

**Psychology** - the study of the mind and behaviour.

## Personality Types

**Introverts** - shy, thoughtful and enjoy being alone



**Extroverts** - Sociable, enthusiastic/talkative and prone to boredom alone



### Type A



Impatience

Intolerance

High stress

More likely to be competitive and desire to succeed

### Type B



Relaxed

Tolerant

Low stress

Less controlling than Type A

### Nature V Nurture

**Nature** - The genetic and hereditary features that make us who we are.

**Nurture** - All of the environment variables that make us who we are.

**Trait Theory of personality** - argues that because personality is pre-determined, it will be the same in all situations.

**Social Learning Theory** - claims that our personality is down to nurture rather than nature and that our personalities are learned from others.

**Attitude** can be defined as a value aimed at an attitude object.

## Sport Psychology - Personality, Attitudes and Arousal

### Triadic Model of Attitude

**Cognitive Component** - this is how you think about an attitude object

**Affective Component** - this is how you feel about an attitude object

**Behavioural Component** - this is how you behave towards an attitude object

Two methods for changing attitudes -

1. Cognitive Dissonance
2. Persuasive Communication

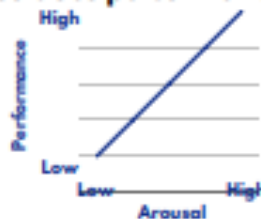
**Interactionist Perspective** - combines the work of Trait Theory and Social Learning Theory, by stating that our personalities are a mixture of genetics and the influence of the environment.

**Arousal** - a physical and mental state of alertness, varying from deep sleep to intense excitement.

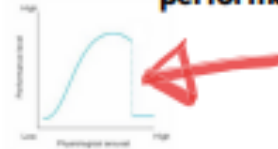
**Reasons for increased arousal -**

1. Increased no. of supporters
2. Significance of supporters
3. Must win in order to prevent relegation
4. Under pressure to maintain position within a team
5. Media presence

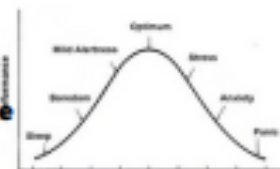
**Drive Theory** - as arousal levels increase, so does performance.



**Catastrophe Theory** - as arousal increases so does performance up to an optimal point, at this point there is a dramatic reduction in performance



**Inverted U Theory of Arousal** - as arousal increases, performance increases, up to an optimal point of arousal, after this point, performance slowly decreases.



Motivation - the drive to succeed



**Intrinsic Motivation** - comes from the performer themselves.

**Extrinsic Motivation** - comes from something other than the performer



**Competitive Trait Anxiety** - When a performer feels anxious and nervous before all sporting events. Anxiety will be part of their genetic make up.



**Anxiety** can be defined as a level of nerves and irrational thinking.

**Competitive State Anxiety** - Anxiety that is a response to a specific sporting situation. This could be a particular match or a moment within a match.



Overuse can result in a reduction in motivation as there is less need to focus on intrinsic motivation.

## Sport Psychology - Motivation and Anxiety

**Peak Flow Experience** - The maximum point of performance whereby confidence flows and skills feel easy to perform.

Highly focussed on the task



High levels of confidence



Sub-conscious feelings of control



Clear goals

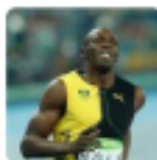


### Somatic V Cognitive Anxiety

**Somatic** - This is anxiety that is a physiological response to threat.



**Cognitive** - Comes out as a psychological response, such as worrying about losing or feeling stressed.



Sports **psychologists** may use 3 different methods to find out about a player's anxiety levels -

1. Questionnaires
2. Observations
3. Physiological Measures



**Aggression - a deliberate intent to harm or injury another person, physically or mentally.**



**Direct aggression** involves physical contact with others.



**Indirect aggression** does not involve physical contact - the aggression is taken out on an object to gain an advantage.



**Assertion is well motivated behaviour within the rules - it is behaviour that is controlled, goal-directed and not intended to harm.**



Aggression can lead to performers becoming **over-aroused**.

## Sport Psychology - Aggression and Social Facilitation

**Instinct Theory** - aggression is innate, all performers are born with a certain amount of aggression, meaning that they are more or less likely to become aggressive in sporting situations.

**Social Learning Theory** - aggressive behaviour is learned from role models or significant others.



### Theories of Aggression

The presence of others can **facilitate** or **inhibit** performance.

**Aggressive Cue Hypothesis** - believes that frustration leads to aggression but that aggression will only occur if certain cues are present.

**Frustration Aggression Hypothesis** - aggression is the result of goals being blocked, this leads to frustration and an aggressive act taking place.

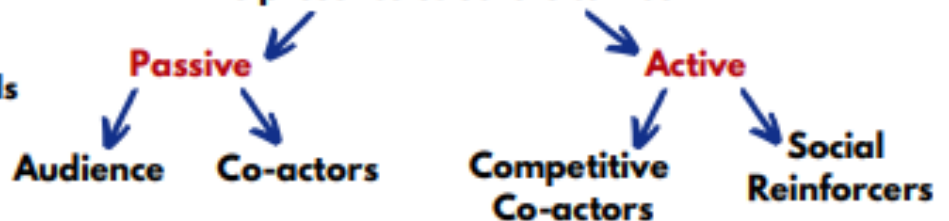


#### Controlling Aggression -

- Use mental rehearsal/relaxation
- Removal of aggressive player from situation
- Highlight non-aggressive role models
- Channel aggression into assertion
- Punishment with fines/red cards
- Peer-pressure to eliminate aggression
- Apply rules consistently and fairly

The 'perceived fear of being judged'.  
If the audience is perceived to be evaluating or judging a performance then arousal will be more likely to occur.  
This can be **positive** or **negative**.

The presence of others can be -



# SMARTER Goals

**Specific** - making sure the goal is specific to both the sport and position within the sport.

**Measurable** - goals should be measurable.

**Accepted** - by both an individual and their coach.

**Realistic** - a performer must make sure their goal is realistic to their ability level.

**Time bound** - allowing you to monitor progress **regularly**.

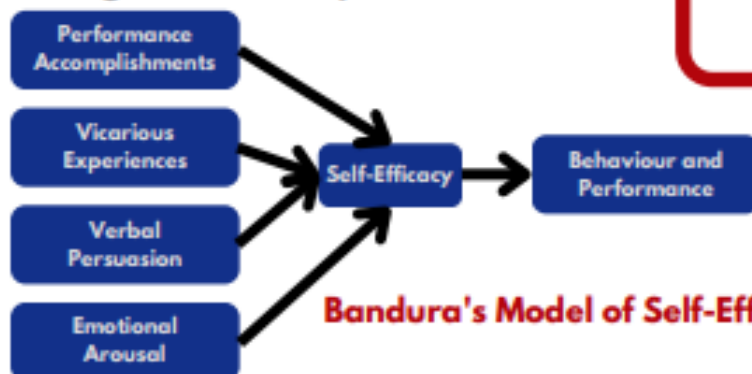
**Evaluate** - goals should be constantly reviewed, monitored and adapted.

**Re-do** - if a goal has not been achieved, it should be repeated and given more emphasis.

## Types of Goals

- **Performance goals** - concerned with individual performance.
- **Outcome goals** - concerned with the overall result and winning.
- **Process goals** - concerned with improving technique only.

Coaches use **attribution retraining** and teach performers to attribute their failure to external and unstable factors and success to internal and stable factors.



Bandura's Model of Self-Efficacy

**Mastery Orientation** - this is when an individual is motivated by becoming an expert and will strive to improve by acquiring new skills and mastering new situations.

# Sport Psychology - Goal Setting, Confidence and Attribution

## Weiner's Self-Serving Bias

In order for self-efficacy and motivation to remain high, success must always be attributed to internal and stable factors, whereas failure must always be attributed to external and unstable factors.

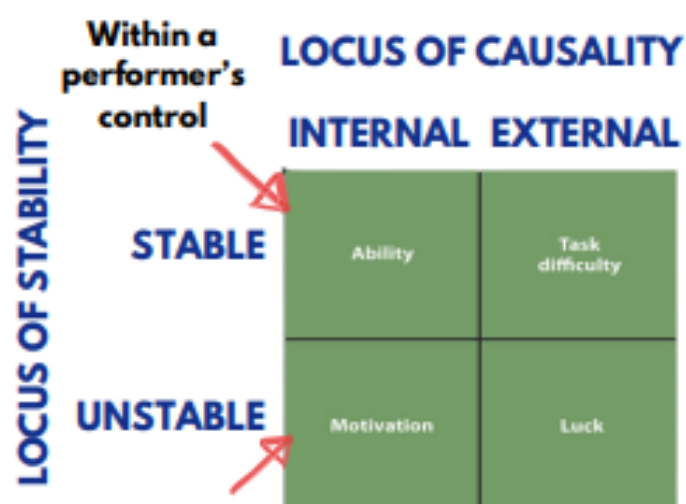
## Learned Helplessness

**General Learned Helplessness** - the fear that you will fail at everything/all sports

**Specific Learned Helplessness** - the fear that you will fail in a specific sporting situation



## Weiner's Model of Attribution



Also 'stable'. Unlikely to change dramatically

Outside a performer's control

Also 'unstable'. Can change dramatically and quickly.

**Attribution process** - the perceived reasons we give for our successes or failure.

# Bruce Tuckman created a theory of group formation :



**Social cohesion** - the interaction of individuals and how well they relate to each other



**Cohesion** - the tendency for individuals to work together and achieve their goals.



**Task cohesion** - the interaction of group members and their effectiveness in working together to achieve a common



**Prescribed & Emergent Leaders**

**Prescribed Leader** - Appointed from outside the group.

**Emergent Leader** - Appointed or emerge naturally from inside the group.

- Faulty Group Processes**
- Lack of teamword
  - Poor tactics
  - Ringelmann effect
  - Low self-efficacy
  - Under/over arousal
  - Social loafing

**Steiner's Mode of Group Productivity**

$$\text{Actual Productivity} = \text{Potential Productivity} - \text{Losses to Group Processes}$$

## Sport Psychology - Leadership, Groups and Stress

### Stress Management Techniques



- |  |   |
|--|---|
| <p><b>Somatic</b></p> <ul style="list-style-type: none"> <li>• Progressive muscular relaxation</li> <li>• Breathing control</li> <li>• Centering</li> <li>• Biofeedback</li> </ul> | <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• Mental rehearsal, visulisation and imagery</li> <li>• Attentional control and cue utilisation</li> <li>• Positive self-talk</li> <li>• Thought stopping</li> </ul> |
|--|---|



**Stress** - a negative response to the body to a threat, causing anxiety.

**Stressor** - anything that leads to an anxious state.

### Characteristics of Effective Leaders

<b>Charisma</b>	<b>Good communication skills</b>	<b>Motivational</b>
<b>Empathy</b>	<b>Experience</b>	<b>Knowledgeable</b>

### Styles of Leadership

