
CULTURAL SPORT PSYCHOLOGY

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PREFACE

This book began many years before Human Kinetics was approached with a formal proposal. In the autumn of 1996, I (Rob) began consulting with the Canadian National Boxing Team. That experience quickly taught me that applied sport psychology requires a flexible approach based on people in relation to their backgrounds. In the multicultural training ground of boxing, clients wanted to be approached thoughtfully depending on what they valued most: family, religion, finance, or accolades. Some years later, when I attended the 2002 Commonwealth Games as a sport psychology consultant, each day I traveled to the competition venue with athletes from different countries. The Canadian athletes often sat alone, listened to their music with headphones, and spent their travel time either psyching up or maintaining composure. In contrast, the South African athletes immediately moved to the back of the bus, with three people crammed into seating typically intended for only two. Before long, the athletes and coaching staff would start singing a melody. As the trip proceeded, the melody would gain momentum until many of the African athletes from other countries joined in. To the African athletes, precompetition preparation was achieved as a group rather than in isolation. This experience was a defining moment for me, one that spurred me to think about a new approach to applied practice, teaching, and research.

I (Stephanie) am an avid traveler and international practitioner of sport and exercise psychology who has long been fascinated by culturally reflexive practice. After growing up in a White middle-class neighborhood, my first interactions with people who were different from me were in sixth grade, when I moved from the West to the East Coast of the United States and for the first time had African American classmates. My learning curve really began at age 17, when I worked as a counselor at a camp in Arkansas for juvenile offenders, abandoned and abused kids, and kids who were just plain poor. While working at this camp, which was about 90% Black, I had time to attend a Southern Black Baptist church and a rally against the Ku Klux Klan, among other things. I took advantage of many other opportunities to experience different ways of living, but my interest in cultural sport psychology (CSP) as a formal pursuit was solidified when I began working with Aboriginal

performing artists in the 1990s. For the first time I realized that even with my genuine appreciation of multiple cultures, I had naively excluded culture as an influence on service delivery in sport psychology. Although cultural awareness had been part of my personal life, my work as a sport psychologist was an academically determined compartment of my life in which culture was never mentioned. In short, I finally learned that sport psychology had to be applied to all clients in relation to their cultures.

In 2004, the two of us began conversing when Rob was developing a special issue about CSP for a journal, and before long we began discussing the possibility of a book devoted to the topic. Next, we started searching for like-minded contributors, and in the process we struck up new friendships and rekindled a few established ones. It seemed that everyone we spoke with believed we were onto something. Slowly, the structure of the present book formed with the help of Myles Schrag from Human Kinetics. What follows is the first edition in what we hope is a burgeoning new area of applied sport psychology.

This text is the first book-length attempt to focus entirely on a challenging line of discussion that we have called *cultural sport psychology* (CSP). Clearly it is not a definitive effort but rather a catalytic work, intended to spur development of a nascent field. Part I provides an introduction to CSP. In chapter 1, along with Peter Catina, we introduce concepts, terms, and characteristics of culture. In chapter 2, Heather Peters and Jean Williams use preexisting sport psychology paradigms and concepts to provide strategies from which to consider culture. We call this general approach the *sport psychology perspective*. In chapter 3, Leslee Fisher, Emily Roper, and Ted Butryn address a second viewpoint that we have named the *cultural studies perspective*. Neither set of authors endorses one approach over the other; we all realize that the questions asked and the strategies used to understand culture will vary depending on which perspective is chosen, with both providing valuable insights.

In part II, the authors move beyond generalities into more precise reflections on what to consider from the vantage point of the athlete or sport scientist engaged in cross-cultural understanding. In chapter 4, Tatiana Ryba considers the importance

of the sport psychologist's cultural identity as part of the athlete-practitioner dyad. In chapter 5, Diane Gill and Cindra Kamphoff shift the focus of attention to understanding the client's identity. In chapter 6, Kerry McGannon and Christina Johnson suggest various ways to approach CSP research using generally defined worldviews. Together, the chapters that compose part II go from the conceptual to the methodological and provide a foundation for part III.

Part III is devoted entirely to applied practice. The contributors to this part use several approaches. Considered in the context of both the places of practice and the cultures of the contributors themselves, each chapter can provide something useful even if some practitioners find themselves disagreeing with the approaches taken. We are hopeful that scholars and practitioners can put themselves into the worldviews of other cultures and perhaps in the process even modify their own perspectives.

Several of the chapters in part III feature multiple minority cultures within one nation, and others focus on one specific culture. The author of chapter 7, Peter Terry, is an English applied sport psychologist currently working in Australia who has extensive multinational experience. He introduces effective multicultural practice and reflects on how such practice works in different regions of the world. Chapter 8 features one of the editors of this text (Rob) and his coauthors speaking about their experiences working with Canadian Aboriginal athletes. In chapter 9, Anthony Kontos considers athletes from minority populations in the United States. In chapter 10, Luis Carlos Moraes and John Salmela share their views as

applied sport psychologists observing and working with Brazilian athletes. Natalia Stambulova, Urban Johnson, and Alexander Stambulov are applied practitioners with extensive experience working with athletes in their respective countries, and chapter 11 compares the cultural strategies they employed with athletes from two different countries, Sweden and Russia.

In chapter 12, Ronnie Lidor and Boris Blumenstein share their experiences working with elite Jewish, Arab, and foreign athletes in Israel. Chapter 13 presents the experiences of Shaun Galloway, a Canadian sport psychologist currently based in England who consulted with Muslim athletes in Kuwait as part of an overseas teaching experience. Philomena Ikulayo and J. Semidara from Nigeria authored chapter 14, in which they consider strategies for integrating traditional beliefs with contemporary sport. In chapter 15, Caren Diehl, Anna Hegley, and Andrew Lane share strategies that enabled them to work successfully with athletes in Ghana. One of the editors of this text (Stephanie) authored chapter 16 based on her experiences consulting with Australian Aboriginal athletes and performing artists. In chapter 17, Kaori Araki and Govindasamy Balasekaran discuss their perceptions of working with Chinese, Malay, and Indian athletes in the multicultural society of Singapore. Finally, chapter 18 reflects the experiences of Yoichi Kozuma, an applied consultant living in Japan.

We conclude this book with suggestions for sport psychology educators, consultants, and researchers. These parting words are meant to encourage ongoing CSP discourse and catalyze new discussions among sport enthusiasts interested in effective CSP.

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This book brings a new dimension to sport psychology. We conceived of the idea based on discussions with and guidance from many people. Collectively, we would like to thank the athletes and coaches with whom we have worked. Clients and students from many cultures have encouraged us to consider diver-

sity in our applied practice, teaching, and research. Additionally, Rob would like to thank the people from Wikwemikong Unceded First Nations Indian Reserve for their ongoing collaboration and his wife, Erin, for her encouragement and support as a sounding board and partner.

ABOUT THE CONTRIBUTORS

Kaori Araki, PhD, is originally from Kyoto, Japan, and competed as a sprinter at the national level. After receiving her PhD from University of North Carolina at Greensboro in the United States, she moved to Singapore. Currently, she is an assistant professor at the National Institute of Education, Nanyang Technological University. She teaches sport and exercise psychology, applied sport psychology, and track and field. Her research interests are perfectionism in sport and gender and cultural diversity in sport. She has consulted with professional, national-level, and college-level athletes and teams in Japan and the United States and is now consulting with the Singapore Sailing Federation Olympic Squad. During her free time, she enjoys surfing in Southeast Asian countries.

Govindasamy Balasekaran, PhD, earned his doctorate from the University of Pittsburgh in the United States. He was born in Singapore and lived in the United States a number of years during his graduate education. He was educated in Singapore until high school, and he has also represented Singapore in long-distance running events and has won medals in various international meets. He also competed for his university in the United States. The experience gained in competitive sport allows him to be familiar with competitive athletics, especially the local sport scene in Singapore. At present he is an assistant professor at the National Institute of Education, Physical Education, and Sports Science, Nanyang Technological University, in Singapore. His research projects involve human performance and physiological responses such as endocrinology and performance, obesity, postprandial lipidemia, and human genetics. Dr. Bala also has a strong interest in coaching and holds the level 1 and level 2 International Amateur Athletic Federation (IAAF) coaching certificates. He is also a certified American College of Sports Medicine (ACSM) Health and Fitness Director.

Amy Blodgett, MA candidate, was born and raised in Peterborough, Canada. She is currently a graduate student in the School of Human Kinetics at Laurentian University in Sudbury, Canada. Her research and practical interests pertain to culturally

reflexive approaches, where at present she is part of a multicultural team working with aboriginal youth and community sport programming in Wikwemikong First Nation Reserve. Her research is supported by the SSHRC. In addition, she has presented her research at national and international conferences, and she is currently a cochair of the 2008 Eastern Canada Sport and Exercise Psychology Symposium.

Boris Blumenstein, PhD, is director of the Department of Behavioral Sciences at the Ribstein Research Center of the Wingate Institute in Israel. He is author and coauthor of more than 90 publications and senior editor of the recent books *Brain and Body in Sport and Exercise: Biofeedback Applications in Performance Enhancement* and *Psychology of Sport Training*. He has given more than 60 scientific presentations and workshops in the United States, Canada, China, Germany, South Korea, and others. He was a sport psychology consultant to the Soviet Olympic teams, and since 1990 he has been a consultant to the Israeli Olympic teams (Atlanta 1996, Sydney 2000, Athens 2004). Dr. Blumenstein teaches at the Zinman College at Wingate. His current research interests include psychological skills training for Olympic performance and profiles of successful coaching.

Ted Butryn, PhD, is an associate professor of sport psychology and sociology in the Department of Kinesiology at San Jose State University in the United States. He received his PhD in sport and cultural studies from the University of Tennessee in 2000. His research interests include the intersections between critical sport sociology and applied sport psychology; sport, Whiteness, and multiculturalism; and the growing subcultures of professional wrestling and mixed martial arts. Along with several book chapters, he has published in the *Sport Psychologist*, *Sociology of Sport Journal*, *Journal of Sport and Social Issues*, *Journal of Sport Behavior*, and *Athletic Insight*. Ted teaches graduate courses in sport sociology and research methods (qualitative), undergraduate courses in sport sociology and psychology of coaching, and several courses in general education, including diversity, stress, and health. He is a member of the AASP Diversity Committee.

Peter Catina, PhD, earned his doctorate in human performance psychology in 2000 at the University of Maryland in the United States. He is an assistant professor in the Department of Health and Human Development at Pennsylvania State University. He is a world-class athlete and has been competing and coaching in the sport of powerlifting for 27 years. He is a 16-time national champion and has won the world championship title 6 times. Dr. Catina combines his academic and athletic backgrounds to direct his research toward the collectivistic and individualistic components of human performance and to develop a taxonomy that can be used to construct methods for maximizing athletic potential in multiple paradigms and cultures.

Caren Diehl, MEd, was born in Germany and moved to Ghana at the age of 1 with her family. She and her family lived in northern Ghana near Tamale for 2 years, after which she and her family moved to Tanzania. Caren completed both her primary and secondary education at an international school in Tanzania, and after completing her international baccalaureate, she moved to Wales. She completed her bachelor of science in sport psychology at Glamorgan University and attended Temple University to get her master's in education in sport and exercise psychology. Once she completed her master's, she joined her parents in Ghana for 6 months and did an internship with one of the soccer teams based in Accra, the capital city. While in Ghana, she applied to do her PhD at the University of Wolverhampton in the United Kingdom, where she is currently completing her PhD in sport psychology.

Lawrence Enosse, BA, is a former elite athlete in both ice hockey and track and field. As a community member from Wikwemikong, Lawrence has been the assistant coach for the Manitoulin Wild and the Blind River Bears, both Junior A ice-hockey teams. In addition to his interests in coaching, he is a sport and activity enthusiast. He has also worked with Duke Peltier and Robert Schinke in several federally funded research grants. He has coauthored publications in the *Sport Psychologist*, *International Journal of Sport and Exercise Psychology*, *International Journal of Sport Psychology*, and *Journal of Clinical Sport Psychology*.

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Luiz Carlos Moraes, PhD, is adjunct professor in the School of Physical Education, Physical Therapy, and Occupation Therapy at Federal University of Minas Gerais, Brazil. He teaches sport psychology for undergraduate and graduate students. In 1999, he earned his PhD in education in the area of psychopedagogy from the University of Ottawa. Dr. Moraes is vice president of the Brazilian Society of Sport Psychology (SOBRAPE). He is a former national team champion in judo in Brazil, and his research interests are sport expertise, emotion in sport, and coaching processes in different sports in Brazil. He works with athletes from archery and taekwondo and has been the mental trainer of the Brazilian national team of taekwondo since 2002.

Duke Peltier is the sport and recreation director at Wikwemikong First Nations Indian Reserve in Manitoulin, Canada. A former elite ice-hockey athlete, Duke currently is a member of Wikwemikong's Band

and Council, and he devotes much of his time to developing effective sport and activity programs for young people in his local community. In addition, Duke has been the community lead on two external research grants funded by the SSHRC. The first uncovered the sport strategies of Canadian elite athletes, and the second—currently in process—involves designing and testing youth sport programming with members of his community. He has coauthored publications in *The Sport Psychologist*, *International Journal of Sport and Exercise Psychology*, *International Journal of Sport Psychology*, and *Journal of Clinical Sport Psychology*.

Heather J. Peters, PhD, is an assistant professor of psychology at the University of Minnesota-Morris in the United States, where she teaches a multicultural psychology course. She received her PhD from the University of Arizona, emphasizing sport psychology, and completed a predoctoral internship and a postdoctoral fellowship at the University of California-Davis, with emphases in sport psychology, eating disorders, and culture. Her research focuses on cultural background and self-talk. She participated in the International Relations Committee for the AASP from 2000 until 2005, when she began serving as the association's student representative. She is first author of publications in the *Journal of Applied Sport Psychology* and the *Journal of Exercise and Sport Psychology*. Her applied interests include facilitating multicultural discussion groups and providing sport psychology services to coaches and athletes.

Chris Pheasant, BEd, is a secondary school vice principal in Wikwemikong First Nations Indian Reserve. In relation to sport psychology, he has been appointed by his community to assist with two sport psychology research grants codeveloped with Duke Peltier and Robert Schinke. He has coauthored publications in *The Sport Psychologist*, *International Journal of Sport and Exercise Psychology*, *International Journal of Sport Psychology*, and *Journal of Clinical Sport Psychology*.

Patricia Pickard, PhD, is the coordinator of the sport and physical education program and associate professor in the School of Human Kinetics at Laurentian University in Sudbury, Canada. A former athletic director and university coach for 24 years, her areas of expertise are teaching and coaching strategies, risk management, and sport history. She has held a number of administrative positions in Ontario and Canadian university sport. Her research areas include crowd behavior in professional sport and at the Olympics. In addition, she is currently a member of

a research team supported by the SSHRC developing sport programming initiatives for aboriginal youths and their coaches.

Stephen Ritchie, MA, is currently an assistant professor and coordinator of the Outdoor Adventure Leadership Program at Laurentian University in Sudbury, Canada. In addition to working in the outdoor field as a guide and teacher, Stephen's 25-year career also includes working with diverse populations in a facilitating role. From presentations to backcountry debriefing to problem solving to strategic planning, Stephen has developed a unique approach to facilitating experiences that has been employed in the corporate boardroom as well as in some of the most remote areas of the world. Stephen is a coapplicant and facilitator in the first year of a 3-year research project funded by the SSHRC. This initiative is in partnership with Wikwemikong First Nation and is focused on understanding and improving youth adherence to sport programming.

Emily A. Roper, PhD, is an assistant professor in the Department of Health and Kinesiology at Sam Houston State University in the United States. She earned her master's degree in community health from the University of Toronto and her doctorate in cultural studies and sport psychology from the University of Tennessee. She has taught a variety of courses in health and kinesiology, including Women, Sport, and Culture; Contemporary Issues in Sport; Psychosocial Bases of Human Movement; Foundations of Community Health; and Minorities in American Sport. Her research interests focus on the intersection of sport psychology, women's studies, and cultural studies. Her research has been published in *The Sport Psychologist*, *Women in Sport and Physical Activity Journal*, *Journal of Applied Sport Psychology*, *Journal of Aging and Physical Activity*, *Sex Roles*, *Journal of Sport Behavior*, and *Athletic Insight*. She is a member of several professional associations and was recently appointed chair of the AASP Diversity Committee.

Tatiana V. Ryba, PhD, was born and raised in a Soviet sporting family (her parents are former elite coaches). She is currently a postdoctoral fellow in the School of Human Kinetics, University of British Columbia. She undertakes research in the intersecting areas of cultural studies of sport, sport psychology, identity, cultural history, and qualitative research, and is interested in the epistemology and politics of the formation of disciplinary knowledge. In a recent project she explored the cultural history of applied sport psychology in the former Soviet Union. She has written and taught extensively on questions of

sociocultural diversity and research methodology in sport psychology. In addition to her research and teaching contributions, Dr. Ryba serves as chair of the AASP International Relations Committee.

John H. Salmela, PhD, has been involved in cross-cultural research since he carried out a behavioral observation study out across all gymnastic competitions at the 1976 Montreal Olympic Games. This study was followed by a joint project with Adbou Baria using a similar protocol at the African Games in Morocco. After taking early retirement and moving to Brazil, he was able to collect data on soccer, volleyball, and gymnastics using mental skills profiling and making comparisons with Canadian athletes. Most recently, he has spent 3 months in Iran working with the national delegation in preparation for the 2006 Asian Games. While in Iran, he has compared the mental skills profiles of these high-level athletes, including several world and Olympic champions, with their Canadian counterparts, and has established a hierarchy of mental skills proficiency among Iranian athletes and among medalists versus nonmedalists.

Johnson Aletile Semidara, MEd, has been a member of SPAN since 1986, when he enrolled in the master of education program with specialization in sport psychology. He received a master's degree in physical and health education with specialization in sport psychology in 1987 at the University of Lagos, Nigeria. He was one of the first set of master's-degree holders produced by P.B. Ikulayo and the Department of Human Kinetics and Health Education at the University of Lagos. He was the first Nigerian male graduate teacher at the International School, University of Lagos, and taught there from 1984 until 2006. He is enrolled in the MPhil and PhD program in sport psychology at the University of Lagos.

Alexander Stambulov, PhD, is a coach in the wrestling club Allians in Halmstad, Sweden. His professional experiences include both coaching and applied sport psychology in Russia and Sweden. In the 1970s, he was among the first applied sport psychologists in the U.S.S.R. to work with national teams on a full-time basis. In 1980, he served as a psychologist of the Soviet Olympic diving team. In the 1980s and 1990s, he combined coaching and psychological consulting in working with individual Russian athletes and teams and coaches in wrestling, swimming, diving, rowing, figure skating, artistic and rhythmic gymnastics, and ski jumping at the junior and senior elite levels. His specialization in applied

work is performance enhancement and individual counseling.

Natalia Stambulova, PhD, is a professor in sport and exercise psychology at Halmstad University, Sweden. She has worked for 25 years as a teacher, researcher, and consultant in Russia and since 2001 in Sweden. Her athletic background is in figure skating at the level of the U.S.S.R. national team. Her research and publications relate mainly to athletic careers with an emphasis on career transitions and crises. In applied work, her specialization is helping athletes in crises and consulting athletes and coaches on various issues. She is a leader of the course, *How to Work as an Applied Sport Psychologist*, at Halmstad University. She is also a recipient of the AASP Distinguished International Scholar Award (2004).

Peter Terry, PhD, is professor and head of the psychology department at the University of Southern Queensland in Australia. He has been a team psychologist at seven Olympic Games and nearly 100 other international competitions. He has lived and worked as an applied practitioner in several countries, including England, Canada, Brunei, and Australia, and in 2005 he was a visiting professor at the National Institute of Education in Singapore. He is currently providing specialist support for several international shooting teams. A former state-level athlete, he is the author of more than 150 publications, a fellow of the British Association of Sport and Exercise Sciences (BASES), and past president of the Australian Psychological Society's College of Sport Psychology.

Mary Jo Wabano is the director for the Youth Center at Wikwemikong First Nations Indian Reserve. She has been involved in sport activities at Wikwemikong since childhood. At present, she has developed an initiative in which youths from Wikwemikong engage in sport with elders from the same community. The goal is to facilitate increased cultural awareness among young people while also creating closer ties across generations. She lives in Wikwemikong with her husband, Mike, and their children, Wahss and Paygibe.

Clifton Wassangeso George, BPHE, is a sport and physical education graduate from Laurentian University in Sudbury, Ontario. As a member of the Wikwemikong Unceded Indian Reserve Band, he has been involved with Robert Schinke and his colleagues at Laurentian University and stakeholders from Wikwemikong as a research assistant since October 2006. In his role,

Clifton has led culturally reflexive data collections, and he has assisted with data analyses, academic presentations, and publications. His contributions to the Wikwemikong project will continue as he attends teacher's college in September 2007. He has been actively involved in the Wikwemikong community since childhood, and his ambition is to become a physical education teacher within the community. He is a lacrosse enthusiast and a part-time strength and conditioning trainer.

Jean Williams, PhD, is a professor in the Department of Psychology at the University of Arizona

in the United States. She currently teaches courses in stress and coping and psychology of excellence, and she has also taught sport psychology courses in social psychology, health and exercise psychology, and performance enhancement. She has been an active sport psychology researcher and consultant for more than 30 years and has authored more than 100 scholarly publications. She has also edited two books and coauthored a third. She has served on the editorial boards of four research journals, and she is a founding board member and past president of the AASP.