

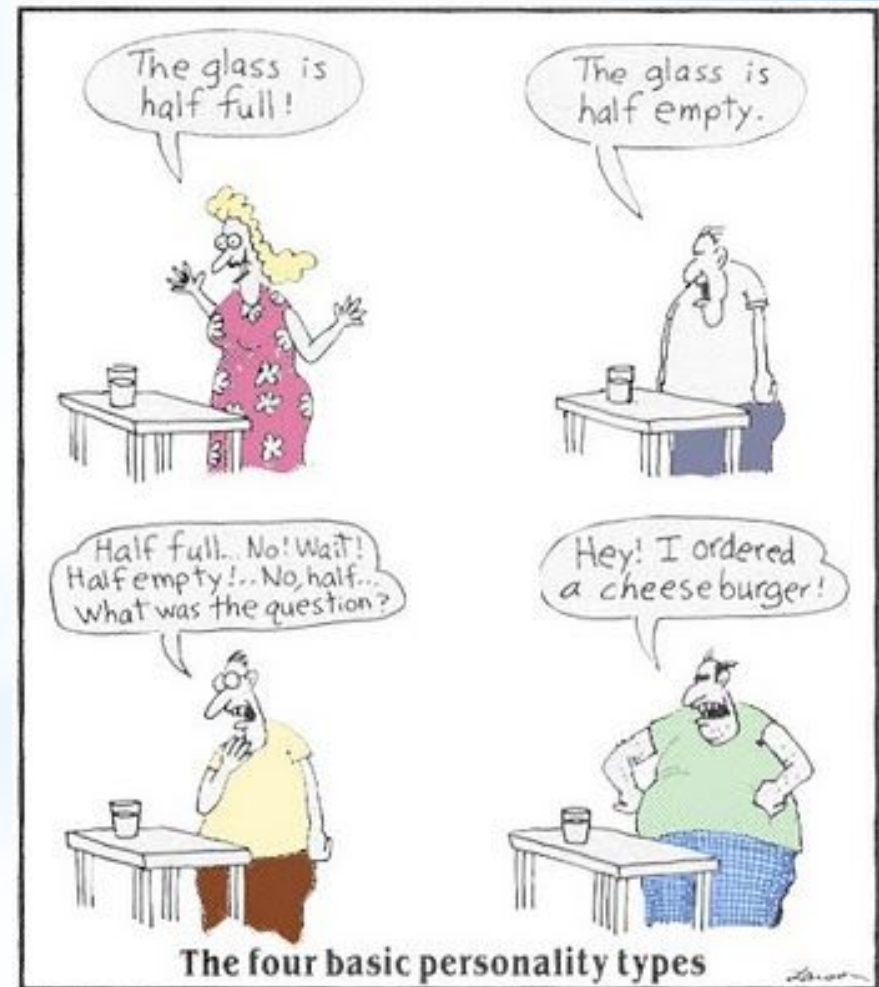
Psychology of sport

Option B

<https://www.youtube.com/watch?v=d8DSzLpEru0>

B.1.1 Define the term *personality*.

Those relatively stable and enduring aspects of individuals which distinguish them from other people, making them unique but at the same time permit a comparison between individuals.



B.1.2 Discuss social learning theory and personality.

We have the capacity to learn through observation.

The personality components of the **social learning theory** are mainly cognitive:

Knowing

Being aware

Thinking

Learning

Judging



B.1.2 Discuss social learning theory and personality.

‘Personality is the sum total of an individual’s characteristics which make a human unique.’
(Hollander)

‘Personality represents those characteristics of the person that account for consistent patterns of behaviour.’
(Pervin, 1993)

B.1.2 Discuss social learning theory and personality.

How personality and social learning theory are related.

Competencies and skills
Beliefs and expectancies
Behavioral standards
Personal goals

B.1.2 Discuss social learning theory and personality.

Competencies and skills

Two implications:

Context specificity. Some psychological structures that are relevant in one situation may not be in another.

What might be an example?

Psychological change. Competencies are acquired through observation and social interaction.

B.1.2 Discuss social learning theory and personality.

Beliefs and expectancies

Beliefs are how things are in our life (sport)

Expectancies are how things are going to be in the future. Also important is evaluating the worth and quality of an event.

B.1.2 Discuss social learning theory and personality.

For change to occur in personalities the three factors of how we see the world, what we think will happen in the future and what the world should look like, must be addressed.

B.1.2 Discuss social learning theory and personality.

Behavioral standards

How we judge the goodness or worth of our behavior

We evaluate our own actions and then respond in an emotionally satisfied or dissatisfied way.
An internal guidance system.

B.1.2 Discuss social learning theory and personality.

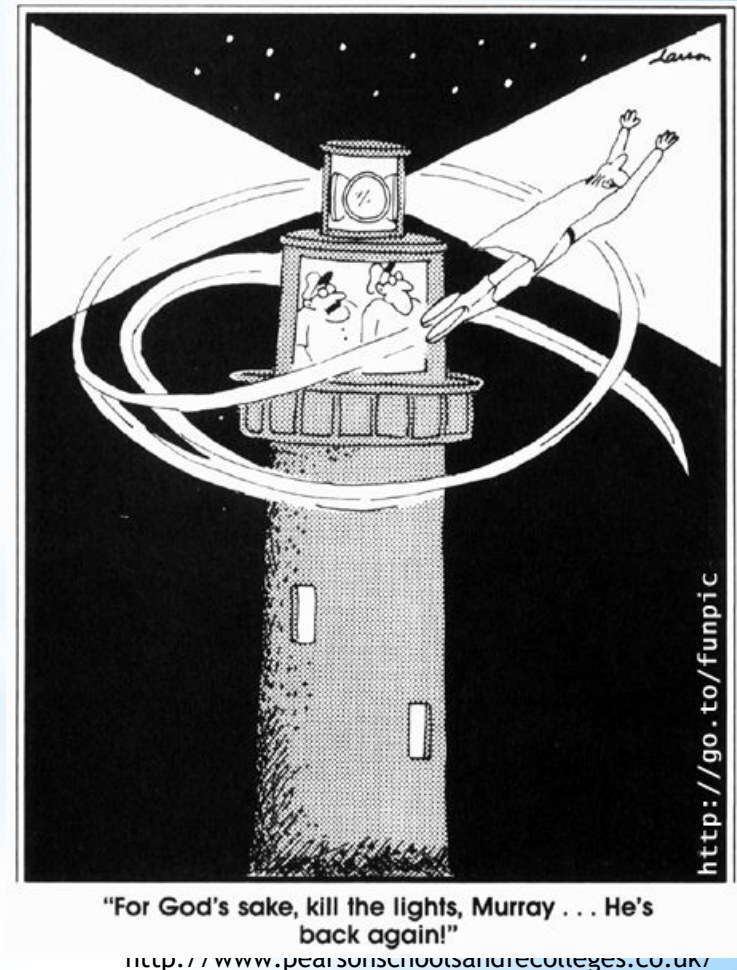
Personal goals

A key concept to influencing change is identification and realization of ones goals.

B.1.3 Discuss the interactionist approach to personality.

Behavior = Function of
Personality x Environment

$$(B = F (P \times E))$$



B.1.3 Discuss the interactionist approach to personality.

Personality has three levels that interact to form personality

- 1 Psychological core
- 2 Typical responses
- 3 Role-related behavior

B.1.3 Discuss the interactionist approach to personality.

1 Psychological core

This is the most internal of the personality levels and is thought to be the true self. Inaccessibility makes it the most difficult level to research but it is known to be stable and remains relatively constant over time.

B.1.3 Discuss the interactionist approach to personality.

2 Typical responses

Typical responses are changeable and are learned behaviors. They become modified as the person responds to environmental situations. They often reflect the makeup of the personality core.

B.1.3 Discuss the interactionist approach to personality.

3 Role-related behavior

This is the most external of the personality levels. It is therefore the level that is dynamic and changeable. An individual may have to adjust in order to fulfill many different roles in one day, for example the role of student, coach or friend. Role-related behavior is a direct consequence of the immediate environment.

B.1.3 Discuss the interactionist approach to personality.

The interactionist approach is not simple. Any behavior or response in sport can be the outcome of unlimited combinations of personality and environmental factors

B.1.3 Discuss the interactionist approach to personality.

The individual's experiences cannot be understood if personal and situational factors are separated.

Even so, a fundamental part of who we are is dependent upon our genes.

B.1.3 Discuss the interactionist approach to personality.

Read page 218-220 “An interactionist view of personality”

B.1.3 Discuss the interactionist approach to personality.

Discuss in at your table what your interpretation of an interactionist view of personality is. How does it relate to sports?

B.2.1 Define the term *motivation*.

Motivation is “the internal mechanisms and external stimuli which arouse and direct our behavior” (Sage, 1974).

Direction of effort

Intensity

B.2.2 Outline the types of motivation.

Intrinsic motivation refers to engagement in an activity with no reason other than the enjoyment and satisfaction of engagement itself. By comparison, **extrinsic motivation** refers to engagement that provides means to ends that go beyond the engagement itself.

B.2.2 Outline the types of motivation.

What are some of the intrinsic things that motivate you? In school? Work? Sports?

What are some extrinsic things that motivate you? In school? Work? Sports?

B.2.2 Outline the types of motivation.

Extrinsic motivation examples would be money, bonuses, nice cars, expensive houses, high grades in school, gold medals for athletics, etc.



B.2.2 Outline the types of motivation.

Intrinsic motivation is the opposite. You get paid for doing what you truly enjoy doing, nice cars and houses don't motivate you as much as your joy in work, learning, and the things that truly motivate you internally

B.2.3 Discuss the issues associated with the use of intrinsic and extrinsic motivators in sports and exercise.

- Extrinsic rewards influence intrinsic motivation. How?

Extrinsic rewards seen as controlling of behavior.

B.2.3 Discuss the issues associated with the use of intrinsic and extrinsic motivators in sports and exercise.

- Extrinsic rewards providing information about their level of performance.

Extrinsic rewards will enhance intrinsic motivation when the reward provides positive information with regard to the performer's level of competence.

B.2.3 Discuss the issues associated with the use of intrinsic and extrinsic motivators in sports and exercise.

<https://www.youtube.com/watch?v=4IGjH9kQHwE>

B.2.4 Describe Atkinson's model of Achievement Motivation.

Motivation is a balance between the motive to achieve success and the motive to avoid failure.

In sports, athletes enter with an approach-avoidance conflict. That is, they are motivated by success but also by the fear of failure.

B.2.4 Describe Atkinson's model of Achievement Motivation.

Achievement motivation =
The desire to succeed - The fear of failure

B.2.4 Describe Atkinson's model of Achievement Motivation.

Some athletes the desire to succeed is greater than the fear of failure. They are said to be high in achievement motivation

Some athletes the fear of failure is greater than the desire for success. They are said to be low in achievement motivation

B.2.4 Describe Atkinson's model of Achievement Motivation.

High Achievers

- Select challenging tasks
- Display a high level of effort
- Continue to try hard in difficult situations
- Focus on the pride of success

B.2.4 Describe Atkinson's model of Achievement Motivation.

Low Achievers

- Avoid challenging activities
- Exert less effort when they take part
- Exert less persistence when they take part
- Focus on the shame of failure

B.2.4 Describe Atkinson's model of Achievement Motivation.

- In contrast with theories of motivation based on biological and behavioral determinants are theories of motivation based on cognitive and social cognitive perspectives.
- The key to the question of how, psychologically, humans define success and failure
- Achievement motivation is a theoretical model intended “to explain how the motive to achieve and the motive to avoid failure influence behavior in a situation where performance is evaluated against some standard of excellence.”

B.2.5 Outline Goal Orientation theory.

Some studies suggest that **outcome orientation** is better for motivation, because an athlete is more likely to be successful. Trying to achieve ones goals. Other research suggests that **task orientation** makes for happier athletes, who train harder and are generally better prepared.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Why did I successfully accomplish this work?"

"Why did Jack flunk math?"

The answers to these questions reflect a person's beliefs about the causes of results.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Attribution theory is the study of how individuals explain events that take place in their lives.

Knowing learners' attributional beliefs can help the instructors to address the value of effort.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Weiner's classification for causal attributions.

- Locus of stability
- Locus of causality
- Locus of control
- Self-serving bias
- Learned helplessness

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Locus of Causality: internal-external

Locus means the cause is within (internal) or outside (external) an individual. For instance, factors like mood and ability are internal causes, whereas luck and teacher bias are external causes.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Locus of Stability: stable-unstable

Stability means the cause is unchanging.

"I'm good at playing guitar since I've practiced over one year". Caused by the person (stable).

"I got an A in math this time because the test is very easy, everyone had an A." Someone performed very well just by chance, and the easy test is an inconsistent or unstable cause.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Locus of Control: controllable-uncontrollable

Control refers to the factors that we can control to influence results. Factors like skill and competence are classified as controllable, whereas luck and mood are classified as uncontrollable.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Self-serving bias

- A **self-serving bias** is any cognitive or perceptual process that is distorted by the need to maintain and enhance self-esteem.
- For example, a student who attributes earning a good grade on an exam to their own intelligence and preparation but attributes earning a poor grade to the teacher's poor teaching ability or unfair test questions is exhibiting the self-serving bias.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Learned helplessness

An individual has negative expectations and thinks failure is inevitable, despite their clear ability to change their behavior or performance. They feel “doomed” to failure.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Library

What are some issues that make measuring someone's personality difficult?

B.2.6 Describe Attribution Theory and its application to sport and exercise.

TASK:

Carry out a Cattell 16 pf test

Consider whether there are links between the sport that you most enjoy and your personality profile.

<http://www.similarminds.com/cattell-16-factor.html>

B.2.6 Describe Attribution Theory and its application to sport and exercise.

TASK:

Discuss the value of personality profiling as a way of selecting a team or when advising a person as to which sport to take up.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Complete the TEOSQ

B.2.6 Describe Attribution Theory and its application to sport and exercise.

After you have completed the TEOSQ, workout a class average score for both task and ego orientation out of 5.

Scoring:

Add the task scores (questions 2, 5, 7, 8, 10, 12, 13), find the mean.

Add the ego scores (questions 1, 3, 4, 6, 9, 11), find the mean.

B.2.6 Describe Attribution Theory and its application to sport and exercise.

Do page 241 “ Data Based Questions”

Answers to page 241 data based question

- a.
 - i. Student 1 High Task, High Ego
 - ii. Student 2 Low Task, High Ego
 - iii. Student 3 High Task, Low Ego
- b.
 - i. Mean ego = 3.67
 - ii. Mean task = 3.88
- c.
 - i. Student 3
 - ii. because of their high task orientation and low ego orientation.

*Motivational Climate

- *Perceived motivational climate influences an individual's thoughts, feelings, and achievement behavior (Ames, 1992)

Performance Climate

- * Comparison with others is most important source of information for self-evaluation
- * Focus on winning and improvement is of little significance
- * Perceptions - associated with high levels of worry, focus on competitive ability

Mastery Climate

- * Performance is evaluated in terms of personal mastery and improvement and not with comparison of others
- * Perceptions - task goal orientation, intrinsic motivation, prefer challenging tasks and beliefs of success are due to effort
- * Positive attitude, high satisfaction, low

*TARGET Principles - Motivational Climate

*T_{ask}

*A_{uthority}

*R_{ecognition}

*G_{rouping}

*E_{valuation}

Psychology of Sports

Review of motivation

<https://www.youtube.com/watch?v=SE4IpVF1soo>

<https://www.youtube.com/watch?v=1akg5srwmTQ>

Psychology of the Obsessed Athlete

<https://www.youtube.com/watch?v=A9ZaudNTSeQ>

*Visualization

*

*<http://www.youtube.com/watch?v=vD06AfbmFLY>

B.3.1 Define the term *arousal*.

The continuum ranging from a very deep sleep-like state to excessive and uncontrolled activation of numerous systems that might be seen in the instance of a panic attack.

B.3.1 Define the term *arousal*.

Autonomic arousal is seen as the immediate response to a stressor.

The sympathetic nervous system closes down the non-essential physiological systems. They accelerate those fight of flight response systems.

B.3.2 Describe the theoretical approaches to arousal.

Drive Reduction Theory

It was developed by Clark Hull in 1943, was the first theory for motivation.

Drive reduction theory says that humans are motivated to reduce the state of tension caused when certain biological needs are not satisfied. This theory helps explain behaviors that have strong biological components.

***Example** might be you are driven to drink a glass of water to reduce your sensation of thirst.*

B.3.2 Describe the theoretical approaches to arousal.

Drive Reduction Theory

Discuss with you table some examples of drive reduction theory

An example of Drive not being reduced

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<https://www.youtube.com/watch?v=1x9W70LJKVw>

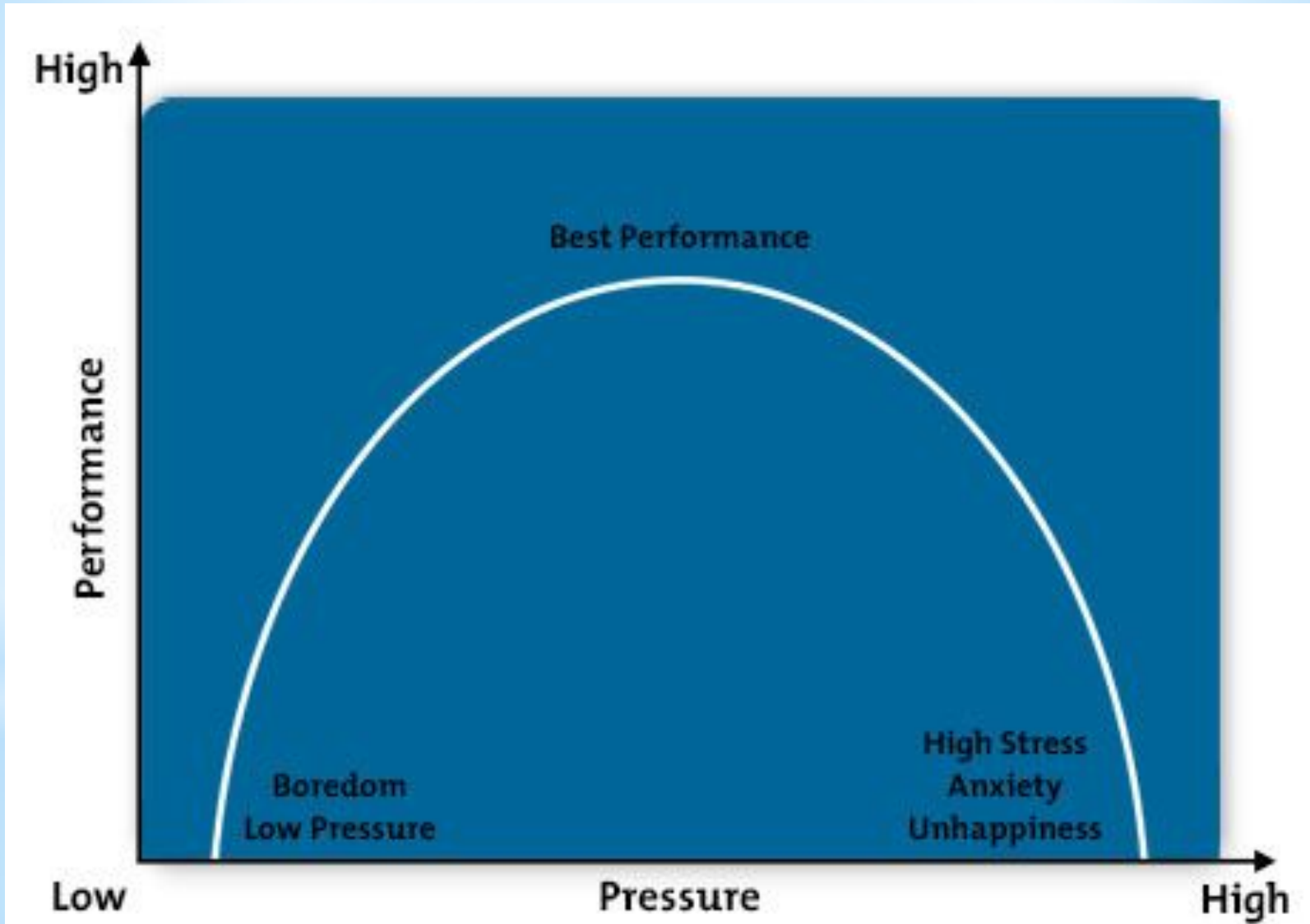
B.3.2 Describe the theoretical approaches to arousal.

Inverted-U hypothesis

For complex tasks there was an optimal level of arousal above and below which performance levels would decrease.

The theory is that as arousal is increased then performance improves but only up to a certain point (top of the inverted U). If the athlete's arousal is increased beyond this point then performance diminishes.

Inverted-U hypothesis



B.3.2 Describe the theoretical approaches to arousal.

Catastrophe theory.

Sometimes know as choking. The pressure seems insurmountable and an athlete will fall victim to what sports psychologists call the catastrophe theory.

B.3.2 Describe the theoretical approaches to arousal.

Catastrophe theory.

The interaction between physiological arousal and cognitive anxiety.

Sudden shifts in behavior arising from small changes in circumstances.

Why the behavior occurs it not yet known.

* **B.3.4 Discuss the emotions that may influence an athlete's performance or experience in a physical activity**

* Participation in sport and exercise influences a range of participant emotions such as depression, anxiety, and pleasure

* (+) Positive and (-) Negative emotions can have +/- effect on performance

* **(+) Positive Emotions**

* Excitement, relief, and pride

* Often lead to improved performance

* **(-) Negative Emotions**

* Anger, guilt, shame, anxiety, and boredom

* Lead to decreased performance

- * **B.3.4 Discuss the emotions that may influence an athlete's performance or experience in a physical activity**
- * Specific Emotions have a discrete effect on performance
 - * Negative mood
 - * Prime us to remember negative memories of past failures
 - * Reduce our feelings of confidence to perform
 - * Feeling of helplessness, impending failure, decreasing reasoning
 - * Positive mood
 - * Prime us to positive previous outcomes
 - * Increase our confidence to perform
 - * Positive self-talk, increased self-esteem, increased problem solving when faced with performance issues
- * Some emotions traditionally negative but for that individual, have positive effect on performance (anger)

* B.3.5 Define the term *anxiety*.

* Anxiety is a negative emotion of apprehension and tension (stress) which includes irrational thoughts, fear of failure, self-doubt and worry

* Types

- * Trait (innate) anxiety

- * State (situation) anxiety

* B.3.6 Distinguish between cognitive and somatic anxiety.

COGNITIVE ANXIETY

- * Characterized by thoughts and perceptions of worry/doubt and negative expectations (mind), about performance, self-evaluation, & evaluation by others
- * (-) effect
 - * Confusion/irrational thoughts
 - * Lack of concentration
 - * Nervousness
 - * Apprehension
- * (+) effect
 - * Faster information processing

SOMATIC ANXIETY

- * Relates our perceptions of our bodily state (physiological arousal)
- * Provide signal to individual they are anxious
- * This causes physical symptoms of anxiety:
 - * Butterflies
 - * Sweating
 - * Nausea

* B.3.7 Distinguish between trait anxiety and state anxiety.

TRAIT ANXIETY

- * Innate
- * If you have the **trait**, you are more likely to show the state
 - * You are either an anxious person or you are not.
Dependent on personality.
- * A relative enduring disposition (innate personality dimension) causes people at the high of this continuum to view a wide range of non-dangerous circumstances as threatening

STATE ANXIETY

- * Situation specific
- * State anxiety refers to a temporary condition in response to some perceived threat.
- * Drops significantly once competition begins
- * A temporary negative emotion of apprehensiveness and tension experienced in threatening situations and is situation specific
 - * State anxiety arises when the person makes a mental assessment of some type of threat.

* B.3.8 Evaluate how anxiety is measured.

☐ SCAT (Sport Competition Anxiety Test) (Martens, 1977)

- ☐ Aimed to find out which competitors are likely to become too anxious in a competitive situation.
- ☐ Scoring from a sport specific situation gives an indication of that person's level of state anxiety in competition-specific situations.
- ☐ Four factors are related to competitive anxiety:
 - ☐ Individual differences in how performers interact with different situations - some events are more important than others and therefore cause more anxiety
 - ☐ The different types of anxiety (state and trait) that a performer experiences
 - ☐ A specific anxiety trait that only occurs in competitive situations.
 - ☐ The competition itself, which involves interaction between the performer's personality traits, their own competitive trait anxiety and the specific situation involved

* **B.3.8 Evaluate how anxiety is measured.**

* CSAI - 2

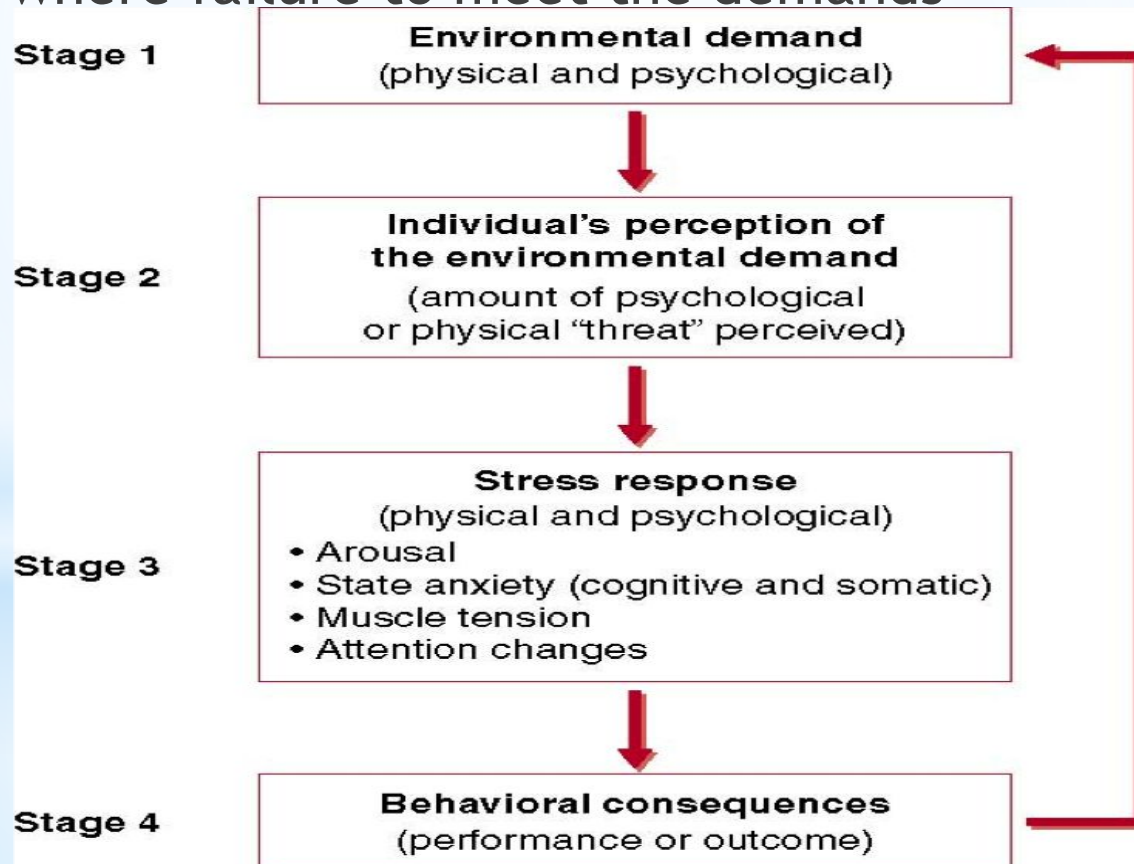
- * Measured three components: cognitive, somatic, self-efficacy.
- * Given out before competition but more than once, such as a week before, a day before, and half an hour before this.
- * Enables researchers to discover baseline levels of anxiety and compare it with pre-competition levels to see if they differ.

* STAI (State-Trait Anxiety Inventory)

- * Is a self-report questionnaire in which people rate how nervous they feel both in general and in specific situations.
- * The scoring system for the questions gives an indication of both the state anxiety and the trait anxiety of the performer.

B.3.9 Describe the stress process in sport

* Stress is a process that involves one's perception of an imbalance between the demands of the environment (physical and/or psychological) and one's response capability (response), under conditions where failure to meet the demands



B.4.1 Discuss psychological skills training (PST).

Psychological skills training (PST)

Refers to the systematic and consistent practice of mental or psychological skills. Include the following issues.

B.4.1 Discuss psychological skills training (PST).

PST: (i) is not just for elite athletes
(ii) is not just for problem athletes
(iii) does not provide quick fix solutions.

B.4.1 Discuss psychological skills training (PST).

Psychological Skills Training (PST) is an individually designed combination of methods selected to attain psychological skill needs.

There is no single idyllic PST package, each program must be individualized based on the psychological state of the individual and, the sport.

B.4.1 Discuss psychological skills training (PST).

To assemble a successful PST program it is important to distinguish between PST skills and PST methods. PST skills are the psychological qualities or attributes that need to be developed (i.e. confidence, concentration), the PST method is the tool that will be used to help improve the PST skill (Calmels et al. 2003).

B.4.1 Discuss psychological skills training (PST).

When implementing a PST program, it is improbable that a single method will be employed by a sports psychologist. It is more effective to employ a combination of mental skills that relate to the specific sport.

B.4.2 Outline goal setting.

Goal setting helps with motivation to the individual and also can give self confidence to the individual.

B.4.2 Outline goal setting.

SMARTER (specific, measurable, achievable, realistic, time, evaluate, review) goals

B.4.2 Outline goal setting.

Set a combination of outcome, performance and process goals

Process goals:

Race plan

Positive mental imagery

Quality training program

B.4.2 Outline goal setting.

Set a combination of outcome, performance and process goals

Performance goals:

Run a race at a given time.

Keep pitch count down to 60.

Throw no interceptions

B.4.2 Outline goal setting.

Set a combination of outcome, performance and process goals

Outcome goals

Win the game.

Beat the number one seed.

Get selected for the All-star team.

B.4.3 Evaluate mental imagery.

SMARTER (specific, measurable, achievable, realistic, time, evaluate, review) goals

Example of test questions

Define arousal

Draw a graphical representation of the Inverted-U hypothesis

In drive reduction theory, what is meant by drive?

What to include in your presentation of your motivational video

- What key information do you want them to get.
- Space for additional information.
- Use information from the book.
- Use information from the internet (be sure to check more than one site for credibility).
- Give examples.

- Use pictures/video or diagrams that help clarify or explain an idea.
- Must include interactive component.
- Come up with four quality questions about your material covered.