# 10 Psychological Service Provision to the Elite Football Performance Network

## Supporting Coaches, Players, Parents, and Teams

*Karl Steptoe, Jamie Barker, and Chris Harwood*

Previous work in professional football has highlighted many of the barriers that have been experienced by practitioners (e.g., Barker, McCarthy, & Harwood, 2011; Gamble, Hill, & Parker, 2013; Pain & Harwood, 2004), particularly regarding the misconceptions of sport psychology and its value in performance enhancement. The common, primary perceived role of sport psychology in football is to assist in performance enhancement across the development pathway (Gamble et al., 2013). This was the case in the example discussed in this chapter in which an intervention was developed and provided for a British football (soccer) academy. An initial meeting with the academy director outlined the specific needs, the role of the sport psychologist (SP) and the resources that would be available, and created a strong foundation from which to develop an effective program. The expectation was that the program would be compatible with the 5Cs model (commitment, communication, concentration, control, and confidence) of sport psychology that club coaches were familiar with (Harwood, 2005, 2008).

## BACKGROUND INFORMATION

The opportunities for sport and exercise psychology practitioners to work in British football were enhanced in October 2011 with an agreement between the Premier League, its clubs, representatives of the Football League, The Football Association, and other key football stakeholders to develop the Elite Player Performance Plan (EPPP). The EPPP represented commitment to a long-term strategy for youth development, with football clubs receiving greater levels of funding determined by the award of a category status between 1 (highest award) and 4 (lowest award). Such status levels are determined by an independent audit that considers factors including: productivity rates, training facilities, coaching, and education and welfare provisions when determining the academy status. Although there is a financial benefit to the club and academy, the EPPP has been developed with six principle objectives: (1) increasing the number and quality of home-grown players gaining professional football contracts and playing first-team football at the highest level; (2) creating more time for players to play and be coached; (3) improving coaching provision; (4) implementing a system of effective measurement and quality assurance; (5) positively influencing strategic investment into the Academy system, demonstrating value for money; and (6) seeking to implement significant gains in every aspect of player development.

As part of the EPPP audit, academies are required to demonstrate investment and commitment to the technical, tactical, physical, and psychological development of their young players to satisfy the criteria of category 1 status. Category 1 status requires the appointment of an accredited SP or practitioner in training with the British Psychological Society (BPS), which is regulated by the Health and Care Professions Council (HCPC). This regulation has consequently enhanced the opportunities for individuals on this training route and altered how psychology support is delivered within professional football. The following case study predominantly details

79

consultancy carried out by the first author under the supervision of the third author, within a professional football academy who sought the services of an SP to assist in their objectives of gaining category 1 status on the EPPP. In this case study, we outline our work across a foundation phase (FP), youth development phase (YDP), and professional development phase (PDP) consisting of male footballers from the ages of 9–21 years. This work includes comparative and complementary examples of consultancy in football carried out by all the authors.

## DESCRIPTION OF THE CASE

The initial objectives for the SP were to help the academy meet the criteria required for an EPPP audit that had been scheduled for three months and comprised work with players at the individual and team levels, coaches across the development phases, and parents of the FP players. In this "football case" the following issues are discussed: (a) individual player support on match days; (b) meeting the demands presented by key transitions and stages of development (e.g., player reviews, scholarships, professional contracts, being released from the academy, and education demands); (c) group delivery of the 5Cs coach and parent education; (d) assessment of team factors influencing belief and cohesion; and (e) the development of coaching behaviors to impact individual and team confidence. In addition, it is important to reinforce that such consultancy work took place in the context of an interdisciplinary performance, coaching, and welfare-oriented environment. Specifically, close working relationships were required with the first-team SP, the sport science team, house parents at players' accommodation, the academy's social welfare officer, head of education, and head of recruitment to establish ethical communication channels to reinforce key training factors and to determine player referral protocols. Rapport building at the outset of the intervention was central to creating a positive foundation for future interventions.

## THEORETICAL FRAMEWORK/PHILOSOPHY

This case is built on humanistic, cognitive, and cognitive behavioral principles. Training and personal development in areas including cognitive behavioral therapy (CBT), acceptance commitment therapy (ACT), and mindfulness have enhanced what has always been a strong humanistic "core" (by the first author) and have in turn influenced a modification to theoretical allegiances. This growth has been driven by a reflective process that has continually sought more effective ways of providing appropriate support to clients and to meet the "real life" demands of working in the applied field that include infrequent contact with clients, inconsistent session duration, and managing multiple client needs of performance and well-being. While examples within this case do not represent specific examples of CBT or ACT, much of the consultancy work with players, parents, and coaches was closely aligned to specific CBT and ACT principles. These included collaborative work, use of guided discovery, integration of behavioral and cognitive strategies, a focus on work in the present that is problem- and goal-oriented, the use of independent work, active engagement in cognitive/behavioral experiments to test underlying assumptions/core beliefs, and altering the client's relationship with internal processes (i.e., thoughts and feelings) toward enhanced self-regulation. To maintain a humanistic foundation, within a sport portrayed as being abrasive, irrational, emotional, and unpredictable (Gilbourne & Richardson, 2006), consultancy focused on raising players' awareness of how they could simultaneously satisfy the goals of the academy while ensuring that they were on target to realize personal objectives.

Previous experience (from all authors) has highlighted the importance of being accepted as a member of the coaching team. This immersion facilitates practitioner confidence that services are welcomed and demonstrates that sport psychology is an acceptable part of football culture. To assist in this aim, a club training kit was provided to the SP and close work with coaching staff was

encouraged. Experienced practitioners have cautioned that being so closely identified with the academy and coaching staff may lead to increased intervention efficacy and adherence, however, on the other hand, this could lead to negative perceptions from players; for example, the belief that work with the SP would have a negative impact on team selection and assessment (e.g., Barker et al. 2011).

## NEEDS ASSESSMENT

A program of individual player profiling was set out across the phases that identified the following: (a) players that would most benefit from SP support and those that may present clinical issues requiring referral (Performance Classification Questionnaire; Gardner & Moore, 2006); (b) desired behaviors associated with the 5Cs (Harwood, 2008); (c) the demonstration of psychological characteristics associated with elite performance (PCDEQ; Macnamara & Collins, 2011), and mental toughness (SMTQ; Sheard, Golby, & van Wersch, 2009). In addition, meetings with coaching staff, introductory group presentations to teams across the development pathway, training and match observation, and semi-structured interviews with individual players and coaches comprised an intake assessment and promoted discussion around the salient psychological demands faced by players at each stage of development.

Key issues in youth development have been identified as including fear of failure and stressors associated with making errors, opponents, team performance, family, selection, contracts, social evaluation, and making transitions to playing at higher levels (e.g., Reeves, Nicholls, & McKenna, 2009). Young players in academies are considered to be under great pressure to produce consistent elite performance and be selected for the Premier League, and as a result experience numerous personal and interpersonal challenges that affect development (Richardson, Gilbourne, & Littlewood, 2004). The profiling process highlighted key issues that are shown in Table 10.1.

*Table 10.1* Key Issues Faced by Players According to Developmental Phase

| Phase | Key Issues |
|---|---|
| Foundation Phase | Frustration at playing out of position |
| | Low confidence |
| | Relationship issues with other players |
| | Distress at being released from the academy |
| | Inappropriate influence/pressure from parents |
| | Perfectionism and fear of making mistakes |
| Youth Development Phase | Anxiety over contracts and concerns over transition to scholar |
| | Low self-confidence and perceived lack of control over career |
| | Concentration in training/matches/school |
| | Comparison with others |
| | Belief that working on psychology will be seen by coaches as weakness |
| | Living away from home |
| | Issues relating to injury rehabilitation (frustration/motivation) |
| | School demands |
| | Perfectionism and fear of making mistakes |
| | Few success measures beyond outcome and external reward |
| Professional Development Phase | Unhelpful beliefs about what coaches think of them |
| | Belief that working on psychology will be seen by coaches as weakness |
| | Dealing with disappointment and setbacks (e.g., dropped/released) |
| | New players challenging position |
| | Issues relating to injury rehabilitation (frustration/motivation) |
| | Perfectionism and fear of making mistakes |
| | Lack of control over career |
| | Few success measures beyond outcome and external reward |

Although services were required through all phases along the development pathway, it was made clear that specific older players (PDP) represented a priority as they were perceived to be experiencing various behavioral, emotional, and cognitive maladaptive reactions to the demands of training, competition, transition, and education. Assessment of the academy's requirements highlighted a need to manage the limited contact time available with players, plan multiple methods for disseminating support, and prioritize age groups for individual work. Having considered the physical, cognitive, emotional, and social characteristics synonymous with youth development as well as the priorities of the academy, a program was proposed to maximize the academy's resources for sport psychology support.

Models of practice were employed to meet the disparate and changing goals of consultancy. For work with players identified as needing support by the coaches, a medical model was adopted as it could not be assumed that they had the coping resources to deal with their presenting issues; for work with all other players at an individual and team level, a psychological skills training (PST) model was used (Poczwardowski, Sherman, & Ravizza, 2004). Weekly meetings and regular communications with support staff working with individual players (e.g., nutritionist, physiotherapist, strength and conditioning coach) led to the development of an interdisciplinary sport science model and collaboration to meet psychological goals. Parent education was highlighted as an appropriate focus at the FP, coach education and individual player support at the YDP, and at the PDP coaches requested that psychological training should emphasize the development of team cohesion and belief, in addition to providing individual player support.

## INTERVENTION

A "fixture list" of psycho-education sessions was advertised to players, coaches, and parents. In addition to providing workshops and individual sessions to players, coaches attended workshops that introduced each of the 5Cs and encouraged the design of training sessions that would reinforce key psychological behaviors that demonstrated positive psychology in training and in matches. Further, parent sessions also served as a focus group enabling discussion and communication of the psychological aims and intentions of the academy.

### Player Workshops

Introductory presentations were first made to players across all phases outlining the role of sport psychology, the 5Cs framework, and the various ways that they could access sport psychology services (e.g., one-to-one consultation, telephone, email, text, Skype). In line with previous research (Harwood, 2008), these sessions were interactive, with discussions around key behaviors associated with each of the 5Cs and how they could be reinforced in training and match situations. Time had to be negotiated with each coach to release the players, which they were many times reluctant to do because of their own targets for training time, and as a result, service delivery was often provided to smaller available groups (e.g., goalkeepers or injured players).

### Individual Consultancy

One-on-one consultations followed either referral from academy staff, conversations with players in between visits, or drop-in sessions and player requests during the day. There was no specific consultation room allocated to these sessions, but player meeting rooms, classrooms, and coach offices were utilized when free; on occasion home visits were also made. Confidentiality was assured throughout, with player meeting records taken and agreement over the action points each player wanted coaches to be aware of. It was explained that this was important to

enable reinforcement of the work that we were doing; however, this was always guided by what the players were comfortable with sharing. Time with players was limited and therefore a brief intervention was often provided based on Anshel's COPE model (1990). This model enabled us to work on controlling emotions, organizing information, planning an appropriate response, and executing the response by "acting it out."

For scheduled sessions (where more time was allocated), it was possible to work toward empowering players to be in greater control of their response to thought processes and to modify any maladaptive thinking patterns. For example, work was undertaken with an under-16 player who was referred by his coach, as he believed the player to be low in confidence following recent errors in games. In addition, a decision was imminent on whether this player would be offered a scholarship and it was felt that this might also be contributing to a dip in performance. Through Socratic questioning, the player became aware of perfectionist thoughts that revealed beliefs associated with not being allowed to make errors if he were to receive a scholarship. Exploration of how this belief and other patterns of thinking contributed to performance and well-being became a priority of work. The player was first asked to keep a record of thoughts during the week to include training and match-day experiences so that these could be discussed. Instead of completing record sheets, which can often appear to a young player as "school work," the player sent key thoughts by text message as and when he became aware of them; this also increased communication and enhanced rapport. The player was encouraged to look for evidence that supported an alternative perception of making errors, and examples from the real world were also provided as and when they arose. One such example that served to normalize the player's personal experience was a professional footballer's response to his high-profile errors in a Premiership match, when interviewed after the game: "You want to go into a hole where no one can see you. Football is about coming back from things like that and it has happened to great players."

Cognitive-behavioral intervention(s) that included the practice of thought management strategies and pre- and post-performance routines provided the player with alternative goals for match days beyond outcome. He became able to see each performance as an opportunity to "research" the skills that would enable him to perform optimally, which promoted learning as a valuable measure of success. Assessment of this work was sought from two perspectives: (1) the player's feedback on decreased attention to negative thoughts and a reduction in the strength of belief he had in maladaptive assumptions (e.g., I am not allowed to make mistakes if I want to become a professional); and (2) discussions with the coaches revealed target behaviors that they considered as signatures of poor psychology and mental state (e.g., negative body language, failure to regain position, and a withdrawal of effort). Thus, changes in these responses to errors were considered a sign of improved psychological performance.

Remote support (i.e., telephone, text, email, and Skype) played a vital role in maintaining communication with players and coaches in between visits and following up on work set. It also acted as a more relaxed "first contact" after referral in which a scheduled session could be arranged for the next visit. This flexible access enabled players to discuss key issues as they were experienced, and feedback suggested they felt more comfortable communicating away from the academy as it increased feelings of confidentiality.

### Coach Education

The Academy staff met every Friday for one hour as part of a continuing professional development (CPD) program. This provided the opportunity to highlight ongoing work at a team and individual level, educate the coaches on the 5C topics, and offer feedback on player profiling. These were always lively discussions that often revealed core beliefs about the role of sport psychology. There appeared to exist a knowledge of the "correct thing to say" with regard to sport psychology topics; however, coach behaviors and comments often contradicted these statements. An example of this was discussion that sought to understand the extent to which

coaches held a fixed versus growth mindset relating to a player's mental performance. While all coaches supported the idea that a player could develop in that area when asked in a group setting, they would go on to say that a certain player "has not got what it takes" or that they are a "confidence player" using their experience in the game as justification. Although these sessions were compulsory, conversations with coaches continued after the workshops, suggesting their increasing value.

### Parent Focus Groups and Workshops

Research has associated parent behaviors with child-athlete beliefs, values, motivated behaviors, and performances (Fredricks & Eccles, 2004). In addition, parental social support has been related to progression from academy to professional football (Holt & Dunn, 2004). Parents are considered to have a great influence on player learning and participation, and they have the power to shape responses and pre-performance behaviors (e.g., Keegan, Spray, Harwood, & Lavallee, 2010). Therefore, workshops and focus groups with parents of players at the FP were prioritized as they were considered to be best positioned to reinforce the academy ideals. This work also provided secondary gains by increasing communication between the academy and parents. These consisted of five sessions that provided education around each of the 5Cs, discussion of the key behaviors associated with each, and finally outlining the positive role that the parent could play in shaping and reinforcing these positive psychological behaviors (see Table 10.2). Session notes were sent to all parents after each session that outlined key points and offered suggestions on how they could support their child in each C.

To assess the efficacy of this psycho-educational intervention, data were collected from 56 football parents. Parents completed pre- and post-intervention measurements that assessed parental confidence in influencing psychological skills, parents' perceived available social support, and parental perceptions of their sons' motivation, competence, response to pressure, and training and match performance (5Cs, Harwood, 2008; PASS-Q, Freeman, Coffee, & Rees, 2011; IMI, Ryan, 1982). Of the 56 parents that took part in the assessment, 29 attended the biweekly 5Cs focus groups, which meant that the 27 non-attending parents acted as a natural control group. Post-intervention assessment revealed that parents in the intervention

*Table 10.2* Examples of 5C Parent Education and Strategies

| 5Cs | Example Behavior | Example Strategy |
| --- | --- | --- |
| Commitment | Consistently gives high effort in training sessions and games. | To keep players' commitment high, praise your child's effort levels and progress rather than results. |
| Communication | Shows respectful body language to coach, teammates, and officials. | Show respect for coaches, referees, and opposition in order to role model good communication to your child. Being a composed communicator to others will help your child to control their emotions too. |
| Concentration | Refocuses with their "head up" after mistakes, goals, and setbacks. | Reassure your child that it is okay to make mistakes. Explain that mistakes are a part of learning new skills and that everyone makes them. |
| Control | Recovers quickly from mistakes or setbacks in a game by putting energy into the next important task. | Talk to your child to understand what support they would like from you before and after games. |
| Confidence | Displays inventive or creative play, rather than playing cautiously. | Avoid overanalyzing your child's performances. Players will learn more and stay confident if they can reflect on their own strengths and weaknesses and decide what to focus on next time. |

group were more confident at using control and communication strategies and they also increased their socially supportive behaviors. They also reported an increase in their son's motivation in training and in matches, together with improvement in match-day performance.

### Enhancing Team Belief

Discussion with coaches in post-match debriefs at the PDP increasingly centered on the perceived need to enhance team belief and cohesion if they were to achieve team objectives of finishing in the top three places of the league. Specifically, coaches wanted to address decrements in performance standards that were evident in the closing stages of matches (e.g., attention, tactical intention, and decision making). Individual sessions were arranged with all players to gain an understanding of the factors influencing belief and team confidence, as well as their perceptions of their own ability, current psychological demands of performance, qualities of teammates, motivational climate, and team cohesion.

To encourage honest and accurate accounts, it was important to engage players in a task that they would find enjoyable in addition to the requisite questionnaires. Thus, a sociometric approach was also included. With this in mind, players were presented individually with a picture of a team bus and a bus-seating plan with seats numbered 1 to 28, and given the following scenario:

> Place all players (including yourself) on the bus in order of who has the qualities necessary to be in the starting line up on match days and to achieve the team goals for the season. Do not give any consideration to playing position; you do not have to have players represented in all positions in the first eleven seats on the bus.

Finally, there were three positions at the front of the seating plan, one of which represented the driver of the bus, and players were asked to seat the coaching staff in order of who they perceived to have the greatest control over taking the team toward their season's objectives.

Four key themes were identified from the sociometric and psychometric data that enabled the development of interventions to influence team belief through (1) providing leadership clarity, (2) addressing current inappropriate measures of success, (3) combating the "negativity disease," and (4) raising awareness of how individuals impact team momentum. Players suggested there were differences between coaches in terms of how they influenced training and match environments. This enabled coaches to understand why players responded in different ways to the coaching team and how the presence of some members could negatively impact psychological performance. Overall, their perceptions of the motivational climate were above average for supporting cooperative learning, the importance of the players' roles, and acknowledgment of effort and improvement. In addition, the team reported above-average perceptions of punishment for mistakes, unequal recognition, and intra-team-member rivalry. Cooperative learning and unequal recognition were the strongest team perceptions.

An absence of specific goals and appropriate measures of success were apparent particularly for players who were frequently not involved as part of the starting 11 and who consequently felt undervalued by the coaches. These perceptions in turn influenced "the negativity disease" which highlighted the impact that player discussions and behavior had on team belief and momentum, particularly on match days, and so effort was made to clarify their important role within the squad. Specific work involved coaches working more closely with the substitute's bench during games toward a more positive contribution; raising awareness of how their behavior is interpreted by the rest of the team; and setting clear objectives so that they would perceive this time as a learning opportunity and an integral part of their development.

Finally, the impact of verbal and nonverbal communication skills on team momentum was highlighted at a group level. Based on the data gained from the bus seating plans, players were given responsibility for maintaining and increasing belief in a designated teammate through

their responses to game situations and player actions. We termed this charging the "belief battery" and players became aware of how they could support and encourage each other when it was needed most, and understand the impact of their own emotional/behavioral responses during games and how this influenced perceptions of momentum.

## REFLECTION

Player development programs within UK professional football academies continue to integrate expertise across sport science disciplines, providing exciting opportunities for the SP to assist in the training of adaptive psychological behaviors and maintenance of positive well-being. Our experiences have highlighted members of the players' support network (e.g., coaches, parents, team members) as influential in shaping player thoughts, feelings, and behaviors. These individuals are often best positioned to deliver and reinforce key psychological messages as a result of the time they are afforded and the credibility and respect that they have built with each group of individuals. It is, therefore, of paramount importance that the SP builds strong working relationships in this area, providing education, support and accessibility to services to all those involved in player development. Despite a positive advancement in perceptions of psychology and the SP within football, there remains a reluctance by some players to engage. As a result the SP must continue to find creative ways of disseminating messages for performance enhancement, while being flexible in response to requests for support as well as skilled in intervening appropriately during short and infrequent contact times. Finally, football presents both the challenge and opportunity to provide services at the individual level, through one-to-one consultation and at the group level through workshops and team training sessions, to multiple clients that can include the football club, coaches, players, and parents. Such an environment requires considerable intervention in order to highlight and develop mental strategies that work toward the attainment of specific player aspirations compatible with team and academy objectives.

## SUGGESTED READINGS

Evans, A. E., Turner, M. J., Slater, M. S., & Barker, J. B. (2013). Using personal-disclosure mutual-sharing to enhance group functioning in a professional soccer academy. *The Sport Psychologist, 27*(3), 233–243.

Harwood, C. G. (2008). Developmental consulting in a professional football academy: The 5C's Coaching Efficacy Program. *The Sport Psychologist, 22*(1), 109–133.

Harwood, C. G., & Steptoe, K. (2013). The integration of single case designs in coaching contexts: A commentary for applied sport psychologists. *Journal of Applied Sport Psychology, 25*, 167–174.

## REFLECTIVE QUESTIONS

1.  How can an SP work toward reducing or managing the barriers that exist in seeking sport psychology support?
2.  What key skills can the SP develop in coaches to enable them to positively affect team belief?
3.  What skills could an SP focus on to positively affect momentum during a game?
4.  What strategies can the SP develop with individual players to help maintain belief post-match after a team loss?
5.  What are the key messages that an SP could disseminate to parents to shape a young player's perception of achievement and success in training?

## REFERENCES

Anshel, M. H. (1990). Toward validation of the COPE model: Strategies for acute stress inoculation in sport. *International Journal of Sport Psychology, 21*, 24–39.

Barker, J. B., McCarthy, P. J., & Harwood, C. G. (2011). Reflections on consulting in elite youth male English cricket and soccer academies. *Sport & Exercise Psychology Review, 7*(2), 58–72.

Fredricks, J. A., & Eccles, J. S. (2004). Parental influences on youth involvement in sport. *Developmental Sport and Exercise Psychology: A Lifespan Perspective, 204*, 145–164.

Freeman, P., Coffee, P., & Rees, T. (2011). The PASS-Q: The perceived available support in sport questionnaire. *Journal of Sport and Exercise Psychology, 33*(1), 54–74.

Gamble, R., Hill, D. M., & Parker, A. (2013). Revs and psychos: Role, impact and interaction of sport chaplains and sport psychologists within English Premiership soccer. *Journal of Applied Sport Psychology, 25*, 249–264.

Gardner, F. L., & Moore, Z. E. (2006). *Clinical sport psychology.* Champaign, IL: Human Kinetics.

Gilbourne, D., & Richardson, D. (2006). Tales from the field: Personal reflections on the provision of psychological support in professional soccer. *Psychology of Sport and Exercise, 7*, 325–337.

Harwood, C. G. (2005). Goals: More than just the score. In S. Murphy (Ed.), *The sport psych handbook* (pp. 19–36). Champaign, IL: Human Kinetics.

Harwood, C. G. (2008). Developmental consulting in a professional football academy: The 5C's Coaching Efficacy Program. *The Sport Psychologist, 22*(1), 109–133.

Holt, N. L., & Dunn, J. G. H. (2004). The psychosocial competencies and environmental conditions associated with soccer success. *Journal of Applied Sport Psychology, 16*, 199–219.

Keegan, R. J., Spray, C. M., Harwood, C. G., & Lavallee, D. E. (2010). The motivational atmosphere in youth sport: Coach, parent, and peer influences on motivation in specializing sport participants. *Journal of Applied Sport Psychology, 22*(1), 87–105.

Macnamara, A., & Collins, D. (2011). Development and initial validation of the psychological characteristics of developing excellence questionnaire. *Journal of Sport Sciences, 29*(12), 1273–1286.

Pain, M. A., & Harwood, C. G. (2004). Knowledge and perceptions of sport psychology within English soccer. *Journal of Sport Sciences, 22*, 813–826.

Poczwardowski, A., Sherman, C. P., & Ravizza, K. (2004). Professional philosophy in the sport psychology service delivery: Building on theory and practice. *The Sport Psychologist, 18*, 445–463.

Reeves, C. W., Nicholls, A. R., & McKenna, J. (2009). Stressors and coping responses among early and middle adolescent premier league academy soccer players. *Journal of Applied Sport Psychology, 21*, 31–48.

Richardson, D., Gilbourne, D., & Littlewood, M. (2004). Developing sport mechanisms for elite young players in a professional soccer academy: Creative reflections in action research. *European Sport Management Quarterly, 4*, 195–214.

Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology, 43*, 450–461.

Sheard, M., Golby, J., & van Wersch, A. (2009). Progress toward construct validation of the Sport Mental Toughness Questionnaire (SMTQ). *European Journal of Psychological Assessment, 25*(3), 186–193.