



## **PS 272 PSYCHOLOGY OF PERFORMANCE AND MOTIVATION: FACTORS AND CONTEXTS**

IES Abroad Salamanca

### **DESCRIPTION:**

The aim of this course is to provide a set of factors, strategies and tools that allow psychologists, educators, and other professionals in the field of human services to foster performance and well-being in the activities they are engaged in (sports and physical activity, academic life, music, professional career, etc.). This includes strategies and resources to gather information about performance demands in different environments, the difficulties experienced by those individuals who face them, and resources and strategies implemented by them. These techniques may be based upon observation and data recording and other techniques of gathering information. The course will also present intervention programs related to performance: motivation, confidence, stress and anxiety management, goal setting, time and task management, cohesion and communication, flow, and expectations and pressure management. And finally, this course will provide a framework for coaching and teaching abilities and skills that will allow the implementation of training programs where coaches and educators learn to foster those factors related to human performance in their respective activities.

**CREDITS:** 3

**CONTACT HOURS:** 45

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None

### **METHOD OF PRESENTATION:**

Classes will include lectures, student presentations, practical sessions, and discussions. Materials (readings and presentations) will be available in Moodle - <https://moodle.iesabroad.org>. Presentations can be done during class sessions, as stated, and in Moodle.

### **REQUIRED WORK AND FORM OF ASSESSMENT:**

- Participation: 10%
- Reading responses: 5%
- Mid-term evaluation: 20%
- Personal Performance and Well-Being plan: 10 %
- Course-related activity reports: 20%
- Oral presentations: 10%
- Final exam: 25%

### **Participation**

Students will be assessed on active participation during class sessions, as well as practical use of concepts learned in class. They will be expected to actively share their reflections and observations during class activities and oral presentations. They also will be expected to participate in Moodle forums.

### **Reading responses**

Students will develop summaries after each assigned reading, selecting the most relevant factors (according to their experience), practical implications for their personal plans, and their general conclusions. Students will be assigned to present on the readings of a specific session and then all students will share their conclusions. This will take place at the beginning of class.

### Midterm Exam

The midterm exam will include essay questions testing students' knowledge of main concepts and factors as well as the understanding of the practical use of those concepts. Approximate length of each answer will be 200-250 words.

### Personal Performance and Well-Being Plan

Students will develop a personal performance plan, where they will follow the principles proposed in each session, and this plan will focus on an area of the students' lives where they want to improve their performance and/or well-being and include:

- a set of goals aligned with their sources of motivation;
- a description of the resources, skills and assets that they have in order to achieve their goals;
- an anxiety management plan;
- and a self-talk plan.

They will develop this plan weekly, as each step is necessary to complete the next. At the end of this activity, students will have a personal plan that will allow them to better focus on relevant aspects related to performance, thus improving self-confidence and operative and practical aspects related to performance. Students will present their plans in session 23.

### Course-Related Trips/Activities

Course -Related trips/activities will include attendance to a sports event (female basketball game) and a collaboration with a grassroots sports team.

- **Team collaboration:**

Students will propose activities for grassroots sports teams in Salamanca aimed to foster some of the psychological aspects related to this course, based upon the demands of the coaches and educators of these teams. First, they will interview these coaches to assess the needs perceived by coaches, and then students will propose a series of activities that merge psychological aspects and sports training activities and drills. They will have the possibility to perform those activities with the team or propose and explain them just to the coaches, so that language is not a barrier.

  - Pre-activity assignments: students will develop a semi-structured interview questionnaire about the psychological goals aimed to improve their team's performance.
  - Post-activity assignment: students will evaluate the activities that are finally implemented, and they will share their experiences and outcomes. They will write a brief evaluation report.
- **Female basketball game:**
  - Students will attend, live, a game of "Perfumerías Avenida", a local female basketball team, that plays Euro-league. They will observe and record behaviors and statements related to performance that they will select prior to this activity.
  - Pre-activity assignments: students will develop an observation and recording matrix according to the content of this course that will allow a comprehensive and operative observation of relevant psychological aspects in a basketball game.
  - Post-activity assignment: students will write a report of 1,000 words in which they share their observations and their experience about how relevant different aspects may be and their impact on the game and team performance.

Through these two activities, students will be able to:

- Set observable behaviors related to psychological aspects
- Assess psychological needs perceptions
- Establish relationships between athletes' and coaches' behaviors and their performance

### Oral Presentations

Starting with session 5, students will present on the progress of their Personal Performance and Well-Being Plans and then make a final presentation on their definitive plan in session 23.

### Final Exam

This will include five short essay questions (150-200 words each) about main concepts, the relationships among these main concepts, reflections about the practical activities and their experiences in those activities, and some potential uses of these concepts in their personal and professional future.

### LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify main factors related to performance and well-being in different environments and in response to diverse demands
- Observe and record behaviors related to performance
- Assess cognitive functions related to performance and well-being
- Implement emotional management techniques
- Develop and implement strategies aimed to enhance performance and well-being in different groups (students, participants of sports and physical activity, musicians, professionals)
- Implement interventions aimed to improve coaching and teaching skills and strategies

### ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad Salamanca classes. Each student will be allowed only two unexcused absences throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade. Students who are late to class on a regular basis may also receive a reduction in their final grade. Students are encouraged to actively participate in class and expected to spend approximately two hours of preparation for class on assignments. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies.

### CONTENT:

Session	Content	Assignments
Session 1	Psychology and Performance: Introduction	<ul style="list-style-type: none"> <li>• Students will prepare their self-introduction, where they will share areas of interest and background.</li> <li>• Students will prepare a short essay about personal experiences where psychological factors have been relevant for their performance in different contexts.</li> </ul>
Session 2	Goals and Motivation: Direction and Impulse <ul style="list-style-type: none"> <li>• Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Andrew J. Martin, "Motivation and Engagement in Music and Sport: Testing a Multidimensional Framework in Diverse Performance Settings," pp. 135-170.</li> <li>• Kieran M. Kingston, "The Application of Goal Setting in Sport," pp. 75-123.</li> </ul>
Session 3	Goals and Motivation: Direction and Impulse <ul style="list-style-type: none"> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• G. Tenenbaum, "Intrinsic and Extrinsic Motivation in Sport and Physical Activity: A Review and a Look at the Future," pp. 59-83.</li> </ul>

		<ul style="list-style-type: none"> <li>J.M. Wikman, "Effects of Goal Setting on Fear of Failure in Young Elite Athletes," pp. 185-205.</li> </ul>
<b>Session 4</b>	Goals and Motivation: Direction and Impulse <ul style="list-style-type: none"> <li>Intrinsic Motivation</li> </ul>	<ul style="list-style-type: none"> <li>M. Vansteenkiste, "How to Become a Persevering Exerciser? Providing a Clear, Future Intrinsic Goal in an Autonomy-Supportive Way," pp. 232-249.</li> </ul>
<b>Session 5</b>	Confidence and Orientation: <ul style="list-style-type: none"> <li>Achievement and failure avoiding orientation</li> </ul>	<ul style="list-style-type: none"> <li>M. Lochbaum, "A Meta-analytic Review of the Approach-avoidance Achievement Goals and Performance Relationships in the Sport Psychology Literature," pp. 164-173.</li> </ul>
<b>Session 6</b>	Confidence and Orientation: <ul style="list-style-type: none"> <li>Confidence</li> </ul>	<ul style="list-style-type: none"> <li>Sandra Short, "A Review of Self-efficacy Based Interventions," pp. 186-192.</li> </ul>
<b>Session 7</b>	Stress and Anxiety: <ul style="list-style-type: none"> <li>Stress</li> </ul>	<ul style="list-style-type: none"> <li>Owen Thomas, "Stress Management in Applied Sport Psychology," pp. 129-161.</li> </ul>
<b>Session 8</b>	Stress and Anxiety: <ul style="list-style-type: none"> <li>Anxiety</li> </ul>	<ul style="list-style-type: none"> <li>G. Mamassis, "The Effects of a Mental Training Program on Juniors Pre-competitive Anxiety, Self-Confidence, and Tennis Performance," pp. 118-137.</li> </ul>
<b>Session 9</b>	Focus and Concentration: <ul style="list-style-type: none"> <li>Focus</li> </ul>	<ul style="list-style-type: none"> <li>Aidan Moran, "Cognitive Strategies in Sport Psychology," pp. 83-105.</li> <li>Aidan Moran, "Attention, Concentration and Thought Management," pp. 18-29.</li> </ul>
<b>Session 10</b>	Focus and Concentration: <ul style="list-style-type: none"> <li>Concentration</li> </ul>	<ul style="list-style-type: none"> <li>Javier Sánchez-López, "Differences between Judo, Taekwondo and Kung-fu Athletes in Sustained Attention and Impulse Control," pp. 607-612.</li> <li>Daniel Memmert, "Pay Attention! A Review of Visual Attentional Expertise in Sport, pp. 119-138.</li> </ul>
<b>Session 11</b>	Midterm exam	<ul style="list-style-type: none"> <li>Study for midterm exam</li> </ul>
<b>Session 12</b>	Tutorial sessions	<ul style="list-style-type: none"> <li>No assignment</li> </ul>
<b>Session 13</b>	Mental Skills Training (1)	<ul style="list-style-type: none"> <li>Tae Hee Lim, "Case Study of Mental Skills Training for a Taekwondo Olympian," pp. 235-245.</li> <li>Robin S. Vealey, "Mental Skills Training in Sport," pp. 287-309.</li> </ul>

<b>Session14</b>	Mental Skills Training (2)	<ul style="list-style-type: none"> <li>A. Jensen, "The Benefit of Mental Skills Training on Performance and Stress Response in Military Personnel," p. 1-12.</li> <li>Lee-Ann Sharp, "A Qualitative Evaluation of the Effectiveness of a Mental Skills Training Program for Youth Athletes," pp. 219-232.</li> </ul>
<b>Session 15</b>	Self-talk	<ul style="list-style-type: none"> <li>A. Hatzigeorgiadis, "Mechanisms Underlying the Self-talk–performance Relationship: The Effects of Motivational Self-talk on Self-confidence and Anxiety," pp. 186-192.</li> <li>R. Weinberg, "The Influence of a Self-talk Intervention on Collegiate Cross-country Runners," pp. 123–134.</li> </ul>
<b>Session 16</b>	Practical activity: Team Collaboration	<ul style="list-style-type: none"> <li>Students will develop an intervention proposal in order to foster psychological aspects related to learning and performance in a community-based grassroots sports team.</li> </ul>
<b>Session 17</b>	Flow	<ul style="list-style-type: none"> <li>M. Csikszentmihalyi, "Flow: The Joy of Reading," pp. 227-237.</li> <li>J. Schmidt et al. "Individual and Situational Factors Related to the Experience of Flow in Adolescence," pp. 379-405.</li> </ul>
<b>Session 18</b>	<p>Course-related activity: Basketball game observation: (Perfumerías Avenida Team)</p> <p>Students will select most relevant aspects of the course, will figure out observable items (behaviors and statements) related to those aspects, and finally, will create a document with these items.</p>	<ul style="list-style-type: none"> <li>Pre-activity assignment: Students will develop an observation and recording document using the content of the course (each group will review the course content for a specific week).</li> </ul>
<b>Session 19</b>	Mental Toughness	<ul style="list-style-type: none"> <li>D. Connaughton, "Mental Toughness in Sport. Conceptual and Practical Issues," pp. 318-346.</li> <li>Lee Crust, "Developing Mental Toughness: From Research to Practice," pp. 21-32.</li> </ul>
<b>Session 20</b>	Resilience	<ul style="list-style-type: none"> <li>M. Sarkar, "Psychological Resilience in Sport Performers: A Review of Stressors and Protective Factors," pp. 1419–1434.</li> <li>J. R. (Ruud) Den Hartigh, "Resilience in Sports: A Multidisciplinary, Dynamic, and Personalized Perspective.</li> </ul>

<b>Session 21</b>	<p>Students will share the content of their checklist in class.</p> <p>They will develop a consensus document as a group.</p>	<ul style="list-style-type: none"> <li>Pre-viewing assignment: Students will individually develop a written checklist of behaviors and statements, related to the topics that have been studied in this course. This will include at least ten items for each week's content.</li> <li>Film viewing: The Legend of Bagger Vance (Part 1) <a href="https://www.imdb.com/title/tt0146984/plotsummary">https://www.imdb.com/title/tt0146984/plotsummary</a> (2 hr 2")</li> <li>Students will use the checklist to record all relevant behaviors and statements during the viewing of the film.</li> </ul>
<b>Session 22</b>	<p>Students will share their checklist recordings in groups and discuss all relevant behaviors and statements from the viewing.</p>	<p>Post-viewing assignment: students will write their conclusions about the most relevant behaviors and statements in the film and their impact on the characters' experience. This will have an essay format with at least 500 words.</p>
<b>Session 23</b>	<p>Intervention program exposition</p>	<ul style="list-style-type: none"> <li>Students will develop a Personal Performance Plan, where they will follow the principles proposed in each session.</li> </ul>
<b>Session 24</b>	<p>Course-Related Activity: Female basketball game (Perfumerías Avenida)</p> <p>Students will use the written document (see session 18) as an observation and recording tool during the game.</p>	<ul style="list-style-type: none"> <li>Post-activity assignment: Students will share conclusions about the benefits of using observation and recording matrix using a Moodle forum.</li> </ul>
	<p>Final exam</p>	<ul style="list-style-type: none"> <li>Study for final exam</li> </ul>

#### COURSE-RELATED TRIPS:

See descriptions under *Methods of Assessment*.

#### REQUIRED READINGS:

- Connaughton, Declan and Sheldon Hanton. "Mental toughness in Sport Conceptual and Practical Issues" in *Advances in Applied Sport Psychology* (2008): 318-346.
- Crust, Lee and Peter J. Clough. "Developing Mental Toughness: From Research to Practice." *Journal of Sport Psychology in Action*, 2:1, (2011): 21-32.
- Csikszentmihalyi, M. "Flow: The Joy of Reading" in *Applications of Flow in Human development and Education*, 227-237. Claremont: Springer, 2014.
- Csikszentmihalyi, M. "Intrinsic Motivation and Effective Teaching" in *Applications of Flow in Human development and Education*, 173-187. Claremont: Springer, 2014.
- Den Hartigh, J. R. (Ruud), L. Rens, A. Meerhoff, Nico W. Van Yperen, Niklas D. Neumann, Jur J. Brauers, Wouter G. P. Frencken, Ando Emerencia, Yannick Hill, Sebastiaan Platvoet, Martin Atzmueller, Koen A. P. M. Lemmink, and Michel S. Brink. "Resilience in Sports: A Multidisciplinary, Dynamic, and Personalized Perspective" in *International Review of Sport and Exercise Psychology*, 2022.

- Hatzigeorgiadis, A., N. Zourbanos, S. Mpoupaki, and Y. Theodorakis. "Mechanisms Underlying the Self-talk–performance Relationship: The Effects of Motivational Self-talk on Self-confidence and Anxiety" in *Psychology of Sport and Exercise*, Vol. 10, No. 1, (2009): 186-192.
- Jensen, A., J. Bernards, J. Jameson, D. Johnson, and K. Kelly. "The Benefit of Mental Skills Training on Performance and Stress Response in Military Personnel" in *Front. Psychol*, (2020): 1-12.
- Kingston, Kieran M. and Kylie M. Wilson. "The Application of Goal Setting in Sport" in *Advances in Applied Sport Psychology: A Review*, edited by Stephen D. Mellaieu and Sheldon Hanton, (2010): 75-123.
- Lim, Tae Hee and David Michael O'Sullivan. "Case Study of Mental Skills Training for a Taekwondo Olympian." *Journal of Human Kinetics*, volume 50, (2016): 235-245.
- Lochbaum, M. and J. Gottardy. "A Meta-analytic Review of the Approach-avoidance Achievement Goals and Performance Relationships in the Sport Psychology Literature." *Journal of Sport and Health Science* 4, (2015): 164-173.
- Mamassis, G. and G. Doganis. "The Effects of a Mental Training Program on Juniors Pre-competitive Anxiety, Self-Confidence, and Tennis Performance." *Journal of Applied Sport Psychology*, 16:2, (2004): 118-137.
- Martin, Andrew J. "Motivation and Engagement in Music and Sport: Testing a Multidimensional Framework in Diverse Performance Settings." *Journal of Personality* 76:1, (2008): 135-170.
- Memmert, Daniel. "Pay Attention! A Review of Visual Attentional Expertise in Sport," in *International Review of Sport and Exercise Psychology*, 2:2, (2009): 119-138.
- Moran, Aidan. "Attention, Concentration and Thought Management." in *School of Psychology*, University College, Dublin, National University of Ireland, (2009): 18-29.
- Moran, Aidan. "Cognitive Strategies in Sport Psychology," in *Exploring Sport and Exercise Psychology*, edited by J. Van Raalte and B. Brewer, Third Edition, (2014): 83-105.
- Sánchez-López, Javier, Thalía Fernández, Juan Silva-Pereyra, and Juan Antonio Martínez Mesa. "Differences between Judo, Taekwondo and Kung-fu Athletes in Sustained Attention and Impulse Control" in *Psychology*, Vol.4, No.7, (2013): 607-612.
- Sarkar, M. & D. Fletcher. "Psychological Resilience in Sport Performers: A Review of Stressors and Protective Factors" in *Journal of Sports Sciences*, Vol. 32, No. 15, (2014): 1419–1434.
- Schmidt, Jennifer, David Shernoff and Mihaly Csikszentmihalyi. "Individual and Situational Factors Related to the Experience of Flow in Adolescence. A Multilevel Approach" in *Applications of Flow in Human development and Education*. Claremont: Springer, (2014): 379-405.
- Sharp, Lee-Ann, Charlotte Woodcock, Mark J.G. Holland, Jennifer Cumming, and Joan L. Duda. "A Qualitative Evaluation of the Effectiveness of a Mental Skills Training Program for Youth Athletes" in *Sport Psychologist*, 27, 2013: 219-232.
- Short, S. and L. Ross-Stewart. "A Review of Self-efficacy Based Interventions" in *Advances in Applied Sport Psychology: A review*, (2008): 186-192.
- Thomas, Owen. Stephen D. Mellalieu and Sheldon Hanton. "Stress Management in Applied Sport Psychology" in *Advances in Applied Sport Psychology: A Review*, edited by Stephen D. Mellalieu and Sheldon Hanton, 129-161, 2010.
- Vallerand, Robert J. "Intrinsic and Extrinsic Motivation in Sport and Physical Activity: A Review and a Look at the Future" in *Handbook of Sport Psychology*, edited by Gershon Tenenbaum and Robert C. Eklund, 59-83. John Wiley & Sons, Inc., 2007.
- Vansteenkiste, M., J. Simons, B. Soenens, and W. Lens. "How to Become a Persevering Exerciser? Providing a Clear, Future Intrinsic Goal in an Autonomy-Supportive Way." *Journal of Sport & Exercise Psychology*, 26, 2004: 232-249.
- Vealey, Robin S. "Mental Skills Training in Sport" in *Handbook of Sport Psychology*, Third Edition, edited by Gershon Tenenbaum and Robert C. Eklund, 287-309. John Wiley & Sons, Inc., 2007.
- Weinberg, R., A. Miller and T. Horn. "The Influence of a Self-talk Intervention on Collegiate Cross-country Runners" in *International Journal of Sport and Exercise Psychology*, Vol. 10, No. 2, (June 2012): 123–134.
- Wikman, J.M., R. Stelter, M. Melzer, M.-L.T. Hauge, and A.-M. Elbe. "Effects of Goal Setting on Fear of Failure in Young Elite Athletes," in *International Journal of Sport and Exercise Psychology*, 12:3, (2014): 185-205.

#### Filmography:

- The Legend of Bagge Vance. <https://www.imdb.com/title/tt0146984/plotsummary>

#### RECOMMENDED READINGS:

- Weinstein, Netta (ed.). *Human Motivation and Interpersonal Relationships. Theory, Research, and Applications*. Springer, 2014.



- McMorris, Terry and Tudor Hale (eds). *Coaching Science Theory into Practice*. John Wiley & Sons, Ltd., 2006.