



## Podcast 8

### How to raise self-confidence & leave perfectionism behind?, part 2

When working with women at risk of exclusion, instructors of physical activities and corporal expression have responsibilities that go beyond teaching them techniques of their discipline.

Instructors can play an important part in the development of vulnerable women to become more emotionally independent individuals with a potential of better mental health outcomes.

Building self-confidence could be considered an oft-used term and few people understand what it is.

Self-confidence reflects how women feel about themselves and their abilities. They must regularly monitor their confidence level and be sensitive to changes and this applies to instructors, trainers and choreographers, who should also be attentive to this.

A loss of confidence usually follows a period of unexpectedly poor performance for example and could result in depression.

Evaluations such as ``I won't make it`` or ``I can't do it`` could be disruptive both mentally and physically resulting in a low self-confidence.

The instructor's role is helping them develop and maintain a high level of self-confidence by very simple means like words of encouragement. Teachers should be very attentive to the quality of their interactions with their students. It is important to find a balance between motivating somebody to go above and beyond their existing boundaries and to recognize when acceptance of a setback is more beneficial in the long run.

It's important to intervene when necessary. If the instructor has concerns that a participant is particularly insecure, they may need to intervene and follow the same method they would with any other sensitive meeting: be respectful and explain that they have the participant's best interest at heart.

Teachers and instructors of physical activities and corporal expression must develop a sensitivity to the woman's psychological needs not just their physical ones and should use feedback that fits those needs.

Women at the risk of exclusion respond to positive feedback and have a negative reaction to negative criticism. At the same time, there are women who react better to pressure.

It is important that instructors and teachers are able to focus on their trainees/participants and be reflective about how their behavior affects the instructor, and are able to differentiate between their emotional needs versus the needs of their trainees. Furthermore it is important that their feedback is specific and encouraging at all times.

