**Student Name: JP Fuenzalida Lorca**

**COUN6215/7415 Applied Sport Psychology**

**Final Exam (100 points)**

**Exam Instructions:**

1. Select and **complete 4** of the following 11 case studies.
2. Each case study will be worth approximately 25 points.
3. The case studies selected are up to your discretion.
4. The space provided after each question is not an indication of how long your answer for that question should be. Use the amount of space you require to provide the information requested.
5. This is a take home exam and you are allowed to use outside materials to complete the case studies; however, you are expected to complete the questions on your own without help from other students or outside practitioners.
6. **Before submitting your final exam, please delete the case studies you did not complete from this word document.**

**DUE DATE**: **The exam is due NO later than 11:55 p.m. Pacific time on Wednesday of Week 11**. Grades are due the following week so time is needed to grade your exams.

*N****ote: 10 points per day will be deducted for exams being turned in late***

**Case Study 1 - Roller Coaster Confidence**

**Developing Optimal Confidence to Attain Performance Capabilities.** Riley was a hockey player with immense potential. However, something always seemed to be holding him back and keeping him from playing consistent high level hockey. Riley had been given a number of competitive opportunities throughout his career that helped him develop, and he had shown the flashes of brilliance that many had predicted for him.

Unfortunately, Riley's performance was very inconsistent--sometimes awful, other times brilliant and often lackluster. Coach Crosby suspected that Riley's confidence was a problem because Riley never demonstrated that cocky confidence that had been a trademark of other outstanding athletes he'd coached. When Riley's confidence was high, he often performed extremely well, executing automatically and playing with great feel for the game. When his confidence was low, Riley's play got tentative and predictable and he lost the instinctive qualities that made him great. Often confidence was moderate, and Riley would alternate between moments of brilliance and lapses in concentration and dumb mistakes. Most importantly, Riley seemed at his worst during "crunch time" when he often played some of his worst hockey. Instead of being a "go­ to guy," he was often a player that you didn't want on the ice.

1. *Do you think Riley's confidence is contributing to his problems?*

Riley seems to have issues in finding a balance in his performances and this could be link to many different factors including a lack of self-confidence. He seems to function on a binary mode where good and successful experiences take him up the spiral of success while negative ones drag him directly into the spiral of failure (Burton & Raedeke, 2008). This means that there is an important work to be done on mental toughness, on the different sides of confidence, on his optimism and self-efficacy (Williams & Krane, 2015). He needs to learn on how to feel good with himself as well as to feel good with himself irrespective of outcomes, taking mistakes as feedback and not dwell on them and ruminate and influence negatively his performances (Vernacchia, 2003).

1. *Why is his confidence so inconsistent across situations?*

Regularity in performance is obtained when self-confidence is strong, but not only. A mix of concentration, determination, focus and optimism are needed and all of this participate to building up mental toughness (Williams & Krane, 2015). It is an overall mind set and attitude that provides stability and this is what Riley seems to be missing. He misses the unshakable belief in his ability and skill to achieve his goals and should be developing a “I can do it” attitude where thoughts, performance, self-awarness and a psychology of excellence interact and enable for a maintaining a high level of self-confidence and therefore more stability in his performances no matter the situations (Williams & Krane, 2015 ; Vernacchia, 2003; Burton & Raedeke, 2008).

1. *Describe the 3 major types of confidence. Based on your answer to question 1, explain what factors prompt Riley to display each of these 3 types of confidence and the types of situations that would be most likely to elicit each type of confidence.*

The 3 different types of confidence are the **Diffidence** - or when an athlete is under confident and underestimates his skills and preparation -, the **Optimal Confidence** – the zone where a well prepared and conditioned athlete displays all of his physical and mental skill by maximizing his strength and minimizing his weaknesses – and finally the **Overconfidence** – when the athlete is unrealistically confident and confidence is higher than the skills level and preparation of the athlete (Burton & Raedeke, 2008).

Riley has experienced all of the three by being optimal in his perfect games where he mastered both focus and attentionnal capabilities because of a great performance happening (Flow type), while a strong diffidence when stuck in the negative spiral of self-doubt, poor performance and choking episodes (Burton & Raedeke, 2008). His lack of consistency could be a proof of Overconfidence, in the sense of inflated confidence where maybe as a very skilled player he became complacent with time and fragile when facing adversity and eventually tender-minded as his reactions seem to cause self-doubt, mistrust and worry (Vernacchia, 2003).

Situations like easy games, might reinforce his complacency despite going along with good (but easy and that’s the issue) performances, while the crunch time and the pressure of adversity puts him in the diffidence zone where he is the least wanted player on the ice.

1. *What is the impact of each of the 3 major types of confidence on performance, both the overall level and consistency of performance?*

As mentioned above, the diffidence level shatters the confidence and reduces the chances for a great performance as it relies on thin mentally unprepared athlete and a lot more on external favorable factors. As a result the athlete becomes tentative and blames himself which again changes the focus form external to internal and increases the stress, affects the arousal levels and eventually is a great recipe for disaster and a total inconsistency (Burton & Raedeke, 2008; Schmidt & Lee, 2020).

Overconfidence as inflated or false confidence is source of disappointment by putting the motivational factor on the outside of the athlete and causes behaviors where excuses and avoidance strategies become the most common in order to keep the feeling of that false confidence (Burton & Radeke, 2008).

Optimal confidence comes from being task and skill focused, perceiving that preparation is not only important physically and mentally but that it provides the competency required to obtain positive expectations, which turns into optimal confidence and eventually to consistent top performances and Flow like experiences (Burton & Raedeke, 2008; Vernacchia, 2003).

1. *What is the most important thing Coach Crosby can do to enhance and stabilize Riley's self-confidence so he can perform up to his capabilities? Identify at least 3 other specific strategies Coach Crosby can also use to enhance Riley's confidence.*

**Arousal control** , could be one of the strategies from Coach Crosby to allow Riley to gain control and attention, which are basics needed for optimal concentration and support self-confidence (Burton & Raedeke, 2008; Williams & Krane, 2015). This would help Riley in turning his stress and intrinsic feedback into a positive interpretation and a signal of readiness for the challenge to come.

Building up a permanent, pervasive and personalized explanatory style of the situation Riley encounters through for instance **positive self-talk** would help him in having his best ally in his head, instead of crashing under the pressure and loosing all of his abilities when things go wrong (Williams & Krane, 2015; Vernacchia, 2003).

**Imagery** would be another technique to build up his self-confidence and self-efficacy by integrating the reel of his best plays and performances in order to change his internal bias and distorted perceptions, and change the path or chain of thoughts and behaviors that he currently experiences (Williams & Krane, 2015).

Eventually it all goes down to embracing a psychology of excellence where the coach could provide the elements in his program where athletes go for their dreams, focus on their successes, are their own best friends, biggest fans and greatest coaches and create their own reality where the interpretation of the events are favorable and always chances for greater success (Williams & Krane, 2015 ; Vernacchia, McGuire & Cook, 1996).

1. *What is the self-fulfilling prophecy, and how might it also influence Riley's confidence*

The self-fulfilling prophecy is a phenomenon where a perceived set of unproven characteristics are taken as a reality affecting the decisions and the definition of an object and the attitude one have towards it. In other words and regarding Riley’s confidence, the lack of preparation and competence in certain occasions led to the expectation from Riley to fail in those given situations (like the crunch time), and the lack of confidence contributed to the actual failure which in return confirms the negative self-image and nurtures back the initial thoughts because of proving them somehow right and creates self-doubts, anxiety and concentration issues that will contribute again to expect him to fail, and so on, like the vicious circle that it is (Burton & Raedeke, 2008). However it has to be mentioned that the coach is as well supporting his very own self-fullfilling prophecy with Riley because he as well doesn’t see him capable to change of perform in the tough times and doesn’t provide the support that could break or change the situation and so possibly reinforces in a certain way the failure spiral in which Riley is stuck (Williams & Krane, 2015; Vernacchia, McGuire & Cook, 1996)

**Case Study 6 - What You See Is What You Get**

**Hitting an Ace**. Mary is a collegiate tennis player who has been struggling with her serving. Whenever she tries not to double fault, she seems to always hit the ball into the net or too deep. Mary's coach, Bill Mitchell, wants her to try imagery as a "feed forward" strategy (i.e., get information before performing to enhance success) to help her serve better. Mary has never used imagery before to enhance her sport performance, and she is skeptical about its effectiveness.

Mary tried using imagery to improve her serving after practice, but she couldn't seem to get a clear image of what she wanted to do and imagery seemed to make her serving worse rather than better.

**Based on your knowledge of imagery, answer the following five questions that relate to what Coach Mitchell can tell Mary about imagery to sell her on trying imagery as a tool to enhance her serving and to help her use imagery in ways that will maximize its effectiveness. Explain the rationale for your answers thoroughly, citing important information from the book and lectures. Your rationale will count as much as your actual response.**

1. *What is "imagery" and why is it a better performance enhancement strategy for Mary to use than "visualization?"*

Imagery means using the senses to create or re-create an experience in one’s mind, like imaging a sport skill just as vividly as when performing the skill to experience it in our mind (Burton & Raedeke, 2008). In the case of Mary and tennis, it would mean experience the throw of the tennis ball, the feel of the racket in the hand, the sensation of the muscles in movement, the sounds of the ball and the smell of the clay (if playing on clay) in her mind. In current case it is a much better technique than visualization, as it is efficient for relaxation purpose or arousal level management and despite it could relax Mary’s before serving, it can hardly be used in a shorten version and usually works together with pre-game and on-going daily performance enhancement method on reducing the overall stress levels. For instance every day the athlete uses visualization to prepare her meditation session by seeing in her mind an image of a place or a moment that provides the right backdrop of calm that is needed to release the daily tensions and stress (Wiliams & Krane, 2015). In current situation Mary needs a way to have a ready blue print of her serving in her mind and in her body, and imagery seems a great tool for such.

1. *What is the scientific explanation for why imagery would help Mary improve her serving? Is Mary's initial experience with imagery unusual? Why or why not?*

Combination of physical practice and imagery is proven to be more efficient than physical practice alone as it provides a reinforcement of a neural path from muscles to mind and mind to muscle by actively integrating the sensory information and integrated feedback collected during physical practice into a mind and mental rehearsal of the skill(Schmidt & Lee, 2020; Burton & Raedeke, 2008). In current case, it would enable Mary to have a mental best scenario of her 2nd serve and be able to activate the body memory by activating the neural path that would be established through her imagery preparation. It is very common for athletes that lack self-confidence to have a rather negative experience ; indeed if imagery is about a vivid mental experience of a real motor skill or movement, an athlete that would focus on the negative experience would reinforce that path by , for instance focusing only on the fact that she can only serve her 2nd out or in the net rather than seeing it on the line , on a top corner or with a high spin. Therefore the quality of the imagery is important and should only focus on the positive performance and in the most vivid possible way.

1. *What is the difference between an internal and external imagery perspective? Which should Mary use to enhance her serving?*

Internal imagery is the inside to the outside visual focus, or simply put the subjective vision of the scene by the athlete; it would be the standard view with the ball in the hand, being thrown high above her head and then hitting hit with the racket. This vision allows for greater kinesthetic feel of the movements and the motor skills. On the other side, the external imagery is the TV perspective, the athlete seeing herself in full stand executing the task in a given environment. It allows for refining of movements and precision and correction that the inner view cannot highlight or always point out. A mix a both is what works better (Wiliams & Krane, 2015; Burton & Raedeke, 2008) and in current case both are needed. Internal to build up that neural path and have a feel of what happens when and prior to it the external imagery to have the proper successful image from where to build on and consolidate the execution. It is interesting as well to mention that if Mary is prone to attention deficits or doubts in her self-confidence, the internal imagery alone would be detrimental as it would shift her focus from external to internal, making her self-aware of her possible stress and nervousness instead of helping her in an improved performance, and it would reduce her ability to move on and feel at ease with her serving (Schmidt & Lee, 2020).

1. *Does Mary's imagery skill impact the performance enhancement effectiveness of imagery for her? Why? What 2 imagery dimensions does Mary need to develop to enhance her imagery skill? Explain each and give an example of a drill to develop each imagery dimension.*

Convincing athletes and coaches to embrace a mental performance enhancement technique is the foundational base from where a certain level of success can be attained (Vernacchia, McGuire & Cook, 1996). In current case, Mary doesn’t seem to be as involved and convinced by the use of imagery and her negative feelings towards it are actually impacting the quality of her images and linking negative emotions to a task or a skill, which has an impact on the execution the skill as there are proven anatomical connections between the motor cortex and the limbic system which is involved in our emotions (Rathschlag & Memmert, 2013). This leads us to the dimensions that Mary could work on : first, the notion of situation and response; in her case, when she is cornered into having to pass her 2nd serve, immediately the short path to failure is activated. She should imagine the scenario where she is in that situation, the venue, the opponent, the scoring status and then address what the response is, physically, emotionally and in terms of actions (Burton & Raedeke, 2008). This means how tired is she, what are the weather conditions, the quality of the court, the referee decisions, the opponent’s strategy and all possible sensory elements that are part of these scenarios. The use of props, like holding the tennis ball or her racket could be a dimension to be used, however I would make sure she is relaxed while performing her imagery, as it could transfer into the game scenario. Setting up a quiet setting where she could be ready and disposed to the imagery training would increase the efficiency of the method and not to force the image, but to let it develop in her mind. It has an interesting parallel with how she forces her 2nd serve instead of letting it be a natural development of the game (Wiliams & Krane, 2015).

1. *List three strategies that will help Mary enhance her imagery ability and explain why each is important.*

In her current athletic career she is probably experienced but might still be missing some level of expertise in competitions and Imagery would help her in learning parts of the skills she needs to perform a better 2ns serve in order to refine and automate the skills (Burton & Raedeke, 2008; Muir, ,Chandler & Loughead, 2018). This can be done while practicing the skill by having a 1:2 – 1:3 ration between concretely executing the skill and then proceeding to the mental execution of the skill, or watching a video of the perfect serve (I would recommend her own one as it would as well work on her self-confidence and eliminate possible distorted perceptions) and then mentally rehearse it.

Controlling the image, is another key element and creating a script that would enable that control and direction of the image creation with a focus on positive images could be achieved through particular dedicated time to develop and personalize the script and assessing the efficiency of it and of her practice.

Finally, and it is a repetition of what has been mentioned earlier, the vividness of the imagery is what makes the ultimate difference in activating the neural path. Therefore Mary needs to be in a context where she feels free and safe to push her mental, sensory and emotional experience in order to enrich and optimize her mental image of the performance. Finding the appropriate time is important to, to be receptive and to have sufficient attentionnal capacity for her working memory to process the information, and with time and repetition to automate it and keep it on her long-term memory as a fully integrated element of her response toolkit (Schmidt & Lee, 2020).

**Case Study 7 - IM in Youth Sports**

**"Fueling kids’ Passion for Sport".**My oldest son almost dropped out of sport when he was six because of bad experiences he had in his first two youth sport seasons. Sadly, this is becoming more the rule than the exception, and intrinsic motivation plays a major role in this process. Intrinsic motivation (IM) is extremely important for youth sport athletes to help them get off on the right foot with sport and physical activity. If extrinsic motivators are emphasized too much, children may have negative youth sport experiences that sour them on sport.

How would you develop a specific youth sport (i.e., soccer, basketball, football or baseball/softball) program to maximize the development of intrinsic motivation in all competitors?

**Answer the following four questions about how to maximize IM in the youth sport of your choice. Explain the rationale for your answers in detail because it is as important as your actual response.**

* 1. *Would you emphasize winning, development or fun more in youth sports? Why?*

 *Which is most important for long-term participation in the sport? Why?*

Developing a youth program isn’t an easy or obvious task and many factors have to be taken into account such as the socio-cultural component, the affordability and all the stakeholders’ interests from athletes to parents, coaches and administrators (Coakley, 2016) with on top the definition of the program’s philosophy itself, which is what we focus on in this case.

Certain models like the Canadian Sport for Life - LTAD allow for establishing a strong base of understanding that in youth sports, the importance is to prepare the athlete for the next level and therefore having an overall understanding of what the very long term is matters; from an “active start “, to a “learn to train” (sampling years) and then the “train to train” (specializing years) and finally the “train to compete” (investment years) (LTAD, 2021; Baker & Cote, 2003), the geometry of the intrinsic and extrinsic motivation changes according to the cognitive evolution of the athlete. In most programs from the “active start” to the “learn to train” – 0 to 12 years old – winning and score tracking shouldn’t be the main and unique focus and even not needed as they promote a focus on the end result environment rather than a mastery (task) oriented motivational climate. The difference between both is that the task-oriented environment promotes success and competence as main objectives for the athletes because of learning and experimenting something new, improving skills and understanding what giving your best effort means and therefore offers a personal and unique reward (Wiliams & Krane, 2015). It goes hand in hand with the notion of fun, as a positive environment of trust where experimenting and failure are allowed builds self-confidence and connects positive emotions to performances (Rathschlag & Memmert, 2013). On the opposite a goal or ego oriented structure, where scores and personal comparison with others are promoted often disable the youth athlete from skill acquisition as they rely on their ability and interferes with their self-efficacy for finding solutions and creates a fear of failure that often becomes paralyzing and source of disengagement in sports (Drews, Chiviacowsky & Wulf, 2013; Wiliams & Krane, 2015).

* 1. *Discuss how each of these factors would help or hurt the development of intrinsic motivation in your favorite youth sport. Provide a strong rationale for each.*
		+ *Game scores*

If it gives guidance and perspective on what is an apparent easy way to assess one’s success, it is an extrinsic motivational factor and only holds as long as it presents a perceived positive picture for the athlete. Unfortunately if being the only motivator and reason to participate, it comes along with the fear of loosing and failing, which is detrimental to the learning and improvement of skills, while only focusing on the natural ability and social comparison as motivators of performance. And if too often a better team or player is faced with a negative outcome, disengagement is almost automatic (Drews, Chiviacowsky & Wulf, 2013; Wiliams & Krane, 2015). Definitely hurting the IM.

* + - *Personal improvement*

At the opposite of the previous point, personal improvement and experiencing it by seeing ones skills mastery and best effort rewarded by that newly acquisition are strong elements in terms of positive reinforcement of the IM (Wiliams & Krane, 2015) and offers even a strong impact on self-confidence and self-efficacy (Behzadnia, Mohammadzadeh & Ahmadi, 2019).

* + - *Fun with their friends*

The social aspect of sport participation and the shared fun allows for connecting positive emotions to the practice and support IM and therefore learning, while it as well develops a sense of relatedness with your teammates and defines your role in the common shared fun of the activity, so to speak frames your purpose. The last point of the SDT, the autonomy is already mostly guaranteed if you have a positive and supportive environment provided to you by your coach (Vernacchia, McGuire & Cook, 1996). As well motivation comes naturally and easily when athletes have fun (Burton & Raedeke, 2008).

* + - *Standings*

Just as much as scores or rewards, these can be detrimental if not properly used by the program. If they are the only goal and success criteria, this will put pressure on the athletes and exacerbate the fear of failure and potentially lead to major counter performances like chocking episodes and disrupt long term motivation when the ranking wanted wasn’t obtained (why still trying if we failed ?) (Wiliams & Krane, 2015). However as a dashboard indicator , ranking can be a good element for IM, for instance when weeks of hard work and efforts can be evaluated not only with the main skill progress but as well with the icing on the cake of an improved ranking as a work in progress.

* + - *Postseason tournaments*

Postseason tournaments are the test where you can assess if during the season a supportive behavior was promoted by the coach with all the positive emotional impact that got associated with the performances or if it was the opposite and then the postseason will be very negative moment as most of the athletes disengage easily if they practiced in a fearful and menacing environment. If done well they can be a long-term motivation for what level to be reached and what efforts to be completed to participate to the event. As long as they are not a single measure of success or a unique goal to be attained per se, it can work over the long term as source of motivation.

* + - *Social events such as barbeques and parent-kid games*

Just like the fun and as mentioned at the beginning of this case study, all stakeholders have interests, needs and roles to be recognized and found. The social inclusion is a major element to be considered in programs that want to promote their vision and get understanding and approval by all. For instance when some parents are only focused on the scoring and medals and a program is build around long-term development, self-efficacy and fun for all the youth athletes (in their own youth terms and standards), the game vs. kids parents work as a machine for immersion and support from parents that realize what tasks and skills their kids have to master and accomplish and how they can get better motivated, in other words how hard it is on the field and how relative the extrinsic motivation works (Coakley, 2016; LTAD, 2021).

* 1. *What types of rewards would you give to athletes and for what reasons? Explain why.*

Rewards must be used in a clever and instructed way, not to celebrate a single performance and in an unusual way or only for participation, but to crown a longer effort that provided a self-recognized unique and personalized success : for instance at the end of a season or of a year end tournament a medal is given to each of the players, it should be done with the appropriate words that highlight the yearly journey, the current stage and the future to come that were accomplished by the athlete thanks to his own efforts and work and attempts through time (Wiliams & Krane, 2015), in order to make the athlete rely on his intrinsic motivation and satisfaction that brought him or her here, instead of a medal for one single (maybe never repeated again) performance that would focus on the end result of getting a medal on not on the task at hand, and make some of the athletes getting bought for their performance (Burton & Raedeke, 2008).

* 1. *What other things would you do to enhance IM?*

IM is enhanced through matching challenges, fun and goals to the youth athletes own definition of those elements, while creating a positive, mastery oriented and opened to experimenting and testing environment to support it all. The most important is for the athletes to own their success, to take credit for it by acknowledging it was due to their efforts and preparation (Burton & Raedeke, 2003; Behzadnia, Mohammadzadeh & Ahmadi, 2019).

**Case Study 9 - Brock Handling Big Game Pressure**

Brock is an outstanding quarterback who has completed almost 65% of his passes during the season. Unfortunately, in big games Brock tends to get too "psyched up" or over aroused and often overthrows open receivers. More importantly, despite a pretty good touchdown-to­ interception ratio of 20 TDs and only 11 interceptions, Brock tends to throw the majority of interceptions in big games when he believes the pressure is on him to move the offense and score at least 28 points if his team is to win.

Brock often doesn't read the defense well in these situations, and the majority of the interceptions were by linebackers dropping into coverage or safeties coming over to help on the play. To make matters worse, Brock reports not even seeing these defenders when he threw the interceptions.

**Answer the following four questions about Brock's energy management problems. Explain the rationale for your answers in detail because it is as important as your actual response.**

1. *What type of over arousal problem does Brock have that prompts him to have a large number of interceptions in important games? How do you know?*

Brock seems to suffer from a shift of focus, where he moves from performing while being physically active and mentally passive to physically passive and mentally active, in a reverse order of his concentration stages. His arousal levels seem to be above the charts which disables his attentionnal capabilities by overwhelmingly using most of his abilities an becomes unable to use any attention left to refocus broadly (Schmidt & Lee, 2013). His arousal levels create a tunnel vision where nothing else but his central vision is privileged and his peripheral vision becomes inexistent and explains the type of interceptions (Williams & Krane, 2015; Burton & Raedeke, 2008).

1. *How does this problem affect his performance directly?*

Not being capable to manage his arousal levels has a direct impact on his focus and his ability to maintain the proper dimension of attention in the adequate moment of the game. This results in different situations of attention-arousal issues regarding the quality of the attention from a width (broad to narrow) and direction (internal to external) perspectives. The stress of one action has an influence on the attention capabilities as well as the action itself has an influence on the working memory of the athlete (Schmidt & Lee, 2013). In other words, these high arousal levels have an influence on attention that is already influenced by the limited ability of Brock to recognize a certain amount of stimuli and to process them. Interesting to note that the limitation of attention influences the arousal back. So when Brock is over aroused, his focus will narrow and he won’t be able to perceive the full picture, would become internally focused and generate a higher stress level which becomes detrimental to the performance (Williams & Krane, 2015).

1. *What strategies would you use to help Bob find and maintain his optimal arousal level? Why?*

In order to help Brock find his optimal energy zone where his performances are at his best, an IZOF model should be developed for him to enable him to learn where, how, when and why his bandwidth of optimal functioning is efficient or not. Another model that could be used is the AMS that would provide him his own scale of arousal and the related expected quality of his performances depending of where his energy levels are. This is done by collecting information on past performances and perceived energy levels. (Burton & Raedeke, 2008). Having a map of arousal helps the athlete in understanding the effects (anxiety, lethargy, stress, attentionnal deficits, flow) of the different levels of arousal and to be self aware of where he is before, during and after the performances.

1. *How could he develop and automate these energy management skills during practice.*

It is possible to monitor the levels of arousal through the AMS scale during practice and ask the athlete after he performed a task about his perceived level of arousal and correlate it with his intrinsic feedback and for instance KP and KR external feedback (Schmidt & Lee, 2020). Done in a systematic way during the needed amount of time (in practices and competitions), it will map the moments of under / optimal / over arousal with the results of performances and provide clearer patterns for the athletes on his arousal map. Once the Education phase is done, it is important to implement arousal management methods with energization and relaxation purposes for eventually finish with the implementation phase where the athlete will during the day proceed to self assessment and corrections of his arousal level thanks to the different methods learned, and monitor daily how successful he was or not in managing his energy levels in the right way for the right occasion (Burton & Raedeke, 2008).

References

Burton, D., & Raedeke, T.D. (2008). Sport psychology for coaches. Champaign, IL.: Human Kinetics. ISBN-10: 0736039864

Williams, J. M. & Krane, V. (2015). Applied sport psychology: Personal growth to peak performance (7th Ed.). Mountain View, CA: Mayfield. McGraw-Hill. ISBN-13: 978-0078022708

Vernacchia, R. A., McGuire, R. T., & Cook, D.L. (1996). Coaching mental excellence: It does matter whether you win or lose. Palo Alto, CA: Warde Publishers

Vernacchia, R. A. (2003). Inner strength: The mental dynamics of athletic performance. Warde Publishers, Palo Alto, CA. ISBN-13: 978-1886346086.

Schmidt, R. A., & Lee, T. D. (2020). Motor learning and performance: from principles to application. Human Kinetics.

Rathschlag, M & and Memmert, D. (2013). The Influence of Self-Generated Emotions on Physical Performance: An Investigation of Happiness, Anger, Anxiety, and Sadness , *Journal of Sport & Exercise Psychology*, 2013, 35, 197-210

Muir, I.,Chandler, K., & Loughead, T. (2018). A Qualitative Investigation of Young Female Dancers’ Use of Imagery. *The Sports Psychologist*, 2018, 32,263-274.

Wulf, G., & Lewthwaite, R. (2016). Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. *Psychonomic Bulletin & Review,* 23(5), 1382–1414.

Candian Sport for Life - LTAD, (2021). *Developing Physical Literacy, A guide for parents of children ages 0 to 12,* Candian Sport Centres – Vancouver, ISBN 978-0-9738274-5-3

Coakley, J. (2016) Sports in Society, Issues and Controversies. (12th ed.). New York, NY: McGraw-Hill Education.

Baker, J. & Cote, J. (2003). Sport-Specific Practice and the Development of Expert Decision-Making in Team Ball Sports, *Journal of Applied Sport Psychology*, 15: 12–25J, 2.0B03A

Drews, R., Chiviacowsky, S. & Wulf, G., (2013). Children’s Motor Skill Learning Is Influenced by Their Conceptions of Ability , *Journal of Motor Learning and Development*, 2013, 1, 38-44

Behzadnia, B., Mohammadzadeh, H. & Ahmadi, M., (2019). Autonomy-supportive behaviors promote autonomous motivation, knowledge structures, motor skills learning and performance in physical education, *Curr Psychol* (2019) 38:1692–1705