. In this way sport may realize its truest values as well as promote human evolution and spiritual development. One can think of many other aspects of the relationship between psychological skills and psychological wellbeing, which could be demonstrated further with Ven diagrams, graphs and experiential anecdotes, but this should suffice for my answer at present. I am happy to provide further information if needed.