

St Ninian's High School

Physical Education



Higher

Social Factor

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Introduction

Within Physical Education we study **four factors** which impact on performance in sport. These factors are:

Mental Factors: The way your mind affects how you perform.

Emotional Factors: The way your feelings affect how you perform.

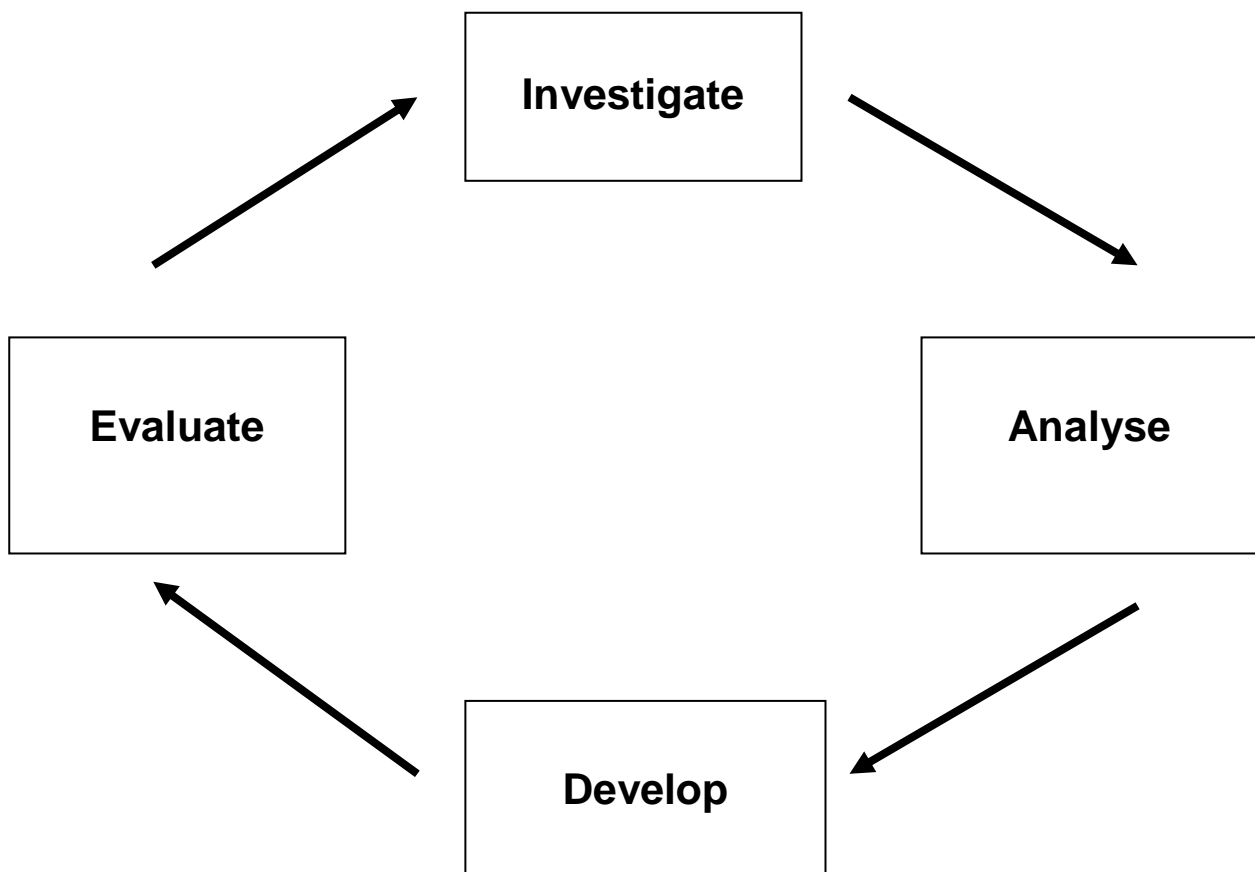
Social Factors: The way your interactions with others affect how you perform.

Physical Factors: The way your fitness, skill level and tactical ability affect how you perform.

For each factor we will:

1. Investigate the impact this factor can have on your performance
2. Analyse where your strengths and areas for development lie
3. Plan and carryout strategies to develop your performance
4. Review your performance by monitoring and evaluating any improvements made

This process of performance development is known as the 'Cycle of Analysis'. If there is an effective learning structure then there should be no learning plateaux. As we continually repeat the cycle, performance should show a gradual and continued improvement. The cycle is the means by which top level performers throughout the world improve their sporting performances. It is the way in which you will improve your sporting performance in Physical Education.



For each of the four factors there is specific knowledge and skills that you need to acquire. This is summarised in the table below:

1.	Factors Explained	<p>You must develop an understanding of what the factor means. Including an overview of key features. This includes being able to:</p> <ul style="list-style-type: none"> • Describe and explain a selection of the feature • Evaluate the positive and negative impact of a selection of features
2.	Methods of gathering information	<p>You must develop an understanding of various methods of gathering information on performance level. This includes being able to:</p> <ul style="list-style-type: none"> • Describe and explain each method (exactly how it is carried out and why is an appropriate method to use) • Evaluate the method (focusing on benefits and limitations) • Identify and evaluate individual (or team) strengths and areas for development
3.	Approaches to developing performance	<p>You must develop an understanding of various approaches to developing performance. This includes being able to:</p> <ul style="list-style-type: none"> • Describe and explain each method (exactly how it is carried out and why is an appropriate method to use) • Evaluate the approach (Focusing on benefits and limitations) • Have a theoretical knowledge about developing the approach over time (E.g. principles of effective practice or principles of training etc)
4.	Monitoring and evaluation	<p>You must develop an understanding of how and why we monitor and evaluate considering various different methods. This includes being able to:</p> <ul style="list-style-type: none"> • Describe and explain each method • Evaluate each approach used • Evaluate the personal (or team) progress made • Justify and explain future development needs

Social Factor

Sport and Social interaction are inextricably linked. Participation and performance in an activity is rarely carried out in complete isolation. Competitive sport generally involves more than one individual and the interactions between individuals are important. This can be through performing with others, against others, officiated by others (officials, referees, timekeepers etc) or in front of others (audience). The presence of others can directly or indirectly impact upon a performance and has the potential to be either a positive or a negative influence. In order to study the Social Factor we will separate the features under 2 sub-factor headings:

Group Dynamics	Cultural Societal Issues
<p>“A dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives”</p>	<p>“Performance can also be affected by factors influenced by how you feel, how you act and how others respond”</p>
<p>Cooperating</p> <p>Contributing to a team/group</p> <p>Working in isolation</p> <p>Relationships</p> <p>Role/responsibility for performance</p> <p>Team Dynamics</p>	<p>Etiquette</p> <p>Respect for self and others</p> <p>Inclusion</p> <p>Fair Play</p> <p>Ethics</p> <p>Codes of conduct</p> <p>Conduct of self, players crowd and officials</p> <p>Social Responsibility</p> <p>Role Models</p>

It is important to remember that what we learn within sport can be transferred to other aspects of our life. This is particularly evident when looking at the social factor. How we behave in a sporting environment can reflect how we behave in our relationships with others outside of sport.

Impact of Social Factors

Group Dynamics:

Below are the definitions of each aspect within Group Dynamics and the impact they can have on your performance.

Group Dynamics	Definition	Impact on Performance
Cooperating and Competing	<p>Co-operating is where you work together with others to achieve a common goal.</p> <p>Competing is where you strive to win something by defeating others who are also trying to win.</p>	<p>Cooperating in team sports by passing the ball up the pitch/court using a set play to get the ball to the goal/basket.</p> <p>Competing includes playing a shot or performing a skill to try and outshine opponent and win the point/s.</p>
Contributing to a Group/Team	<p>Within the group or team you will have to give (contribute) something that helps the group or team.</p> <p>Each member of the team or group is expected to contribute and this contribution can determine whether a team/group is to be successful. This could fall under specific roles.</p>	<p>A gymnast may have an idea and suggest how a routine could be developed making it look better.</p> <p>In a team if your teammates see that you are fulfilling your role, marking an opposition player for example, then they will work hard to ensure they fulfil their roles.</p>
Working in Isolation	<p>Practicing mental (for example through visualisation).</p> <p>Emotional (for example through self-talk).</p> <p>Physical skills or techniques on your own.</p> <p>Physical fitness can be improved working alone as can physical skills - feedback can be gained from knowledge of results or internally (kinaesthetically).</p>	<p>Building up your performance in your head and visualising it before you take part can help you perform to the best of your ability.</p> <p>Self- talk allows you to have more self-belief and confidence in yourself before you perform.</p> <p>Physical training specific to your sport will allow you to build on certain fitness requirements and be able to perform to the best of your ability.</p>

Relationships	Relationships is the way in which two or more people or groups regard and behave towards each other.	Poor relationship between team mates will almost certainly produce a weaker performance compared to a team who can work together using the strengths of all its members. Player and coach - If you do not get along or have different philosophies it would become almost impossible to coexist effectively.
Team Dynamics	The interaction of performers within a team or group. It is mainly to do with making the group or team more effective than the sum of it's parts.	Working together to ensure that you are playing to the strengths of players to allow you to work to the best of you/your team's ability.

Cultural and Social Issues:

Below are the definitions of each aspect within Cultural and Societal Issues and the impact they can have on your performance.

Cultural / Societal Issues	Definition	Impact on Performance
Etiquette	How performers are meant to behave in an activity it covers fair play and sportsmanship. Put simply it's a list of dos' and don'ts in the activity.	Etiquette is a code and set of expectations for the conduct of the performer and is based on following the written rules but also covers many unwritten rules and protocols that are expected within the particular activity.
Respect for Self and Others	Self-respect is the ability to value the contribution you make to your own or teams performance and feel a sense of achievement from what is produced. This also applies to how you value the contribution of others within the team.	If you have a low level of self-respect you will feel you are unable to make a meaningful contribution to the team. You may not make yourself available for passes or involve yourself within the game. This will have an impact if you lack respect for others as you will not allow your team to play to their full potential.
Inclusion	Inclusion is the act of including someone or the state of being included. Individuals having different backgrounds like origin, age, race and ethnicity, religion,	If everyone in the team has a clear role and feels like a valued member this can lead to more cohesion while performing and increased motivation to do well. Inclusion can

	gender, and identity are accepted and welcomed and treated equally.	inspire players and teams to achieve great things.
Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	Some people believe in the principle that winning is everything. If this is your belief then you may attempt to bend the rules wherever possible in order to gain a competitive advantage over an opponent. A more positive ethical approach is to ensure you follow a sportsmanship model where healthy competition is seen as a means of improving overall enjoyment and character.
Fair Play	Fair play is when teams or players play according to the formal rules of the activity without anyone having an unfair advantage.	A team or player who does not abide by the rules of the game risks being disciplined by the referee/umpire. This can put your team under pressure and can cause your team mates to become frustrated with your actions.
Codes of Conduct	A code of conduct for sports provides guidelines for ethical athletic activity and tries to promote fair play. In any sport there are written and unwritten rules that must be followed to ensure the safe and fair play of that activity.	Breaking these rules results in sanctions/penalties against the team or individuals. Not following the unwritten rules could be seen as unfair or cheating in the opposing team's eyes.
Conducts	Conduct of self, players, crowd and officials relates to the social interactions and behavioural patterns of the persons aforementioned, before, during and after a performance.	Professionalism in sport has led to sportsmen/women and officials having to conduct themselves in a more "professional" manner. This can affect how they dress, how they train, how they behave throughout a performance. Failure to conduct themselves correctly can lead to punishment through the rules of the activity, financial fines, suspensions, loss of jobs etc.

<p>Social Responsibility</p>	<p>Social responsibility is the extent to which as an athlete your actions can impact on others and your conduct affects the dynamics of those around you.</p>	<p>As a performer or coach you should never lose your temper, throw things, scream at officials or exhibit uncontrolled anger at any time. You are responsible for your actions and you should always demonstrate good sportsmanship/conduct and to be a role model for others.</p>
<p>Role Models</p>	<p>These are people who serve as a good example and whose performance, attitude, fitness, behaviour and skills we would want to emulate.</p>	<p>Role models can encourage good sportsmanship and can have a positive impact on those taking part in sport as they can also be used to discourage any negative behaviour.</p> <p>Role models have the ability to inspire others.</p> <p>Role models themselves can have a lot of pressure put onto them to be the perfect professional.</p>
<p>Extrinsic Motivation</p>	<p>Being driven by trophies, money, prizes or peer pressure.</p>	<p>Being driven by the cash prize on offer for a specific placed finish in a tournament. This can motivate you positively as winning a physical prize such as a trophy or medal is the reward many performers desire.</p> <p>It can also be negative as peer pressure may cause you to perform in a way you do not want to personally but do so for the approval of others.</p>
<p>Intrinsic Motivation</p>	<p>Personal desire and will to succeed, to improve and to perform at a higher standard.</p>	<p>It is driven by an interest or enjoyment in the task itself, and exists within the individual for example, trying to performing for your own self-esteem. This is a positive influence as it is entirely internal motivation, it is competing against yourself.</p> <p>As a negative, it may not be enough to motivate some performers. They may need extrinsic motivation to ensure high levels of motivation.</p>

Methods of Gathering Information

It is important to identify appropriate methods to gather information about the social factors in order to evaluate performance. The benefits of gathering information are:

- Provides us with a benchmark to create training plans
- Allows us to establish goals and targets to work towards
- Provides focus and motivation
- Avoids unnecessary training
- Can prevent injury
- Can support monitoring and recording of improvements

Methods used to collect data on the Social Factor could include:

- Coach Feedback
- Team/Group Feedback
- Self-Appraisal
- Environmental Checklist
- Questionnaire

Most of the methods mentioned are **subjective**.

- **Subjective Data**- This is data which has an element of personal opinion and relates to how you felt about your own performance. Subjective data is usually collected by yourself.
- **Objective Data**- Is data which is in the form of video or statistical information e.g match analysis or fitness test results. It is usually more reliable and can be collected by an observer.

We need to analyse how the following two sub-factors and features impact on our performance:

- **Group Dynamics** – role/responsibility and team dynamics
- **Cultural Societal Issues** – Social responsibility and roles

Once you have identified the Social demands of a specific activity it is then important to gather information on that social factor in order to identify strengths and development needs. Within Social there are 2 methods that can be used to gather information:

- Questionnaire
- Focus Groups

Questionnaire

These questionnaires are tests which are completed for specific Social Factors and indicate how they have an impact of your performance. They have set protocol to ensure that they are carried out in exactly the same way every time they are completed. These questionnaires are not specific to a sport and can often be carried out by individuals out with the sporting environment. Individuals can compare their social demands to other individuals all over the world who carry out the same standardised questionnaires. Results can then be analysed to identify positive and negative impacts to performance. Quantitative data is gathered to provide a quick method which can be used for easy comparison between groups and also for use for comparison over time.

Examples of Questionnaires for Social Factor:

1. Youth Sport Questionnaire
2. Self-Reflective Questionnaire
3. Self-Appraisal Questionnaire

Focus Groups

Focus groups are a means of gathering qualitative data on an athlete's performance and experience of a certain activity and how they felt they performed as a whole through sharing these experiences.

Focus groups are a way of gaining perspectives and opinions about the team/group and how they performed. They are asked questions in an interactive setting and are encouraged to discuss thoughts freely with other participants. The open and free discussions typically generate ideas and can provide a wealth of information for the team/group. The aim of this focus group is to investigate the impact of Cultural Social Issues on sports teams.

Analysis of Results

You will carry out the 'Pre Youth Sport Team Questionnaire' and a Self-Reflective Questionnaire, as well as an initial focus group. Once you have done this you will analysis your findings to establish your strengths and key areas of development within the social element of your performance.

After appropriate training, you will then carry out a 'Post Youth Sport Team Questionnaire' and another focus group to evaluate the improvements that have been made by your team in relation to social factors.

It is vital to carefully consider what method is best to use to gather information. It is also important to be able to justify your choice. Things to consider are:

- Specificity of method to activity you are testing for
- Specificity of method to your personal development needs
- Specificity of method to aspect of fitness you are testing
- The validity and reliability of method: why do you feel this is a valid method to use? How do you know the results are reliable?
- The ease of carrying out the method
- What you can do with results

Goal Setting

Once you have gathered information on your strengths/weaknesses it is vital to identify key developmental needs which you feel will have the biggest impact on improving your overall performance within your chosen activity. When striving to improve your level of performance it is important to set yourself goals. Goal setting is a mental training technique that can be used to increase an individual's commitment towards achieving a personal goal. Having a short or long term goal can encourage an individual to work harder, to be more focused on the task and to overcome setbacks more easily Goals can be long term (e.g. over a period of 1 year), or they can be short term (e.g. over a period of 6 weeks). Setting short term-goals will assist you to reach long-term goals. When goals are achieved it gives you confidence to continue improving. These goals can be specific to questionnaire and focus group results or to actual performance within the activity.

When setting goals it is vital that these goals are SMART goals. This means:

- S – Specific
- M – Measurable
- A – Achievable
- R – Realistic
- T – Time Bound

By setting SMART short term goals, this should assist you to reach your long term goals.

Goal setting links to MENTAL FACTORS and will be discussed more in the Mental Factors Booklet.

Approaches to Developing Performance

Before selecting your approaches to use you need to keep in mind your target and the factors that make an effective team.

- Shared/common goals
- Clear defined roles
- Cooperation and support amongst players
- Clear communication between players
- Leadership

Tuckman's four stage model used as a structure for developing teams and social factors:

Forming

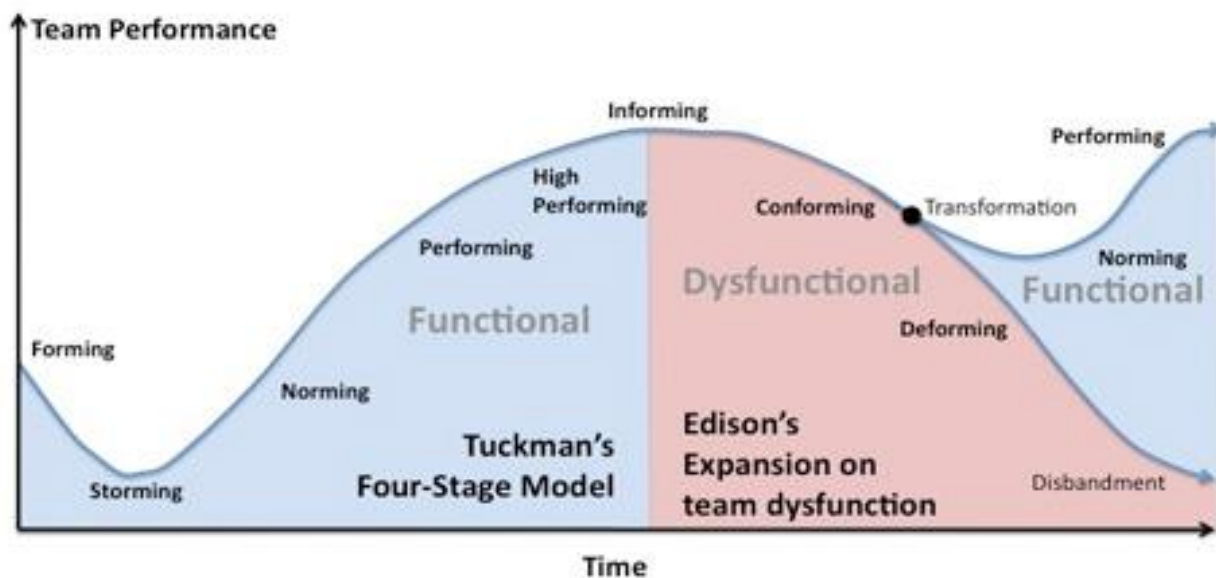
Storming

Norming

Performing

Stages	Description	Example
Forming	High Degree of guidance needed Individual roles unclear Process usually not well established	New players coming together for common goal/team building
Storming	Understanding how team decisions are made Purpose is clear, but team relationships are blurry	Getting to know each other's roles and developing communication
Norming	Relationships are well understood in the team Commitment to team goals Begins to work optimise team process	Team unity is forming where players understand each other's role and responsibility
Performing	Team is committed to performing well Focus on being strategic Team runs well with little oversight	Results of a new cohesive team should be evident
Informing	Midpoint self – gratification	Players get comfortable

	occurs and complacency can occur	within their role and one another
Conforming	Idea of group think where team mates lack creativity, innovation and progression (players become stale)	Strategies become repetitive allowing opposition to read what will happen
Deforming	Issues of motivation, self-confidence and belief disappear resulting in team no longer functioning	Team give up as they are not working as a unit which affects overall performance



The above graph shows the process of developing team dynamics and building on social dimensions to allow you to develop as a team. As the graph indicates, you can progress through stages to build on team dynamics, allowing you to function as a team. If you become complacent within your team, you can face becoming dysfunctional, lack motivation or innovation. This in turn can cause you to lack confidence and feel demotivated.

Approaches to developing Social Factors

There are various approaches that can be used to assist the process of building team dynamics, developing roles and responsibilities, social responsibility and role models. These include:

- Team building
- Defining roles
- Goal setting
- Active listening

Approaches to developing the Social Factors

Approaches	Reasons	Examples
Team Building	Team building approach is an excellent way to develop trust, communication amongst players, cooperation and team work.	Chain games where communication and cooperation are key Blind Square Blind maze Shepherd and Sheep Quicksand / swamp crossing
Defining Roles	Provides players with: Greater awareness of teammates roles developing an open environment Clarity of each players responsibilities in the team	Tasks where players get to investigate different roles, qualities and responsibilities, strengths and weaknesses before putting forward a case for selecting a role Sport Ed or cooperative tasks where players experience roles for the team Discussion around captaincy and players roles in the team
Goal Setting	Provides players with: Greater sense of team unity Clear focus and direction for what they have to achieve	Discussion around principles of goal setting Group discussion to devise common goals and targets Personal goals set to develop individuals
Active Listening	Provides players with: Greater sense feeling valued Players have a greater sense of respect for each other Improvement to communication skills which develops better cooperation	Discussion around principles of active listening Active listening tasks Encourage discussion and all players conducting team talks before during and after performance

Monitoring/Recording Progress and Evaluating Success

Any approach to developing performance takes time to have a positive effect. It is important to monitor and record progress as time progresses for a variety of reasons:

- It enables teams/individuals to identify which areas of performance need most attention.
- It enables teams/individuals to identify if the approaches are effective and improvements are being made.
- It provides evidence to inform decisions about adapting/modifying or changing a performance development plan.
- It provides motivation to continue to adhere to the approaches and to continuing giving 100%.
- It provides a permanent record of progress which can be referred back to at any time in the future.
- It allows you to identify when performance goals have been reached.

Monitoring

The monitoring process is about using appropriate methods to compare data with initial benchmarks showing any improvements that have been achieved. This will be completed periodically in line with targets

Recording

The recording process is about using appropriate methods to keep track of improvements and make adjustments immediately

A variety of methods can be used to monitor and record. For example:

- Diary
- Coach feedback
- Questionnaire
- Self-evaluation
- Audience reaction
- Team feedback

Recording Performance Development

Recording Performance	Process	Reasons/ Justifications
Team/Individual Video diary	<p>Follows set questions that can be written out on the board or given prior to discussion</p> <p>These help to structure the diary feedback</p> <p>Timings can vary but generally will last a few mins</p> <p>Important to provide an environment where they feel they can talk freely</p>	<p>Easy and quick to administer</p> <p>The use of video allows accuracy during transcription</p> <p>Method is designed for investigating the factor</p> <p>Immediate</p> <p>Permanent record used to compare and monitor development</p> <p>Set questions used each time allow for easy comparison</p>
Written training Diary	<p>Any internal feedback provided – feeling tired, ill etc</p> <p>Any external feedback given – test scores, verbal comments from partner coach etc</p> <p>Achievement of target goals</p> <p>Session by session account showing how you are progressing</p>	<p>Easy and quick to administer</p> <p>Immediate</p> <p>Permanent record used to compare and monitor development</p> <p>Allows you to adapt/change training based on how you are progressing</p>

Monitoring Performance Development

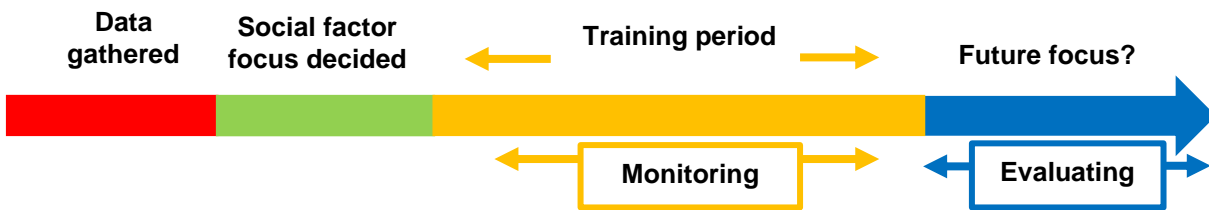
What monitoring methods could we use? – Pre/Post results from data collection

1. Retest - Team Sport Questionnaire

- Easy to compare results and identify improvements
- More reliable and valid by using the same test protocol to make direct comparisons
- Simple to administer
- Methods specific to factor
- Protocol provides accurate and valid data

Evaluating the Performance Development Plan

Evaluation takes place after the development plan has been completed and is a comparison between your performance before the plan and after the training is completed.



Evaluating	Steps to Evaluating	Purpose of Evaluating
	<p>Identify the level of performance prior to the start of the development plan.</p> <p>Re-test using the same initial data collection methods.</p> <p>Make a comparison between the levels of performance.</p> <ul style="list-style-type: none"> • Are improvements evident? • If so, what effect have these improvements had on overall performance? • Where do the future development needs now lie? 	<p>In order to continue to develop performance we must understand how much improvement we have made.</p> <p>Evaluating our development plan allows us to see specifically where progress was made or halted.</p> <p>By successfully monitoring our development plan we are able to adapt our future plan to include only the most effective training approaches</p>

Evaluating our Monitoring Methods

It is also important to evaluate the methods we used to monitor performance development. In order to evaluate monitoring methods we must look at the advantages and disadvantages of our chosen methods:

- Does the monitoring tool record what you want it to?
- Is it easy/difficult to use?
- How much information are you getting from the method?
- Can the test conditions be kept the same each time monitoring takes place?
- Can the data be interpreted easily?