

Chapter 6

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Appendix A FIGURES

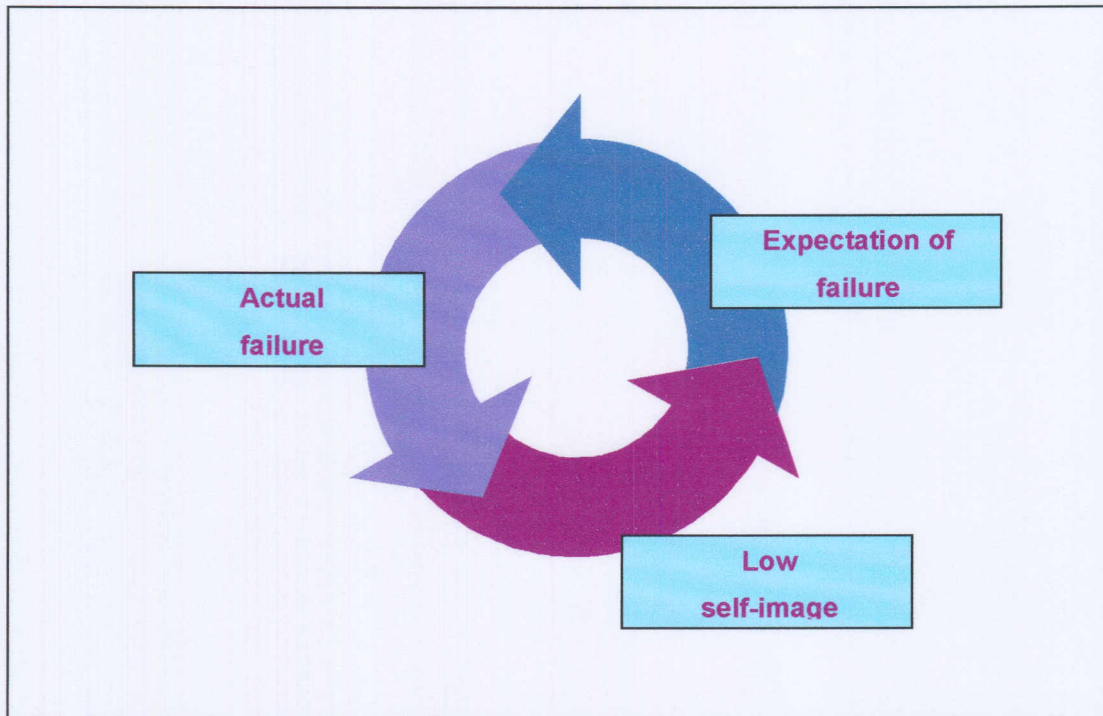


Figure 1. Vicious Circle.

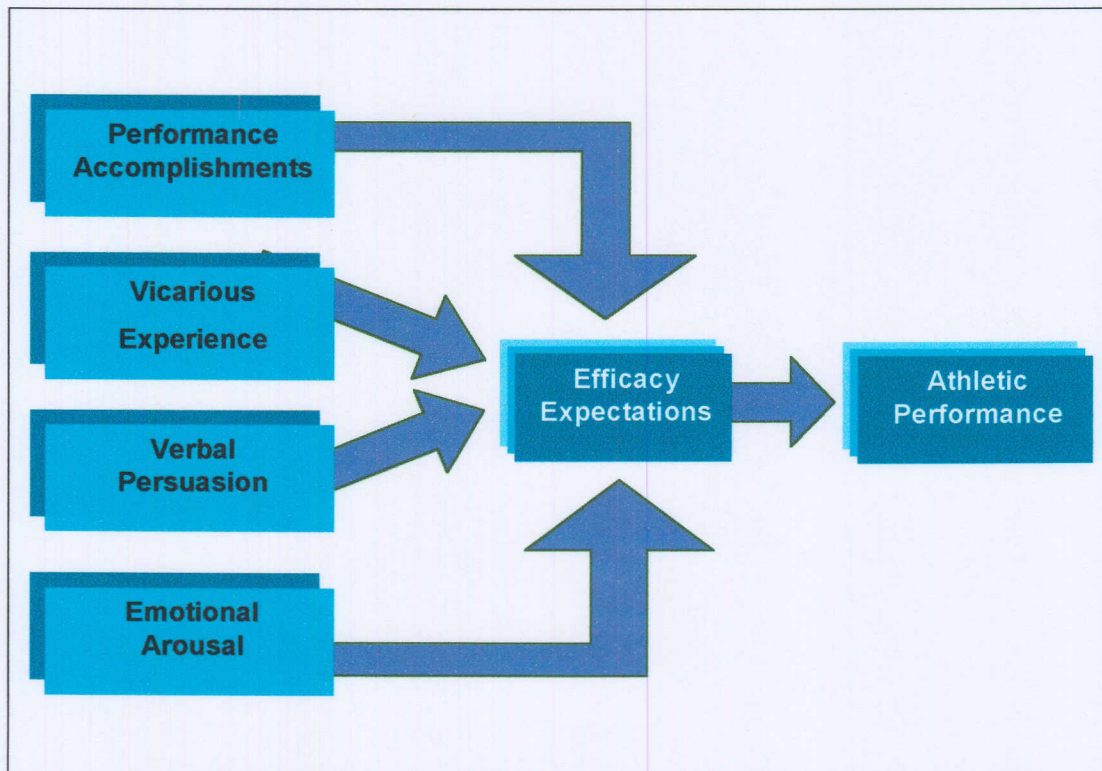


Figure 3. Bandura's Self-Efficacy Theory.

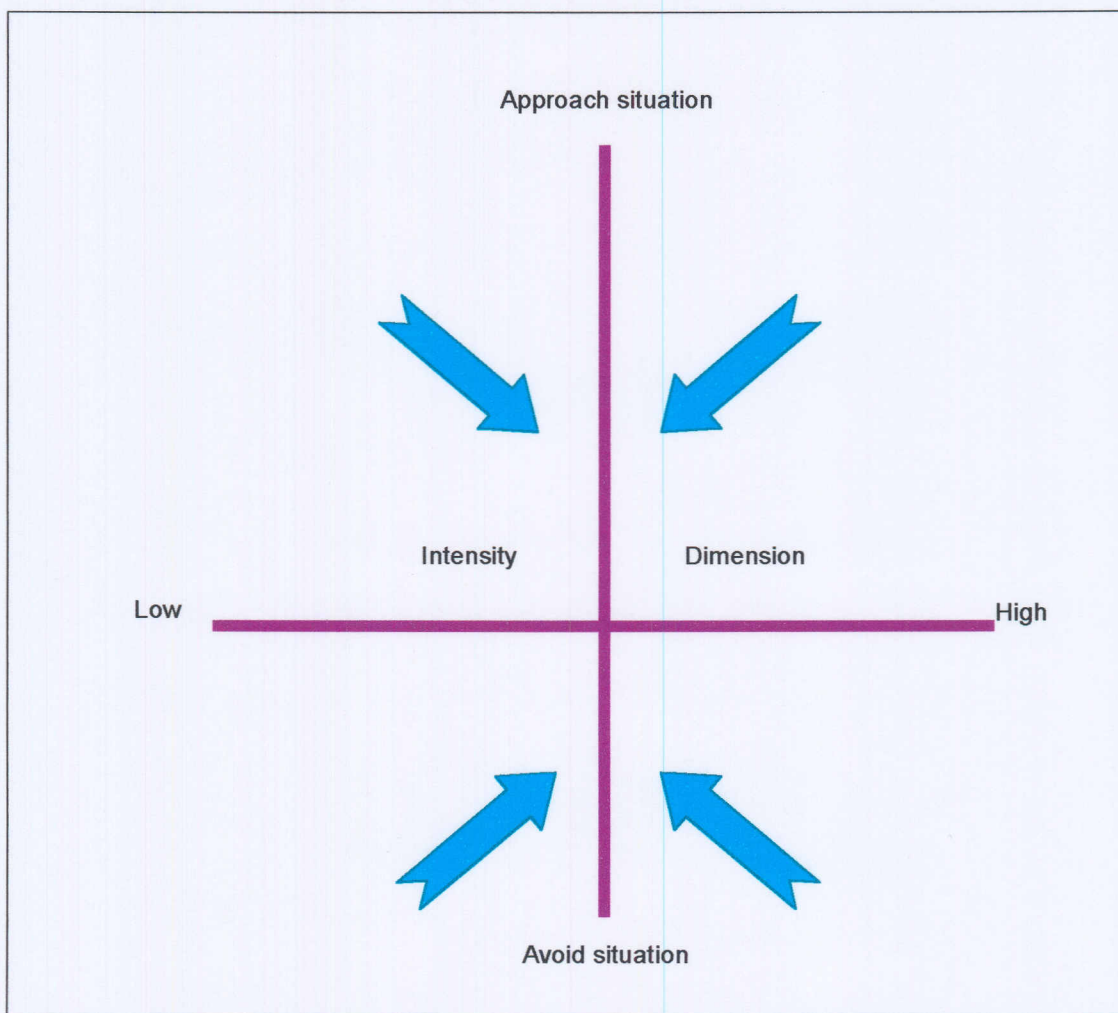


Figure 9. Relationship between direction and intensity.

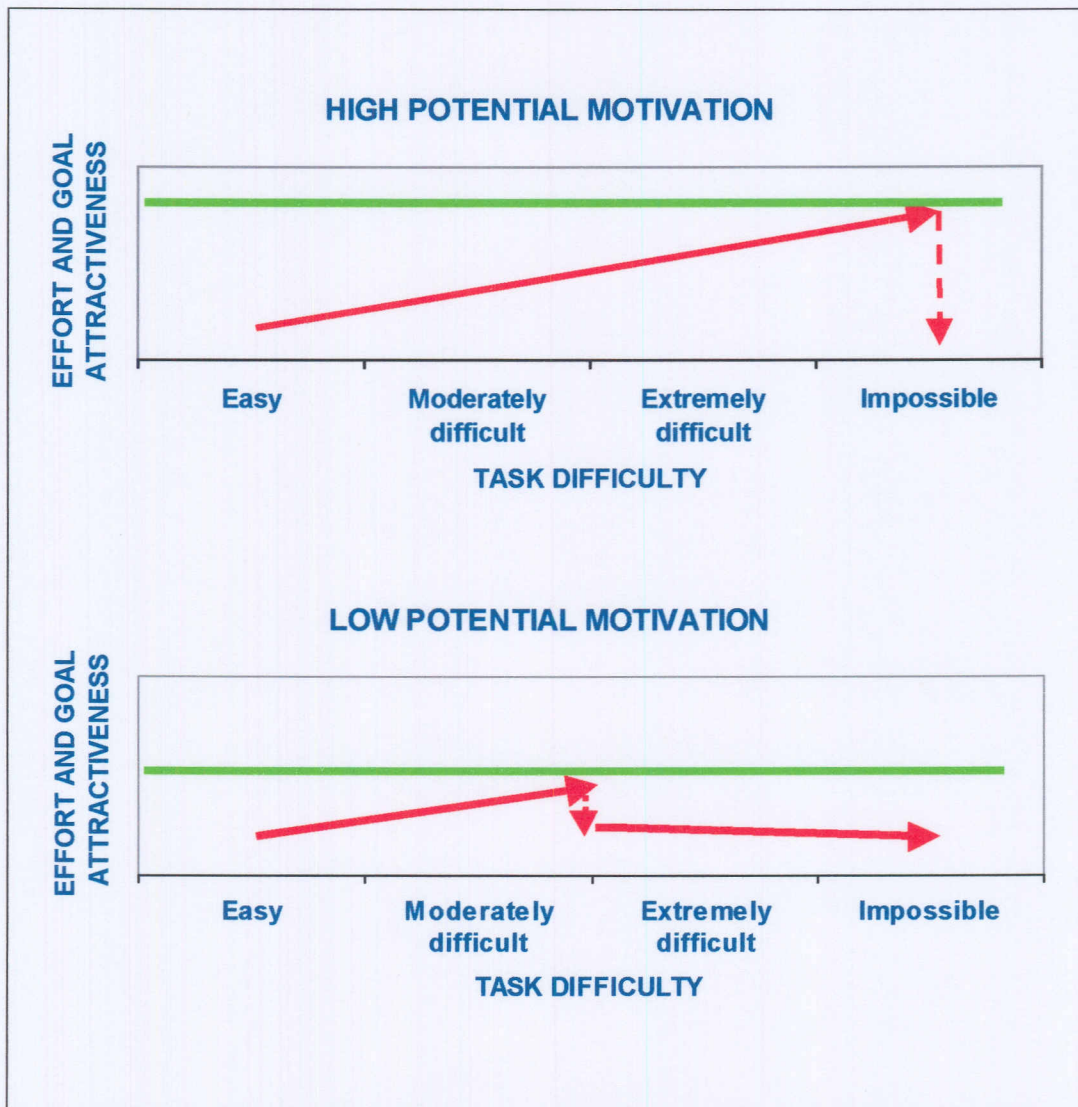


Figure 10. Energisation theory.

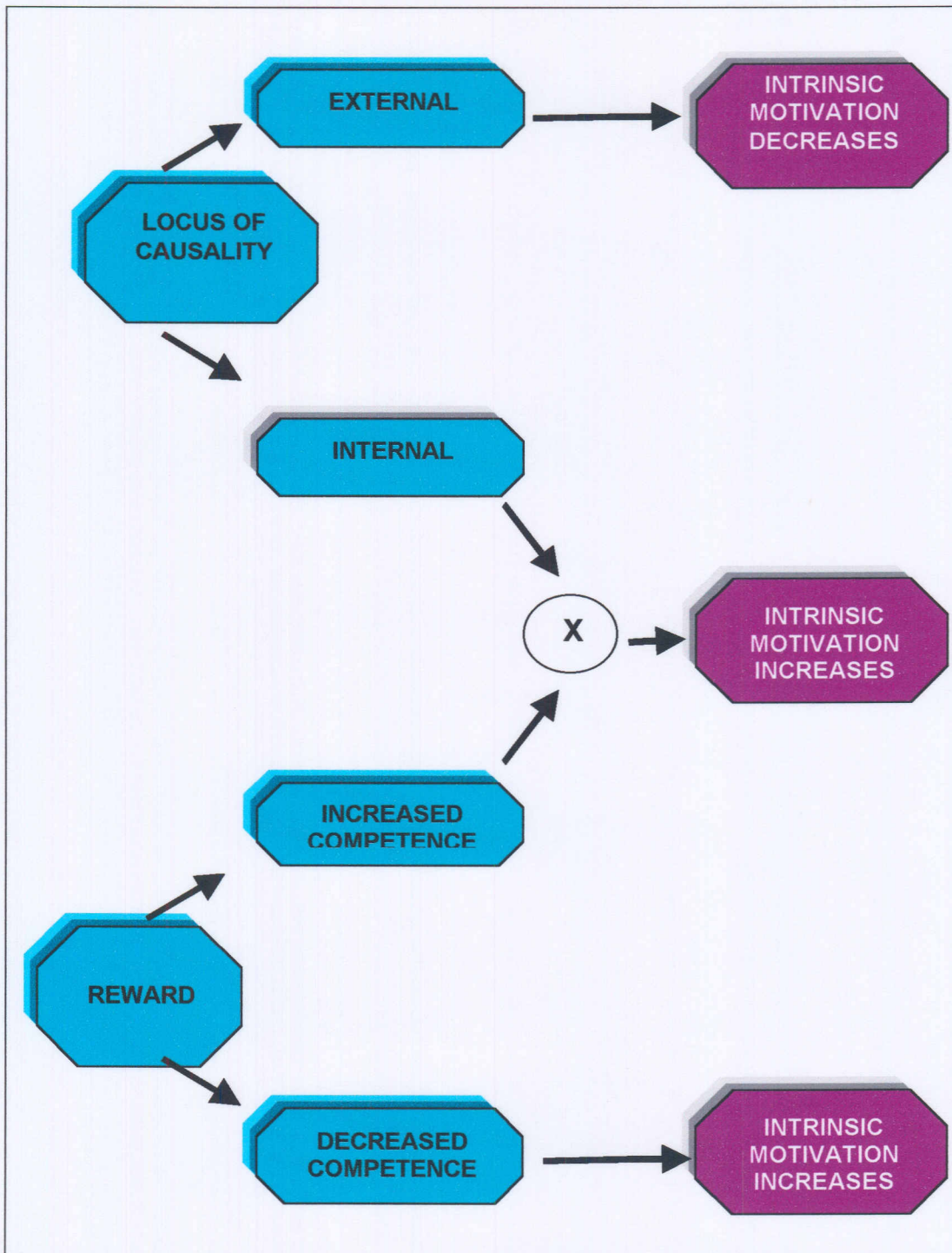


Figure 11. Cognitive evaluation theory.

From *Understanding psychological preparation for sport. Theory and Practice of Elite Performers* (p. 75) by L. Hardy, G. Jones, and D. Gould, 1996, Chichester: John Wiley & Sons. Copyright 1996 by J. Wiley.

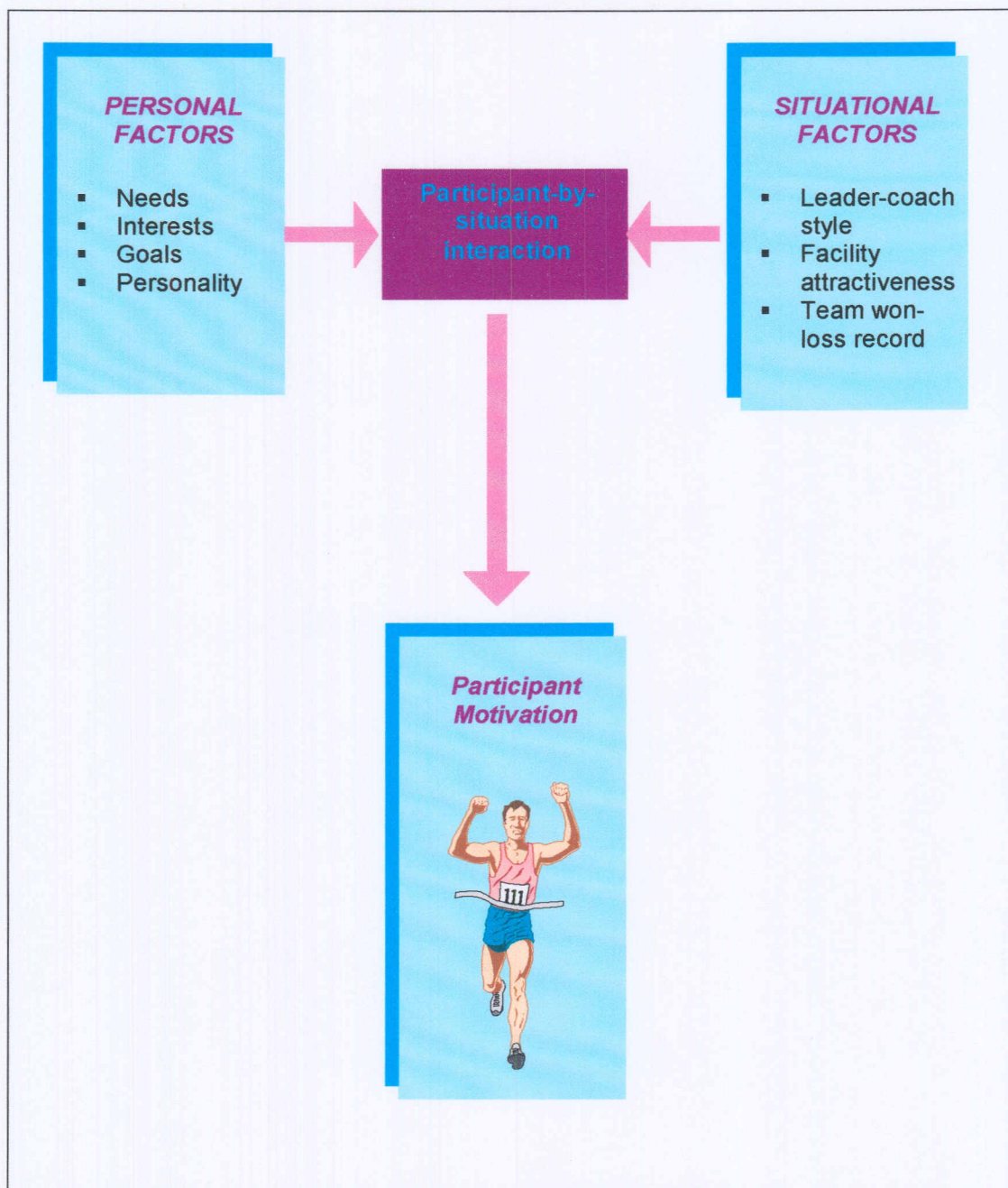


Figure 12. Interactional view of motivation.

From *Foundations of Sport and exercise psychology* (p. 63) by R.S. Weinberg and D. Gould, 1995, Champaign: Human Kinetics. Copyright 1995 by R.S. Weinberg and D. Gould.

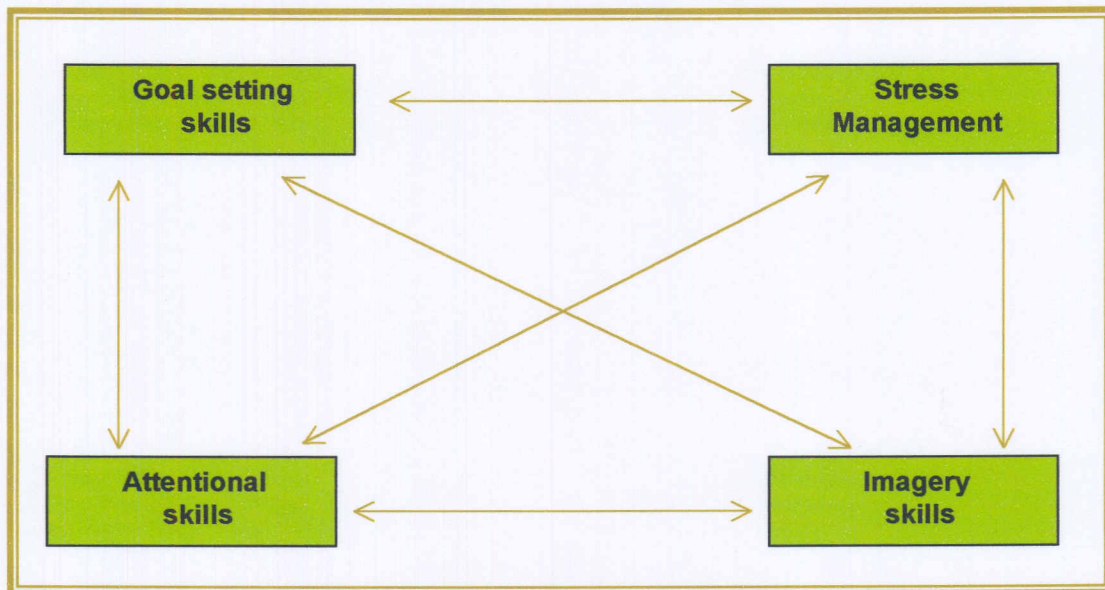


Figure 16. Interrelationship between psychological skills.

Adapted from *Coaches Guide to Sport Psychology* (p. 308) by R. Martens, 1987, Champaign: Human Kinetics. Copyright 1987 by Human Kinetics.

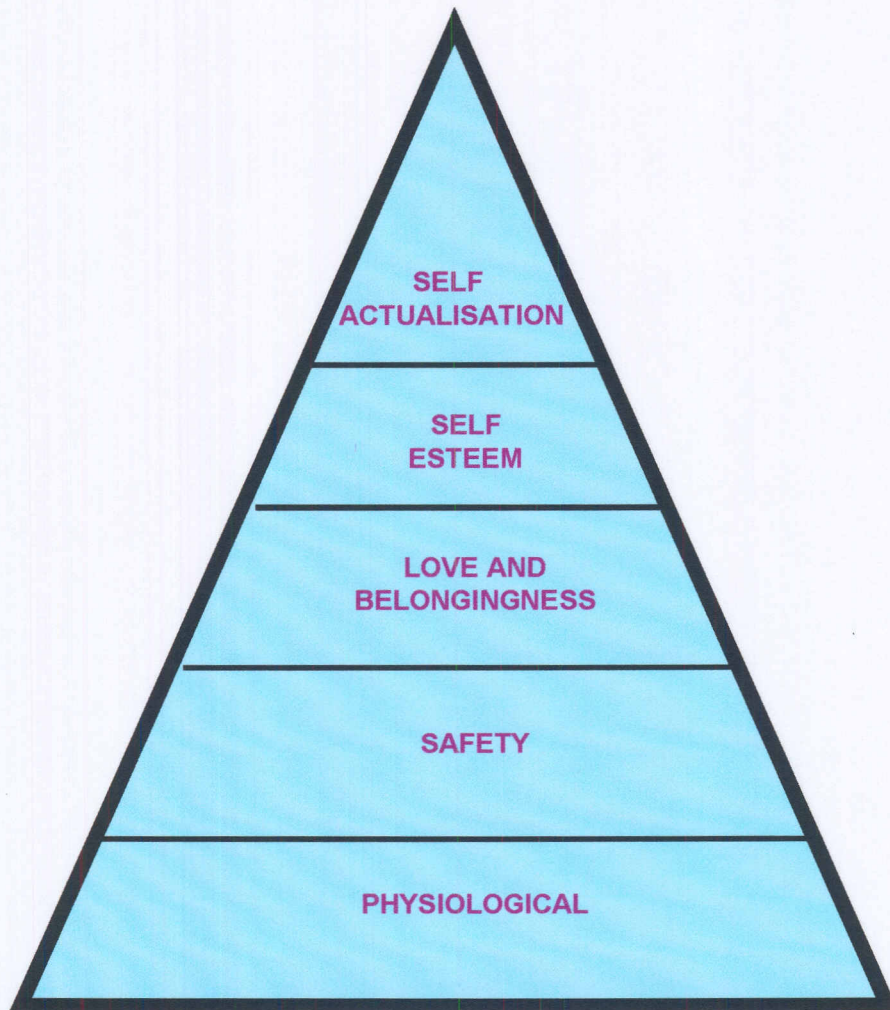


Figure 17. Maslow's Hierarchy of Needs.

Adapted from *Life-span Development* (4th ed.) (p. 65) by J.W. Santrock, 1992, Dubuque: Wm. C. Brown. Copyright 1992 by Wm. C. Brown.

Appendix B

TABLES

Table 4

Cooper et al's (1970) description of segments in the hundred metre sprint

Segment		Procedure
Starting procedures	1	The blocks must be set at the athlete's preferred distance.
	2	The front legs should be placed in a starting "set" position at an angle of approximately 80°. Alternatively, the rear leg can be extended almost completely, as this helps the sprinter to go forward more easily in the first step.
	3	The sprinter assumes a standing position immediately behind the blocks.
	4	When the starter says, "Go to your marks", the athlete takes one or two relatively deep breaths. He should be in a relaxed position on the blocks.
	5	The sprinter positions himself directly in front of the blocks, hands on the ground, the feet backed into the starting blocks, placing first the front feet and then the rear feet against the blocks.
	6	The hands are dusted off and the rear knee is kept on the ground.

- 7 The hands are placed on the ground with the wrists rotated outward. The body weight is borne on the fingers with only the finger and thumb tips being in contact with the ground.
- 8 The arms should be perpendicular to the ground, with the two thumbs 20cm apart.
- 9 The head must be loose, relaxed and allowed to hang down.
- 10 When the starter commands "set", the athlete takes one quick breath. The body weight should be pushed upward and forward over the hands. The legs then move fast enough to keep the body from falling. The sprinter must be less balanced in this position so that he can fall forward when he releases his hands. The focus should be on sound. After hearing the trigger, he should concentrate on moving off the blocks as quickly as possible.
- 11 The hips are "set" are elevated to a point slightly above the shoulders, so that as the runner leaves the blocks he raises his shoulders just above the hips. The force from the legs is then directed forward and only slightly upward.
- 12 The eyes are focused on a point on the ground directly in front of the body, so that the head hangs down and is relaxed.

- Leaving the blocks
- 13 At the sound of the gun, the slightly bent arm is gently thrust forward at shoulder level. The other arm is moved vigorously toward the rear so that the arms move in opposition to the feet.
 - 14 The sprinter must focus on taking the first step as rapidly as possible. The first step is approximately 45 to 75 centimetres from the starting line, and slightly inward from a straight line down the track. The foot taking the first step should be behind the weight centreline of the body, and should barely clear the ground when moving forward. If the foot is lifted upward, the body is thrown upward and prevents the sprinter from moving forward fast enough.
 - 15 The foot should be pointed almost straight ahead when it strikes the ground. The knee must be pointed in the direction of the run for the sprinter to move more linearly.
 - 16 The head should be lifted gently as the runner leaves the block, so that he focuses on a spot 6 to 9 metres ahead, as he moves forward. The body lean forward is extreme.
 - 17 The sprinter must gradually straighten into a completely upright position. Each step should be longer until this position is achieved.
 - 18 The first few strides after leaving the blocks should be relatively long. The sprinter should get a firm fast start and attempt to maintain top speed as long as he can.

- Full speed sprinting
- 19 When reaching the full running position, the sprinter should pull his hips under him and try to roll his hips as he runs, thereby increasing the length of each stride. The sprinter among the leaders at this point can win the race if he is more able than the others to maintain this speed are.
- 20 The sprinter must maintain proper arm and leg action. Arms should move slightly in toward the middle of the body for smooth relaxed action. The hand should be slightly cupped with the thumb pushing against the forefinger to prevent the arm from becoming tense. Legs from the first step to slightly beyond the upright position should move vigorously with a high knee lift.
- 21 The running form should be smooth, relaxed and appear effortless.
- Sprinting through the finish tape
- 22 The runner approaches the finish tape.
- 23 The shoulder is thrust forward into the tape.
- 24 The sprinter must run through the tape and go beyond it about 9 metres before slowing down.

Note. Adapted from *Track and Field for Coach and Athlete* (2nd ed.) (p. 18), by J.M. Cooper, J. Lavery, and W. & Perring, 1970, New Jersey: Prentice-Hall. Copyright 1970 by Prentice-Hall.

APPENDIX C

PSYCHOLOGICAL SKILLS TRAINING PROGRAMME

Athlete's Handbook

STAGE 1

EDUCATION

1.1 Can you think of any mental/psychological skills that are relevant in sprinting?

1.2 How important do you think psychological skills are in sprinting? Why?

1.3 How much time and attention do you devote to practising psychological skills?

(Wann, 1997)

STAGE 2

ASSESSMENTS

SMS (Pelletier et al., 1995)

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practising your sport.

		Does not correspond at all		Corresponds moderately			Corresponds exactly	
		1	2	3	4	5	6	7
1	For the pleasure I feel in living exciting experiences	1	2	3	4	5	6	7
2	For the pleasure it gives me to know more about the sport that I practice	1	2	3	4	5	6	7
3	I used to have good reasons for doing sports, but now I am asking myself if I should continue doing it	1	2	3	4	5	6	7
4	For the pleasure of discovering new training techniques	1	2	3	4	5	6	7
5	I don't know anymore. I have the impression that I am incapable of succeeding in this sport	1	2	3	4	5	6	7
6	Because it allows me to be well regarded by people that I know	1	2	3	4	5	6	7
7	Because, in my opinion, it is one of the best way to meet people	1	2	3	4	5	6	7
8	Because I feel a lot of personal satisfaction while mastering certain difficult training techniques	1	2	3	4	5	6	7
9	Because it is absolutely necessary to do sports if one wants to be in shape	1	2	3	4	5	6	7
10	For the prestige of being an athlete	1	2	3	4	5	6	7
11	Because it is one of the best ways I have chosen to develop other aspects of my self	1	2	3	4	5	6	7
12	For the pleasure I feel while improving some of my weak points	1	2	3	4	5	6	7
13	For the excitement I feel when I am really involved in the activity	1	2	3	4	5	6	7
14	Because I must do sports to feel good about myself	1	2	3	4	5	6	7
15	For the satisfaction I experience while I am perfecting my abilities	1	2	3	4	5	6	7
16	Because people around me think it is important to be in shape	1	2	3	4	5	6	7
17	Because it is a good way to learn lots of things which could be useful to me in other areas of my life	1	2	3	4	5	6	7
18	For the intense emotions that I feel while I am doing a sport that I like	1	2	3	4	5	6	7
19	It is not clear to me anymore: I don't really think my place is in sport	1	2	3	4	5	6	7
20	For the pleasure that I feel while executing certain difficult movements	1	2	3	4	5	6	7
21	Because I would feel bad if I was not taking time to do it	1	2	3	4	5	6	7
22	To show others how good I am at my sport	1	2	3	4	5	6	7
23	For the pleasure that I feel while learning training techniques that I have never tried before	1	2	3	4	5	6	7
24	Because it is one of the best ways to maintain good relationships with my friends	1	2	3	4	5	6	7
25	Because I like the feeling of being totally immersed in the activity	1	2	3	4	5	6	7
26	Because I must do sports regularly	1	2	3	4	5	6	7
27	For the pleasure of discovering new performance strategies	1	2	3	4	5	6	7
28	I often ask myself why I can't seem to achieve the goals that I set for myself	1	2	3	4	5	6	7

SIQ (Martens in Weinberg & Gould, 1995, p.290)

As you complete the Sports Imagery Evaluation form remember that imagery is more than just seeing or visualising something in your mind's eye. Vivid images may include not only visualising, but also experiencing all the senses - hearing, feeling, tasting, and smelling. Along with these sensations, you may also experience emotions, moods, or certain states of mind.

Below you will read descriptions of five general sport situations. You are to imagine that general situation and provide as much detail from your imagination as possible to make the image just as "real" as you can. Then you will be asked to rate your imagery on four dimensions:

1. How vividly you so for visualised the image
2. How clearly you heard the sounds.
3. How vividly you felt your body movements (kinestatic sense) during the activity
4. How clearly you were aware of your state of mind or moods or felt the emotions of the situation.

After you read each general description, think of a specific example of it -- e.g. the skill, the people involved, the place, and the time. Next close your eyes and take a few deep breaths to become as relaxed as you can (use your relaxation skills). Put aside all other thoughts for a moment. Keep your eyes closed for about one minute as you try to imagine the situation as vividly as you can. There are, of course, no right or wrong images. Use your imagery skills to develop as vivid and clear image of the general situation described as possible. Your accurate appraisal of your images will help you to determine which exercises you will want to emphasise in the sports imagery training programme to follow. After you have completed imagining the situation described, please rate the four dimensions of imagery by circling the number that best describes the image you had.

- 1 = Very clear and provide image
- 2 = Moderately clear and vivid image
- 3 = Not clear or vivid but a recognisable image
- 4 = Vague image
- 5 = No image present

Practising alone

First select one specific skill or activity in your sport such as shooting free throws, doing a parallel bar routine, executing a takedown, growing a pass, hitting a ball, or swimming the butterfly. Now imagine yourself doing this activity at the place where you normally practice this activity (gymnasium, pool, rink, field, and court) without any one else present. Now close your eyes for about 1 minute and try to see yourself at this place, hear the sounds, feel your body do the movements, and be aware of your state of mind or mood.

	Very clear and vivid image	Moderately clear and vivid image	Not clear or vivid but a recognisable image	Vague image	No image present
a. Rate how well you saw yourself doing the activity	1	2	3	4	5
b. Rate how well you heard the sounds of doing the activity	1	2	3	4	5
c. Rate how well you felt yourself making the movements	1	2	3	4	5
d. Rate how well you were aware of your mood	1	2	3	4	5

Practising with others

You are doing the same activity but now you are practising the skill with coach and your teammates present. This time, however, you make a mistake, which everyone notices. Now close your eyes for about one minute to imagine making the error and the situation immediately afterwards as vividly as you can.

	Very clear and vivid image	Moderately clear and vivid image	Not clear or vivid but a recognisable image	Vague image	No image present
a. Rate how well you saw yourself in this situation	1	2	3	4	5
b. Rate how well you heard the sounds in this situation	1	2	3	4	5
c. Rate how well you felt yourself making the movements	1	2	3	4	5
d. Rate how well you felt the emotions of this situation	1	2	3	4	5

Watching a teammate

Think of a teammate or acquaintance performing a specific activity unsuccessfully in a contest such as missing a 20-ft. basket, being passed by other runners, falling from the rings, missing a field goal, etc.

Now close your eyes for about one minute to imagine watching your teammate performing this activity unsuccessfully in a critical part of the contest as vividly and realistically as possible.

	Very clear and vivid image	Moderately clear and vivid image	Not clear or vivid but a recognisable image	Vague image	No image present
a. Rate how well you saw your teammate in this situation	1	2	3	4	5
b. Rate how well you heard the sounds in this situation	1	2	3	4	5
c. Rate how well you felt your own physical presence or movement in this situation	1	2	3	4	5
d. Rate how well you felt the emotions of this situation	1	2	3	4	5

Playing in a contest

Imagine yourself doing the same or a similar activity in a contest, but imagine yourself doing the activity very skilfully and the spectators and teammates showing their appreciation. Now close your eyes for about one minute to imagine this situation as vividly as possible.

	Very clear and vivid image	Moderately clear and vivid image	Not clear or vivid but a recognisable image	Vague image	No image present
a. Rate how well you saw yourself in this situation	1	2	3	4	5
b. Rate how well you heard the sounds in this situation	1	2	3	4	5
c. Rate how well you felt yourself making the movements	1	2	3	4	5
d. Rate how well you felt the emotions of this situation	1	2	3	4	5

Instructions

The effects of highly competitive sports can be powerful and very different among athletes. The inventory you are about to complete measures how you generally feel about competition because this is undesirable. Actually, these feelings are quite common, and to help us understand them we want you to share your feelings with us candidly. If you are worried about the competition or have butterflies or other feelings that you know rare signs of anxiety, please indicate these feelings accurately on the inventory. Similarly, if you feel calm and relaxed, indicate these feelings as accurately as you can. Your answers will not be shared with anyone. We will be looking only at group responses.

Below are some statements about how persons feel when they are competing in sports and games. Read each statement and decide if you HARDLY EVER, or SOMETIMES, or OFTEN feel this way when you compete in sports and games. If your choice is HARDLY EVER, mark with an X the square labelled A, if your choice is SOMETIMES, mark with an X the square labelled B, and if your choice is OFTEN, mark with an X the block labelled C. There are no right and wrong answers. Do not spend too much time on any one statement. Remember to choose the word that describes how you usually feel when competing in sports and games.

		Hardly Ever	Sometimes	Often
1	Competing against others is socially enjoyable	A	B	C
2	Before I compete I feel uneasy	A	B	C
3	Before I compete I worry about not performing well	A	B	C
4	I am a good sport when I compete	A	B	C
5	When I compete I worry about making mistakes	A	B	C
6	Before I compete I am calm	A	B	C
7	Setting a goal is important when competing	A	B	C
8	Before I compete I get a queasy feeling in my stomach	A	B	C
9	Just before competing I notice my heart beats faster than usual	A	B	C
10	I like to compete in games that demand considerable physical energy	A	B	C
11	Before I compete I feel relaxed	A	B	C
12	Before I compete I am nervous	A	B	C
13	Team sports are more exciting than individual sports	A	B	C
14	I get nervous wanting to start the game	A	B	C
15	Before I compete I usually get uptight	A	B	C

Instructions

The effects of highly competitive sports can be powerful and very different among athletes. The inventory you are about to complete measures how you generally feel about this competition at the moment you are responding. Please complete the inventory as honestly as you can. Sometimes athletes' feel they should not admit to any nervousness, anxiety or worry they experience before competition because this is undesirable. Actually, these feelings are quite common, and to help us understand them we want you to share your feelings with us candidly. If you are worried about the competition or have butterflies or other feelings that you know are signs of anxiety, please indicate these feelings accurately on the inventory. Equally, if you feel calm and relaxed, indicate these feelings as accurately as you can. Your answers will not be shared with anyone. We will be looking only at group responses.

A number of statements that athletes have used to describe their feelings before competition are given below. Read each statement and the mark the appropriate block with an X to indicate how you feel right now - at this moment. There are no right or wrong answers. Do not spend too much time on any one statement, but choose the answer, which describes your feelings right now.

		Not at all	Somewhat	Moderately So	Very Much So
1	I am concerned about this competition	1	2	3	4
2	I feel nervous	1	2	3	4
3	I feel at ease	1	2	3	4
4	I have self-doubts	1	2	3	4
5	I feel jittery	1	2	3	4
6	I feel comfortable	1	2	3	4
7	I am concerned that I may not do as well in this competition as I could	1	2	3	4
8	My body feels tense	1	2	3	4
9	I feel self-confident	1	2	3	4
10	I am concerned about losing	1	2	3	4
11	I feel tense in my stomach	1	2	3	4
12	I feel secure	1	2	3	4
13	I am concerned about choking under pressure	1	2	3	4
14	My body feels relaxed	1	2	3	4
15	I'm confident I can meet the challenge	1	2	3	4
16	I'm concerned about performing poorly	1	2	3	4
17	My heart is racing	1	2	3	4
18	I'm confident about performing well	1	2	3	4
19	I'm concerned about reaching my goal	1	2	3	4
20	I feel my stomach sinking	1	2	3	4
21	I feel mentally relaxed	1	2	3	4
22	I'm concerned that others will be disappointed with my performance	1	2	3	4
23	My hands are clammy	1	2	3	4
24	I'm confident because I mentally picture myself reaching my goal	1	2	3	4
25	I'm concerned I won't be able to concentrate	1	2	3	4
26	My body feels tight	1	2	3	4
27	I'm confident of coming through under pressure	1	2	3	4

SCI (Weinberg & Gould, 1995, p.322)

Read each question carefully and think about your confidence with regard to each item as you competed over the last year or season. For each item indicate the percent of time you feel you had too little, too much, or just the right degree of confidence. Below is an example to give you some confidence in filling out the inventory correctly.

	Underconfident (%)	Confident (%)	Overconfident (%)
You are a pole vaulter: How confident are you each time you attempt to clear 17ft?	20	70	10

The three answers should always add up to 100%. You may distribute this 100% any way you think is appropriate. You may assign all 100% to one category, split it between two categories, or as in the example, divide it among all three categories.

How confident are you with respect to ...		Underconfident (%)	Confident (%)	Overconfident (%)
1	Your ability to execute the skills of your sport or exercise?			
2	Your ability to make critical decisions during the race?			
3	Your ability to concentrate?			
4	Your ability to perform under pressure?			
5	Your ability to execute successful strategy?			
6	Your ability to put forth the effort needed succeed?			
7	Your ability to control your emotions during competition?			
8	Your physical conditioning or training?			
9	Your ability to relate successfully with your coach(es)?			
10	Your ability to come back when behind?			

CPPQ (Nideffer, 1994)

To what extent does this statement accurately describe you? Assign each statement a score out of 100.

	%
1. I am aware of my surroundings and react quickly to the feelings and moves of those around me.	
2. I am likely to make mistakes because I get distracted by outside events.	
3. I can analyse a set of facts and use them to guess what will happen next, predict trends and develop new insights and plans for the future.	
4. I make mistakes because my own thoughts and feelings have distracted or overwhelmed me.	
5. I can concentrate on one or two things, shut out distractions, and work my best under pressure.	
6. I am disciplined – willing to spend whatever time I need to do a job well, and sacrifice other parts of my life in order to be the best.	
7. At times I make mistakes because I get caught up in my thoughts and fail to pay attention to what's going on around me without taking the time to think before acting.	
8. I have a lot of energy and need it all to keep up with the many demands on my time at work, at school, and at home.	
9. I live by my own rules and “do my own thing”. I would call myself a maverick or impulsive.	
10. I easily lose control over my feelings and actions, and do or say something that hurts others.	
11. I like to be a leader. I accept responsibility gladly.	
12. I can handle anything; I have great confidence in my ability to tackle any challenge that comes my way.	
13. I know I am a good person whether I succeed in life or not.	
14. I am competitive. I like to challenge myself and compete with others, whether playing a game or solving a problem.	
15. I do not agonise over choices. When it comes to making decisions, whether large or small, I spend very little time thinking or worrying about them.	
16. I am an extrovert, outgoing and friendly, and frequently seek out the company of other people.	
17. I enjoy spending lots of time alone and need plenty of personal space.	
18. I talk in public easily. I am willing to ask questions and speak my mind, even in big crowds.	
19. I am ready to speak up against others: I am willing to challenge someone on what I see as a wrong opinion or bad behaviour.	
20. I am willing to use physical strength, both to back up my own actions and to set limits on others.	
21. When it comes to supporting others, I will almost always encourage them, offer a good word, and give them the benefit of the doubt.	
22. I am likely to show my good feelings by touching someone, even by putting my arm around them.	
23. Right now I am depressed and unhappy with my life.	

STAGE 3

ACQUISITION

When I retire from running what things would I like to have achieved?

	Not at all important	Very little importance	Interesting, but not really motivating	Would be nice	Fairly important	Important enough to work hard	Very motivating and exciting	Inspiring, most important life goal		
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

Note. Adapted from *Sport Psych* (4th ed.) (p. 10) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

Most Important Long-Term Goals

Goal _____

Time-frame _____

Process goals

1. _____
2. _____
3. _____
4. _____
5. _____

Goal _____

Time-frame _____

Process goals

1. _____
2. _____
3. _____
4. _____
5. _____

Goal _____

Time-frame _____

Process goals

1. _____
2. _____
3. _____
4. _____
5. _____

(Winter & Martin, 1993)

Most Important Short-Term Goals

Goal _____

Time-frame _____

Process goals

1. _____
2. _____
3. _____
4. _____
5. _____

Goal _____

Time-frame _____

Process goals

1. _____
2. _____
3. _____
4. _____
5. _____

Goal _____

Time-frame _____

Process goals

1. _____
2. _____
3. _____
4. _____
5. _____

(Winter & Martin, 1993)

OPTIMAL AROUSAL LEVEL

Write down your feelings, thoughts and behaviours when you are psyched up to perform well

FEELINGS

THOUGHTS

BEHAVIOURS

(Winter & Martin, 1993)

Write down the signs that indicate your arousal/anxiety/stress level is too low or too high

	TOO LOW	TOO HIGH
FEELINGS		
THOUGHTS		
BEHAVIOUR		

Note. Adapted from *Sport Psych* (4th ed.) (p. 18) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

RELAXATION TRAINING RECORD

TRAINING SESSION	Tense		Fairly Relaxed			Very Relaxed	
	1	2	3	4	5	6	7
DAY 1 Comments:	1	2	3	4	5	6	7
DAY 2 Comments:	1	2	3	4	5	6	7
DAY 3 Comments:	1	2	3	4	5	6	7
DAY 4 Comments:	1	2	3	4	5	6	7
DAY 5 Comments:	1	2	3	4	5	6	7
DAY 6 Comments:	1	2	3	4	5	6	7
DAY 7 Comments:	1	2	3	4	5	6	7
DAY 8 Comments:	1	2	3	4	5	6	7
DAY 9 Comments:	1	2	3	4	5	6	7
DAY 10 Comments:	1	2	3	4	5	6	7

Note. Adapted from *Sport Psych* (4th ed.) (p. 20) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

FOCUSING YOUR CONCENTRATION

Write down the things that you need to focus on in your running

IDEAL FOCUS

Note. Adapted from *Sport Psych* (4th ed.) (p. 23) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

List the things that may disrupt your focus during competition

POTENTIAL DISTRACTIONS	

Note. Adapted from *Sport Psych* (4th ed.) (p. 23) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

Event

Draw a diagram to show how you segment a race

SEGMENT	FOCUS

Note. Adapted from *Sport Psych* (4th ed.) (p. 26) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

TASK CONFIDENCE

List the situations in your life, in which you feel you have “task confidence”. Be as specific as you need to.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

(Winter & Martin, 1993)

SITUATION		THOUGHTS	FEELINGS	GENERAL REACTION	POSITIVE AFFIRMATION
Training					
Training					
Training					
Competition					
Competition					
Competition					

Note. Adapted from *Sport Psych* (4th ed.) (p. 30) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

TRAINING DIARY

Date	Training Plan	Goals for this session			Review of session	Things to work on next session
		Technical	Psychological	Physical		

Note. Adapted from *Sport Psych* (4th ed.) (p. 15) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

VISUALISATION TRAINING RECORD

SITUATION	SITUATION THAT I PLAN TO IMAGINE	OVERALL VIVIDNESS							THINGS TO IMPROVE NEXT TIME
		RATING							
		Poor		Average		Excellent			
		1	2	3	4	5	6	7	
1	Training								
	Competition								
2	Training								
	Competition								
3	Training								
	Competition								
4	Training								
	Competition								
5	Training								
	Competition								
6	Training								
	Competition								

Note. Adapted from *Sport Psych* (4th ed.) (p. 35) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

PREPARING FOR COMPETITION

1. Logistical considerations

Travel arrangements

Event times

Check in times

2. When and what will I eat?

3. When will I develop my competition plan _____

What will it include?

4. Will I do relaxation exercises? Yes No

When? _____

4. What will I do in the half-hour before the event?

5. What concentration cue words will I use before and during the competition to create the right feel and focus?

6. Are there any special aspects of this event which I need to consider?

CUE SHEET

Segment	Physical Focus	Cue Word

Note. Adapted from *Sport Psych* (4th ed.) (p. 44) by G. Winter and C. Martin, 1993, Adelaide: Hyde Park Press. Copyright 1993 by the South Australian Sports Institute.

MENTAL REHEARSAL**1. What aspects of the environment should I include in my visualisation?**

- Crowd _____
- Conditions _____
- Distractions _____
- Cues _____
- Thoughts about the venue _____
- Competitors _____

2. What do I want to focus on during the training session or competition?

3. What aspects of the performance do I want to rehearse?

(Winter & Martin, 1993)

PERFORMANCE REVIEW

Date: _____

Competition: _____

Conditions: _____

EVENT

TIME

_____	_____
_____	_____
_____	_____

Comments

Arousal level

Concentration

Confidence and recovery

(Winter & Martin, 1993)

