

Personality	
Patterns of thoughts and feelings and the way in which we interact with our environment and other people that make us a unique person	
Types of Personality Traits	
Type A Trait	Type B Trait
Working fast, having a strong desire to succeed, likes control but prone to suffer from stress, highly motivated and competitive as well as being more likely to show more aggression in sport	Working slow, lacking desire to succeed, doesn't enjoy control but not prone to suffer stress. They are more relaxed and tolerant
Stable	Unstable or Neurotic
Usually quite predictable and secure with their emotions and behaviours. An individual might show the same level of competitiveness or calmness in their approach making it more stable as a trait	Unpredictable with their emotions and behaviours. An individual could be aggressive but the amount of aggression varies making it unpredictable and therefore unstable as a trait
Introvert	Extrovert
They do not require external stimulation as they don't seek social situations but prefer quieter one to one. They are good at concentrating	They require external stimulation as they seek social situations and excitement. They lack concentration

Reticular Activating System (RAS)

This is one way that we can determine if someone is more introvert or extrovert. This is part of our brain that responds to external stimuli. The theory is that extroverts have an RAS that is naturally low in arousal levels which means they actively seek out external stimulation to achieve higher levels whereas an introvert has an RAS that is naturally higher in arousal levels and more sensitive to external stimulation and therefore doesn't actively seek it out as an extrovert would

Personality ; Social Learning (Bandura)

(The social learning approach theory believes that personality is shaped and changed by watching and copying behaviours around us from significant others. Again this theory is limited as it doesn't take into account any genetic traits and if it were accurate we would all have the same personality as that of our role models

Personality ; Interactionist

The interactionist approach theory shows that there are elements of both trait and social learning that interact to form our personalities. This approach theory believes that there are some aspects of our personality that are innate and therefore more predictable however there are many times when our traits interact with the environment that we are in and this in turn affects our behaviours and therefore our personality is changeable

Attitudes

A predisposition to act in a particular way towards an attitude object. They are learned rather than innate and therefore are unstable. If an attitude is created from information that is false or bias it is a prejudice

Factors Affecting how our Attitudes are Formed	Persuasive communication
<ul style="list-style-type: none"> - Parents - Social / Peer Group - Religion - Education - Media - Past Experience - Culture 	<ul style="list-style-type: none"> - If you can persuade someone to think exercise or performing a particular skill is fun, they are more likely to give it a go <p>The effectiveness of persuasive communication depends on three key aspects</p> <ul style="list-style-type: none"> - The person(s) doing the persuading - The quality of the message - The characteristics of who is being persuaded

Triadic Model

Beliefs: this is the cognitive element	Our beliefs are formed from what we have learned from others and our past experiences.
Emotions: this is the affective element	Our emotions are how we feel about something, if we like it or not. This is based on past experiences.
Behaviour: this is the behaviour element	This is our behavioural response to the attitude. If the cognitive and affective responses are positively linked the behaviour will be positive.

All elements of this model must relate to each other to make the attitude stable. If we have one component that doesn't match the others, the attitude could be changed or our behaviour might not reflect one of the components of the attitude

Cognitive Dissonance

This is a theory developed by a psychologist called Festinger, who in 1957, stated that in order for an attitude to be stable, all three elements of the triadic model need to be consistent. If the attitude is to be changed, the individual must experience one or more opposing beliefs. This causes disharmony or conflict (dissonance) within the attitude and the individual feels uncomfortable. It is only when the conflict is resolved that they will feel better and the change of attitude will occur

E.G someone who doesn't like running may convince themselves to do it anyway as they understand the benefits involved in doing it

Motivation	
Our drive to learn and be successful and it can be intrinsic or extrinsic	
Intrinsic Motivation	Extrinsic Motivation
Our inner drive to participate and be successful, the desire to take part for fun, enjoyment, pride and satisfaction	Our external drive to participate and be successful, this is the drive to perform or be successful for reasons such as rewards, medals, status, praise or recognition from significant others
Positives <ul style="list-style-type: none"> - Intrinsic rewards may be more 'valuable' with the individual taking part for their own - Intrinsic motivation may encourage lifelong participation/be more long term Negatives <ul style="list-style-type: none"> - Intrinsic motivators may not be enough to maintain the motivation to participate - A cognitive learner may find it difficult and not that enjoyable so may require more than just intrinsic motivation - Intrinsic motivation is more self-sufficient 	Positives <ul style="list-style-type: none"> - Extrinsic rewards may have more of a significant impact - Extrinsic rewards may improve confidence - Extrinsic rewards such as badges may be a very effective way to get children to start to learn a sport Negatives <ul style="list-style-type: none"> - If extrinsic rewards are removed motivation may decline - Extrinsic motivation may not lead to long term participation

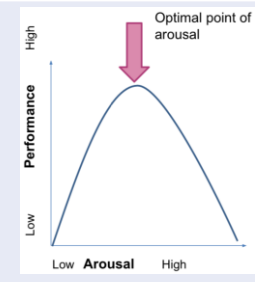
Arousal

The intensity of our emotions, motivation, behaviour, the amount of drive to achieve and amount of psychological readiness we have. When a performer experiences arousal there will be both physiological and psychological effects such as increased heart rate and increased sensitivity to stimulation

Inverted U Theory

There is an optimum arousal level and if aroused more than this performance will decline and they become anxious. At lower levels of arousal the performer will not be physiologically or psychologically ready to perform to their best

Gross skills require high arousal whereas fine skills require low arousal. The more skilful the performer, the higher the optimum arousal could be. The more extrovert the performer, the higher the arousal likely for optimum performance



Sports Psychology

- Individual Differences, Group & Team Dynamics, Goal Setting in Sport, attribution in Sport, Confidence and Self-Efficacy in Sports Performance, Leadership in Sport, Stress Management to Optimise Performance

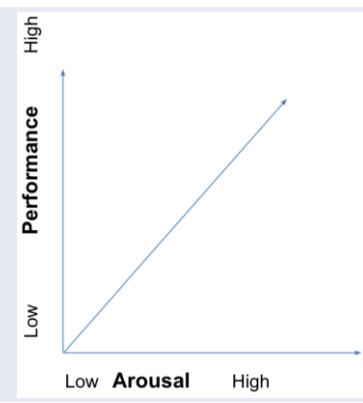
Diagram	Catastrophe Theory
	<p>The catastrophe model of arousal and performance shows a much more dramatic decline in performance when arousal is raised above the moderate or optimal level.</p> <p>There are two types of arousal for this model: somatic and cognitive.</p> <p>As somatic arousal increases so will performance quality. The optimal level of arousal can only be reached with lower levels of cognitive arousal. If there are high levels of both cognitive and somatic arousal then performance will decline dramatically. If after the catastrophe, CA decreases then performance can improve but not to optimal level</p>

Drive Theory

The drive theory describes the relationship between arousal and performance as linear, the higher the arousal level, the higher the achievement/performance level

A well learned skill (a dominant response) will be intensified. If the dominant response was correct then the performance will be enhanced. If the dominant response is incorrect and the level was intense the level of performance could decrease

Drive may be reduced if the individual loses motivation - drive reduction. This can also happen if the performer believes that they are performing to the best of their ability and therefore the performance becomes habitual and no motivation for improvement is needed



Anxiety

This is a negative aspect of experiencing stress and can be caused in sport by worry or apprehension or due to fear of failing in a competitive situation

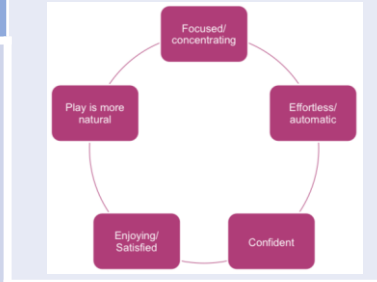
Anxiety can be caused by many different things and has many different types

Anxiety	
State Anxiety	Trait Anxiety
Anxiety with a particular situation	A stable personality trait where the individual will become anxious in most situations
State anxiety is often linked to competitive anxiety where the individual will feel anxious about losing or potentially getting injured	Trait anxiety can happen in any situation as it is more innate rather than linked to a particular situation.
Anxiety can impact performance in many ways causing an athlete to	
	<ul style="list-style-type: none"> - Lack concentration - Become de-motivated - Have poor control or become overly aggressive - Have poor technique and mistakes.
The response to anxiety can be divided into two categories: cognitive and somatic	
Cognitive refers to the way in which we think and feel psychologically and is therefore the psychological response, whereas somatic is what happens physically in the body and therefore is the physiological response.	

Zone of Optimal Functioning

The Zone of Optimal Functioning is when an athlete's arousal / anxiety levels are at the optimum level and therefore they will give their best performance

This zone tends to be different for performers as some may react better to pressure than others, some might link performance to emotions, and for some it could be factors outside of performance such as injury or training not going well.



Aggression

This is the intent to harm outside the rules of the sports event

Aggressive behaviour that is controlled or channelled within the laws of the game is assertive behaviour and an important element of being competitive

- Aggression Theories**
- Instinct
 - Social Learning
 - Frustration – Aggression Hypothesis
 - Aggression Cue Hypothesis

Instinct Theory

Aggression is a natural and innate response, it is instinctive and therefore hard to control

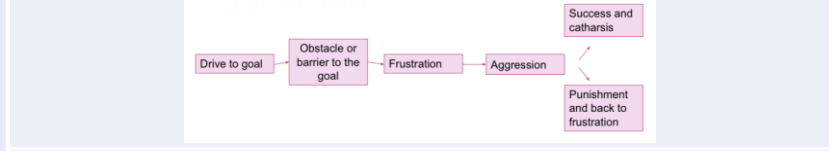
This implies that some people are always aggressive and may experience a release of the aggression if they channel it through sport

Social Learning Theory (Bandura)

Aggression is a learned response from copying the behaviour of others which is known as vicarious experiences

If performers observe their significant others being aggressive, they are likely to learn from this and copy the behaviour. This theory does not believe that aggression is innate and therefore a performer can learn to be aggressive and learn not to be aggressive as well

Frustration – Aggression Hypothesis



This was originally linked to the instinct theory as it stated that frustration will always lead to aggression however when it was revised later, the theory was brought closer to the social learning theory as it stated that frustration can make an individual potentially aggressive but is not sufficient on its own to cause the aggressive behaviour

If there is an obstacle in the way of a goal a performer can become frustrated which can lead to aggression

Aggressive Cue Hypothesis

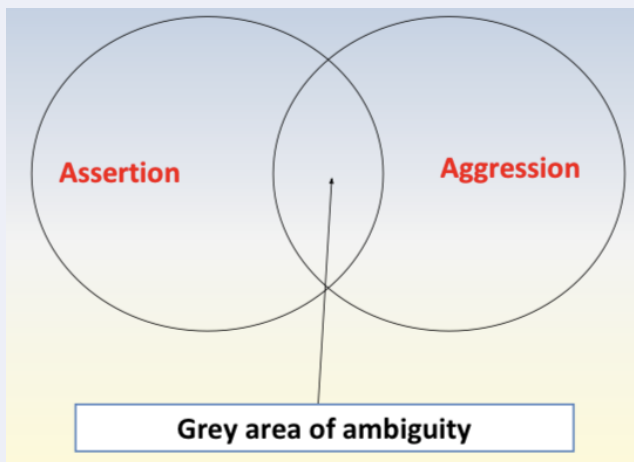
States that when an individual is frustrated, there is an increase in their arousal level which then leads to a readiness to be aggressive. It is the arousal level that leads to the aggression. This hypothesis also links in the importance of certain stimuli that cue the individual to become more aggressive. This could be related to a particular place, a particular opposition or sports that are more aggressive such as contact sports etc.

Assertion

- **Assertive Behaviour** – This is within the rules and spirit of the game and there is no attempt to harm

Some argue this is not technically a form of aggression as it does not involve feelings/actions towards another human, legitimate force used

Many sporting situations there can be a fine line between assertion and aggression. It depends on intent and is sometimes difficult for officials to determine this



Social Facilitation

This is the influence of the presence of others on performance such as an audience watching a performer

This can be...
Positive – Social Facilitation
i.e. crowd encourages a team playing well

Negative - Social Inhibition
i.e. crowd jeers at a team not playing well

Factors Affecting Social Facilitation

The following factors can affect social facilitation...

- Size of audience
- Proximity of audience
- Status of the observer
- Knowledge of the crowd
- Personality of the performer

It is suggested the mere presence of others creates arousal, which then affects performance

Learners = better without audience (interference with production of skill)
Experienced = better with audience (motivating)

Social Inhibition

Where the influence of the presence of others decreases performance

The presence of others could cause a performer to 'choke' or encourage them on to perform exceptionally well

There are many factors that affect the influence of an audience including: the personality of the performer, the type of skill being performed and the level of experience

Effects of an Audience on...

Introverts and Extroverts

Beginners and Experts

Extroverts tend to seek social situations with high arousal and for this reason, tend to perform better with an audience

Previous experiences in front of an audience can affect performance
If you are more skilled and elite, you are likely to perform better in front of others than as a beginner as the crowd could distract your focus

Simple and Complex Skills

Gross and Fine Skills

Lower levels of arousal are more desirable to increase performance if the skill is more complex due to the decision making and concentration required
If the skill is more simple, higher levels of arousal can be managed and are often desirable to increase performance

If the skill is a gross skill then higher levels of arousal from the presence of others is desirable to increase performance
If the skill is fine and intricate then the arousal from an audience could cause social inhibition if not managed

Social Facilitation

Coping strategies to reduce the effects of social inhibition and evaluation apprehension include

- Stress management techniques
- Selective attention (away from evaluators)
- Lowering the importance of the situation
- Training with an audience present or simulate crowd noises
 - Raise awareness of the zone of optimal functioning
 - Ensure skills are over learned and performer is confident.

Evaluation Apprehension

This is when a performer's arousal level or anxiety increases because they perceive judgement by others in the audience

The performer thinks or perceives that others are judging them so they become anxious and less confident which negatively impacts on performance. This could be because they know someone in the crowd or there is a coach or scout whose opinion matters to them

Strategies that a Performer Might use to help them Limit the Effects of Social Inhibition & Evaluation Apprehension

- Using selective attention to attend to relevant cues only therefore not attending to the audience would help to minimize the effects
 - Mental rehearsal/imagery may help to block out the audience so that they don't distract the performer
- Practicing in front of an audience may help the performer to become accustomed to them and stop them having a negative effect
 - Overlearning of skills to ensure they become the dominant response so that when arousal increases the correct response is still performed
- Positive self-talk would help to block out any negative thoughts about the audience or nerves associated with the presence of an audience
- Positive reinforcement or social support (from coach or team mates) may help to reduce anxiety associated with the audience
- Play down the importance of the event, so the additional arousal created by the audience doesn't over arouse the performer.

Group and Team Dynamics

- **A Group** – A number of people who communicate with each other and who work towards a common objective or goal

A groups will only form a 'bond' if the following characteristics are in place...

- 2 or more individuals interacting
 - A collective identity
- A sense of a shared purpose or goal
- A clear structure of communication

Group Stages

Forming	Storming	Norming	Performing
Group gets together They will start to test relationships and work out their roles	During this stage there is a heightened tension	Norms/rules/behaviour standards are stabilised Co-operations start to replace conflict and group cohesion begins	Maturation of group has been achieved and relationships established The group is now able to work as a unit with a primary goal

- These stages take time to develop. New players or players leaving calls for adjustments and performance can be negatively affected
 - The life of successful teams depends on a number of factors (type of sport, age of the players)

- **Group Cohesion** – A team which sticks together and remains united in order to achieve its goals
The creation of team spirit and the building of a successful team is one of the coaches most important jobs

According to Steiner (1972) the success of team is based on the following

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

In order to improve team performance coaches need to increase the motivation and performance of individual players whilst reducing faulty group processes
Faulty Group Processes = Coordination Problems, Motivational Problems

- **Ringleman Effect** – Measured the amount of effort exerted by individuals participating in tug of war events with increasingly large numbers of team members

As the group/teams increased in size, the individual effort of each team deteriorated

- **Social Loafing** – Where a performer attempts to hide when in a group situation

Often the player will 'coast' through the game and not performing to their maximum potential

Ways to Reduce Social Loafing

- Identifying situations which allow social loafing to occur
- Identifying individuals contributions within the team effort e.g statistics
- Increasing peer pressure
- Giving more responsibility/setting individuals roles together
- Ensuring individuals recognise the roles of others
- Using extrinsic motivation e.g MOTM

Goal Setting

Often used to increase a performers motivation, confidence and persistence on task

Goal Setting can Affect Performance by...

Directing Attention → Goals can focus performers on what needs to be done to improve performance in sport

Regulating the amount of effort that is put into a given task → This will ensure that there is no wasted effort on activities or movements that are unnecessary

Ensuring effort is sustained until the goal is reached → Goals motivate performers to continue with their efforts and not to give up too easily

By motivating people to develop a variety of strategies to reach their goals → In sport, the development of successful tactics and strategies can make all the difference between winning and losing

SMART Goals

- **SMART Goal Setting** – A popular view to make goal setting more effective

Specific (S)	Measurable (M)	Achievable (A)	Recorded (R)	Time Phased (T)
Goals must be clear and specific	Goals must be assessed and therefore need to be measurable =	Goals are more likely to be achieve because all interested parties have a common purpose	Goals that have been agreed should be recorded so that progress can be monitored	Goals should be split into short term goals leading to long term goals

This step-by-step approach over a period of time ensures that goals remain realistic and achievable

- **Outcome Goals** – Goals that are targets directed towards an end result of the activity
- **Performance Goals** – Goals that are directed towards the individuals end performance
- **Process Goals** – Goals that are used to improve a skill and are often related to technique

Factors Affecting Goal Setting

Long – Term & Short – Term Goals

→ Achievement of long – term goals is progressive process and must start with achieving short – term goals

Short – term goals provide a greater opportunity for success, which reinforces positive feelings

Effective Goal Setting

→ For goal setting to be effective, there must be a general breakdown of the overall goals that you want to achieve

Shared Decision – Making

→ Goals that are set through negotiation and agreement are far more effective than externally set goals

The participant will have a sense of ownership over the goal setting and will be better motivated to achieve

Goal setting is also likely to be fairer and more realistic if all parties involved have an input

If goals are set correctly, then they can have many different effects

- Development of self confidence and self efficiency
- Increased motivation levels
- Increased selective attention
- To monitor performance

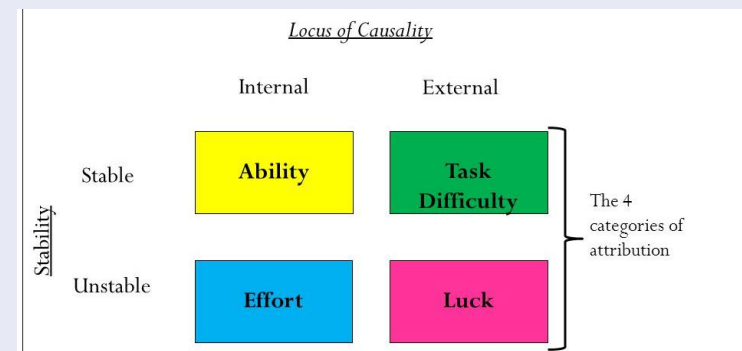
Attribution

- **Attribution** – The perceived causes of a particular outcome

The Process of Attribution

At times, inappropriate or unreal attributions are given but for the sake of future success, it is important to change these to ones that are going to be far more helpful and more motivating, this is known as attribution retraining

Wieners Model of Attribution



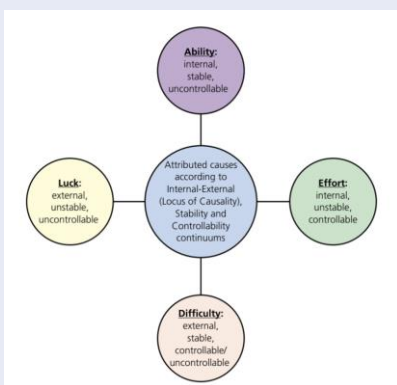
The Laws of Causality

- **The Laws of Causality** – Whether the attribution come from within the person (internal) or from the environment (external)
 - **Stability** – Whether the attribution is changeable

Problems with Weiner's Model

- Weiner's model is not sport specific, which causes problems when trying to apply it to sports situations (e.g task difficulty changes frequently in sport especially in team games, because the opposition changes)
 - If the reasons given for winning are stable, the individual is motivated to achieve again
- If failure is attributed to an unstable factor, the individual is more likely to try gain because there is a good chance that the outcome will change

Locus of Causality



Self – Serving Bias	Controllability
<p>A persons tendency to attribute their failure to external reasons and success to internal reasons</p> <p>Weiner added a 3rd dimension to his attribution mode – the dimension of controllability</p>	<p>Whether we have control over their outcome or not</p>

- **Learned Helplessness** – This refers to a belief that failure is inevitable and a feeling of hopelessness when faced with a particular situation or group of situations

Low achievers often attribute their failure to uncontrollable factors
 High achievers often attribute failure to controllable unstable factors
 → these athletes are orientated towards mastery and see failure as a learning experience
 → the 'need to achieve' performers are not afraid of failing and will persist with a ask until they succeed

- **Mastery Orientation** – The view that an individual will be motivated by becoming an expert in skill development or sports performance

An athlete who is mastery orientated will often attribute failure to internal, controllable and unstable factors, and will continue to strive to become better t the activity
 They seek to develop their competence by acquiring new skills and mastering new situations

Confidence and Self - Efficacy

- **Sports Confidence** – The belief or degree of certainty individuals possess about their ability to be successful in sport

Having high levels of sports confidence is often associated with someone having little doubt that they will achieve in sport

- **Self Efficacy** – The self confidence we have in specific situations
 - A person who has belief in their ability to achieve success will have high self – efficacy
- **Self – Esteem** – The feeling of self-worth that determines how valuable and competent we feel

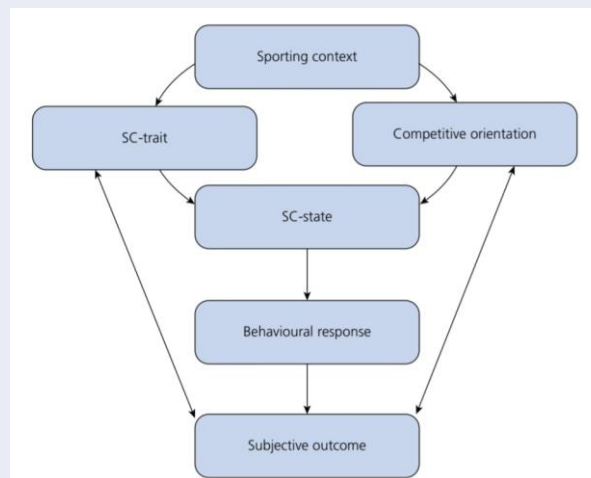
Low Sports Confidence	High Sports Confidence
Shy away from activities and avoid situations that may be related to competition	Enable them to participate with other people and not feel inhibited, and feel more able to engage in team activities
May experience low self – esteem and feel like they are not good enough	Will often have high self esteem which helps performance as sport demands high levels of arousal

These enhanced coping skills can translate into lifetime benefits, such as...	Children with negative self – esteem are more likely to ...
---	---

- | | |
|---|---|
| <ul style="list-style-type: none"> • Reduced anxiety • A more optimistic outlook on life • Fewer interpersonal problems • Less chance of conforming to social pressure <ul style="list-style-type: none"> • Better body image • Being less likely to engage in risky behaviour, such as drug use | <ul style="list-style-type: none"> • Be depressed • Have eating disorders • Engage in risky behaviours • Not participate in sports/physical activity • Get bullied |
|---|---|

Vealey's Sport Confidence Model

Investigates the relationship between achievement motivation or competitiveness and self – confidence in sport



Vealey's model shows that every sports person or athlete has an existing level of sport confidence, which is a trait, and an existing level of competitiveness

The amount of SC-trait and competitive orientation are indicative of the confidence that can be shown in a specific situation in sport or level of self efficacy during competition

If the athlete has a high level of SC-state, their behaviour is more likely to be confident and well motivated and consequently performance is likely to improve

If SC-state is low, then the athlete's behaviour is likely to be tentative and lacking in confidence, and they may therefore turn in a poor performance

After the performance, either satisfaction or disappointment will prevail. These emotions will in turn affect the athletes confidence and competitiveness in future performances

- **Subjective Perceptions of Outcome** - How someone interprets their performance in sport

The more confident you are, the more successful you will be, and the more successful you are, the more confident you will be

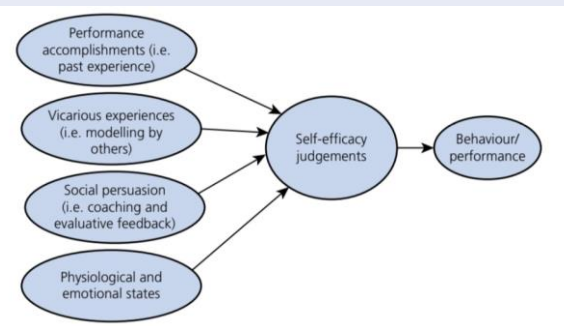
Bandura's Theory of Self - Efficacy

Self confidence can often be specific to a particular situation

This specific confidence can vary from situation to situation and can affect performance if the individual is skilful enough

Our expectations of self – efficacy depend on 4 types of information....

Performance Accomplishments	Vicarious Experiences	Verbal Persuasion	Emotional Arousal
These probably have the strongest influence on self – confidence If success has been experienced in the past, especially if it has been attributed to controllable factors, then feelings of self – confidence are likely to be high	These refer to what we have observed before If we watch other perform and be successful, then we are more likely to experience high self – efficacy, as long as the performers we are watching are of similar standard	If we are encouraged to try a particular activity, our confidence in that situation may increase The effectiveness of this encouragement depends upon who is encouraging us and in what ways	Our perceptions of how aroused we are can affect our confidence in a particular situation If you have effective strategies to control physiological and psychological arousal levels, you are more likely to have high self - efficacy



Leadership in Sport

- **Leadership** – An individual having enough influence over the behaviour of other to motivate them to follow the individuals own set goals

Position in Sport = Captain, Manager, Director, Coach, Physiotherapist, Team Sports Psychologist

Effective Leadership

- Good communication skills
- High motivation
- Enthusiasm
- Having a clear goal or a vision of what needs to be achieved
 - Empathy
- Being good at the sport themselves or having a comprehensive knowledge of the sport
 - Charisma

Emergent Leaders

Come from within the group because they are skilful or because the rest of the team selected them

+

-

Can win over the 'hearts and minds' of team mates because they are recognised as being one of their own

May lack objectivity and have their own friendships within the group that might colour their judgements

Prescribed Leaders

Are appointed to a team from an external source

+

-

More objective
Could bring to a team or individuals a 'fresh pair of eyes'
Carry more authority or power

Not ware of the team culture or ways of working or friendship groups

Autocratic Leaders

Task orientated and are more dictatorial in style, make most of the decisions and tend to have commanding and directing approaches, show little interest in the individuals making up the group

Democratic Leader

Person orientated and value the views of other group members, leaders tend to share decisions and show a good deal of interest in the individuals of the group

Lassierz – Faire Leaders

Make very few decisions and giver very little feedback

Used when discipline and control are needed or when there are hostile groups involved

Used also if there is a lack of time or for the cognitive stage of learning

When group members wish or are able to participate in decision – making and for those who prefer this democratic approach

This style is suitable if the task involves individual decision making or if the leader is creating an assessment situation or assessing the group members

Leadership Theories

- Trait Perspective
- 3 learning theories – Social Learning
- Interactionist Theory

Trait Perspective

- Leaders have a genetic disposition/innate characteristics that show leader qualities
- Leadership traits are stable and enduring, can be generalised across different situations ; some people are leaders in whatever situation

Trait Perspective Assumes...

- Certain traits produce certain patterns of behaviour
- These patterns are consistent across different situations
- People are born with these leadership traits

Criticisms

- Too simplistic
- Doesn't consider situational and environmental factors

Social Learning

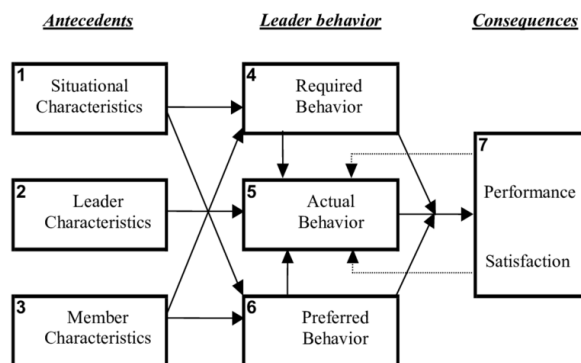
- Social learning can be a strong influence on behaviour
- Leadership characteristics are learned from others
 - Behaviour of other is watched and copied
- If you observe the model showing leadership behaviour and they are of a higher status than you = more likely to copy that behaviour
- Social environment is important for adopting leadership qualities

- **Vicarious Learning** – The person observes that a reward is given to another person for certain behaviours and learns to emulate that same behaviour

Interactionist Theory

- An individual may have certain in – born traits e.g assertiveness
- It accounts for the fact that some people are not generally leaders in everyday life but they can show leadership qualities in sporting situations
- This approach involves the interaction of traits (innate) and the changing environment

Chelladurai's Multi – Dimensional Model of Sports Leadership



Chelladurai identified 3 factors of antecedents that affect leadership...

- The characteristic of the situation
- The characteristics of the leader
- The characteristic of the people who are to be led

- The more the elements of this model match each other, the more effective the leadership is likely to be
- If the leadership qualities are what the group want and expect, they are more likely to follow the leader
 - If the leadership style matches the situation, leadership is likely to be more effective
 - The 'consequences' involve levels of performance of group members as well as satisfaction

Stress in Sport

Physical Response to Stress

- Stress causes a release of hormones. When your body detects stress, the hypothalamus in your brain reacts by stimulating the body to produce hormones including adrenaline
 - The hormones help you to deal with any threats/pressure – the flight or flight response
- Adrenaline increases HR, raises BP and provides energy – all of which increase the amount of oxygen available to the working muscles
- Stress that is too intense/lasts a long time causes the body to release stress hormones over a long period of time which can cause health problems
- It can increase the risk of stroke/heart attack and negatively affect a performer's readiness to perform and their performance

Exercise and Stress

- Exercise helps to increase the production of endorphins that make us feel good
- Endorphins are chemicals called neurotransmitters that transmit electrical signals
- Regular exercise can increase self – confidence, improve mood and lower risk of depression

Types of Stressors

- **Stressors** – The environment changes that can induce a stress response
- **Stress Response** – The physiological changes that occur as a result of stress
 - **Stress Experience** – The way we perceive the situation

An experience that is potentially stressful is affected by how we view it, so stress is not inevitable

- Competition is a powerful stressor. It puts performers into an evaluative position, can cause apprehension
 - Conflict with teammates or opposition
 - Frustration can be caused by inability to reach a goal
- Climate very hot or very cold conditions can produce a stressful experience
 - Physical hurt through injury or fatigue from hard training

The Stress Response

- The general adaptation syndrome (GAS), devised by Selye (1956) is the most widely accepted theory to explain how our bodies respond to stress

3 Stages ...

1 = the alarm reaction involves physiological changes

2 = resistance – if the stressor isn't removed, the body begins to recover from the initial alarm reaction and start to cope with the situation

3 = exhaustion – the body starts to fail to cope, blood sugar level drops and at this stage psychological disorders

Symptoms of Stress in Sport

- Physiological symptoms are likely to accompany the psychological ones
- People under stress often feel worried and unable to make decisions
 - The worry over feeling stressed can cause even more stress

Anxiety

- **Anxiety** – The negative aspect of experiencing stress and can be caused by worry due to fear of failing in a competitive situation

- Arousal levels are high, due to emotional responses
- We may be under intense stress in sports situations because of the importance of winning or the presence of a large crowd
 - Anxiety describes our feeling of being threatened

Trait Anxiety

Enduring a performer

State Anxiety

Anxiety about a specific situation

- 2 Types of State Anxiety ; Cognitive Anxiety & Somatic Anxiety

Management of the cognitive anxiety can affect the somatic anxiety
Controlling our HR using relaxation methods can make us feel more positive about performing
Positive thinking can, in turn, control our HR

Cognitive Stress Management

- Positive thinking/ self – talk
 - Rational thinking
 - Imagery
 - Goal setting
- Negative thought stopping
 - Mental rehearsal
 - Mindfulness

Positive Thinking

Think about attaining success and the aspect of winning rather than losing

Negative Thought Stopping

Instructions aimed at yourself can be directed towards technique or emotions

Rational Thinking

Challenging any negative thoughts we may have by looking at the logical and real aspects of a situation

Mental Rehearsal

The technique of forming a mental image of the skill/event that you are about to perform

Imagery

Involves the formation of mental images often unrelated to the actual activity

Mindfulness

Used as a therapeutic technique, often involving meditation, with the individual taking into account the present

Somatic Stress Management

- Relaxation
 - Progressive muscular relaxation
 - Biofeedback
 - Centering technique
 - Breathing control

Relaxation

Helps a player adopt a calm and positive attitude before a game

This technique is effective if the athlete can be aware of the muscles to be relaxed

Progressive Muscular Relaxation

Learn to be aware of and 'feel' the tension in the muscles, then get rid of the tension by 'letting go'

Biofeedback

Gives anxious people in sport the opportunity to understand their psychological response to stress

Centering Technique

Concentration is shifted to the centre of the body

This feedback of increasing HR/ sweating occurs as a result of energy flowing throughout the body

Breathing Control

Deep breathing ensures you get enough oxygen so your body can exercise effectively, by getting more oxygen in you will be more relaxed, feel more in control and less stressed