

## THE ROLE OF THE PSYCHOGRAMS IN IMPROVING THE PSYCHOLOGICAL TRAINING AND THE PERFORMANCES IN SPORTIVE GAMES

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### Abstract

Knowing psychograms allows the coach an elucidation of the practical problems of mental preparation that solving strategy instructional objectives, evaluation of mental demands of playing and training, identification of psychological resources on which can improve sports performance.

The results of our investigation allow us to say it is imperative that active coaches aware of the importance of using instruments deep knowledge of athletes and teams in particular in terms of psychosocial, in order to adequately address preparedness and increase sports performance.

### Introduction

Psychograms are an important tool of knowledge of athletes consisting of a detailed psychological characterization of the structure and development of an individual personality.

Implementation of the components of bulletins sports teams knowing the specifics psycho-individual allow optimization of preparation and increase sports performance. Approach in light of these techniques performance preparation can help coaches' advice on the specifics of athletes, comparing the various stages of preparation in terms of psychological effects, knowledge development psychological components that contribute to increased sports performance, locate causes of errors and failures in training or competition and establish needs psychological intervention.

The psychogram or psychological monograph is the inventory, description, expertise and systematic mental demands for each sports game in hand (according to Colibaba-Evulet, D., Bota, I., 1998, p. 106)<sup>1</sup>.

Knowing the inventory of requirements and requests to allow mental coach and solving concrete problems of elucidating the mental preparation those solving strategy instructional objectives, evaluation of mental demands of playing and training, identification of psychological resources on which can improve sports performance.

The general scheme for making psychograms was developed by M., PhD. (1982) that the data they run the content from the following sources psychograms:

- objective and subjective anamnesis of the mental states and psycho-behaviour before the contest;
- Continuous observations on some psychological (personality, leadership skills, mental status, behavioural, psycho-social relations, etc.) manifested by each player in the party and the whole team;
- information collected from training sessions and games analysis;
- strategic plans preparation matches (competition) and their analysis;
- case study;
- Directing and casting of types of behaviour depending on the opponent physically met etc.

After studying the specialized literature, the psychograms profile of sports games such as volleyball and handball, were set as follows:

### Psychogram of volleyball, on positions

#### Outside hitter, main

- **Motor skills:** thrust, athletic stature, speed (response) and a high skill in terms of resistance, dynamic force, speed of reaction-anticipation and gear in this particular body segments and, anaerobic capacity, anaerobic power (over 40 Watts/kg body) .
- **Sensorial skills:** visual perception, perception of body segments and all the action performed with maximum speed.
- **Neuro and psychomotor skills:** motor coordination, accuracy, safety and finesse in execution, motor tenacity, appropriate eye-hand coordination and manual dissociation.
- **Intellectual skills: operational thinking, capacity for cooperation (especially with the setter), creativity, tendency to be the leader, affectivity, stability under stress, anticipating situations,**

1. Colibaba-Evuleț, D., Bota, I., 1998, *Jocuri sportive. Teorie și metodică*, Editura Aldin, Bucuresti

**combativeness.**

**Middle blocker (area 3, centre)**

The **motor skills** of the centre player are fully consistent with the position requirements (participant in all combinations): response speed and execution speed short, a perfect balance of body and body segments, very good coordination, specific strength, athletic force on the arm of attack, exceptional thrust.

**Relational**, must know and apply in due time all of the **means of couple collaboration** (with the setter, with the opposite hitter, with the area 2 player), *unselfish, active and permanent cooperation with the teammates*

**Sensorial skills:** visual acuity, the peripheral, static and dynamic balance.

**Psychomotor skills:** special skill in handling the ball, hitting and / or placing the ball in difficult positions, executions in force and with great finesse.

- **Intellectual skills:** practical intelligence, analytical and decision speed operation, high level of operational thinking, anticipating the actions of game.

**Setter**

- **Motor skills:** quickly, easily moving field, skill, ball handling, exceptional suppleness joint coordination, kinaesthetic sense, differentiation of muscle effort, high technology.
- **Neuro and psychomotor skills:** analysis and decision motive perfect coordination, special skill, complex reactions, orientation in space, knowledge of possible colleagues, leadership traits, stability of attention, the intensity of attention.
- **Intellectual skills:** anticipate actions, speed of analysis and decision making, **creativity**, clarity amid a general emotional instability, operational thinking, feeling particularly combative.
- **Relational:** *capacity to work with all players*, leadership, skills supporting the team's fighting spirit, management skills and set match ends with the most effective players.

**Libero**

- **Motor skills:** *speed of action, skill, motor flexibility motive in court*
  - **Neuro and psychomotor skills:** *balanced mobile movement, energetically, carefully stable, flexible and distribution capacity differentiation and sensory assessment, taking responsibility, courage*
  - **Intellectual skills:** *operational thinking, anticipating action, activism, fighting, quick thinking.*
- Relational:** *collaboration capabilities, sense of sacrifice, and help.*

The characteristics of handball that need to be taken as technical and tactical components of patterns are: **speed, dynamism, offensiveness and aggressiveness**, both in attack and in defence, a high level of **technique**, based on a **tactical reason**, which confers all individual and collective actions real chances of success.

Taking into account all these features, the game of handball teams must take place at great speed and force, in constant motion and a fast pace, but strictly within the limits of affordability and utility regulation tactics, aimed at increasing the effectiveness in the end.

To obtain remarkable results, handball coach must be well acquainted with the ergogenesis of the handball game and know the physical and mental requirements of specific job for which each player specializes in team.

**Psychogram of handball, on positions**

**Wing player**

**Motor skills:** joint mobility, flexibility, speed of response, performance and travel short distances, force all body segments, ambidextrous, specific resistance of play, general and specific skill.

**Sensorial skills:** visual perception (visual acuity, peripheral vision), balance, perception of body segments and as a whole in actions performed with the highest speed.

**Neuro and psychomotor skills:** motor coordination, precision, fine in execution, tenacity motive appropriate eye-hand coordination and manual dissociation.

**Pivot**

The **motor skills** of the pivot are fully consistent with the position requirements. The short time you have available to throw in the fourth phase of the attack, being shorter than the other players requires the pivot: high speed response and enforcement, a perfect balance of body and body segments, very good coordination.

**Relationally**, must know and apply all means of timely cooperation in couple (**with the wing player, back player, central back**)

**Sensorial skills:** visual acuity, peripheral vision, auditory perception, static and dynamic balance, perception of the 6m semicircle threshold.

**Psychomotor skills:** special skill in handling the ball, catching and passing the ball in difficult positions, executions with great finesse.

**Intellectual skills:** practical intelligence, speed of analysis and decision in action, state continuously combative

**Back player**

**Motor skills:** special strength in arms, thrust, execution speed of the throwing arm, explosive speed.

**Sensorial skills:** visual acuity, ability to orientation in space, peripheral vision.

**Intellectual skills:** general intelligence, clear thinking, practical intelligence, science in general and specific game play station, better emotional stability, emotional mastery.

**Central Back**

**Motor skills:** ease of movement on the ground, ball handling skill, orientation in space, force general, detention and joint flexibility.

**Neuro and psychomotor skills:** coordination motive perfect, great skill, tenacity proper motive, knowledge of possible colleagues, leadership traits.

**Intellectual skills:** speed of analysis and decision lucidity amid a general emotional instability, rapid analytical thinking, feeling particularly combative.

**Goalkeeper**

**Motor skills:** eye-hand coordination, skill, rejecting/retaining the ball, balance, massiveness.

**Neuro and psychomotor skills:** coordination motive operated simultaneously specific body segments, skill retention and rejection of balls thrown at the gate.

**Sensorial skills:** visual perception, balance, perception of all body segments.

**Intellectual skills:** general intelligence with power to summarize, better emotional stability, courage, ability to anticipate the actions of opponents, teammates, the time and place of the throw-off.

**Material and method**

In the present research we intended to determine the extent to which objectives are known and respected psychograms in sports games (handball, volleyball).

Based on the assumptions made previously, we developed the hypothesis that: It is assumed that performance sport must not remain a goal for specialists involved in sports games, this debt is largely insufficient or non-compliance and knowledge of the psychograms in sports games.

The study was comprised a total of 63 respondents, coaches and former coaches, academics in the country today. To achieve the proposed tasks were used the following methods of research: Bibliographic documentation, investigation, Statistical - mathematics, and graphics. Survey consisted of applying a questionnaire containing 6 items, in which subjects responded to semi-open and closed questions. Questionnaire content was configured as follows:

**Survey**

**For determining how much are known and respected the psychograms in the sportive games (handball, volleyball)**

No.	Question	Answers	
		Yes	No
1	Do you consider important to know and respect the sportive games psychograms?		
2	Did you create at least once psychosocial profiles for the athletes you manage/managed?		
3	Did you participate in the last 3 years in informing and instructional sessions regarding the psychosocial training techniques?		
4	Do you believe that psychological preparation is important in achieving performance in volleyball/handball for the senior players? If yes, please specify if you place it on first position, regarding the importance, or on other position, and after which other training components.		
5	Did you called at least once a person trained in psychological counselling?		
6	Do you create psychosocial profiles for the athletes you manage/managed? If not, please specify why.		

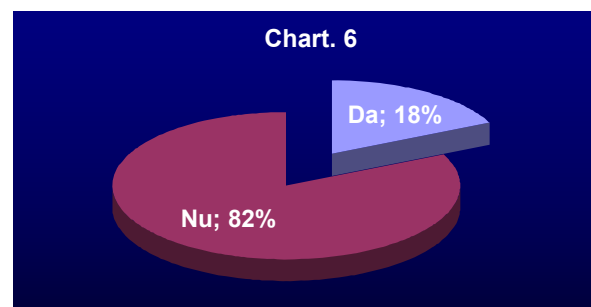
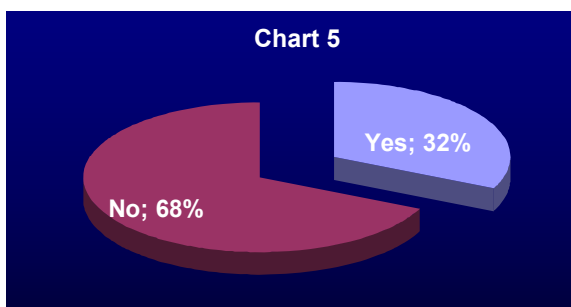
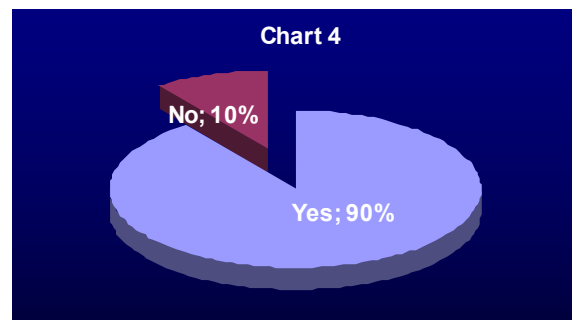
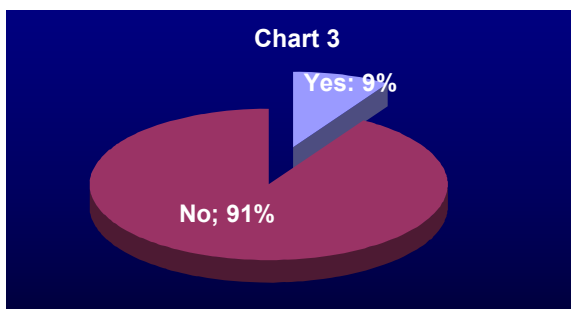
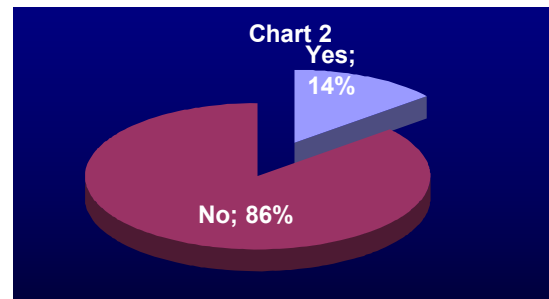
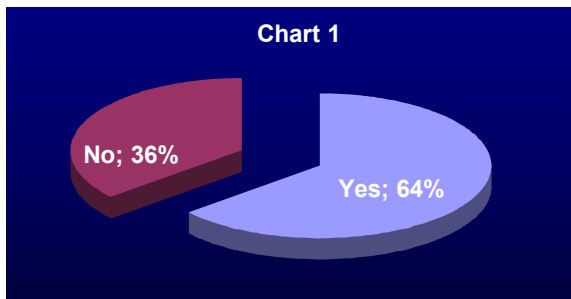
**Results and discussions**

Following the scientific results we could see that:

- 64% considered important to know and respect sports games psychograms (Chart 1);
- 14% have made at least once psychosocial profiles on athletes they coordinated (Chart 2);
- 9% participated in past 3 years to training information and documentation preparation techniques psychosocial (Chart 3);
- 90% consider it important psychological preparation in obtaining performance playing volleyball / handball in the elderly - but not first, but after technical training, tactical and physical (Chart 4);
- 32% have called at least once a person trained in psychological counselling (Chart 5);
- 82% do not file psychosocial profiles because they are too difficult and so, they rely on intuition and experience (Chart 6).

As can be seen in the presentation of the survey responses received, only 64% of respondents know the importance of drawing up psychograms for sports teams that coordinate, which shows poor cooperation with sports psychologist and even an insufficient information on the news that occurred in sports training.

The fact that only 14% have made so far (at least) psychograms and only 9% have participated in past 3 years to training information and documentation in preparation psychosocial techniques, yet reveals a failure of Romanian sport performance, this is negative repercussions on the training athletes.



Even if 90% of respondents considered important psychological preparation in obtaining performance playing volleyball / handball in the elderly (by placing it as important as technical training, tactical and physical), only 32% have worked with specialized people to help in psychological preparation of athletes.

The percentage of respondents who report that they draw psychograms (82%) because they seem complicated and prefer to rely on intuition, it is worrying and makes us say that awareness is essential active coaches on the importance of using instruments deep knowledge of athletes and teams (including in terms of psychosocial) in order to prepare the appropriate approach if we are to improve performance.