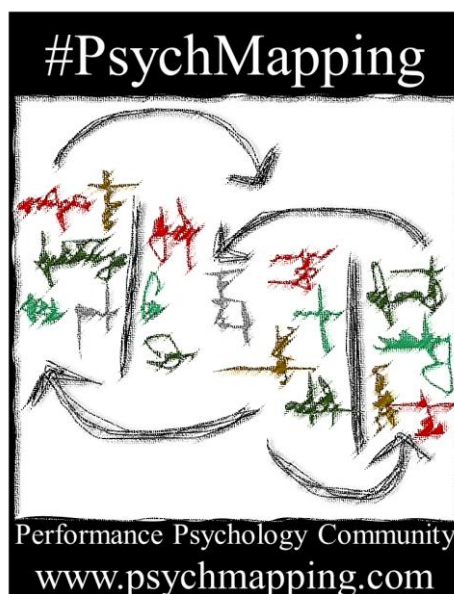


The #PsychMapping Exercise

By
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Eduard Morelló Tomás

Based on:

Latinjak, A. T., Morelló-Tomás, E., & Figal-Gómez, L. (2021).
#SportPsychMapping: An Exploratory Interview Framework
for Sport and Exercise Psychology. *The Sport Psychologist*,
<https://doi.org/10.1123/tsp.2020-0120>



What is this exercise about?

The #PsychMapping exercise is an exercise task in which the participant and the psychologist reflect on important aspects relating to the participant's performance and well-being on a summary map.

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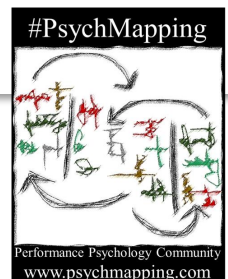
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- P29) Literal and non-literal interpretation
- P30) Identify key concepts and establish hypotheses
- P30) Plan further actions



1) Prepare for the exercise

1.1) How to use this guide

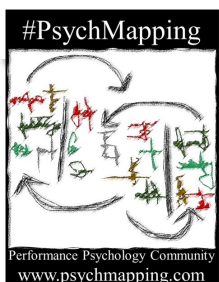
This guide is intended to ensure that psychologists with little experience in the #PsychMapping exercise can successfully conduct the self-exploratory exercise with a diversity of participants from diverse performance contexts.

The less experience you have, the more we encourage you to follow the procedures step by step. Once you gain experience, you can tailor the procedures to suit your own style and your participants' needs.

Before you begin the exercise, familiarize yourself with this guide. Prepare all materials for the session. Use the guide during the session if necessary. Take notes to adapt the guide to your professional style.

To make your first #PsychMapping exercise sessions easier, we highlight text in the sections about the opening, main, and final part of the exercise that you can literally read to the participant.

“ ”



1.2) Some theoretical key points

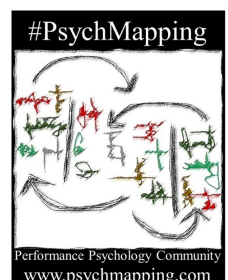
Psychological reality – The subjective experience of aspects that define and influence us and our performance, our commitment and our enjoyment.

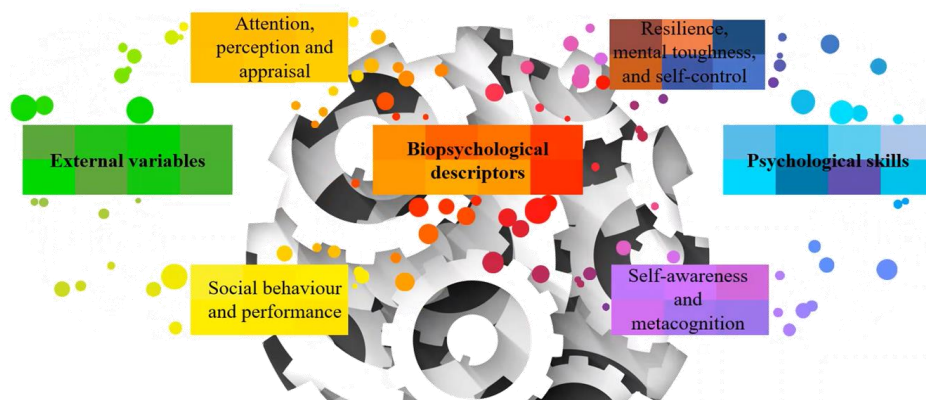
External variables – Where we are, what we have, who we are with and what we do. Physical, organisational, social and task-related aspects around us.

Personal descriptors – Biological, physiological and above all psychological aspects that describe us in general and in a specific context and in certain moments.

Psychological skills – Our learned skills and strategies with which we control our personal descriptors and adapt them to internal and external demands.

“The #KnowledgeMap states that psychological reality is the two-way relationship between who we are in general and in certain moments and the environment we are in. In addition, it also encompasses the skills we have to adapt who and how we are to the challenges and opportunities in our environment.”

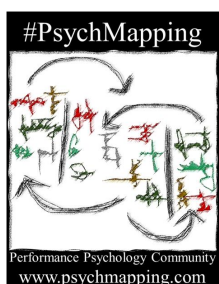




A representation of the Knowledge Map of Sport and Exercise Psychology₁

Examples of external variables, personal descriptors and psychological skills:

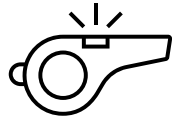
External variables		Personal descriptors		Psychological skills	
Competitive settings	Sport type	Mental health/ illbeing	Personality	Emotions and feelings	Rationalisation skills
	Temperature		Injuries		Leadership skills
	Training routines		Identity		Persuasion skills
	Parents and siblings		Thought processes		Controlled imagery
	Sport facilities		Gender		Communication skills
	Peers and coaches	Life goals	Effort and fatigue	Age	Teaching skills
	Game circumstances		Motivation/ goals		Empathy skills
	Equipment		Attitudes and beliefs		Motivation skills
	Exercise parameters		Fitness		Concentration
	Clubs and federations		Brain activation		Self-regulated learning
Educational institutions	Food and drinks		Strength and speed		Goal-directed self-talk
	Partners and friends		Spontaneous self-talk		Self-skills



₁ Latinjak, A. T., & Hatzigeorgiadis, A. (2021). The Knowledge Map of Sport and Exercise Psychology: An Integrative Perspective. *Frontiers in Psychology*, 12, 2320.

1.3) For whom is the exercise intended

Performer types



We mainly used the #PsychMapping exercise with performers from very different contexts. It is important that the #PsychMapping exercise focuses on the participant's performance and wellbeing, not on others with whom the participant is dealing.



Performer level

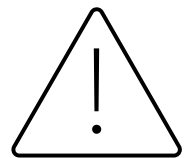


We used the #PsychMapping exercise with performers of all levels. The level of participants varies widely, including for example world-class athletes and people who regularly exercise for health reasons.

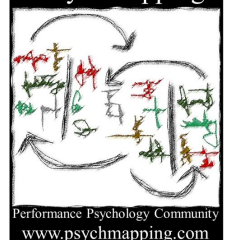


Performer age

Normally we would not recommend conducting #PsychMapping exercise with anyone under the age of 16. This is, of course, at your discretion as only you can assess your ability to work with younger participants. We ran a few sessions with participants between the ages of 12 and 16 who had previously participated in a series of #TeamMaps. Creating maps in a group prepared them for individual mapping.



#PsychMapping



1.4) Adapt the question cards

The materials of the #PsychMapping exercise contain question cards, which can, and sometimes need to be adapted to different participants.

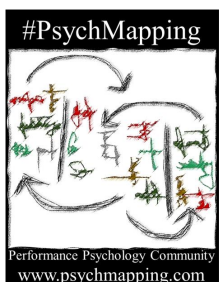
These are examples of questions in the general formulation, that can be difficult for some participants to understand

Could you mention 3 things about the physical and environmental conditions in your performance context that you believe to be the most relevant (in your case)?

Could you mention 3 mental skills that you feel you need to improve and that you believe to be the most relevant (in your case)?

Could you mention 3 things about yourself (who you are) that you believe to be the most relevant (in your case)?

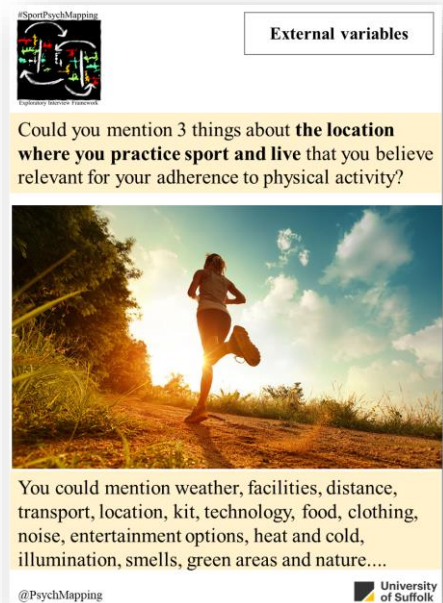
- ☐ Change the number of responses you want from your participant or delete the number altogether. For example: ... **Could you mention 5/ a couple of things about...**
- ☐ Specify the main concept you are asking about. For example, from ...*about the physical and environmental conditions in your performance context...* to ... **about Hillside facilities and the equipment there ...**
- ☐ You can specify the performance context. For example: ... **about people related to your basketball practice...**
- ☐ You can focus the question on a specific topic. For example: ...**that you believe to be the most relevant to explain your performance anxiety?** The topic can also be a specific event in the future or in the past. For example: ...**that you believe was/will be relevant for your performance during the Olympics?"**



You can also:

- ❑ change the icons, examples and/or triggers or delete them.
- ❑ customise the design of the cards adding your logo or that of your participant's club or federation.

See here an example of variations of the same question card (from the #SportPsychMapping Version):



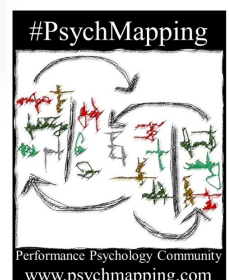
Original question card (general formulation): if you use this card you might need to read it to the participant in an adapted version

Card without icons and with the targeted concept adapted for an exerciser



Card without a specific number of expected answers and an adapted target concept for a club athlete

Card with short version of the question and a club logo



1.5) New and returning participants

See here some suggested main differences between the use of the #PsychMapping exercise with new and returning participants

New participants

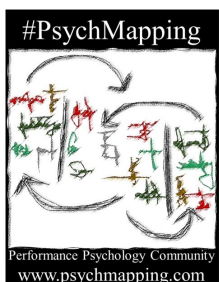
- ❖ Longer and thorough opening section
- ❖ Explain theoretical concepts to the participant (e.g., personal descriptors)
- ❖ Hand the participants one card at a time and help them understand the question
- ❖ Challenge less responses to get an unbiased view of the participant's self-awareness
- ❖ Make sure to finish the mapping exercise even if you have to move important topics to another day.
- ❖ Summarise the map for the participant.

Returning participants

- ❖ You can skip parts of the opening section
- ❖ Ask the participants if they understand the theoretical concepts
- ❖ Hand all cards to the participants and only explain questions when asked.
- ❖ Challenge responses to help the participant gain self-awareness.
- ❖ If an important topic emerges from an answer, you can pause the exercise and focus on that topic instead.
- ❖ Ask the participant to summarise the map for you.

Expert participants

Consider the option of giving the cards and an empty map to the participants as homework. During the session, instead of completing the #PsychMapping exercise, you can discuss the map or specific topics on the map.



1.6) Online and face to face sessions

Online

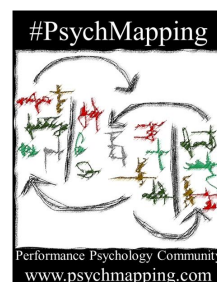
- ❖ Make sure the participant is alone in a quiet place.
- ❖ Use the online version of the #PsychMapping exercise
- ❖ Share screen so that the participant can see the cards and the map.
- ❖ It is much more difficult to hand over control of the exercise to returning participants
- ❖ It is much easier to make changes to the entries made on the map and to clean the map once all entries have been made.
- ❖ You can send the map instantly to the participant after the session.

Face to face (without IT support)

- ❖ Find a quiet place to conduct the exercise
- ❖ Print out the question cards (print-out version) and bring an empty map (Din A3) and coloured markers to highlight entries
- ❖ Sit next to the participant and place the material in front of both of you.
- ❖ Let the participant touch the material and interact with it.
- ❖ Give the finished map to the participant, and make a picture of the map for your own records.

Face to face (with IT support)

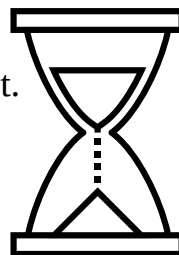
- ❖ Find a quiet place to conduct the exercise
- ❖ Print out the question cards and show the empty map on a screen or projector.
- ❖ Sit next to the participant and place the material and computer in front of both of you.
- ❖ You have the advantage that participants can work with the cards and you can easily modify entries on the map.
- ❖ You can send the map instantly to the participant after the session.



1.7) Length and timing

We have estimated 75 minutes for the exercise - but it is better to plan 90 minutes.

The following estimates are for a session with a new participant. Times usually get shorter when a participant returns and gains expertise in the #PsychMapping exercise



The opening section – 15'

Aims and materials – 5'

Opening questions – 10'

The main part – 30'

External variables – 10'

Personal descriptors – 10'

Psychological skills – 10'

The final part – 30'

Cleaning and review the map – 5'

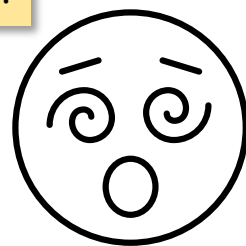
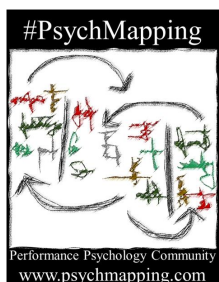
Evaluating entries – 15'

Summarising the map – 5'

Closing the exercise – 5'

When you do the exercise will affect its results. the #PsychMapping exercise is based on the self-awareness of the participants, which is influenced by current and significant events. Pay particular attention to this when analysing the summary map.

If you are planning an initial exploration with a new participant, it is best to plan this with a time lag to special events. If you want to analyse a specific event, it may be in your best interest to schedule the exercise as close to the event as possible.



1.8) Some basic considerations

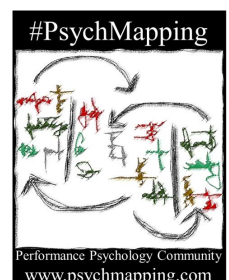
We adopt a **triangular perspective** of performance psychology services: psychologist, participant and the #PsychMapping exercise

The **psychologist** helps the **participant** complete the **#PsychMapping task**. The psychologist is the expert in the task and the participant is the experts in solving the task. In addition, the psychologist helps the participant to increase his expertise in the task.



Use primarily questions to guide participant's reflections. Do not give responses to participants unless you are sure that this is necessary.

The final decision on what to put on the map is always the decision of the participant. The result of the exercise does not have to be correct, it has to make sense to the participant who completes the exercise.



2) The opening part of the exercise

2.1) Explain the aims

For new participants the aim might be:

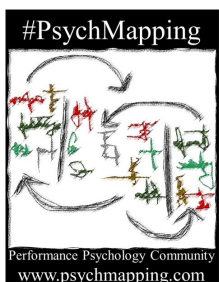
“The aim of this task is to explore the internal and external factors that contribute to your performance and wellbeing and to map these factors so that strengths and weaknesses can be easily identified.”

Maybe the aim is to explore a specific topic that has emerged in an earlier session:

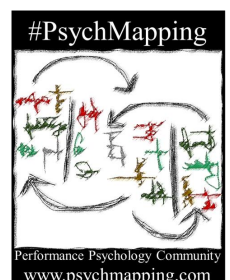
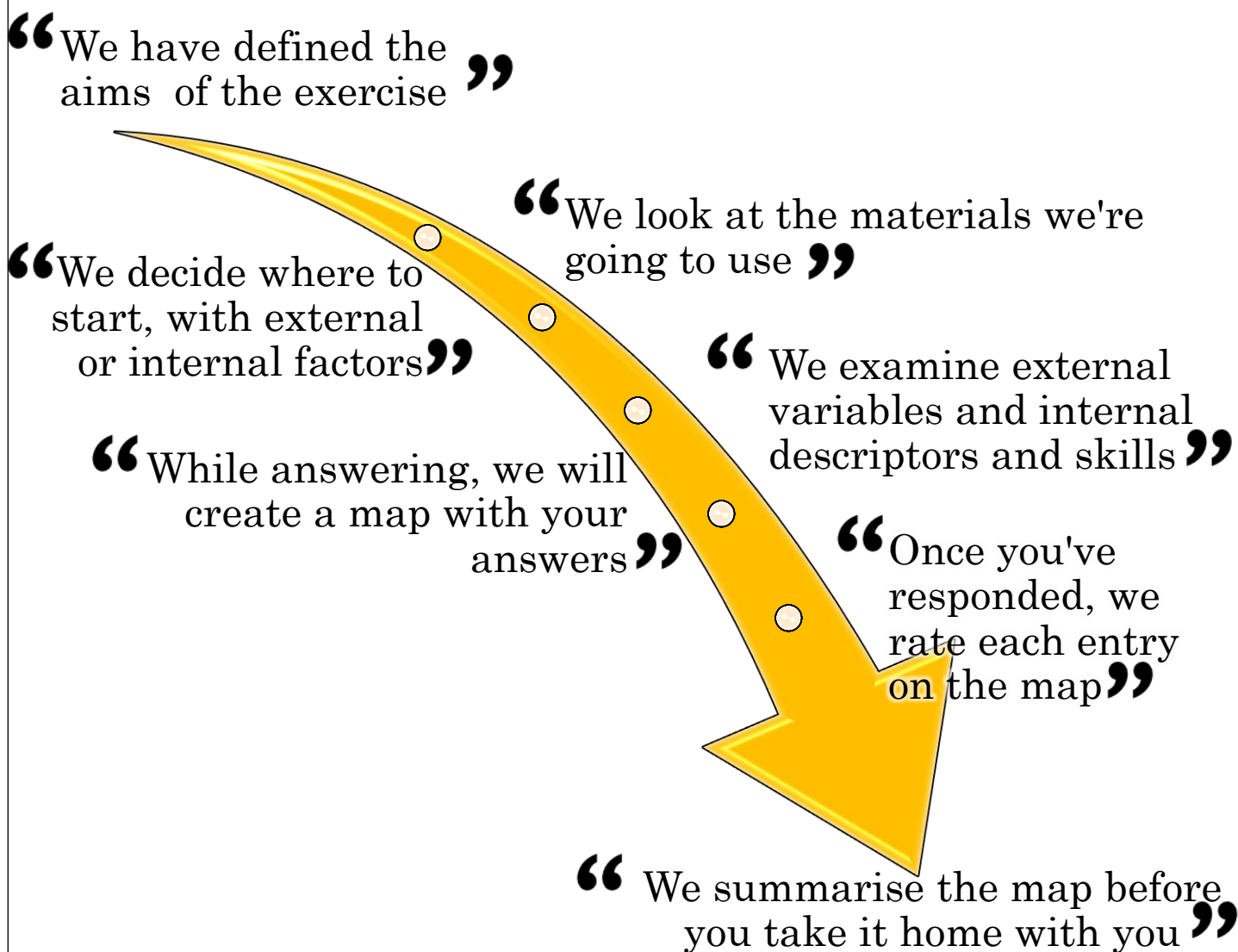
“The aim of this task is to explore the internal and external factors that contribute to ... (the topic) and to map these factors so that protective and harmful aspects can be easily identified.”

In any case:

“Completing the #PsychMapping exercise will also help you gain self-knowledge and learn more about how to deal with your psychological challenges in order to respond to external stressors and make the most of your opportunities.”

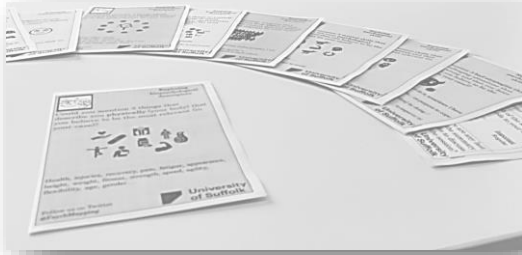


2.2) Explain the procedures

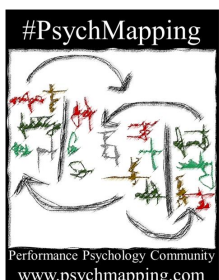


2.3a) Present the materials (face to face)

- ✓ Our recommendation is to print out the card and, if you are working without IT support, the map. We often print out a set of cards for a single participant who can keep the cards after the exercise.



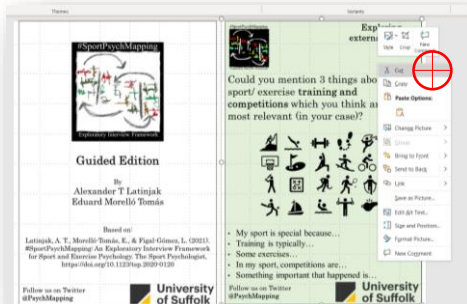
- ✓ Allow the participant to interact with the cards to create the impression that you and the exercise are two different things, and relieve the participant of any fear of the unknown and the uncontrollable.
- ✓ Returning participants often keep the cards and arrange them the way they want to respond. The order of the questions doesn't matter too much as long as you both know which #KnowledgeMap cluster you're exploring.
- ✓ When showing the map, fill in the descriptive section with the date, your name, and an identifier of the participant. Do not fill out the exercise topic until the opening section of the exercise.
- ✓ If you are using a computer, you can also show the participant how to make an entry on the map and invite the participant to make the entries themselves.



To print out the question cards:

- ❑ If you want the general formulation question cards:
 - ❑ Print out the corresponding file on A4 paper (single sided) and fold it vertically. We recommend plasticising the cards or gluing the two halves together. Alternatively, you can go to a copy shop and ask them to downsize the slides (A5 or A6 work best). An alternative to plasticizing is to use thicker paper.
- ❑ If you want adapted versions of the cards printed out:
 - ❑ Make the changes to the modifiable version.
 - ❑ For A5 prints, open the general formation card file. Delete the general version of the map on the left of each slide (1). Copy all elements on a slide in your modified version (2). Paste the copied elements into the print version as an image (3). Move the new image to replace the deleted one (4). Repeat for each question card.
 - ❑ For other sizes: The A4 version can be reduced in size as required. You would have to resize the slide to a certain size and reduce the size of the copied image to fit on the page.

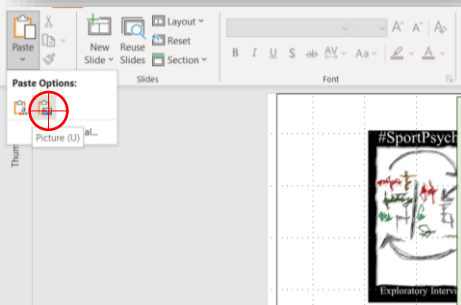
(1)



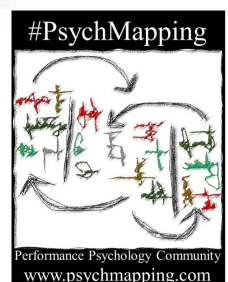
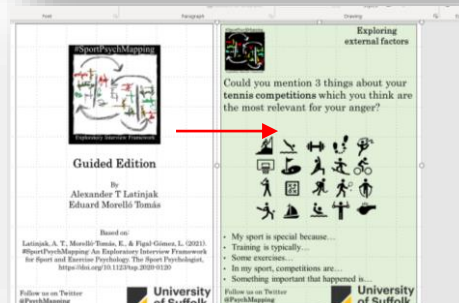
(2)



(3)



(4)

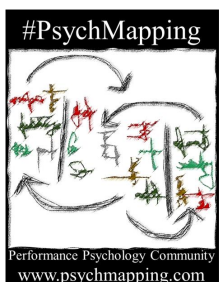


2.3b) Present the materials (online)

- ✓ Open the online version the #PsychMapping exercise (1). The participant sees the welcome page.
- ✓ Do not go into presentation mode. We recommend that you hide the upper command ribbon (2) and the miniature sidebar (3).
- ✓ Draw the participant's attention to the three question cards (examples).

“We are going to examine three types of factors that affect your performance or wellbeing: external factors, internal factors describe you, and the mental skills that you have and need to develop. Here is an example of a question card for each block. Each question card includes the question, some illustrative icons, and examples or triggers to help you.”

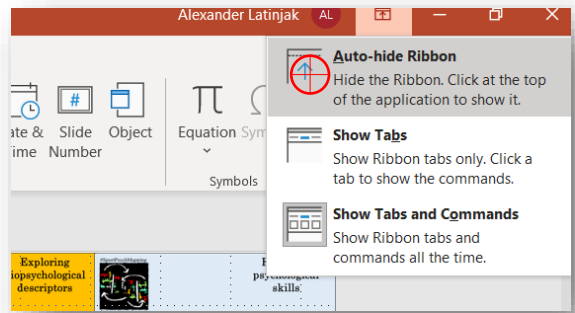
- ✓ Now draw the participant's attention to the summary map. From any slide you can access the summary map by clicking on the large University of Suffolk logo while holding down the Ctrl key (4). If you are using a MAC this may not work. In that case, don't hide the miniature sidebar and click slide 3 where the map is.
- ✓ Enter the date, your name, and an identifying name for the attendee (5). Do not enter the topic of the exercise yet. This is discussed in the opening section.
- ✓ You can show the participant how to make an entry on the map. Just click on a grey box and start writing (6). Don't forget to erase what has been written.
- ✓ You can return to the welcome page by clicking on the small circle with the "P" under the University of Suffolk logo while holding the Ctrl key (7). If you want to go to the map for the opening section, do the same with the small circle with the "O" (8)



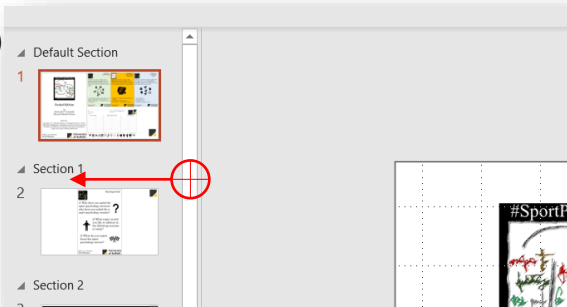
(1)



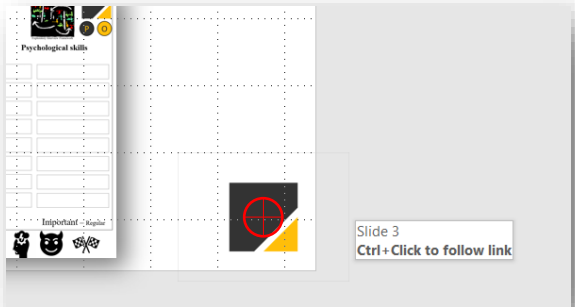
(2)



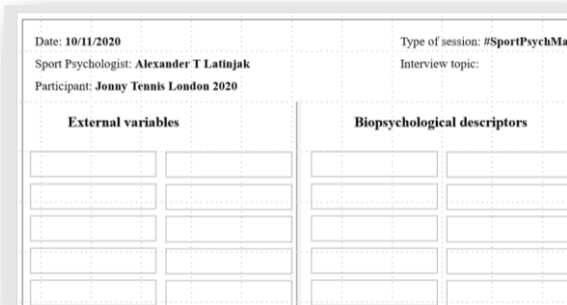
(3)



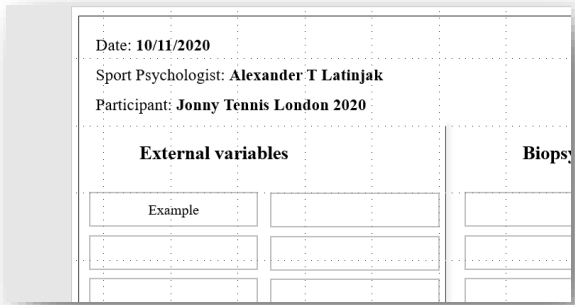
(4)



(5)



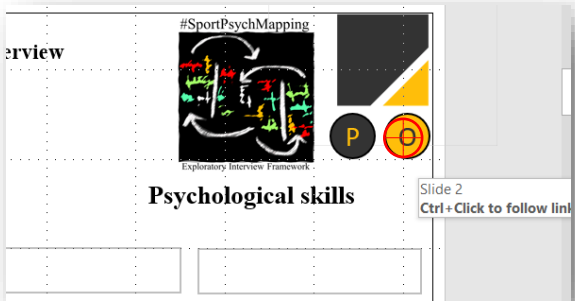
(6)



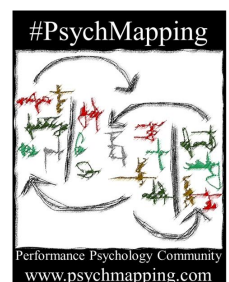
(7)



(8)



Images are from the #SportPsychMapping version. The #PsychMapping exercise version is identical in terms of the technical issues to be explained.



2.4) The opening questions

Click on the small circle with the “O” under the University of Suffolk logo on the map page while holding the Ctrl key, or go to slide 2.



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Opening section

1) Why have you opted for performance psychology services/ why have you asked for a consultation session?

?



2) What topics would you like to address in the following sessions or today?

3) What do you expect from this performance psychology service?



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❑ Question 1

This question was developed for new participants. This question can help determine a topic for the exercise. Additionally, this question is a great way to start a conversation and build a relationship.

In the case of returning participants, it could be replaced by a simple "What's new?" question.

❑ Question 2

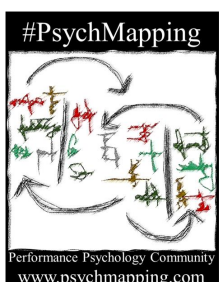
This question is important no matter who the participant is. If a topic was set in question 1, use question 2 to confirm that topic. Once you have the topic, go to the map and enter the topic in the header.

If in doubt, choose general topics such as performance or wellbeing in the first the #PsychMapping exercise with a new participant. Returning participants can benefit from both general and specific topics.

❑ Question 3

This question was added in case the participant is not only new to the #PsychMapping exercise, but also to your performance psychology service. In order to build the relationship further, unrealistic goals can be questioned and replaced with more realistic ones.

But even with returning participants, we found it useful to set specific goals and expectations in each session.



3) The main part of the exercise

3.1) Duties of the psychologist

Make the participant decide where to start

The options are:

1. Talk about their performance environment
2. Talk about who they are generally and how they tend to be in specific situations
3. Talk about their psychological skills

If there is no decision, we suggest starting with the external factors. Returning participants in face-to-face sessions holding all question cards can select questions and switch between clusters. Just make sure they know when you are exploring external factors, descriptors, or skills.

Present questions cards to new participants

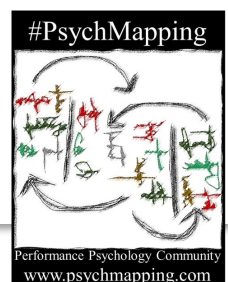
The technical procedure for the online version for each card will be explained on the following pages. When a new card appears, consider doing the following:

- Read the questions, especially if the participants complete the exercise for the first time.
- Paraphrase and adapt the questions, especially when you have not created adapted versions of the cards.
- Make the participant aware of the examples or triggers; you do not need to read them

You will find detailed instructions for each area on the following pages!

While the participant responds

- Enter the participant's answers on the map, unless they do that by themselves.
- If you need to convert longer answers into key words or short phrases, ask the participant for their approval.
- If you feel that the participant is leaving out an important topic, use questions to guide them to the reflections you think are appropriate.



3.2) External variables

#PsychMapping

Exploring external factors

Could you mention 3 things about the physical and environmental conditions in your performance context that you believe to be the most relevant (in your case)?

You could mention weather, facilities, distance, transport, location, kit, technology, food, clothing, noise, entertainment options, heat and cold, illumination, smells, green areas and nature...

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#PsychMapping

Exploring external factors

Could you mention 3 things about the organisations that make up your performance context that you believe to be the most relevant (in your case)?

You could mention clubs, federations, professional associations, governments, Olympic committees, academies, schools and universities, finances, health services, sport culture, religion, media, country...

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#PsychMapping

Exploring external factors

Could you mention 3 things about people or groups of people related to your performance context that you believe to be the most relevant (in your case)?

You could mention family, partners, children, friends, teammates, training partners, coaches, mentors, managers, agents, idols, ... even people you have lost or no longer see.

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Click on this symbol on the map page while holding the Ctrl key, or go to slide 5.



Click on this symbol on the map page while holding the Ctrl key, or go to slide 6.

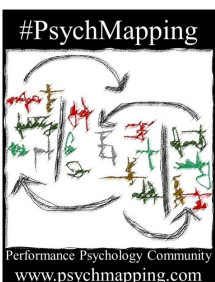


- ❖ This question is about objects and objective measures in the participant's environment.
- ❖ To make it easier for the participants, you can ask directly about specific facilities or devices.

- ❖ This question is about entities and institutions, but also about society, culture, politics or religion.
- ❖ Sometimes it is of interest to ask about a specific organisation rather than asking the more general question on the card.

- ❖ This question relates to specific people or groups of people. These do not have to come directly from the performance context.
- ❖ Sometimes the participant also talks about the relationship with these people. In this case you have to choose between a general entry on the map (Dad) or a specific one (Fight with Dad).

Making entries on the map: Access the map by clicking on the large University of Suffolk logo while holding down the Ctrl key.



You can make an entry after each answer or after all the answers to a question. When participants mention descriptors or skills (my sister makes me angry), decide whether to include them in their respective columns (anger is a descriptor) or wait if they come back up later.

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Exploring external factors

Could you mention 3 things about your training/ daily activities and competitions/ special event which you think are the most relevant (in your case)?



- My sport/ daily tasks are special because...
- Training/ every day work is typically...
- Some exercises/ tasks...
- Competitions/ presentations/ exams are...
- Something important that happened is...

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- ❖ This question was not part of the published version. We added it later because we realised that important aspects of the participant's life, outside of their main activity, were too often left out.
- ❖ Even if it worked fine for us, you can leave this question out by removing the card or by skipping the slide.

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Exploring external factors

Are there any other aspects of your performance context that you believe to be relevant (in your case)?

WHAT ELSE?



Mention any other external factors that you think we need know to understand your case.

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- ❖ This question is about the role of participants in their performance context: what they usually do and how special events are going.
- ❖ We tend to allow participants to give more than 3 answers.
- ❖ Sometimes we point out to participants that they can also talk about events that happened or are happening during in their performance context, although this hint sometimes triggers mentions about descriptors (I got sad), which we then enter in their respective column (sadness is a descriptor).

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Exploring external factors

Warning: This map was not part of the published #SportPsychMapping version.

Could you mention 3 things about other activities or commitments outside your main performance task which you think are the most relevant (in your case)?



You could mention other hobbies, school or university, family activities, work commitments, travel, religious or cultural activities, participating in social media, playing video or computer games, meeting friends ...

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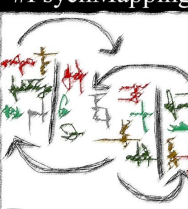
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- ❖ This question closes the section on external variables.
 - ❖ One way to formulate this question is:
- “Look at the map and put yourself in my shoes. Can I understand your performance environment based on the map or do I need to know something else?”

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3.3) Personal descriptors

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Exploring personal descriptors

Could you mention 3 things that describe you **physically** (your body) that you believe to be the most relevant (in your case)?



Health, injuries, recovery, pain, fatigue, appearance, height, weight, fitness, strength, speed, agility, flexibility, age, gender...

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- ❖ This question is about biological and physiological aspects of the participant.
- ❖ In addition to objective body measurements (weight), participants can also talk about their perception of their physical selves (self-image).

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- ❖ This question is about who the participant is.
- ❖ Inform the participant that they can talk about descriptive qualities or distinctive thoughts, beliefs, moods, behaviours, etc.
- ❖ We tend to allow participants to give more than 3 answers.

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Exploring
personal
descriptors

Could you mention 3 things about
yourself (who you are) that you believe
to be the most relevant (in your case)?



• I am very/ often/ never/...

• I would describe myself as...

• Those who know me well say that I am...

• I typically do/ think/ value/ want...

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Click on this symbol on the map page while holding the Ctrl key, or go to slide 11.



- ❖ This question is about typical momentary reactions and states.
- ❖ Participants can focus on positive or negative moments and what internal factors lead to them or how they react to them.
- ❖ Participants can also compare how they are in positive and negative situations.

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Exploring personal descriptors

Could you mention 3 things in yourself that are typical in better or worse moments related to your performance and that you believe to be the most relevant (in your case)?

- When I perform good/ bad, I am usually...
- I usually feel better/ worse when I ...
- If I am/ think/ do..., then I usually do better/worse.

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Could you mention 3 aspects that differentiate you from others in your performance context that you believe to be the most relevant (in your case)?



- Compared to my teammates (other people), I am more/less...
- One thing that makes me special is...
- I am more/less ... compared to most others.

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❖ This question closes the section on personal descriptors.

❖ One way of phrasing this question is:

“Do you think someone who has never met you can understand who you are from the information on the map, or do you need to add something important?”

- ❖ This question has been found to complement the previous two questions about participants' psychological characteristics.
- ❖ Participants who answered the previous questions thoroughly may have fewer answers in this one.
- ❖ Participants who haven't found many answers to the previous questions may find this approach more helpful.



Are there any other aspects about yourself that you believe to be relevant (in your case)?

**Anything
else? ?**

Mention other aspects that characterises you or that describes you in important or frequent moments of your performance and that you think we need to know to understand your case.

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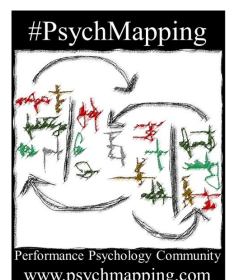
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Are you wondering whether a concept belongs to personal descriptors or to psychological skills?

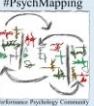
Skills are intentional, descriptors are automatic. For example, if I'm automatically persuasive it's a descriptor, but when I purposely try to be persuasive it's a skill. If in doubt, you can ask the participant:

“Is this [concept] (e.g. leadership) something you do/ that happens naturally and effortlessly, or do you do it/make it happen consciously and put some effort into it?”



3.4) Psychological skills

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Exploring psychological skills

Could you mention 3 mental skills that you believe are your **psychological strengths** and that you believe to be the most relevant (in your case)?



- I am very good at ...
- I can most of the time ...
- I successfully try to ...
- I almost always manage to avoid ...

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Exploring psychological skills

Could you mention 3 mental skills that you feel you **need to improve** and that you believe to be the most relevant (in your case)?

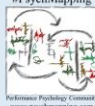


- I feel it's very hard to ...
- I often fail to...
- I believe to be very bad at ...
- I hardly ever manage to avoid ...

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Exploring psychological skills

Could you mention 3 **bad strategies** that you use in challenging situations that you know are wrong and that you later regret and that you believe to be the most relevant (in your case)?



- Although I would rather not do it, sometimes I have intentionally ...
- Unfortunately, sometimes I do... on purpose to cope with [something].
- I feel bad about solving [a problem] by doing / thinking / saying ...
- I think I should stop using/doing ... to improve or be successful

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Click on this symbol on the map page while holding the Ctrl key, or go to slide 16.



Click on this symbol on the map page while holding the Ctrl key, or go to slide 17.

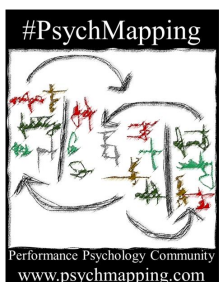


- ❖ These two questions relate to psychological skills that the participant is confident with and those that need improvement.
- ❖ While using the word strength, we avoid the word weakness from our philosophical approach. You can change that if you want.
- ❖ The participants often do not know the name of the psychological skill. Ask them to say what descriptor they can control (I can find new goals) and if you find it relevant, teach them the scientific word when adding it to the map (goal setting).

- ❖ This is the most complex question to ask and answer, but in our experience the answers often justify the effort.
- ❖ This question looks for undesirable coping strategies.
- ❖ If participants are having trouble understanding what they are looking for, provide an example.

Some examples you could use for the last question:

- “When I'm tired from work, I have a beer to feel better. It helps at the moment, but it's bad for me in the long run.”
- “A teacher yells at the students to silence them. He'd rather do something else, but for now it works.”
- “A child cries to get what she wants. It might work, but parents would certainly prefer the child to learn a different strategy.”



4) The final part of the exercise

4.1) Clean the map and review entries

- ❑ In face to face sessions when you work on paper, there is little you can do to clean the map.
- ❑ When elaborating the map on a computer you can do the following:
 - ❑ First delete the empty fields. Select an empty field and press "Delete" on your keyboard. Alternatively, click with the left mouse button on the field, click with the right mouse button and select "Cut".
 - ❑ Resize each box to fit the text and move the boxes to take up empty space. Once you click on a box, you can expand the box by dragging the white dots. To move the box you can use the arrows on your keyboard.
 - ❑ Have the participant look at the cleaned map for a minute. You can change concepts, add or remove entries as you wish. This corresponds to the first question on the last question card (slide 18 🎲).
 - ❑ One way to phrase this question:
“Now that the map is clean / while I am cleaning the map... take a moment to look at the map. Do you think I still have to know something else about your environment or about you and your mental skills in order to understand you, your challenges and to help you improve?”
 - ❑ Especially with returning participants and expert participants who bring the finished map from home to the session, you can question missing concepts or the placement of concepts.

Examples of challenging questions:

- “You haven't talked about [concept] (e.g. parents). Can you explain why?”
- “Your anger appears as a skill when it is often used as a description. Can you convince me that this is correct?”

4.2) Evaluate each entry in terms of valence and relevance

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Finishing the map

1) **Revise the map.** Are there any key concepts that we have not discussed, or which are not noted down and that you believe to be relevant in your case?

2) Please rate each of the key concepts with regards to your case.

Very helpful

Rather helpful than problematic

Equally helpful as problematic

Rather problematic than helpful

Very problematic

Important

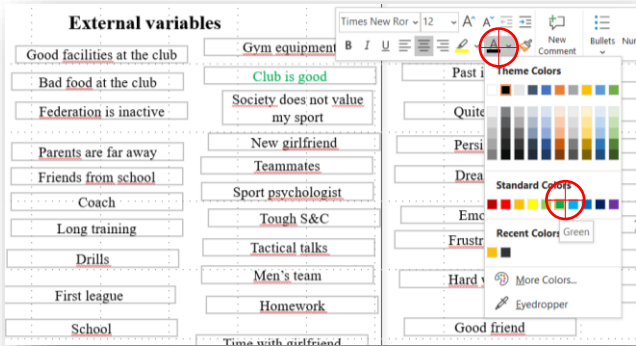
Regular

3) Is there are any last aspects about the summary you would like to discuss before you finish the session?

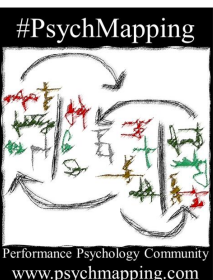
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Click on this symbol on the map page while holding the Ctrl key, or go to slide 18.



Some technical suggestions if you work on a computer. Select all of the text in a text box with three left clicks. The formatting bar should appear. Open the font colour options by left-clicking the arrow next to the "A". Then click on the desired colour with the same button. The suggested colours can be found next to each other in the "Standard Colours" area.



Valence

- ❖ The second question on the final card asks the participant to rate each entry.
- ❖ First of all, the participant should assess for each entry to what extent it is helpful or problematic in relation to the topic discussed.
- ❖ One way of phrasing this question is:

“Can you tell me for each entry on the map whether it is helpful or problematic for [topic] (e.g. your performance)? Some things are almost always helpful or problematic, others are more helpful or problematic, and some are just as helpful as problematic.”

Sometimes participants rate entries incorrectly because:

- They do not focus on the topic (e.g., an athlete's coach is generally helpful, but when she talks about her anger, the coach is problematic)
- They evaluate a topic in general, not in the current case (e.g., motivation is theoretically very helpful, but problematic in this case)
- If you believe the participant made a mistake, ask challenging questions.

Example of a challenging question:

“From our previous conversation I expected that [concept] (e.g., coach) would be rated negatively instead of positively. Can you explain to me why I am wrong?”

Relevance

- ❖ To evaluate the relevance of the entries, you can ask the participant to select all entries that are extremely / very relevant to the topic.
- ❖ You can ask the participant to rate the entries individually, select the most relevant entries from each column, or select the most relevant entries from the entire map. The more thorough, the more time the participant will spend on this task.
- ❖ A technical suggestion if you are working on a computer: To underline an entry, select all of the text in a text box with three left-clicks on your mouse. The formatting bar should appear. Now click with the left mouse button on the "U".
- ❖ Participants could make similar mistakes when assessing relevance and valence: they forget to focus on the topic or their case. Use similar challenging questions if you think the participant made a mistake.

4.3) Summarise the map

☐ Complete summary (name all concepts)

“Regarding your ... (topic), in your environment ... (dark green external factors) seem(s) very helpful and ... (light green external factors) seem(s) rather helpful. On the contrary, ... (red external factors) seem(s) very problematic and ... (orange external factors) seem rather problematic. In addition, ... (black external factors) is/are equally helpful and problematic.

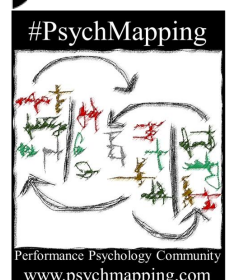
Regarding your ... (topic), in terms of who you are and how you react in certain moments, your ... (dark green descriptors) seem(s) very helpful and your ... (light green descriptors) seem(s) rather helpful. On the contrary, your ... (red descriptors) seem(s) very problematic and your ... (orange descriptors) seem(s) rather problematic. In addition, your ... (black descriptors) is/are equally helpful and problematic.

Regarding your ... (topic), the quality of your ... (dark green skills) seem(s) very helpful and the quality of your ... (light green skills) seem(s) rather helpful. On the contrary, the quality of your ... (red skills) seem(s) very problematic and the quality of your ... (orange skills) seem(s) rather problematic. In addition, the quality of your ... (black skills) are equally helpful and problematic.

In addition, you employ some controversial strategies including ... (list all unwanted strategies) which you have rated as ... (summarise the different ratings of the unwanted strategies) in relation to your ... (topic).”

☐ Other summaries

- ☐ Name only highlighted important topics
- ☐ Name only dark green and red topics



4.4) Ask for comments and questions

Ask the participant:

“Can you go back to the map, with all the entries in colour and some highlighted, and formulate comments and questions that you want to ask me?”

Alternatively or in addition, you can discuss the following aspects at this point:

- New participants can choose from the map what, in their opinion, needs to be dealt with most urgently in the performance psychology service.
- Returning participants may be asked to compare the new map to previous maps and comment on some of the changes.
- Expert participants can be asked to relate different entries, in particular entries from different columns, to one another.

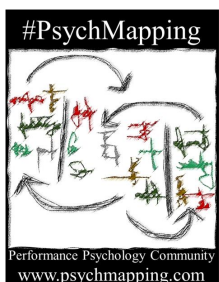
4.5) Plan the delivery of the map

It is crucial that:

- ☐ For paper maps, the participant takes the original map home with them.
- ☐ For paper maps, take a photo or scan the map before giving it to the participant.
- ☐ For PowerPoint maps, the participant understands that they are receiving the map.
- ☐ For PowerPoint maps, you have the necessary contact information to deliver the map.

Further recommendations for PowerPoint Maps:

- ✓ You agree on a day on which the participant receives the map.
- ✓ The participant receives the map as soon as possible, even on the same day, directly from you, in person or by mail.
- ✓ The participant receives the map in digital and printed version.
- ✓ To send a PDF version to make sure the formatting is correct and a PowerPoint version to allow participant to make changes to the map.
- ✓ To print out the map in colour and plasticize it.



4.6) The meaning of the summary map

Remind the participants what the map represents:

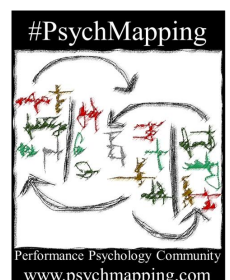
“This map represents your own self-assessment of your psychological reality, what you know and what you were willing to share on a particular topic. Your psychological reality, self-awareness, and openness to share are constantly changing, and the map would change at the same time. In addition, the #PsychMapping exercise is just one of many exploration tools and this exercise may need to be supplemented with other exploration activities before the best possible intervention strategy can be developed for your case.”

You may even want to write that on the map at times

4.7) Encourage participants to follow-up

These are some possible follow-up activities:

1. The participant can reflect on the map until the next meeting and insert or change concepts and their ratings.
2. The participant can carry out an in-depth analysis of a problem (social conflict) that has been identified while exploring a general topic (performance).
3. The participant can make changes to an original map at each new session in order to monitor the impact of interventions on the participant's psychological reality.
4. The participant can repeat the exercise on the same topic some time later to explore general developments.



5) After the session

Read this part of the guide if you want to learn more about how to analyse a participant's map after the exercise.

5.1) Literal and non-literal interpretation

Literal information

You can:

- ❖ Learn what concepts are important to the participant.

E.g., I could see that the training plan is important to the participant.

- ❖ Compare the number of helpful (green) and problematic (red) entries.

E.g., I could see that one participant rated most of the relevant aspects as problematic (a very red card).

- ❖ Compare the number and colour of the entries between the columns.

E.g., I could see that the participant talked much less about skills than descriptors and that external variables are more problematic than any internal descriptors or skills.

Non-literal information

You can:

- ❖ Analyse the participant's non-verbal language.

E.g., I could find that a participant signals discomfort when talking about mental skills that need improvement.

- ❖ Think about the participant's openness to sharing personal (critical) information.

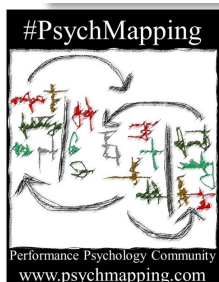
E.g., I could sense that a participant was selling me a false, perfect self-image.

- ❖ Assess the participant's level of self-awareness.

E.g., Fewer entries on the map, especially in the descriptor and skill columns, could indicate lower self-awareness.

- ❖ Infer the participant's level of metacognition.

E.g., Participants' difficulties to relate concepts to one another could be a sign of less metacognition. Likewise, an improvement in making connections could be a sign of an improvement in metacognition



5.2) Identify key concepts and establish hypothesis

This step includes:

- ❑ Taking into account the theoretical framework on which our professional practice is based.

E.g., A cognitivist might tend to identify cognitive constructs such as thoughts, self-talk, or concentration as explanatory in the participant's case, while a behaviourist would focus more on external rewards, opportunities, and consequences.

- ❑ Identifying concepts that are both theoretically relevant and can be implemented in practice.

E.g., Although the behaviour of a coach is theoretically very relevant for the motivation of an athlete, it would be pointless to establish her behaviour as a key concept if I, as a sports psychologist, have no access to the coach. It might make more sense to establish the athlete's beliefs about success as the core concept, as they can be shaped by the sports psychology service.

- ❑ Hypothesise how different concepts, especially the core concepts, could be linked together.

E.g., Motivation, a key descriptor, is linked to other descriptors such as emotions and thoughts. Motivation can be explained by the club's philosophy and the coach's feedback, although the relationship with the latter is certainly reciprocal. Furthermore, motivation problems could be explained by poor goal setting and rationalisation skills.

5.3) Plan further actions

This step includes:

- ❑ Taking into account the need to use other exploration tools and activities.

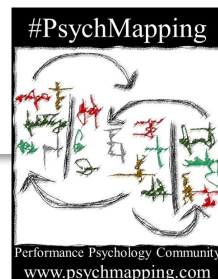
E.g., A participant raised concerns about their mental health. This should be further explored by an expert in clinical psychology. Also consider: physiological measurements, questionnaires, observations, other types of exercises, and simulation tasks.

- ❑ Considering further the #PsychMapping exercises

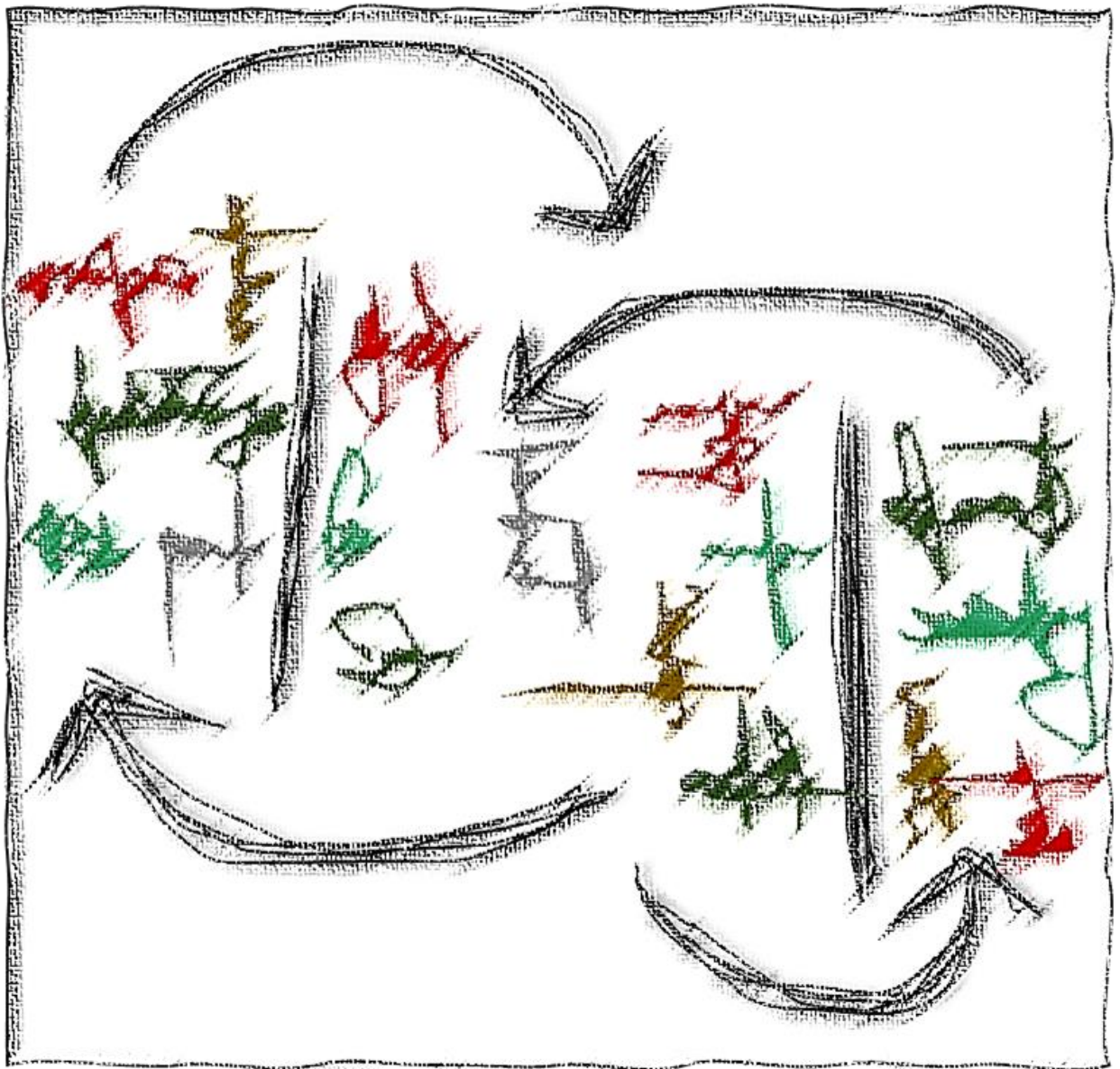
E.g., The participant mentioned difficulties in reconciling a sporting and academic career. This could be explored in depth with a the #PsychMapping exercise on the topic of dual sports and academic careers.

- ❑ Creating specific intervention plans

E.g., The participant spoke about difficulty controlling negative thoughts. A series of reflective self-talk intervention sessions could be planned to assist the participant.



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