

# **The Relationship between Pre-Performance Routine, Personality Characteristics and Accuracy in Sports**

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## **Abstract**

The Pre-Performance Routine (PPR) is defined as an organic set of physical & psychological actions, executed before the implementation of a skill with an inner independent rhythm. PPRs are based on behavioral and mental building blocks for improving or stabilizing performance. It seems that routines calibrate all competitive components at a mental level to achieve optimal performance. (Schack, Lex, & Velentzea, 2013). Athletes typically adopt a PPR in order to feel in control – both physically and psychologically – over what they are required to do before performing a key sporting activity (Lidor, 2013).

Two studies were conducted in order to examine the effectiveness of PPR when learning a self-paced motor skill in sports. The current research will address two aims: The first aim is to define the relationship between PPR, personal characteristics and accurate performance. The second aim is to examine mediation model which describes the relationship between PPR and enhancement of performance accuracy.

The first study consist of observations of one hundred and fourteen elite athletes in the branches of: golf, tennis, basketball and volleyball, in order to analyze the characteristics of the PPR. The second study consist of two hundred and forty male and female students chosen randomly and assigned one of three groups: movement-cognitive preparedness group, movement preparedness group and a control group.

The first and the second experimental groups relied on the results of behavior observed during the first study, and were developed according to the method through which expert athletes prepare themselves by performing PPR, as observed on video and based on interviews with the athletes. The objective is to improve the accuracy of performance among students who perform learned PPR similar to elite athletes. All participants were requested to complete self-efficacy, self-control and emotions questioners before and after the intervention.

Research findings concluded that the accuracy in motor-mental routine and the motor routine were more accurate in the experimental group than in the control group in acquisition, retention and transfer trials. In addition, the participants in motor-mental routine group and in motor routine group enhanced their self-efficacy and self-control and positive feelings after the intervention. The findings indicated correlations between the performance of motor-mental routine and personality characteristics and accuracy of performance in sports golf, tennis, volleyball and basketball. Accuracy was found to be a moderating variable between per-performance routine and self-control.

This study has important theoretical, empirical and applied implications. It presents a new theoretical combination of learning strategies and skills in sport psychology. The basic assumption is that motor and mental training creates a sense of thinking that promotes the child's personal characteristics. Children who feel good about themselves and develop the tools that will conceivably allow them to feel control in situations encountered in everyday life, will experience success in athletic performance, in academic achievement and in interpersonal relationships with peers and adults in general.