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PREFACE

This book provides a forum for discussion of topics that are relevant to the field of sport psychology. The subjects covered will include theory, research, and practice of sport psychology, as well as social issues related to the field of athletics. Topics discussed include a review on the development of SEP in North American vs. Europe; comparing the effects of self-talk on the development of SEP in North American vs. Europe; comparing the effects of self-talk on thought and content and tennis performance; technical fouls and performance outcomes in the NBA; sports-related pain; moderators of the links between shyness and gold performance; and the athletic life quality scale.

Chapter 1— Since the conception of the field of sport psychology (SP), professionals from Europe and North America have approached the research and practice of SP differently. Clearly, the discrepancy between the two variants is not characterized by two opposing schools of sport psychology, but rather by the presence of different structures and organizations of sport psychology. After providing a brief historical context, the first section of the paper compares and contrasts strengths and weaknesses within FEPSAC and AASP. The second section highlights major developments in the growth of FEPSAC in the practice, research, and academic study of SP, while the third section explores the path of AASP and its contributions in North America. The conclusion then offers suggestions on how to further develop the global state of research and practice in sport and exercise psychology.

Chapter 2— In this study, the differential effects of cue word content on players' thought content were examined. Furthermore, players' accuracy and satisfaction with performance were assessed to obtain a greater insight into the effects of different self-instructions on performance. Seven male adult tennis players completed 4 baseline trials and 8 intervention trials under 3 types of instructional self talk. The differences between conditions were assessed via repeated measures analysis of variance and paired samples comparisons. From the results, there is indication that instructional self talk can influence players' thought content and that different self talk contents might influence attention in a different manner. Thus, the differential effect of cue word contents on performance could be partly explained by the differential impact of the cue word contents on players' thoughts.

Chapter 3— A dataset including all players from five consecutive National Basketball Association (NBA) seasons was analyzed to determine the relationship between displays of hostile aggression—i.e., measured by the number of technical fouls a player received—and markers of successful performance. Analyses revealed that a greater number of technical fouls predicted success in aspects of the game that require power and energy, such as making field goals, grabbing rebounds, and blocking shots. However, a greater number of technical