

Peaq Classroom Sessions

"Self Confidence"

Classrooms #5

How do we define it?

A feeling of trust in one's abilities, qualities, and judgements

It's scalable...

- Too Little, can lead to not taking on enough risk, a lack of success, decreased self confidence
- Too Much, can lead to taking on too much risk, frequent failure to deliver, letting down colleagues/collaborators

Two Primary Contributors

1. Self Efficacy
 - a. Belief in your capacity to produce an achievement
 - b. To exert control over your motivation, behavior, and social environment
2. Self Esteem
 - a. Your overall evaluation of yourself and your right to be happy



Self Test (How Self Confident are YOU?)

High Self Confidence

- Do what you believe to be right, even if criticized for it
- Willingness to take risks
- Admit your mistakes and learn from them
- Extol your virtues often
- Accept compliments graciously: "Thanks, I really appreciate you noticing" or "Thanks, I really worked hard on that."

Low Self Confidence

- Govern your behavior based on what others think
- Stay in your comfort zone
- Work hard to cover up your mistakes
- Wait for others to congratulate you
- Dismiss Compliments:
 - "Oh that paper was nothing really, anyone could have done that"
 - "Yeah but like I only dropped a few tenths"
 - "Who cares everyone made the set"
 - "I know I did well, but, Like John dropped more than me"

Want a real quiz PEAQ Swimmers...

https://www.mindtools.com/pages/article/newTCS_84.htm

Bandura's Theory of Self-Efficacy

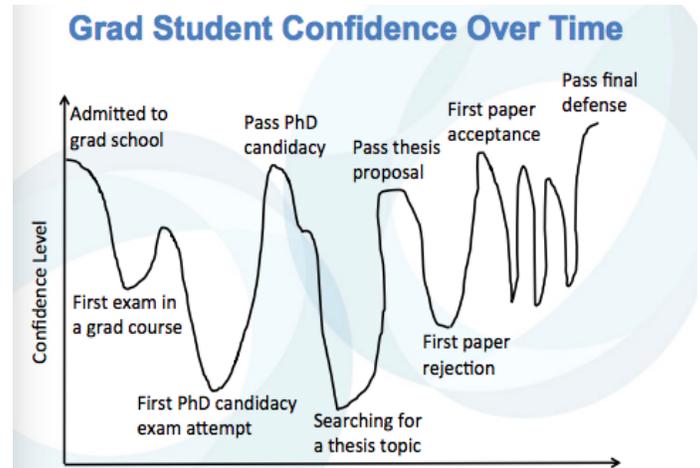
1. Believe that **your hard work and effort** brought about your success (If it comes too easy however, it contributes to nothing. Willingness to Take Risks!)
2. Believe that you are responsible for it (Versus your success being due to luck or fate)

Bandura’s Theory of Self-Efficacy

Four Sources (How you see your abilities)

1. Mastery Experiences- Things in the past you have succeeded at (Success Brings About Success)
 - a. Mastery comes in many forms, that of skill based (kicks off wall, not breathing off turns, not getting DQed), and also experience based (Senior swimming in HS Dual Meets, going to a big meet you have competed in before)
2. Vicarious Experiences- seeing people similar to you succeed
 - a. At a swim meet, your waiting for your event and someone on your team drops a lot of time. This should excite you!
3. Social Persuasion- Hearing from others that you are capable
 - a. YOUR COACH TELLS YOU THIS EVERY DAY! AND HE BELIEVES IT!
 - b. Talking to teammates and finding relatability in times of difficulty be it meets or practice.
4. Emotional Status- Staying Positive, Managing your Stress
 - a. When the “Uncontrollable Happens, You Stay in Control”
 - b. Create Positive Rituals
 - c. Refer to Classroom #1 Handout on Nerves!
 - d. Create a Positive Environment

Remember that you are human and at times you will feel more confident than others! It’s Ok! Talk to your Coaches and Teammates



“Every Computer Science PhD student I have seen, including myself, had a least one period during which they are convinced that their dissertation topic is utterly worthless.” - Gerald Estrin, Professor Emeritus, Computer Science, UCLA

10 Tips For Building Self Confidence

#1: ADMIT THE PROBLEM

- a. Take stock of where you are
 - i. Think about where you want to go, and recommit yourself to getting there.
 - ii. *“If you’re at BB Champs don’t talk down to yourself that you’re not at A Champs, take advantage of the opportunity presently there. An Opportunity to get an A time!”*
- b. Remember that no one is perfect.
 - i. Even the most confident people have insecurities and fail often.
 - ii. LightBulb Example
- c. Accept that life is full of bumps in the road
 - i. Have faith things will get better, and find familiarity in struggles

- ii. Not every swim is going to be a new best swim. Sometimes we have to learn from the less great swims!

- b. Identify the first small step needed to accomplish each item on the list and have a plan of who you will make your first step!

#2 FIND SUPPORT

- a. Find someone safe you can talk frankly to
 - i. People you can trust, who don't judge you in future based on the current state of self confidence
 - ii. Parents, Grandparents, Aunts/Uncles, Brothers/Sister, Cousins
- b. Role-Play for Upcoming Situations
 - i. Think “Race Rehearsal”
 - ii. Our Main Sets are daily role-play to get you read for real-meet situations
 - iii. At Home Visualization
- c. Surround yourself with nurturing friends
 - i. Watch out for those who criticize other to compensate for their own shortcomings and confidence (Micro-Aggressions)
 - ii. Notice it, and Check yourself when you might be doing it to others!
- d. Be there to support other when they need it!
 - i. Let them know you think they are capable! (Micro-Affirmations)
 - ii. Help others see their own potentials over doing something for someone else

#3 ESTABLISH REACHABLE GOALS

- a. Classroom Handout #2 Goal Setting

#4 RECOGNIZE YOUR SUCCESSES

- a. People will take your success! Be persistent, your actions will speak louder than your words. Recognize your ACTIONS, do NOT recognize your AFFIRMATIONS as success
- b. Avoid obsessing about your failures
- c. Make a list of recent successes, then read the list out loud
 - i. Think about your strengths and what you've achieved so far
 - ii. Give yourself permission to take pride in those achievements (This does not have to be a public display, but an “internal smile”)
 - iii. This is the little victories (making every yard in a practice) to the big victories (making a goal time for a big meet)

#5 KNOW WHEN TO TAKE A BREAK

- a. Right now is likely not the time to take a break... sorry Coach Alex
- b. Find time to take a step away to be a kid or enjoy the smaller things in life
- c. Remember on breaks to find time to talk to loved ones and reconnect with your family values and character (This is Important!)
- d. Shut Off Your Devices (This can be extremely refreshing, believe it or not swim practice really helps with this!)

- e. Have a nice meal void of phones, and rich with conversation
- f. Treat yourself to something you enjoy! (A favorite movie or read, ice cream, warm bath, tasty dessert)
- g. Take a step back and help someone else at practice! (Provide encouragement to a teammate, compliment a friend, ask someone how their day is going)

#6 BEWARE OF THE “TRIPLE LOW”

- a. Your Teammates just went a best time, and you just added a second
- b. Your just saw your rival make a best time in the heat before you in your lane...
- c. Everyone just had a great practice, and you feel like you had the worst practice of your life...

Don't beat yourself up over perception and uncontrollables, be aware not to “Strike Yourself Out”

Having a bad day and everything feel like it a continuous spiral downwards...

DONT:

- 1. Make Big Decisions
- 2. Do Something Risky
- 3. Decide to Quit Something

DO:

- 1. Prioritize Sleep & Hydration
- 2. Take 48 Hours to Critically Think
- 3. Consult with Trusted Confidants

#7 EXHIBIT SELF CONFIDENCE

- a. Speak Slowly, Clearly, and Loud Enough
 - i. A person who thinks they aren't worth hearing, won't ever be heard

- b. Stand Tall and Proud
 - i. Don't Slouch, Don't walk around with your head held low
 - ii. Shake hand with strength and energy. (A genuine smile is often received as a sign of friendliness)
 - iii. Look at your conversation partner in the eye, thus indicating you are giving them your full attention
- c. Accept greetings and compliments gracefully
 - i. Many of us get one opportunity with this when asked by one “How are you doing?” You're enthusiasm and response drive the next account of your conversation
 - ii. Listening to someone's complement with eye contact shows a genuine interest in what the other person is saying

#8 BE EXTRA PREPARED

- a. Go the extra mile
 - i. Don't be ill-disciplined
 - ii. Find ways to be better when no one is looking. Thus when people are you do it out of habit other than vanity
- b. Chase Perfectionism, Live In Reality
 - i. Do your very best at practice and at every swim meet. Understand that you are a human being and that perfectionism is an impossible feat.

#9 TAKE A RISK, EACH AND EVERY DAY!

- a. Challenge yourself everyday
 - i. Don't be afraid to step out of your comfort zone, understand a little pressure is good for you
 - 1. Pressure makes Diamonds!
 - ii. Don't forget if it comes easy, than it doesn't contribute to your true self confidence
- b. Make it a Habit!

#10 STICK TO YOUR PRINCIPLES

- a. Know them!
 - i. The Golden Rule
 - ii. Your Passion
 - iii. Your Personal Lines in the Sand (Integrity, Honesty, Work Ethic)
- b. Actually Live Them!
 - i. *“If you don't have something you believe in, you don't have anything. If you don't stand for something, you will fail for anything.”*

FINALLY...

Beware of the Imposter Syndrome!!!

- Regardless of success achieved or proof of competence, you are sometimes convinced that you do not deserve it
 - Proof is dismissed as luck, timing, or a result of deceiving others into thinking you are more intelligent/competent than you are

“Sport Psychology: Self-Confidence in Sport- Make Your Ego Work for You!”

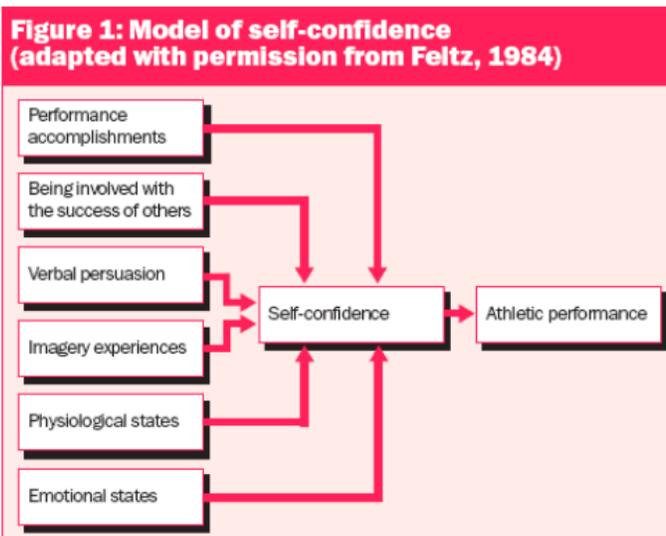
By Andrew Hamilton

(Choice Expects Below)

Focus: Self-confidence is not solely in the hands of fate, you are the person responsible for determining how confident you feel in a sporting encounter

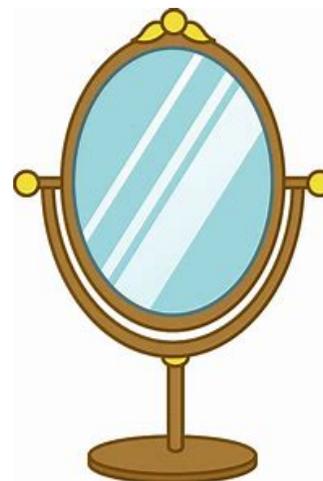
From Article:

Self-confidence is commonly defined as the sureness of feeling that you are equal to the task at hand. This sureness is characterised by absolute belief in ability. You may well know someone whose self-belief has this unshakeable quality, whose ego resists even the biggest setbacks. In such people, confidence is as resilient as a squash ball: the harder the blow, the quicker they bounce back. Nonetheless, although confidence is a desirable characteristic, arrogance – or a sureness of feeling not well founded in one's ability – is undesirable. If self-confidence is perhaps the 'guardian angel of sports performers' then arrogance is their nemesis.



Performance accomplishments are the strongest contributor to sport confidence. When you perform any skill successfully, you will generate confidence and be willing to attempt something slightly more difficult. Skill learning should be organised into a series of tasks that progress gradually and allow you to master each step before progressing on to the next. Personal success breeds confidence, while repeated personal failure diminishes it. Being involved with the success of others can also significantly bolster your confidence, especially if you believe that the performer you are involved with (eg a team-mate) closely matches your own qualities or abilities. In effect, it evokes the reaction: ‘if they can do it, I can do it’. Verbal persuasion is a means of attempting to change the attitudes and behaviour of those around us, and this includes changing their self-confidence. In sport, coaches often try to boost confidence by convincing athletes that the challenge ahead is within their capabilities: ‘I know you’re a great player so keep your head up and play hard!’ An athlete might reinforce this by repeating the message over and over to him or herself as a form of self-persuasion. A tip here is to avoid stating what you want in the negative; so, rather than ‘I really don’t want to come off second best’ try ‘I really want to win this one’. Accordingly, your mind will not need to consider what is not required in order to arrive at what is. Imagery experiences have to do with athletes recreating multi-sensory images of successful performance in their mind. Through creating such mental representations, mastery of a particular task or set of circumstances is far more likely. Physiological states can reduce feelings of confidence through phenomena such as muscular tension, palpitations and

butterflies in the stomach. The bodily sensations associated with competition need to be perceived as being facilitative to performance and this can be achieved through the application of appropriate stress management interventions such as the ‘five breath technique’ and ‘thought-stopping’. Emotional states are the final source of self-confidence and relates to how you control the emotions associated with competition, such as excitement and anxiety. Very often, the importance of the occasion creates self-doubt, which is why it is essential to control your thoughts and emotions. Learning imagery and concentration skills such as those described in ‘the spotlight of excellence’.



Concluding thoughts;

Don’t forget to love yourself! You should be the star in your own movie. If not... you’re an extra in someone else’s! Keep your eyes open and trust in your gut and the process. Self Confidence is a Key to Success. Think of life as an endless mirror... if you were watching yourself, would you be proud?

(SCIENTIFIC ARTICLE- TECHNICAL)

**ANXIETY AND SELF CONFIDENCE AS
PREDICTORS OF ATHLETIC
PERFORMANCE**

Hasham Javaid, **Jamshaid Ahmed, *Aqsa Shamim Ahmed and ****Sumaira Sarwer *Ms Scholar, University of Lahore, Faculty of Sports Sciences, Research Interest: Sports Sciences
**Associate Professor, University of Lahore, Faculty of Sports Sciences, Research Interest: Sports Sciences*

ABSTRACT

The aim of this study was to examine the impact of anxiety and self-confidence on performance of the university athletes in competitive sports. For this purpose a sample of 160 elite athletes (male = 70.6%, female = 29.4 %) from the University of the Punjab (66.9%) and University of Central Punjab (33.1%) were selected through simple random sampling technique using adapted instruments of the Revised Competitive Anxiety Scale and Self rating Athletic Performance scale. It was observed that the university athletes had to face moderate level of somatic anxiety while their cognitive anxiety level was below moderate level during their sports activities. Correlation analysis technique was applied to examine the relationships between the variables and regression analysis was employed to measure the impact of somatic anxiety (SA), cognitive anxiety (CA) and self-confidence (SC) on athletes' performance. The results showed that selfconfidence and performance levels of the athletes were below average level. The SA and CA were positively and significantly (0.38 $p < 0.01$) correlated with each other while both the variables were negatively and significantly (-0.26 , -0.57 , -0.31 , 0.65 $p < 0.01$) associated with SC and performance. The SA had insignificant while the CA had significant and negative impact on performance of university athletes. The male athletes had low SA, CA, SC and performance levels as compare to female athletes. These results will be helpful for coaches, sports researchers and university authorities to furnish the athletes for better performance.

INTRODUCTION

Optimal performance in sports is dependent upon the combination of technical skills (technical and tactical), Physical (strength, speed, etc.) and mental (concentration, selfconfidence, control). Many athletic psychologists believe that coaches and athletes in recent years came to this conclusion that in order to achieve expected goals, mental skills are more important than physical skills. An inherent aspect of competitive Athletics is the need for an Athlete to meet the demands of competition and to perform well under pressure. There are many factors such as expectations, perfectionism, fear of failure; lack of self confidence which can induce feelings of anxiety in Athletes and in turn can have a devastating impact on the athletic performance (Moran, 2004). Anxiety means a disturbed state of mind, emotional reactivity; arousal; nervousness; and unrealistic and unpleasant state of mind. Anxiety is a well-studied construct in a range of psychological research areas, including sports, and has over the years undergone considerable refinements with regard to conceptualization and inventories used (Griffith, 1934). Anxiety consists of two subcomponents: cognitive and somatic anxiety, which influence performance (Jarvis, 2002; Martens, Vealey & Burton, 1990). The cognitive is the mental component, which is characterized by negative expectations about success or self-evaluation, negative self-talk, worries about performance, images of failure, inability to concentrate, and disrupted attention. Contradictory, the somatic is the physiological element, which is related to autonomic arousals, negative symptoms such as feelings of nervous, high blood pressure, dry throat, muscular tension, rapid heart rate, sweaty palms and butterflies in your stomach (Jarvis, 2002; Jones, 2000; Martens, Vealey & Burton, 1990). The level of confidence and that of anxiety is said to be closely related where the word confidence is described as “the inner knowledge that assures, that you can achieve your goal” (Cook, 1992, Orlick 1990). In its purest form, confidence can be described as the acceptance of your abilities. Bandura (1997) argues that confidence is a

nondescript term that refers to the strength of belief but does not necessarily specify what the certainty is about”. Confidence from the various scholars could be seen as possessing an optimistic attitude and the belief that one’s action will have an impact on the outcome of a situation. The modern trends in sports psychology have demonstrated that athletes with a high degree of confidence perform better in a variety of sports than those that lack confidence (Sinclair and Vealey, 2001, Mathenson&Mathes, 1991, Martin & Gill, 1991). The higher an athlete’s confidence, the less he or she will feel anxious about the competition (and its outcomes) because they know they are ready to take the bull by the horn. Likewise, an over-anxious athlete exhibits sign of self-doubt. Athletes who are made to practice, as also compete, under high anxiety conditions, are better able to manage their anxiety and keep its level optimal, which is conducive to top performance. Several investigations conducted to test the proposed relationships between Anxiety, self-confidence and performance. In one study, Burton (1988) found a positive linear trend between self-confidence and performance. Whereas anxiety, as a negative emotional affect perceptions in sport competitions, where a large majority of athletes consider anxiety to be debilitating towards performance, which may result in decreases in performance (Weinberg &Gould, 2011; Raglin&Hanin, 2000). In the two samples investigated by Burton, cognitive anxiety accounted for up to 46% of swimming performance variance and self-confidence accounted for up to 21%. Gould, Guinan, Greenleaf, Medbery, and Peterson, (1999) also found a significant negative linear relationship between cognitive anxiety and performance, but no significant trend between self confidence and performance. Conversely, Martin and Gill (1991) found self-confidence to be significantly and positively related to distance running performance, but found no significant relationship between cognitive anxiety and running performance. Similarly, in their study of pistol shooters, Gould, Tuffey, Hardy, and Lochbaum (1993) showed a significant negative relationship between self-confidence and

performance was revealed. Other studies have revealed no significant relationships between cognitive anxiety and performance (Hammermeister and Burton, 1995; Vadocz, Hall, & Moritz, 1997) or between self-confidence and performance (Maynard and Cotton, 1993).

CONCLUSION

It can be concluded from the results of the study that anxiety and self confidence can act as predictors of Athletic Performance where, somatic anxiety has negative but insignificant while the cognitive anxiety has negative and significant impact on performance of university athletes. The athletes whose levels of anxiety are close to moderate level they perform well than the athletes whose levels are below moderate. Furthermore, the study concludes that a moderate level of Anxiety both (Cognitive and Somatic) is necessary for a university athlete to accelerate their level of self-confidence, which can lead to the positive results in the performance whereas excessive boost in the Anxiety can result decrease in the performance due to lack of psychological and coping strategies to deal with the anxiety. These results will be helpful for coaches, sports researchers and university authorities to furnish the athletes for better performance. RE