
Dance and Psychological Well-being

Lecture 2 - Personality, Motivation and Stress

What makes up personality and why is it important?

Personality refers to the characteristics or blend of characteristics that make individuals unique

Comprises three levels – psychological core, the most basic stable level; typical responses or the ways a person learns to adjust to the environment; and role related behaviour, how they act on what they perceive the situation to be.

Role related behaviour is the most changeable aspect of personality.

Understanding personality will help you improve how you can support your own positive mental well-being, and your teaching effectiveness.

The five major approaches to personality

What did you find out?

The five major approaches to personality

Psychodynamic

Emphasis the importance of unconscious determinants of behaviour and of understanding the person as a whole. It has little impact in dance psychology on the whole.

Trait

Assumes the personality is enduring and consistent across situations and that psychological traits predispose individuals to behave in consistent ways regardless of situation.

Situation

The behaviour is determined by the environment or situation.

Interactional

More common in sport research and considers personal and situation factors as equal determinants of behaviour.

Phenomenological

Focuses on a person's understanding and subjective interpretations of him/herself and their environment versus fixed traits.

----- Behaviour is determined by personal and situational factors. What might these be for you? -----

Motivation

Motivation can be defined simply as the direction and intensity of one's effort.

The direction of effort

If you seek out, approach or are attracted to certain situations

Doing extra classes

Dancing in a society

Intensity of effort

How much effort you put in

You might be in class but don't put forth much effort

You want the part but you over try/over motivated, tighten up and perform poorly

3 approaches to motivation

Trait centred

Focused on trait of the dancer

“Go getter”

Perceived Predisposed traits

Situation is important though

Situation-centred

Concerned primarily with the situation

Someone who like recreational dance but won't go on to train to be a dancer

Have you been in this situation?

Interactional view

Dancer by situation-interactional view

Motivation from dancers' factors (personality, needs etc) and from situation (Teacher's style, the studio) together.

Building Motivation - Five guidelines

1. Consider both situational and personal factors
2. Understanding multiple motives for involvement (What are yours? Do you have conflicting motives? Are yours shared with the others? Are they unique? Sex/culture differences?) Keep monitoring motives.
3. Change the environment to enhance motivation – create opportunities, individual/versus groups
4. Influence Motivation – as the teacher or director you have a responsibility to motivate, how to do this is you're feeling low yourself
5. Use behaviour modification to change dancers' undesirable motivation – helps strengthen weak motivation – how might you have been in this situation

Achievement Motivation

Personality factors

To achieve success and to avoid failure

Balance of the two

High achievers – high motivation for success low for failure

vice versa

Situational Factors

Probability of success

Incentive value of success

Resultant Tendencies

Or behavioural tendencies

Achievement motive in relation to situational factors – What are these in dance?

Completing tasks that are not too easy and not too difficult

Low achievers won't fear failure – Why? Fear the negative evaluation associated with failure

Achievement Motivation Cont...

Emotional Reactions

Pride

Shame

High achievers focus on Pride

Low achievers focus on Shame

Achievement behaviour

Four other components interact with influence behaviour

Has select more challenging tasks

Prefer intermediate risks and do well at evaluative situations

Las avoid risk, perform badly at evaluative situations and avoid challenge (so select too challenging tasks or too easy)

Achievement motivation

Strive for success

Persist in the face of failure

Pride in accomplishments

Need achievement theory

Task preferences and performance predictions

How performers explain or attribute their performance affects their expectations and emotional reactions, which in turn influences future achievement motivation.

Difficulty of tasks. "I will succeed."

Task and Outcome Orientated

Task orientated

- Can help protect from disappointment, frustration, and a lack of motivation when others do better (auditions etc)
- Greater control
- Persist in face of failure
- Don't fear failure
- High perceived competence
- Sees moderately difficult tasks

Outcome orientated

- Difficulty in maintaining high perceived competence
- Judge success against that of others
- Reduce efforts if perceived to fail or lose
- Select tasks that are very easy or too difficult
- Perform less well in evaluative (being observed) situations

What theories of motivation tell us

	High Achiever	Low achiever
Motivational Orientation	High Motivation to achieve success Low motivation to avoid failure Focuses on the pride of success	Low motivation to achieve success high motivation to avoid failure Focuses on shame and worry that may result from failure
Attributions	Ascribes success to stable and internal factors within one's control Ascribes failure to unstable and external factors outside one's control	Ascribes success to unstable and external factors outside one's control Ascribes failure to stable and internal factors within one's control
Goals Adopted	Usually adopts an incremental or task goal Typically adopts approach goals	Usually adopts outcome or entity goals Typically adopts avoidance goals
Perceived competence and control	Has high Perceived competence and believes that achievement is within one's own control	Has low perceived competence and believes that achievement is outside one's own control
Task Choice	Seeks out challenges and tasks	Avoids challenges: very easy or very difficult
Performance conditions	Performs well in evaluative conditions	Performs poorly in evaluative conditions

Emphasising Task goals

Helps prevent maladaptive achievement tendencies

Rectify learned helpless states (I am no good at this...)

Set task goals not outcome goals – what is the difference

Approach Goals / Avoidance goals

What's the difference?

Performance Profiling

Performance Profiling

Performance profiling is based on Kelly's construct theory of 1955. He looked at the ways people behaved and found they had constructs to the way they behave.

R. J., Butler

Developed Personal Construct Theory.

Useful for goal setting and motivation.

The performer chooses 20 attributes that make a good dancer.

Looking at the attributes they go on a wheel.

You then rate yourself one to ten at that time.

This forms a basis for discussion for what you need to focus on in your training.

This can help to focus and direct attention.

The coach or teacher may enter a difference of opinion that can be negotiated.

We need to ensure that the goals we set are specific.

TASK

20 most important attributes

Place them on a wheel

Rate yourself – 1 to 10

What do you need to do to focus on your training

Discussion with teacher

Set goals

Benefits

Can help to set goals and achieve an outcome and peak performance.

It helps you to understand the performers perceived ability.

There may be some difference between the dancer and the teachers.

It is designed to be flexible and changed on a regular basis.

Performance profiling can be done for whole classes.

This can be used for strengths and weaknesses and action planning for the teacher, especially if there is a relationship in data.

Benchmarks can be added to the performance profiling.

Benchmarks need to be realistic.

Limitations?

Time consuming

Dancers not being bothered to do it

It can reflect how they feel on the day

It can be quite sensitive

It is very individual

It needs to be completed more than once

It is difficult to know how to define it properly - it is qualitative

Motivation Inventory Task

Research into Motivation in Dance

1 hour

What are our research questions?

What do we want to know?

How will we do this research?

Where will we find it?

Present and discuss findings

Further activities

Read Chapter 2 and 3 of Dance Psychology by Peter Lovatt

Find research articles, papers and books into behaviours and attitudes – present findings next week

Next Session 7th November 2018

Lecture Title: Stress - Improving performance – introduction to psychological skills training

Lecture Content: During this session you will be introduced to various methods and approaches to mental skills training. You will begin to evaluate the implication and benefits they have on anxiety, stress and arousal, as well as behaviours and performance.

You will be guided on how to draw information of an article from the Journal of Dance Medicine and Science for a literature review.

You will be encouraged to carry out your own research on mental skills training selecting one or more to research during other dance activities, investigating their impact on your own performance and wellbeing.