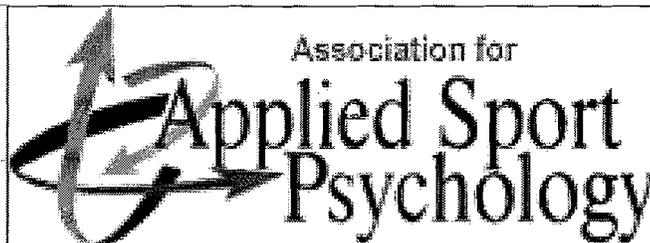


# Performance Excellence Movement (PEM) Newsletter



## Inside

SEPTEMBER 2008  
VOLUME 5 ISSUE 1

- *There's 400 Students in My Classroom? How Performance Psychology Informs My Undergraduate Lectures* (p 2-3)

- *26.2: The Long Road to Resilience* (p 3-4)

- *Psychology Hits the Office: Performance Psychology in Corporate America* (p 4-5)

- *Extending the Field to Sport Officials* (p 5-7)

## Chief Editors

*S. Mullen*

*J. Lutkenhouse*

## Contributors

*S. Mullen*

*J. Lutkenhouse*

*T. Readdy*

*J. Diritto*

*M. Machida*

*A. Barrett*

### *OP-ED: Revisiting the Identity of Sport & Exercise Psychology and AASP*

*Editorial by Sean Mullen*

If you identify yourself as a student or professional in the field of Sport and Exercise Psychology, I am willing to bet that on several occasions you have had to clear up misconceptions about what you do, or what it is you are trying to learn how to do. It is becoming increasingly harder to describe what we do, and I think it might be fair to say that it is time for a new game plan to strengthen our message and improve communication regarding that mission. I am referring to the latest trend of sport consultants and scientists who are now branching out and working with non-athletes and non-traditional performers. In fact, this is something that this newsletter has advocated for. Unfortunately, our message is getting muddled, and as a result people are criticizing the authenticity of such practice, and even worse questioning what our organization originally staked claim to do, namely work with athletes. The objective of this editorial is to highlight the need for our profession to establish a clear, broader identity that encourages all disciplines under the umbrella of sport and exercise psychology to work together and think outside the box when it comes to professional practice, while maintaining a cohesive and unique niche in the field.

In the past, this newsletter's mission has been to turn up the volume on our sales pitch that sport and exercise psychology techniques are based on general performance psychology principles that can be applied to anyone, in any context. In other words, each day performers of all kinds experience personal and environmental conditions that influence and sometimes undermine their self-perceptions, motivations, and physical capabilities. From that perspective, practitioners and researchers within our field have "expertise" insofar as their finer understanding of the contextual influences in sport and exercise settings, and the different set of expectations and outcomes under these conditions. However, founders and contributors to the Performance Excellence Movement (PEM) believe that working with non-traditional performers will enrich our knowledge-base and enhance judgment in our practice, while enabling us to help others that can benefit from our skill-set. Only time will tell if this unconventional approach will take hold. In the meantime, there are important considerations to be made regarding how we define ourselves as professionals in regards to our credentials and the types of training experiences that are required to assure competency in a particular performance domain.

The Association for Applied Sport Psychology (AASP), our most prominent professional organization has spent years trying to standardize their certification process and legitimize credentials so that the public knows who they can trust to work with athletes. Although many certified consultants work with athletes, lots also end up working with non-athletes. This undoubtedly creates confusion and raises ethical concerns. Certainly a clinical psychologist is legally and ethically able to counsel anyone with clinical issues, but that is a different story. The question here has to do with general performance psychology and its application to athletes and non-athletes.

AASP's credentialing process is specific to sport, but it is not even mandatory for applicants to have experience with exercise populations let alone other types of performers. So what kind of qualifications should someone have that wants to do mental training with musicians and dancers (or exercisers, for that matter)? Is it enough to be a certified sport psychology consultant, and should that even be a path for someone intending on working with non-athletes? I believe that where we can begin to establish some degree of consistency is to develop competency areas, some of which could be met with coursework or our own relevant performance experience. Furthermore, practicum hours deemed appropriate for performance psychology proficiencies should be diverse, and supervision should focus on issues of specificity (e.g., "What makes this performer/situation unique?") and generalizability (e.g., "How might your experience with X athlete, if she was a Y performer?"). Many prospective consultants want to work with non-athlete populations, but may not have had any experience doing what they do. Should this be allowed? On the other hand, if performance excellence is in essence achieved from teaching general psychology principles, is it then not the case that anyone with at least masters training in psychology capable of working in this arena?

AASP is a wonderful organization, but maybe it should not carry the burden of solving these problems alone. Given the interest in PEM, and the presentations on non-traditional applications of sport psychology that seem to grow tenfold every year at the annual AASP conference, AASP may be the logical place for all those wanting professional development in "general performance psychology." Can you imagine though if AASP got into the business of training all individuals wanting to enhance the performance and well-being for people in every type of occupation? If that happened, it might be time to change the name again, to Association for Performance Psychology. That one action alone could potentially clear up a lot of the confusion, but it could just as easily add more.

Others have previously pointed out the problems our field has had with identity (see Dishman, 1983) and developing and maintaining independence and interdependence (see Walker, Kremer, & Moran, 2006). Many of these identity issues we are still facing which I believe stem from the proliferation of interest and work beyond our focal area, and the miscommunication of our core message. What we do and who we say we are together affect how we are perceived by the public and the people we want to help. Unfortunately, I do not have any good answers to the concerns I have raised. However, I do believe that if Sport and Exercise Psychology is to remain a strong sub-discipline in psychology, we need to create a clear vision for the future. And if we are to step outside our discipline, we need to find a justification for doing so, and one that does not erase the unique identity our organization's founders strived so hard to carve out in 1986.

References:

- Dishman, R. K. (1983). Identity crises in North American Sport Psychology: Academics in professional issues. *Journal of Sport Psychology*, 5, 23-134.
- Walker, G., Kremer, J., & Moran, A. (2006). Coming of age in sport psychology. *Sport & Exercise Psychology Review*, 2 (1), 30-36.

### *There's 400 Students in My Classroom? How Performance Psychology Informs My Undergraduate Lectures*

By Tucker Readdy

Nobody said teaching was supposed to be easy. There's lecture content to develop, assignments to score, office hours to hold, all those e-mails to answer, and did I mention that dissertation to write? While all of these tasks present a perpetual test to any potential university lecturer, there is no situation that tests my savvy as an instructor that I encounter more frequently than that pre-performance arousal (and, I'll admit, anxiety) that comes from teaching 400+ undergraduate students the basics of lifetime fitness every Tuesday and Thursday at Oregon State University. It's a good thing I know a little bit about the mental skills I can use to overcome such a situation and make sure those perceptibly hostile first-year students don't mistake me for a person that didn't know anything... right?

Now, I would be a complete liar if I told you I developed a psychological skills program to help me through the racing heart, sweaty palms, and racing mind that often stood in the way of me delivering optimal performances. But as I returned to my office after my very first lecture nearly two years ago questioning whether I should start looking for a night job, something clicked... I needed the physical practice, but I also needed the mental practice! What seems obvious now seemed like a true insight back then, and I still wonder how many of us trained in sport and exercise psychology actually use such efficacious techniques as goal-setting, arousal control, and focusing techniques to make sure we are creating the most

effective teaching environment that we can.

For me, the first step was easy. I needed to be relaxed physiologically and cognitively for a short period of time immediately before I started class. But how could I do that with all those eyes watching? My solution was music... and lots of it! Most students just think I do it to be cool, but the real reason is that by concentrating on the beats and rhymes of some of my favorite hip-hop, R&B, and jazz, I'm able to stop the negative thoughts I have about whether the lecture is exciting and entertaining enough to keep the audience's attention. I never doubt my quality as an instructor at this point, but I do tend to have reservations about the material. Yet, that slight bounce of my head and tap of my hands (and sometimes even a bit of lip-sync!) allows me to reinterpret my somatic sensations as excitement. Just like that, I'm ready to begin the next fifty-minute installment of our lifetime fitness lecture series.

Unfortunately, I can't keep that hip-hop beat and overwhelming optimism going forever. More frequently than I'd like thoughts creep right back into my head,

*"..goal-setting is the most integral skill to my continued proficiency as a lecturer."*

but this time they're about my abilities as a public speaker. When I find myself in the midst of a slide or explanation that comes out completely backward, I admit my body language and words suffer, while my body temperature climbs and I start to sweat a little more. How is it that I stop the downward spiral, knowing that it needs to be instantaneous, non-verbal, and ideally imperceptible? My answer is the "squeeze blink" where I create a slight amount of tension in my eyelids by holding a normal blink slightly longer than usual. My focus literally comes forward physically and, metaphorically, the action allows me to return my concentration to the present moment. I used this simple procedure upwards of 10 times per class in my earliest days, and I still find myself needing it two or three times now. I wonder if any of the students will ever catch on to that one... or perhaps they just think I have a strange eye muscle problem.

While these two relatively simple techniques help me survive those weekly meetings with my harshest critics, goal-setting is the most integral skill to my continued proficiency as a lecturer. For me, a typical lecture is 20-25 slides long; I feel that if I'm delivering 90% of those slides flawlessly, I'm performing close to the apex of my abilities. So, of course, I have a journal to track my goal of 90% proficiency for all the slides I cover each day as well as

a 90% proficiency goal for the 20 lectures we have per quarter. I also set goals to integrate 1-2 new pieces of creative information per lecture per quarter, whether it is updated research, new YouTube videos to show (trust me, those are great!), or new Powerpoint backgrounds. When combined with the kinesthetic practice of writing out some of the key information I want to say, I'm able to keep improving what I do.

On the verge of beginning a 5<sup>th</sup> year in my Ph.D. program, some might say I should start setting some goals for getting my dissertation done! But, in all honesty, I think I've found my calling in teaching, and much of the time I could devote to the former, I devote to the latter. Still, I find myself using performance psychology on a daily basis, and I strongly believe that university lecturers are a unique group of people that could benefit from the fabulous services we can provide.



## 26.2: *The Long Road to Resilience*

By Jessica Lutkenhouse

"I have always dealt with stress by throwing on a pair of running shoes and heading for the trails. By mile two, my problems just seemed to magically resolve themselves. Unfortunately, this was not the case 5 years ago when my doctor informed me I had a cancerous tumor on my kidney and only 12 months left to live. It took me over a week of lonely avoidant runs to realize that while the cancer was progressing, my usual positive coping mechanism of running was pulling me away from what mattered most to me, my family."

The above excerpt is a quote from John, a 40-year-old African American male who was diagnosed with cancer for the second time last fall. Recently, John has teamed up with 25 other cancer survivors and their caregivers to run The Big Sur Marathon in Carmel California to help raise money for combating the illness. I was afforded the opportunity to coach this team and have been amazed to discover how well these runners, especially those undergoing intensive cancer treatments, are able to cope with the mental and physical barriers of marathon training. In the following article, I will describe my experience working with this team to illustrate how performance enhancement consultants can utilize their expertise with a "non-traditional" athletic population.

An aspiring psychologist never knows when he or she may literally "run into" the next employment opportunity. Last May, during one of my usual Saturday morning runs, I met a runner whose wife works for a non-profit organization that sponsors different events for cancer patients named The Wellness Center of Philadelphia (TWCP). He and I ended up finishing our 20 mile training run together and about a week later I received a phone call from TWCP offering me a job. Apparently, last year's coach of the TWCP Strides for Hope marathon training team (known as Strides) recently resigned. Being in the right place at the right time, I was offered the position. As an avid marathon runner who gets more enjoyment out of helping her sister finish a marathon than she probably would if she herself won the Olympic Trials, I needed little convincing. I immediately accepted the

offer, and spent the next few weeks reading articles on exercise therapy for cancer patients.

After about a month of compiling running resources, comparing training schedules, and collaborating with last year's coach, I was able to develop a novice, intermediate, and advanced weekly running schedule. I also composed a mental skills training plan that allowed each individual to set his or her own process and outcome goals, outline likely barriers that may interfere with their training, and journal about the experience along the way. There was also a section to track one's daily practice of performance enhancement skills, which have become an integral component of our training. A few weeks ago, I introduced both mindfulness meditation and imagery to the runners to help them better cope with the mental barriers of training. We have since started a weekly meditation group and some of the athletes have commented that the meditation has also helped them better manage their anxiety surrounding chemotherapy and radiation. As one strider recently stated, "Through meditating I am learning to live in the present moment, accept each experience as it is, and manage the demands of training. It has also helped me accept my fear of dying from cancer and make the most out of the time I have left."

Recently, I had the opportunity to interview John, who after undergoing a series of intensive treatments was successful in beating his first cancer. Or so he thought. John's life was finally "back to normal", when his doctors noticed another tumor in his groin. This occurred in September of 2007, which is when he re-commenced his weekly treatments at TWCP. When I first met John, I was a little skeptical about his ability to run Big Sur since he was currently undergoing surgery, radiation, and chemotherapy treatments. Frankly, I was shocked by his optimism and the very difficult outcome goal he had outlined in his training plan. When I questioned him he stated, "There's no point in sitting back and focusing on what I'm not able to do. I've been through that stage already

and learned that it gets you nowhere. I've already beat cancer once and am now ready to conquer Big Sur". After consulting John's doctors, who informed me that he had completed an iron man tri-athlon during his last bout of cancer, I realized that a small tumor would unlikely stop him from competing. As long as his medical doctors allowed him to run, it was not my place to be discouraging.

Over the course of the past 3 months, I have come to rely on John as a positive role model for the other runners. Each week he helps me motivate the team by sharing stories from his past experience. For example, during last week's run John validated a concern one of the caregivers had by describing how he himself went through a similar "anger stage", as he put it. John also told us how his personal values have shifted "for the better" since he was re-diagnosed. When I asked him during an interview, "How has the diagnosis changed your life?" he replied: "Not much at all. While the financial impact of the treatment delayed many of my short term goals, my overall life plan is still the same and I'm actually living life more in line with my values. For example, I used to be the type of person who has the capacity to utilize known and perhaps untapped strengths in adapting and creating change as she or he strives towards personal goals and potentials. I have always believed that one of my roles as a psychologist was to afford my clients the necessary techniques to help them overcome a particular struggle they are experiencing. I now realize that most clients have already developed these skills through a previous experience, but may just need a mere reminder of how to access them. Each one of my runners has

worked 50 plus hours a week because I had some unrealistic fear that if I wasn't engulfed in work I wasn't living up to my expectations. But when you're faced with something as real as death you don't have time for fear. The phrase 'taking it one day at a time' becomes really important, and you learn to experience each moment to the fullest". John's sentiments correspond to the foundational principle of the New Strides for Hope Team, whose motto has become "One obstacle, one day, and one stride at a time – Run Hard, Beat Cancer".

I cannot even begin to explain the drastic effect this experience has had on my overall view of working with athletes. Not only has it taught me not to doubt the amazing ability human beings have to persevere during times of stress, but I have also learned that each human being has the capacity to utilize known and perhaps untapped strengths in adapting and creating change as she or he strives towards personal goals and potentials. I have always believed that one of my roles as a psychologist was to afford my clients the necessary techniques to help them overcome a particular struggle they are experiencing. I now realize that most clients have already developed these skills through a previous experience, but may just need a mere reminder of how to access them. Each one of my runners has demonstrated this to me throughout their remarkable self-awareness, committed mentality, and impressive ability to bounce back from adversity.

Since I've started this job, I have been questioned several times by people who doubt my competence to coach this team. They often say to me, "How can you have confidence that ALL your runners will finish Big Sur". My response, "If Katie Holmes, Oprah, and Lance Armstrong can do it, so can my runners". How, you ask? By taking "one stride at a time".

### *Psychology Hits the Office:*

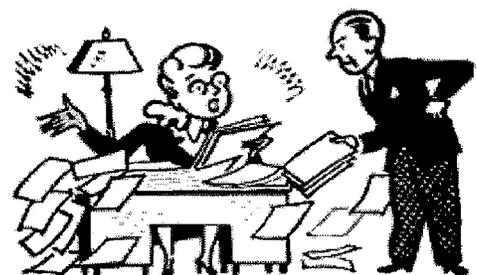
#### *Performance Psychology in Corporate America*

*By Jeffery H. Diritto*

Utilizing psychological principles can transform a workshop or speaker from a mere organizational pep-rally into an educational experience for employees. In the corporate world, organizations are always trying to get the most productivity from the least amount of resources. Much like a sport team draws the best athletic capabilities from their players in hopes of turning that ability into performance; an organization needs to cultivate talent within their ranks with hopes of turning

that ability into increased productivity. The following will introduce numerous well established theories, that when utilized appropriately, cultivates performance enhancement.

Performance enhancement itself involves applying mental skills to enhance one's performance. With athletes it is very obvious and easy to measure how arousal control, positive self-talk, imagery, goal setting, communication, and other topics can directly influence one's performance. When the focus is turned from athletics to other various populations, such as blue collar workers, the direct relationship between training and developing these skills and the results of such is extremely more difficult to identify. It is important to consider that helping an athlete train these



skills has no direct correlation with their physical training, therefore limiting their physical potential based of training. Therefore, it should be logical that when similar mental road blocks present themselves in Corporate America, the results will be the same; limited potential and productivity out of that individual.

Having a stress free workplace can greatly enhance a company's productivity and overall revenue. It is well researched

that high levels of stress cause a wide range of both physiological and psychological changes in the body, most of which are negative and will result in decreased employee performance. Inordinate amounts of stress may even cause severe cardiac health problems which may cause employees to miss extended periods of work and/or require higher payments in health insurance. By implementing stress management techniques and teaching theories of arousal control to its employee base, an organization can hope to develop a friendlier, more consistently available, and generally healthier team base.

Teaching employees to develop a positive inner-voice will contribute to promoting a limited stress working environment. Many individuals fall into the trap of negative self talk, especially within their careers, when events and work builds up. They fall into an area of counterproductive thinking, focusing on the negatives of the situation (too much work, not enough time, too few resources, not enough experience, etc.). By teaching workers to engage in positive self-talk, the hope is when work piles up, the workers stay upbeat and tackle it all; when the going gets tough, the tough get it going. Additionally, in collaborative teamwork environments, one individual's positive self-talk may influence his or her communication with others, fostering a positive working community.

Many individuals fail to perform up to expectations because they fail to visualize the process of doing so themselves. A common catch phrase for imagery techniques is "seeing with the mind's eye". Previous studies have shown that imagery increases performance by boosting self-confidence, increasing motivation, and raising the individual's level of attentional control while decreasing anxiety (Williams, 311). Employees may find great benefits from using imagery techniques to visualize their performance on upcoming presentations or simply on completing their daily tasks. Implementing imagery training is as simple as providing a workshop lead by an educated instructor, but the actual act of using imagery to increase one's performance comes down to the individual; there is no concrete way of monitoring one's use of imagery.

Everybody should have clear goals; without them our lives lack focus and direction. Yet many individuals become stuck in situations where their goals are confronted and set aside. Psychological research has shown the importance of goal setting in a plethora of atmospheres. Providing goal setting workshops to foster an organization's employee base to construct their goals more extensively with a focus on their careers will enhance their motivation to succeed. Employees will learn to challenge themselves and work towards bigger and better things; whether that be moving up the company hierarchy or simply increasing the quality of their work.

Finally, one of the best ways for a company to increase their performance is to facilitate communication within their organization. So many workshops are designed at increasing cohesion and

understanding the diversity of the workplace, yet many fall short at addressing the need for developing communicational skills with one another. We all communicate in various ways, and when the ability to understand one another is decreased, performance can be crippled. Communication occurs across various settings in corporations; it can come from management or supervisors, other employees, through memorandums or e-mails, or from outside firms, agencies, or unions. When messages fail to reach their targeted population, or even worse when they are not comprehended by those individuals, many disastrous events can result, costing an organization valuable resources.

As you can see there are many different ways with which an organization can utilize grounded theories to enhance their overall performance and productivity. Whether it is the blue collar employees, the supervisors, the front office, or the executive board, when utilized correctly these principles will develop positive changes in individuals. In an environment that is as much competitive as sport, it should be no surprise that organizations and businesses have a high demand for bringing in motivational speakers and other organizational workshops. While these sessions are all good in heart, when they lack theoretical grounding, there is a strong chance they will also lack the ability to captivate the organization and transition into positive growth. The next time your company is seeking a way to increase performance, make sure to research the credentials and education of possible speakers to ensure you get the best available.

#### References

- Berger, B. G., Pargman, D., & Weinberg, R. S. (2007). *Foundations of exercise psychology* (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Williams, J. M. (Ed.). (2006). *Applied sport psychology personal growth to peak performance* (5th ed.). Boston, MA: McGraw-Hill

## *Extending the Field to Sport Officials*

*By Anna Barrett & Moe Machida*

Practitioners of sport and exercise psychology mainly work with athletes and exercisers to address issues related to peak performance, participation motivation, and overall well-being. In view of such progress in serving the more visible members of the competitive community, we ask in this article whether intervention by practitioners could benefit less visible members as well. Here we make the case that consultants should extend their client-base to include referees who make fair competition possible.

A cliché, among officials at least, acknowledges that an officiating crew constitutes a third team involved in a contest, but if the body of research literature is any indication, practitioners have generally disregarded officials as

*“I’ve approached refereeing as a service to support the sports and athletes I admire. I’ve been open to absorbing the culture of the sport, which is essential to understanding the expectations of coaches and players.”*

clients who could benefit from intervention. We wonder whether officials seem so different from athletes simply because we have failed, in large part, to note their abundant similarities. To put such speculation to the test, we are developing a survey to assess the background, training, and outlook of sport officials, to see in what respects they are similar to athletes. To inform our design efforts, we asked a veteran official in three sports—the father of one of the authors—to complete an open-ended exploratory survey. Our findings from this interview will help us to develop a valid assessment tool to test our inclination to regard officials as we do athletes: potential clients who could benefit from mental skills training.

We interviewed Michael Barrett because he has experience being a sport official for football, basketball, and baseball at the high school and college levels for over thirty years. He has served his local officiating chapters in many administrative capacities, including as president, evaluator, trainer, and chief game assigner. Barrett’s short-answer responses yield insight into three constructs typically addressed in the study of athletes’ performance: performance barriers, personality styles, and skill sets. We will consider these in turn.

### *Performance Barriers*

Barrett drew an interesting comparison between performance barriers encountered by veteran officials such as himself and by new officials. Barrett identified twin pressures to perform and to care.

I find two principal difficulties as a veteran official. The first is to live up to my expectations . . . of what I’m capable of and by my knowledge of the expectations of coaches and partners—fueled by a reputation built over 30 years in the same officiating area and organization. The second is to continue to treat every game as the most important I’ve ever worked.

Speaking of new officials, Barrett identified pressures that were similar but that had different origins. He suggested that, for new officials, the pressure to perform well arises not from high expectations but from lack of confidence. “First, new officials must develop realistic self confidence that is not simply bravado. Second, and obviously related to the first, they must develop presence—body language that says he or she is competent, moti-

refereed events to enhance his overall experience and performance. It is also clear—and perhaps surprising to some—that Barrett often feels pressure related to focus and motivation. Unlike coaches and athletes who are trying to win, officials must have no investment in the outcome or in the participants. Instead, they must develop and maintain the motivation to be accurate, consistent, and unbiased. Game officials must regulate their emotions. For officials of non-professional teams, this may be a difficult task, particularly because some may have even cheered for (or even played for) teams they are officiating. This is where consultants could provide some assistance.

In terms of research, the study of motivational barriers for referees is sparse, but we believe it will be a fruitful area of study. Officials labor in an environment unrelentingly hostile, before unappreciative and sometimes unruly and ill-informed spectators, self-absorbed coaches, and players under similar stress. They never have a home game. Perhaps study of officials could inform efforts to help athletes deal with hostile road environments. For new officials, it is important for us to understand all the sources of their stress and how they deal with them. Consultants could play a very important role in enhancing confidence through goal setting, positive self-talk, and attentional control skills. And by helping new officials to see every contest as an opportunity to improve their personal skill set, we can hopefully lessen the pressure they have to perform without error.

### *Personality Styles*

Barrett showed considerable insight into the importance of the role of personality styles and how they interact with an official’s motivation and commitment. Barrett suggested that the common personality traits of his colleagues across sports and across generations are enthusiasm, service, and dependability. Such are the characteristics of a good team player, and in Barrett’s view they are no less important for an official than for an athlete.

The source of Barrett’s enthusiasm is his love for sports, and he describes the source for many of his colleagues as their pleasure in “being around athletes and young people . . . whom they can positively influence.” Barrett says that “either motive usually leads to productive attitude and commitment.” Barrett’s definition of service reaches far beyond what one might expect: “I’ve approached refereeing as a service to support the sports and athletes I admire. I’ve been open to absorbing the culture of the sport, which is essential to understanding the expectations of coaches and players.”

Barrett views himself as dependable, which appears to be a critical personality trait related to motivation. “I’ve always considered officiating assignments to be top priorities; if I’m not dependable, I’m not useful. Despite illness, inconvenience, or disappointment with game, partner, location, pay, I’ve always honored assignments.”



### Skill Sets

Barrett reflected on his service as an evaluator and trainer to identify several skills that ultimately determine an official's success. These skills reflect general and situation-specific skills that could possibly benefit from intervention. He identified 8 skills characteristic of successful officials:

- consistency—calling the same play the same way every time
- resiliency—putting bad calls behind and avoiding make-up calls
- judgment—applying rules in real situations
- composure—performing in clutch situations
- presence—exercising game management
- teamwork—meshing with partners to put the crew first
- ingenuity—working through unusual situations
- competence—recalling rules and interpretations quickly, accurately, confidently

While some may regard it as a stretch to regard officials as athletes, officials share very similar roles with athletes. Both groups of performers work in teams in competitive and organized situations in which they are under constant pressure to make decisions and to focus on the present. We believe there is a strong case to be made for including sport officials among the populations served and studied in our field.



### Special Thanks

Thank you to the students who contributed to PEM. We appreciate your dedication and commitment to the organization, as you are a model for other students and a positive indication for the future of our field. Special thanks to the editors, AASP student representative Tucker Readdy from Oregon State University, and student regional representative's Sean Mullen from University of Virginia and Jessica Lutkenhouse from LaSalle University.

We hope you enjoyed our newsletter and encourage you to contact any of the authors if you have any questions. Our e-mail addresses and brief biography's outlining our interests are provided below:

Sean Mullen ([sean.mullen@virginia.edu](mailto:sean.mullen@virginia.edu)) is a Ph.D. student from University of Virginia's Educational Psychology Program (emphasis in Exercise and Sport Psychology) and a regional student representative for AASP. He studies exercise motivation, identity, and physical & health-related self-perceptions from a lifespan perspective.

Tucker Readdy ([treaddy@onid.orst.edu](mailto:treaddy@onid.orst.edu)) is a Ph.D. student from Oregon State University's Exercise and Sport Science program. He is one of the current AASP student representatives and is primarily interested in teaching classes to undergraduate students on lifetime wellness and women's studies.

Jessica Lutkenhouse ([lutkenhousej1@lasalle.edu](mailto:lutkenhousej1@lasalle.edu)) is a Psy.D. student from LaSalle University's Clinical Psychology Doctoral Program (concentration in Sport Psychology) and a regional student representative. She is currently completing her pre-doctoral internship at The Ohio State University's Counseling and Consultation Services and is primarily interested in acceptance-based approaches to performance enhancement, mindfulness as the mechanism for optimal performance, and exercise as an adjunctive component to empirically supported treatments.

Jeffery Diritto ([jdiritto@temple.edu](mailto:jdiritto@temple.edu)) is a Masters student from Temple University's Kinesiology and sport/exercise psychology program. He is currently doing an internship at velocity sports as a performance coach and his main area of interest is performance enhancement.

Anna Barrett: ([barettaf@muohio.edu](mailto:barettaf@muohio.edu)) is a graduate student from Miami University.

Moe Machida ([machidam@msu.edu](mailto:machidam@msu.edu)) is a Ph.D. student from Michigan State University's Kinesiology program. Her main research interests are self-confidence, resilience, personal development of student-

