

PSYCHOLOGY OF THE PERFORMER FORMATIVE ASSIGNMENT QUESTIONS



Understanding the Psychology of the performer will shape and influence your coaching strategy. These questions are designed to develop your understanding of the research alongside developing your academic skills.

PLEASE CHOOSE ONE FROM PART A AND ONE FROM PART B. TOTAL WORD COUNT:

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PART A: WORD LIMIT: 3000 WORDS

- 1) How can a full understanding of the performers self-concept be useful to coaches/mentors?
- 2) Explore how educators create environments that support positive self-concepts.
- 3) Critically examine the how knowledge of the four stages of Identity development can inform a coaching strategy.
- 4) Critically examine the relationship between self-efficacy and performance enhancement.
- 5) "Dozens of new studies find that upwards of 20 emotions are signalled in ...dynamic patterns of expressive behaviour." Keltner et al (2019). How can a deeper understanding of emotions facilitate the coaching process?
- 6) Critically examine how self-conscious emotions can create a barrier to performance and analyse how a full understanding could influence a coaching strategy.
- 7) Examine the extent to which a coaching strategy should facilitate the evaluation of the coachees emotional terrain.
- 8) Critically assess how an understanding of perfectionism can influence and shape a coaching strategy.
- 9) Education providers need to be aware of self-esteem issues experienced by performers. Examine the extent to which a thorough understanding can aid the creation of supportive performer environments.
- 10) To what extent should an understanding of the occupational health issues experienced by the performer be pivotal to a coaching strategy?
- 11) Examine the extent to which an understanding of occupational relationships can benefit the development of a coaching strategy.
- 12) Provide a critical rationale for devising a coaching strategy that is designed to negotiate the complex working conditions faced by a performer.

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13) Maslach et al (2001) reveals six key areas of work life: Workload, control, reward, community, fairness and values. Critically evaluate why it is necessary to understand the complex working lives of performers when devising a coaching strategy.

14) Evaluate the terms obsessive and harmonious passion and examine how an effective coaching strategy can positively inform a coaching strategy.

15) How important is 'support' in the management of student 'burnout'?

16) How might a coach help their client to understand their social influences and relationships, in order to navigate their career?

17) Explain how social identity theory has contributed to understanding performance anxiety. How might a coach use this to inform their practice?

18) How is a performer's social identity and membership of social groups linked to their career, health and wellbeing? To what extent should a coaching strategy be informed by social identity theory.

19) How might you use self-categorization theory to help your coachee with their sense of self?

20) High social connectedness may lead to less anxiety, increased social identity and self-esteem. How might a coach use this to inform their coaching strategy?

21) Critically evaluate social comparison theory influence and evaluate the extent to which this should inform your coaching practice? Why is this theory especially relevant to performers?

22) Critically evaluate why a coach must avoid becoming a role model, according to social comparison theory.

23) To what extent is social comparison linked to mental health? Evaluate how this might influence a performer and how a coach can devise a coaching strategy to tackle this.

24) "Norms are the yardstick of group conduct, and it is through norms that groups influence the behaviour of their members." Hogg, Vaughan, (2018). Critically examine why might this have a detrimental impact on performers?

25) Referring to social exclusion theory, evaluate how social exclusion influences anxiety. Evaluate the significance of this within the context of the Performing Arts. To what extent should a full understanding inform your coaching practice?

26) Evaluate how social exclusion theory may lead to misconduct within the performing arts, and critically examine the impact this can have on performers.

27) Evaluate how facilitating group cohesion and performance have been found to be positively correlated. How might a coach use this to help a coachee struggling with anxiety?

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28) Assess the extent to which the performing arts sector relies on social cohesion. What impact does this have on the individual performer and how does this inform a coaching practice?

29) "The bulk of social facilitation theories emphasize anxiety-related reactions to social presence." Uziel, (2007). How do social facilitation theories help a coach understand the impact of others on a coachee's performance?

30) Four major mediating mechanisms for social facilitation have been identified:

- Uncertainty
- Evaluation
- Apprehension
- Distraction
- Self-Related (e.g., self-awareness)

How might a coach use this to inform their practice, when working with a coachee suffering from performance anxiety?

31) Evaluate how self-presentation may influence a performer. When can the construction of self-presentation lead to negative personal and professional outcomes? Assess the relevance of this to the development of a coaching strategy.

32) Evaluate strategic self-presentation and expressive self-presentation. Assess what motivations would guide self-presentation for your coachee in different situations.

33) Critically examine how a coach can guide a performer in the use self-presentation to further their performance? Explain the positive and negative impact of this on a performer's anxiety.

Part B: 1500 words

1) Drawing from Psychology as a theoretical framework is extremely valuable. Having regard to your question consider the boundary between Psychotherapy and Coaching.

2) In light of your question part A, evaluate the common themes found within Ethical Codes, such as Utility, Autonomy and Confidentiality. How might these themes offer complexity instead of clarity in a coaching situation?

3) With reference to your chosen question in part A, why is using or developing an Ethical Code a necessary part of your Coaching and Mentoring practice?