**HIGHER**

**PHYSICAL EDUCATION**

**MENTAL, EMOTIONAL, SOCIAL and PHYSICAL FACTORS**

**IMPACTING ON PERFORMANCE**

**EXPLAINED**

**Physical Education**

**Factors (Features) Impacting on Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **PHYSICAL** | | | **SOCIAL** |
| **FITNESS** | **SKILLS** | **TACTICS** | Cooperating / competing  Contributing to a team/group  Working in isolation  Relationships  Role/responsibility for performance  Team dynamic  Etiquette  Respect for self and others  Inclusion  Fair play  Ethics  Codes of conduct  Conduct of self, players, crowd and officials  Social responsibility  Role models  Citizenship  Extrinsic / Intrinsic Motivation  Environmental Issues |
| **Physical Fitness**  CRE  Muscular Endurance  Speed (Speed Endurance)  Flexibility  Strength  Power  **Skill Related Fitness**  Coordination Agility  Reaction Time  Balance  Core Stability | **Technical Qualities**  Timing  Rhythm  Consistency  **Special Qualities**  Imagination  Creativity  Flair  Adjustment  **Quality of Performance**  Control Fluency  Effort  Accuracy  Touch | **Performance Considerations**  Personal S+W  Role Demands  Team S+W Opposition  Previous History  Environmental Conditions  **Principles of Play**  Width  Depth  Mobility  Delay  Penetration  Support  Communication  Tempo |
| **MENTAL** | | | **EMOTIONAL** |
| Level of Arousal (under/over)  Anxiety  Concentration/Focus  Motivation  Decision Making  Problem Solving  Attention Span  Mental Toughness  Processing Information  Anticipation | | | **Happiness / Sadness**  *(Affecting confidence, self belief, own ability, resilience)*  **Anger**  *(Affecting decision making, self-control, controlling or channelling aggression, hostility, frustration)*  **Fear**  *(Affecting decision making, confidence, realising potential, panic, confusion, stress, anxiety, nervousness)*  **Trust**  *(Affecting self respect, mutual respect, personal responsibility, team responsibility, adaptability)*  **Surprise**  *(Affecting decision making, confidence, resilience, determination)* |

**PHYSICAL FACTORS – FITNESS**

**ASPECTS OF PHYSICAL FITNESS**

**CARDIO RESPIRATYORY ENDURANCE**

**Definition**

Cardio Respiratory Endurance is the ability of the heart and lungs to provide the working muscles with oxygenated blood for a prolonged period of time.

**Impact on Performance**

Poor CRE will result in the performer becoming breathless more quickly and unable to keep up with play or maintain a high skill level. Decision making may also be affected and longer rest periods will be needed to aid recovery. For example, Cardio Respiratory Endurance (CRE) is required in order to last the full 90 minutes of the game in football. During the game you will do a lot of work both on and off the ball. You will make repeated runs to support attacks, get into space to receive the ball, make runs with the ball, and chase back to defend etc. The energy required to do this is supplied **aerobically,** which requires your heart, lungs and blood system to supply oxygen to the working muscles throughout the game. Therefore a high level of CRE **delays the onset of fatigue.** This means that your work rate stays high so you can fulfil your role in the team and maintain a high skill level (as fatigue can also affect your control, touch, concentration and decision making).

**In my role as a centre court player in Netball, it is my job to cover the court for a large part of the game. I need to have good CRE so that I can last 4 full quarters of 15mins. If I had poor CRE, it would result in breathlessness and I would be unable to keep up with play or maintain a high skill level.**

**MUSCULAR ENDURANCE**

**Definition**

Muscular Endurance is the ability of a muscle or group of muscles to perform repeated contractions for extended periods of time without tiring.

**Impact on Performance**

If the muscles tire, due to poor Muscular Endurance, then the performer will be unable to make effective use of the muscles. For example, Muscular Endurance in the upper body is required when swimming for an extended period of time as you must be able to consistently use your arms to pull through the water for the duration of the race. In the role of centre net hitter in Volleyball, you would require a high level of Muscular Endurance in the quadriceps as you are constantly running and jumping in the front court when attacking and defending at the net.

**SPEED (AND SPEED ENDURANCE)**

**Definition**

Speed is the body’s ability to perform an action in a short time. Speed can be split into two categories – Whole body speed – where your whole body performs an action quickly and Limb speed – when a particular part of your body performs an action quickly. Speed Endurance is the ability to continually make fast runs over a long period time.

**Impact on Performance**

Speed is required in football when trying to beat an opponent to a 50/50 ball, to lose a defender, to get into space, to support an attack, to dribble round an opponent or to chase back and close down an attack. If you lack speed then you will be unable to maintain possession of the ball, win it back, or take on your opposite player effectively. This happens continually throughout the game as you repeatedly sprint over varied distances. Therefore speed endurance is also important because if it is poor you will be unable to maintain sprinting throughout the duration of the game. The energy required to do this is supplied **anaerobically** as the aerobic system is too slow to meet the energy demands. Repeated sprints results in lactic acid build up and it is this, which leads to muscle fatigue. Therefore with improved speed endurance (anaerobic endurance) the body can delay the production of lactic acid and tolerate higher concentrations of it thus delaying fatigue.

**FLEXIBILITY**

**Definition**

Flexibility (also known as suppleness) is the range of movement across a joint. There are two types of flexibility: **static** and **dynamic** flexibility. Static flexibility is necessary when you are holding a part of the body still. Dynamic flexibility uses the full range of movement across a joint for a short time within your overall performance.

**Impact on Performance**

Static Flexibility is required in activities like gymnastics where you have to hold your body still during various balances. For example, a good range of movement is needed across the hips to be able to perform the splits well. Dynamic flexibility in the hips is also very important to a goal kicker in Rugby. A big range of movement across the hips means the kicker will have a bigger follow-through allowing them to kick the ball further. Poor flexibility may also result in injuries if muscles are overstretched.

**STRENGTH**

**Definition**

Strength is the maximum force a muscle or group of muscles can exert at any one time. Strength can be further divided into Static Strength (muscles contract and hold one position), Dynamic Strength (muscles repeatedly apply force over a short period of time) and Explosive Strength or Power (muscles exert force in a short, fast burst).

**Impact on Performance**

Performing a scrum in Rugby would be an example of where Static Strength is required. Rugby Players are required to use Static Strength to stop the opposition from pushing the scrum and gaining an advantage. Dynamic Strength would be required when swimming short distances. Swimmers would require strong chest, arm and shoulder muscles when performing strokes like the freestyle, backstroke and breast stroke in order gain propulsion. Explosive Strength would be required for activities such as throwing a Javelin. Explosive Strength is used in single actions when maximum energy is needed.

**POWER**

**Definition**

Power is a combination of speed and strength.

**Impact on Performance**

Lots of sports require power, for example shooting in football requires power, as does driving in golf and smashing in badminton and tennis. Power is also one of the main physical aspects of fitness that is required for an effective long jump take-off. To gain maximum power the athlete must reach an optimum maximum **speed** in their approach. By gaining maximum speed you will gain greater power at take-off. Maximum speed will initiate maximum momentum and will in turn give you more height and a resulting greater flight time. Having longer in the air (flight) will result in more time to adjust to a long flight shape, and enable a greater leg shoot. Overall this will result in a greater distance. As well as speed, power requires **strength.** At the point of take off an explosive downward force (explosive strength) is required on the take-off board. The greater the maximum force that you apply downwards, with your flat take-off foot, will result in a greater force pushing you upwards. This upward force combined with the fast run up approach will create the optimum take-off propulsion. This upward force is applied downwards via the hips, knee and ankle and hence these joints and related muscles must be strong. When performing the long jump, your free leg must quickly drive up and out with a powerful force to help create an up and outwards forward motion.

**ASPECTS OF SKILL-RELATED FITNESS**

**CO-ORDINATION**

**Definition**

Coordination is the ability to control your body movements smoothly and fluently. It is the ability to link a series of movements or subroutines together by moving your body parts in the correct order. It often involves moving 2 or more body parts together at the same time to perform a particular action/skill/movement effectively.

**Impact on Performance**

Coordination is particularly important when performing a complex skill or when performing a skill/action at speed. Performing the correct technique for the hurdles requires lots of coordination. You must first have the correct stride length and number of strides between the hurdles. Then drive/extend the lead leg over the hurdle, whilst leaning forward at the waist and bringing the opposite arm forward. As you bend your trail leg to the side and over the hurdle you must simultaneously begin to snap down your lead leg, and the same time as keeping as low as possible over the hurdle. All this needs to be performed smoothly and at speed in order to clear the hurdles as quickly as possible. Poor coordination could result in a wrong foot taking off over the hurdle; hesitation at a hurdle; knocking over (hitting) a hurdle / poor technique and therefore a slower speed over the hurdle.

**AGILITY**

**Definition**

Agility is the ability to change the position of the body quickly, precisely and with control. This uses a combination of speed and flexibility.

**Impact on Performance**

Agility helps when competing in activities that require you to change direction quickly whilst keeping balanced and in control. It is helpful when participating in racket sports such as squash, tennis and badminton, and also in team games like rugby, basketball, volleyball, hockey and football. For example, Agility is important in football as it enables a player to turn quickly and evade challenges. A player who is agile can also respond quicker to an opposing player, close down or jockey an opponent and he or she is also able to explosively stop, change direction and increase speed again. In Badminton, Agility helps a player move around the court reasonably smoothly reaching shuttles at the back and front of the court. A lack of Agility would make it difficult for a player to reach shuttles played to different areas of the court causing them to be under pressure or lose the point.

**REACTION TIME**

**Definition**

Reaction time is the interval of time it takes for a performer to choose a response to a stimulus and then perform the selected movements. The stimulus is received through the performers sight, hearing or kinaesthetic sense. Reaction time can be quicker if a performer pays attention to relevant cues and also through controlling anxiety. A performer’s reaction time is also shorter if there is only one possible response but longer if there is more than one possible response.

**Impact on Performance**

A skilled performer has a quick reaction time by reacting to a stimulus, selecting response and moving sharply. This quick reaction time can be decisive between winning or losing in an activity. An example of simple reaction time is at the start of the 100m when the starting pistol goes off. Having good reaction time will allow you to start the 100m as quickly as possible without false starting. This will give you an instant advantage over other sprinters as it is such a short race/distance. Every millisecond can make the difference between winning and losing the race. A tennis player has a matter of seconds to respond to their oppositions serve. The tennis player must have good reaction time to select movements, respond to the speed, direction and spin of the tennis ball in order to return the serve successfully. In football, when a GK makes a penalty save or the ball rebounds of the woodwork the striker is usually the first player to react and convert the rebound. If the defending team do not react quickly enough they will concede a goal. An example of choice reaction time is dribbling a basketball down court during a game with passing options wide, forward or having the option to drive for the basket. Under the pressure of time and space you must be able to react to the changing environment as quickly as possible.

**Balance**

**Definition**

Balance is the ability to retain the centre of gravity above the base of support when stationary (static balance) or moving (dynamic balance).

**Impact on Performance**

Static balance is the ability to maintain control of position whilst remaining stationary – for example, balancing on one leg or holding a headstand in gymnastics. Dynamic balance is the ability to maintain balance and control of the body whist moving. In football, dynamic balance is very important. Players need this because they are moving and adjusting body position constantly when looking for scoring opportunities in the penalty box or trying to mark an opponent closely. Good balance will help you to keep your shots on target, and to reach and play difficult volley strikes with accuracy - it will also help to maintain possession when a defender tries to push you of the ball.

**CORE STABILITY**

**Definition**

Core Stability describes the ability to control the position and movement of the central portion of the body. This is being able to control the muscles deep within the abdomen which connect to the spine, pelvis and shoulders. The muscles of the torso need to assist in the maintenance of good posture, balance, etc., especially during movement:

**Impact on Performance**

Good Core Stability will help you to maintain good posture and provide the foundation for all arm and leg movements. Power is derived from the trunk region of the body and so good core stability helps to control that power allowing for smoother, more efficient and better co-ordinated movement of your limbs. Core Stability is therefore required for performing in sports that require good balance. For example, you will need to use core stability in order to maintain your balance when being tackled in Rugby.

A strong core gives you: Better posture, more control, more powerful performance, injury prevention and rehabilitation, increased protection and "bracing" for your back, a more stable centre of gravity, a more stable platform for sports movements.

When you have good core stability, the muscles in your pelvis, lower back, hips and abdomen work in harmony. They provide support to your spine and help transmit increased power and performance for just about any activity. As power is required in a high number of activities good core stability is needed. Activities where it will be especially prevalent are gymnastics and swimming.

A weak core makes you susceptible to lower back pain, poor posture and a whole host of muscle injuries. Strong core muscles provide the brace of support needed to help prevent such pain and injury -- and this is why core training has become so popular among elite athletes.

**PHYSICAL FACTORS – SKILLS**

**TECHNICIAL QUALITIES**

**TIMING**

**Definition**

Timing is the ability to execute a skill/movement at exactly the right time and with the right degree of emphasis.

**Impact on Performance**

Timing of executing a skill / movement is often dictated by external influences. For example, in dance the timing of movements should be in time with the beat/tempo of the music. In football, you may need to time when to play a pass depending on when your team-mate makes their run. When serving in tennis, you need to time when to swing the racket at the ball and transfer your weight to ensure that you make good contact and increase the power behind the ball.

**RHYTHM**

**Definition**

Rhythm is the expression of timing during the performance of a skill/movement.

**Impact on Performance**

Rhythm is related to how we coordinate our body during the performance of a skill/movement. For example, in athletics when completing a hurdling distance, the athlete must maintain a rhythmic speed to ensure they can coordinate the correct take off foot, number of steps between hurdles and stride length to complete it in the fastest time. In dance, variation in rhythm can put emphasis on different movements and beats to make it more aesthetically pleasing for the audience.

**CONSISTENCY**

**Definition**

Consistency is the ability to perform skills / movements correctly over and over again.

**Impact on Performance**

Accuracy and Consistency are key for an effective performance. For example, a setter in volleyball always being able to set the ball at an appropriate height and place for their team mate to perform a more powerful spike and therefore put the other team under more pressure.

In tennis it is important to consistently serve with power and accuracy. If your serve is inconsistent you have more chance of double faulting or your opponent may find it easier to return the ball with an attacking shot.

To be consistent you must be at the automatic stage of learning. This means that you do not have to think of how to perform the skill as it becomes instinct/natural to use the skill in the correct situation.

**SPECIAL QUALITIES**

**IMAGINATION**

**Definition**

Imagination is when you are creative with your skill set during activities.

**Impact on Performance**

Imagination is required when performing in subjective activities. These are activities which are based on **how the performance looks.** They can also be described as aesthetic activities and the result depends on the opinion of the judges. Some examples of subjective activities are Gymnastics, Dancing, Diving, and Synchronised swimming. Performers can also be required to use their imagination and be creative in objective activities. Objective activities are where the performers achieve a definite score that **can be measured** in some way. For example, you may need to use your imagination to outwit your opponent in a 1 v 1 situation in basketball, hockey, rugby or football by changing direction quickly or using an unpredictable skill. Using your imagination is closely linked to being creative and performing with flair.

**CREATIVITY**

**Definition**

Creativity is the ability to perform unusually, innovatively and uniquely. It can be described as being able to face a problem and create a solution that is not expected or is different from the normal. Being creative can be shown in different ways, such as tactically or through a series of skills in the activity.

**Impact on Performance**

Some athletes are naturally gifted with skill and ideas and are willing to try different things in their sport which are seen to be creative. Others need to gradually learn and practice “alternative” skills in order to be more confident with them in a challenging situation. For example, in basketball when dribbling down the court at speed with support team-mates on either side you could disguise the pass by look to your team-mate on your left and passing to your team-mate on your right as you approach a defender.

**FLAIR**

**Definition**

Flair is the ability to instinctively perform uniquely or with style.

**Impact on Performance**

Having good flair can allow you to deceive an opponent as the skill you execute will be unexpected. No flair may result in your performance becoming predictable making it easy for an opponent to be able to read what you are about to do before you execute the skill. For example, a lack of flair and disguise in your play may lead to an opponent anticipating and intercepting a pass to a team-mate in basketball, football, hockey or rugby.

**ADJUSTMENT**

**Definition**

Adjustment is the ability to alter, change or move your body/body parts slightly in order to be in the desired position to perform a skill/action more effectively.

**Impact on Performance**

For example, in hockey, you might quickly alter your feet position and rotate your body to control/stop a ball with the front stick as opposed to attempting a reverse stick stop. You might also be more competent in performing the front stop and therefore more likely to keep possession/control of the ball. This would allow you to play a stronger front stick pass/shot more quickly. In table tennis, you might adjust/alter your footwork to allow you to play a forehand shot as opposed to using a ‘weaker’ backhand shot. This could benefit your performance as it could allow you to play a more attacking forehand drive shot and put your opponent under pressure.

**QUALITY OF PERFORMANCE**

**CONTROL** (very similar to Touch)

**Definition**

**T**he ability to manage yourself or a moving object. E.G. Ball/racquet/stick etc.

**Impact on Performance**

In sport there are two types of object control.

Propulsive – sending an object away (e.g. throwing, kicking, striking, batting)

Receptive – receiving an object (e.g. catching, dribbling a ball, receiving a shuttlecock)

Propulsive skills are easier because you are in control of the object that you send away. In contrast, receptive skills require perceptual and coordination skills to move one’s body into position to receive the oncoming object.

You must also have control of your body, this is important in all sports where balance is important and to have a strong base from which to execute skills from. It is especially important in Gymnastics where control is a key element of performance.

Having a high level of control will allow you to execute both simple and complex skills to a high level. This will in turn allow your performances to look more fluent and will allow you to develop a good repertoire of skills. Any model performer in an activity will display a high level of both object and body control.

Having a low level of control will have a major impact on performance as you are unlikely to be able to perform skills to a high level. Your performance will not look fluent as you will lack the necessary control. Novice performers will have a lack of control in their performance.

**FLUENCY**

**Definition**

Fluency is regarded as the smoothness or flow in which actions/movements are joined together to perform one skill or multiple skills together with ease and grace.

**Impact on Performance**

A badminton player needs to link the subroutines of the overhead clear together in order to complete the action efficiently and smoothly (fluently) – being able to track back underneath the shuttle, turn side on, transfer weight, swing arm quickly to hit the shuttle and return to base. Performing actions with fluency will make them appear automatic and natural.

A team performance may also relate to being ‘fluent’ in their style of play- the ability to link passes, dribble at speed and move off the ball in an efficient, flowing movement. Progressing with ease and grace from one end of the pitch/court to the other.

**EFFORT**

**Definition**

The amount of work you are putting into the performance in order to be successful.

**Impact on Performance**

In basketball, applying effort in passing during a performance can ensure that the timing, weight and accuracy of the pass are successful. Lack of effort may lead to a mistimed pass, the pass falling short of the target, or not being on the correct trajectory to the receiver. When training for an activity, effort is required to ensure that you are working at the correct levels to bring about improvement. Lack of effort can lead to skill level plateau where no improvements are made.

**ACCURACY**

**Definition**

Accuracy is the ability to direct a ball, shuttle or any other object used in an activity to a target area with precision. A performer can also demonstrate accuracy performing movements with precision so that they look exactly like a model performance.

**Impact on Performance**

For example, you could demonstrate accuracy in badminton through returning an overhead clear to the back tramlines on your opponent’s side of the court or by placing a penalty flick in hockey accurately to the corner of the goal away from the goalkeeper. A dancer may also demonstrate accuracy by performing a sequence of dance steps in an exact order with precision and correct technique.

**TOUCH** (very similar to Control)

**Definition**

Is a person’s ability or dexterity when making contact with a stationary or moving object; predominantly using a piece of equipment or part of the body. Touch refers to a performer’s ability to control an object during an activity.

**Impact on Performance**

Touch is essential to performance in several activities where control and possession of an object is required. A drop shot in badminton requires a soft touch in order to place the shuttle over the net with the right amount of speed and height. This will result in your opponent being unable to return the shuttle or having to return with a high defensive shot. This will ultimately lead to you winning the point or playing a smash/attacking shot next. Having a poor touch can lead to loss of control or a misplaced pass. In volleyball, ‘touch’ is important when setting the ball to a teammate. If you do not touch the ball with the correct height or accuracy it can lead to your teammate hitting the net with their shot or being unable to play an attacking shot. This can result in the loss of points or have an effect on the timing and accuracy in the next shot. In football, a good first touch will ensure you keep possession of the ball and help you to be able to perform your next skill. Think about receiving a strong pass inside the penalty box in football. If you have a good touch and are able to control the ball from under your feet quickly then you will have more time to have an effective strike at goal. A poor touch could result in lack of control, a missed opportunity for a shot at goal or losing possession.

**PHYSICAL FACTORS – TACTICS**

**PERFORMANCE CONSIDERATIONS**

**PERSONAL STRENGTHS / WEAKNESSES**

**Definition**

Personal Strengths and Weaknesses are the mental, emotional, social and physical attributes of an individual that may be deemed as an area of strength or weakness within their performance.

**Impact on Performance**

It is important to devise a tactic or plan which maximises your own strengths and minimises your weaknesses. For example in tennis, a player who is tall and strong will often try to “serve and volley” whilst a quicker player with good ground strokes will try and play longer rallies from the baseline. Equally, it is important to consider your opponents strengths and weaknesses in order to minimise their strengths and exploit any weaknesses. For example, if you are a powerful badminton player and have an effective overhead clear / smash and your opponent does not then you would try to force your opponent to the back of their court using your overhead clear so that when they play a weak return you could respond with a smash.

**ROLE DEMANDS**

**Definition**

Your role is the part you play in an activity e.g. performer or playing role (e.g. attacker, defender, wing attack, scrum half) or a non-playing role (referee, time-keeper, coach). Demands are the qualities required to fulfil the role effectively.

**Impact on Performance**

Role Demands relate to your own personal strengths and weaknesses and whether these are suited to a certain playing or non-playing role. For example, in Hockey, both umpires and midfield players need speed endurance to continually keep up with the pace of the game. The team captain must also show personal qualities such as leadership. As a captain you are expected to encourage, motivate and communicate with your team mates. A captain can also pass on tactical information from the coach/manager to those on the pitch. If the captain fails to do this then the team may be confused about their own role/ position which could create gaps in the midfield or defence providing the other team with opportunities to attack.

**TEAM STRENGTHS AND WEAKNESSES**

**Definition**

Team Strengths and Weaknesses should be considered before choosing a tactic within an activity. It is important to consider your opponent’s strengths and weaknesses as well as your own strengths and weaknesses.

**Impact on Performance**

It is important to select a strategy that maximises your team strengths, minimises your team weaknesses, minimises your opponent’s strengths and exploits your opponent’s weaknesses. For example, the fast break is an attacking strategy that your team could your team had quick players who could cope with performing skills at a fast pace and were poor at breaking down defences. This would also be a good strategy against a team who had a strong zone defence but were slow to get back in their own half.

**OPPOSITION**

**Definition**

The Opposition / Opponent are any team or individual that you come up against when performing. They can be direct opposition (Football, Rugby) or indirect opposition (Swimming, Trampolining).

**Impact on Performance**

Being able to exploit / take advantage of your opponents weaknesses may have a positive impact on your performance. For example, if you know that your opponent in Badminton has a poor Overhead Clear then you would select to play Overhead Clears in order to keep your opponent at the back of the court. This should allow you to play an effective attacking Drop Shot or Smash in response to your opponents shot. Equally, it is important to minimise your opponent’s strengths. For example, if your opponent was effective at playing forehand shots in table tennis you would aim to the play the ball to their backhand side.

**PREVIOUS HISTORY**

**Definition**

Previous History relates to reflecting and using information gathered from past performances.

**Impact on Performance**

It is important to take past performances or results, positive or negative, into consideration. This could be data you have gathered on a specific skill or information on a specific team or individual. This may also relate to movements or skills that you have just performed. For example, reflecting on the last overhead clear you performed during a badminton match before performing the same shot again. If the clear was successful in reaching the back tramlines then you may try to repeat the action and weight of the shot. If it was unsuccessful then you may try to apply more or less power so that it reaches your intended target or opt to play a different shot due to a lack of confidence in executing another overhead clear.

**ENVIRONMENTAL CONDITIONS**

**Definition**

Environmental conditions are the natural effects of weather, climate and ground conditions on performance. Conditions range from wind, rain, hills and temperature. Any variable in these conditions would result in the performer possibly having to change tactic to either compensate or take advantage of the condition.

**Impact on Performance**

It takes a lot of time to build up experience of different conditions. Pre-competition planning can therefore be an important factor in limiting the effect of changing environmental conditions. It is not just particular to outdoor sports either. Something as simple as a swimmer having to cope with a pool that has the sides the same level as the water versus a pool with a raised edge/lip makes a big difference to choppy water, especially in the outer lanes. In Golf, you may need to adapt your play when playing on a links course due to the wind. You may need to keep the ball low in windy conditions using longer irons and learn to play certain shots into the wind accepting that you would not reach the green positioning yourself for a good approach. Weather conditions may also affect your performance in cycling. For example, heavy rain could cause you to take up a position nearer the sides of the group as the spray might makes it difficult to react to changes in speed and riders moving in front of you.

**PRINCIPLES OF PLAY**

**WIDTH**

**Definition**

This is having a spread of players across the playing area and relates to the space between players across the pitch or court.

**Impact on performance**

When players create width in attack: they have more space and time in which to work and execute skills; it puts pressure on the defence by stretching them and creates holes in the defence called space; space provides more time and possibly more one v one situations and gaps for players to run through. This means that defenders will have to work much harder, as they have to cover more space. Width in defence is important to ensure that there is a spread across the playing area to cover attacks through the middle or the wide areas.

**DEPTH**

**Definition**

Depth involves having a player further back than the others and can be utilised in either defence or attack.

**Impact on Performance**

Depth in defence, often referred to as lines of defence, has a player covering behind the defender so that if the 1st defender is beaten there is still another to get by before being through on goal/basket. For example, some football teams operate with a sweeper behind the back 3 or 4 to provide a second line of defence. A scrum half in rugby may also sweep behind the defensive line after a line out to make a tackle on any opposing player who breaks through. Depth in attack is usually when a player drops further back from the goal/basket often to provide a passing option to retain possession. For example, having a player at the top of the 3 point line in basketball is useful if there is no space to penetrate and drive into the basket. This enables the team to keep possession of the ball and reorganise the attack from a different direction. In rugby, a player may also come from deep to receive the ball, giving them time to pick a running line and making it difficult for the defence to organise who is going to make the tackle.

**MOBILITY**

**Definition**

This is to do with the movement of a performer/player a group/unit within a team or the team as a whole.

**Impact on Performance**

In basketball, good mobility is required when moving on and off the ball in attack. It is the ability to change direction at pace and move into space. An attack that is static is easy to defend, therefore players on and off the ball need to constantly be moving and changing direction to get free from the defenders, create space, offer support options and penetrate spaces in the defence. In dance, mobility of the individual or group is how they move and interact in relation to the area and/or each other. This is dictated by the choreography, rhythm, tempo and style of dance.

**DELAY**

**Definition**

Delay involves slowing down the opposition when defending or holding up an attack.

**Impact on Performance**

Delay in defence: The first priority when losing possession is usually to slow down or delay the attack so that the rest of the defence can get organised and sort back into position. This can be achieved by hustling and jockeying your opponent without over committing yourself. You can also reduce the time and space an opponent has by channelling them away from the danger area and into an area that is well defended or is difficult to attack from. Delay in attack:This is where the attacking player/ team deliberately slow down the pace of the attack to vary the tempo of the game or to hold up the ball. For example, slowing an attack down to maintain possession could be advantageous in order run down the clock when holding a lead. Delay in attack could also be used if your lone striker is outnumbered by the opposing defence. Holding up the ball will allow for supporting players to move up field and provide passing options.

**PENETRATION**

**Definition**

This is the ability to move into space, break through and/or get in behind a defence.

**Impact on Performance**

This can be achieved by players moving into space or driving at defenders in 1v1 or overload situations.

In football, the penetration pass is one of the first methods learned. Whether it be the simple "kick and chase" of the youth leagues, or the exquisite through-balls by today's world class stars. Penetration by pass is the quickest method of getting the ball towards the opposition’s goal. When done well, it can yield a large amount of success. Penetration in attack also requires other players in attack to make appropriate runs into space to receive the ball, while staying onside.

Forwards in Rugby can use penetration through employing a pick and drive tactic. This involves the forwards repeatedly driving the ball from a series of rucks. This leads to the forwards repeatedly breaking the gain line and penetrating through the defensive line resulting in the defence being on the back foot. This could also lead to the defence becoming more concentrated round the rucks and so when the ball is released along the backline we had much more space to break through and penetrate the defensive line. This would provide better attacking opportunities and allow our team to gain significant territory on the pitch. In hockey, attacking midfielders and strikers often use penetration when making a run in behind the defence to receive through passes from team-mates.

In all sports a team who lacks penetration in attack is unlikely to be successful as they will not be able to get past a well organised defence are and unlikely to create any scoring opportunities. Many teams have had a large share of possession but lack the ‘cutting edge’ to have good penetration in attack.

**SUPPORT**

**Definition**

Support can be similar to depth as it is mainly about providing options to teammates in attack and providing cover in defence. Support can also come from team-mates in front or in wide positions.

**Impact on Performance**

Support is an important principle of play in team activities. For example, support play in Rugby involves helping the ball carrier advance the position of the ball. Options and support are vital to keeping the opponents guessing about what you will do and to help your team break through the opposition defence. Good support reduces the need to kick the ball and ultimately give up possession of the ball. Support in football is also extremely important. When the ball is played into the strikers it is vital that wide players and midfielders get up the pitch as quickly as possible in order to support the attacker and perhaps create an overload. If there is little support or it does not arrive quickly enough then striker(s) can become isolated leading to poor ball retention.

**COMMUNICATION**

**Definition**

Communication is the ability to convey information to team mates/coach through the exchange of verbal speech, signals or actions.

**Impact on Performance**

Communication is vital for successful performance in many different physical activities both in practice and in competitive situations. Communication is used when receiving feedback or advice by a coach or team mate during practice and it must be clear, concise and accurate. Communication is also used before a competitive match to discuss tactics/strategies and to finalise roles and decisions for the team. During a match, players must be able to convey instructions, call set plays, offer advice and support other members of the team. For example, in a netball match, the Centre may call a code name or give a hand signal before a centre pass, this will allow the other players to know the set play. A Prop in a line out at rugby will give instructions to his team, unknown to the opposition, on who is receiving the ball. This will inform his team on what is happening and give his team a better chance of winning the lineout.

**TEMPO**

**Definition**

Tempo is the speed or pace at which a team or individual plays/performs.

**Impact on Performance**

In all activities the tempo at which the participants play/perform is important. Too fast and a performance can break down because nobody has time to react and make adjustments. Too slow and opponents can easily read what is going to happen and deny you the space/time to execute effective actions. In a volleyball match you could use different tempos of attack to try and create space/time to attack effectively against your opponents. For example, attacks can be quick to deny the opposition time to establish a block or slower to allow time to recover from bad passing or to feed out to the best hitter in the team.

**MENTAL FACTORS**

**LEVEL OF AROUSAL**

**Definition**

The level of mental arousal is the level of excitement, anticipation, stress, aggression, apprehension and nervousness. It refers to the state of mental preparedness for participation in an activity.

**Impact on Performance**

Level of mental arousal is key to success in the long jump. The athlete must be prepared to perform in front of a crowd and be able to deal with everyone focussing their attention solely on them.

If our mental arousal is too low then we may not perform at our highest level, we may appear to be tired, disinterested or distracted. Then again if it is too high, we may become stressed due to expectations, the importance of the occasion or the number of people watching. Having too high or too low a level or arousal may result in loss of distance.

“I must find the correct level of mental arousal to perform at my best, so that I am excited enough, yet calm enough to execute the long jump perfectly.”

**ANXIETY**

**Description**

An unpleasant state of inner turmoil, often accompanied by nervous behaviour, restlessness, fatigue, concentration problems and muscular tension. All affect performance in a negative manner, and need to be managed or controlled to aid effective performance. Anxiety, takes many different forms but within sport you may feel as though you are choking, you want to run away, cannot move your body in ways that you want. In short, you freeze when the moment matters.

**Impact on Performance**

Many athletes suffer from Sports Performance Anxiety, with this they may perform well in practice but then anxiety interferes with their performance.

It is usual to have pre-performance nerves, indeed, a certain level of physical arousal is helpful and prepares us for competition. But when the physical symptoms of anxiety are too great, they may seriously interfere with your ability to compete. Left untreated, it becomes a vicious cycle of negative thoughts and feelings followed by poor or inhibited performance.

In Football if a match is still tied at the end of extra time then players may have high anxiety levels during the resulting penalty shootout. Pressure is on the players to score from their team, from the fans who want the team to be successful and the individual player who wants to win. In a Basketball game your team is trailing by 1 point with 2 seconds left on the clock. The player in possession must act quickly knowing that if they score their team wins and if they miss then their team loses.

SPOTY 2013; Andy Murray serving to win Wimbledon - 40 to 0 up in the final set, back to Deuce, then being break point down 3 times, before eventually winning. The thought of winning increased his anxiety and caused his performance to deteriorate, although he was able to manage the anxiety and eventually overcome it to be successful.

**Concentration/Focus**

**Definition**

Concentrationis the ability to stay on task. It is the ability to completely focus your attention on something for a period of time. When athletes concentrate well they can take in all the information they need to make good decisions like responding to their opponent or adapting to their environment. It is the ability to pay particular attention to the task in hand.

**Impact on Performance**

Concentration has two dimensions: the broad/narrow dimension gives a width of focus; the external/internal dimension gives a direction to the focus.

Broad/narrow dimension: The performer focuses on a large or small number of stimuli. Broad attention focus enables the performer to be aware of everything around and see several things at the one time. Narrow concentration focuses only one or two cues at a time.

External/internal dimension: External concentration directs the focus outwards. This can be in the act of assessing the situation around you, but not concentrating on any one part, e.g., taking in playing environment. It can also be in the act of performing a skill automatically focusing on what your opponent is doing, as you are about to serve. Internal concentration focuses on thoughts and feelings, allowing you to analyse experiences from the past and prepare to anticipate for the future.

The demand for concentration varies with the sport: Sustained concentration - distance running, cycling, tennis, and squash. Short bursts of concentration - cricket, golf, shooting, athletic field events. Intense concentration - sprinting events, bobsleigh and skiing.

Concentration can also vary when learning a skill. Initially you focus or concentrate on the specific weakness identified. For example when developing a smash if faulty footwork has been identified as the weakness you must ensure that you concentrate on this aspect of the technique as you work through the various practices. If you have numerous faults you should only concentrate on one or possibly two aspects at the same time. Therefore you range of concentration is narrow though it could be internal or external depending on the practice being used. As you develop your level of competence within the skill you can start to shift your concentration from specific subroutines to the overall performance of the skill and then to external factors such as your opponent.

Concentration is the ability to stay focussed on and be fully aware of what is going on around you. *For example, in performing a drop shot in badminton, I had to judge the flight of the shuttle, the positioning of my body and the movement of my opponent*.

**Motivation**

**Definition**

Motivation is thought to be a combination of the drive within us to achieve our aims and the outside factors which affect it. With this in mind, motivation has the following two forms, intrinsic motivation and extrinsic motivation.

Extrinsic motivation is ‘external’: money, prizes, acclaim, status, praise.

Intrinsic motivation comes from within i.e. an athlete driven by a need to succeed because they want to be the best and are not overly concerned by financial or ego boosts.

**Impact on Performance**

Having a high level of motivation will ensure that you continue to work until you have reached a goal that you have set yourself, often having to have overcome set backs on the way. Many of the world’s top athletes have had to overcome adversity at one time or another of their career or have had to have a high level of intrinsic motivation in order to dedicate the amount of time and effort required to reach the level of performance which they are capable of performing at.

Examples of this are: Cristiano Ronaldo, Michael Jordan, Leigh Halfpenny, Andy Murray

Having a lack of motivation or, being motivated by external factors can have a negative impact on performance as if things do not go the way you expect them, you may not put in the required effort in order to improve. Examples of this are common in a number of sports but can be shown in football where players such as Winston Bogarde of Chelsea and Jose Bosingwa of QPR have been happy to not play for their team as they were receiving large sums of money whether they played or not.

A value on the task can also have an impact on a person’s motivation as if they do not value what they are being asked to do; their motivation for the task will be low.

**Problem Solving** (closely related to decision making)

**Definition**

The ability to identify that a difficult/troubled or pressurised situation in an activity is happening or is about to happen.

**Impact on Performance**

Players must be able to identify that there is a problem and know why it is happening.

For example a sweeper in hockey may be chasing a ball played in behind the defence by the opposition midfield. Running after the ball at speed with his back to the fast, chasing opposition and having no other defender there to offer support, plus a goal keeper who has stayed on their goal line- a clear pressured situation for the sweeper.

In tennis a player may be losing a large percentage of points when playing a forehand cross court shot. The ability to first identify this pattern of errors and to identify the cause is key to problem solving. Is the problem because of: their position on the court, the placement and power of the shot, the position of the opposition, the amount of top spin on the shot?

The process of starting to devise an outcome for the problem is **decision making.**

**DECISION MAKING**

**Definition**

Decision-making is an action or process of choosing a preferred option or course of action from a set of alternatives. It forms the basis of all deliberate and voluntary behaviour.

**Impact on Performance**

Quality decision making is a critical skill in sports. The quality of your decisions has a massive impact on your results. Experience plays a significant part in the decision making process. If you make the right decision on a regular basis you are likely to experience positive outcomes.

The best tennis players usually select the right return shot to play based on several factors. Due to their experience and skill and level of performance the decision making process is instant.

Making poor decisions can often lead to the loss of possession or loss of points or goals. In hockey, if the wrong decision is made when passing out from defence it can lead to an interception and 1 v 1 situation on your goal

**Attention Span**

**Definition**

Attention span is the amount of concentrated time on a task without becoming distracted.

Attention span or length of concentrated time can differ from activity to activity. Some activities require a longer attention span and some a shorter attention span.

**Impact on Performance**

The demand for concentration varies with the sport:

Sustained concentration - distance running, cycling, tennis, squash.

Short bursts of concentration - cricket, golf, shooting, athletic field events.

Intense concentration - sprinting events, bobsleigh, skiing.

In cricket the batsman needs to ensure he is fully concentrated as the bowler runs up and bowls the ball. He needs to avoid all other distractions such as external noises/ movements from opponents or people in the crowd. Failure to do this could result in a mistimed shot being caught or even being bowled out.

A player shooting 2 free throws in basketball in the dying seconds of a game, when their team is losing by only 1 point needs to ensure they remain concentrated during their shots. Often in the NBA you can see fans behind the basket waving banners and arms, shouting and whistling in an attempt to distract the shooter. A player with a poor attention span and who is too easily distracted might miss the shot and fail to win the match for their team.

**Mental Toughness**

**Definition**

Mental Toughness is the ability to consistently perform at the top of your skill level and talent regardless of the competitive circumstances.

**Impact on Performance**

As you are playing any sport it is important that you are able to block out all external factors. If you are mentally tough you are able to block out the pressure from opponents, the crowd, coaches, managers, team mates etc. to keep producing your best possible performance. If you let these factors affect your performance you are not mentally tough enough.

In the 2013 Wimbledon final Andy Murray was 40-love up and serving at championship point. Djokovic came back to deuce! The crowd went quiet, the commentators, nation, coaches wondered can he be strong enough to do it? Murray was strong enough to block out all that pressure and serve to win the title.

In a cup final that has gone to penalties not all players will be strong enough to volunteer to step up and take a penalty. They would be thinking ….what if I miss, what will the coach say, what will the crowd say, how will the manager react etc. a mentally tough player will step up, block out all these thoughts and concentrate only on scoring the penalty.

**Processing Information**

**Definition**

INPUT – The brain processes information (gathered through the eyes) and lists possible options.

DECISION MAKING – a decision is made to carry out the best possible option and the muscles initiate a response.

OUTCOME – The action is completed and the performer sees the result.

FEEDBACK – If correct, the action is repeated. If wrong, the action is changed.

E.g, Watch opponent and try to note the type of badminton serve. Make a decision and move towards the shuttle. Play a drop shot just over the net. Win point = try again in a similar situation.

**Anticipation**

**Definition**

Anticipation is the ability to predict or anticipate your opponents’ next move giving you an advantage or ‘more time’ to execute your next movement.

**Impact on Performance**

Why do elite athletes, especially games players, appear to have more time on the ball? Having good anticipation or the ability to ‘read the game’ allows you to be more effective when in possession or affords you more time to return a shot. It also saves your energy, takes your opponent by surprise and will lead them to get frustrated affording you more time.

Having poor anticipation will result in you being unsure as to where your opponent will play their next shot in tennis, unable to predict your opponents next move in team games which will make it more challenging for you to mark that player.

**EMOTIONAL FACTORS**

**Happiness/ Sadness**

**Definition**

Is an emotional state of mind. Ranging from feeling content and joy (happy) to a feeling of despair, grief or sorrow (sad).

**Impact on Performance**

Happiness will affect performance positively and sadness will affect performance negatively. They can impact on numerous factors such as confidence, self-belief in your own ability, resilience, levels of optimism or pessimism, and your ability to realise your potential. For example, being in a happy state of mind before playing basketball will increase your confidence in executing skills and your self-belief in performing them successfully. If you were sad before playing a game of football, your confidence and belief in your ability to perform skills successfully will be low resulting in a poorer level of skill execution.

**ANGER**

**Definition**

An emotion whereby the individual has normally been offended, denied, wronged and a tendency to react through retaliation. It is a strong, uncomfortable emotion after being provoked.

**Impact on Performance**

Anger in sport can be very useful in the right situation but more often than not it is about how you control your aggression that makes the difference. Opponents look to ways of irritating each other in the hope it puts them off a game plan or affects their performance.  
Anger can be seen in many different forms in sport. It can be something as simple as a player shouting at themselves after a bad shot, physically lashing out or even over exerting themselves in a skill such as increasing the power of the next serve.  
Anger without control will mostly affect performance negatively and will increase the amount of poor decisions made. A player who controls their anger is much more effective and it pays to practice good mental strength. The ability to control anger comes from practicing in competitive drills which apply pressure to your skill level, such as practicing against a much better opponent or even against more opponents than you.

*"...I was playing badminton and had spotted a weakness in their back court backhand side. I was able to play repeated shots to this area and it was very obvious they were unable to cope consistently. They were getting very angry and this helped me even more as they started making silly decisions and this added to the situation..."  
  
"...I had been in bat for a few overs without scoring, the bowlers were very consistent with their pace and line. This was not a new situation for me as our senior school team had bowlers like this and we faced them all the time in the nets. I waited patiently until a wider delivery at which point I controlled my aggression into the shot and played it to the boundary..."*

*"...my putting was not particularly good during the round and I was becoming more frustrated and angry with my inability to score well. After one very poor putt I made the silly mistake of allowing my anger to boil over and at the next tee tried to drive the ball much further than normal. My technique was awful and I put my drive into trees. This only added to my poor scoring..."  
  
"...my opposite forward was particularly good at protecting the ball and winning rebounds. I was really getting annoyed at his good play and at myself for letting the team down. I was drawn into making silly fouls against him and eventually my anger and lack of self-control built up to too many fouls and I was fouled out of the game..."*

**FEAR**

**Description**

Fear is an emotion induced by a perceived threat, which causes you to quickly pull away or, in sporting terms, usually hide.

**Impact on Performance**

Fear produces negative thoughts, which directly impact on a sportspersons confidence. Winning and losing is so important in most competitive settings that fear of failure or fear of not performing well is at the forefront of an athletes mind. Athletes that are full of positive energy and excitement, relishing every challenge, are always the ones that outperform their negative and fearful counterparts. Confidence has a direct response to performance. If you fear an opponent or opposition then it is likely that your own performance level will drop significantly which will make it easier for opposition to compete.

Having a fear of failure and lack of confidence can cause a player to become convinced that the coach will drop him for the next match. He will feel uneasy when the coach watches him play, because of a constant worry of what the coach is thinking. This will damage his performance, therefore forces the coach to replace him for the next match. The fear has been brought to life!

Fear of failure prevents a player from pushing them outside the comfort zone. All top players take sporting risks even at the potential cost of jeopardising their performance.

Risk taking is a fundamental component of being successful and it is only through bold and committed actions that sporting contests are won and lost.

Fear of failure can cripple the player’s sense of adventure and the ability to take match-winning risks. The thought of making mistakes in front of teammates, coaches and spectators can be so paralysing that the player sits inside their comfort zone just doing the bare minimum.

When the player refuses to push outside the comfort zone performances become reactive instead of proactive. Instead of taking positive risks, which empower the athlete to influence the contest, they allow the opposition to take control and dictate the direction of play.

**TRUST**

**Definition**

A firm belief in the reliability or ability/actions of someone else, being unaware of the outcome results in uncertainty and therefore a risk of failure.

**Impact on Performance**

As a coach or team captain it is critically important that your team trusts you so that they can react appropriately to the instructions that you give them. If they doubt your decisions or instructions they may not put 100% effort into the task.

The importance of trust between team members is vital. Players need to value other team member’s capability/skill/talent and recognize the strengths and weaknesses of each individual player. As the team begins to believe in each other’s ability, they will work more cohesively as a unit and this will result in a higher level of performance/wins for the team. A high level of trust in a team will allow players to read each other’s actions more accurately and this can help dominate the match.

In a defensive line in Rugby, a player must trust that the player on his inside will make his individual tackle, so that they do not get sucked inwards and leave an overlap on the outside which could result in a try. Every player trusting the others to make their tackle will ensure that less space is created and that the defensive line is held. A forward in Football, making runs behind the defence needs to have faith that the midfield will play the ball to where they are running to allow them to get a shot at goal. Even if unsuccessful then the midfield need to continue to play the ball for the forwards run trusting that if they get into good positions they will eventually score. In a Zone Defence in Basketball, each of the players must have confidence that every other player will fulfil their role as this is a team defence designed to keep the opposition away from the basket

In activities like cheerleading, dance and rhythmic gymnastics trust plays an important role. Relying on your team to catch, support or lift you to complete the skill safely is important as it will stop you becoming anxious and not distract you from the rest of your routine. You can concentrate solely on your responsibility knowing that your team will do their part.

**Surprise**

**Definition**

Is a reaction to something unplanned or unexpected. Surprise is a brief emotional, mental and physiological state- a startle response experienced as the result of an unexpected event.

**Impact on Performance**

Surprise can be pleasant, unpleasant, positive, or negative. Surprise can occur in varying levels of intensity ranging from very-surprised, which may induce the fight-or-flight response, or little-surprise that elicits a less intense response to the stimuli.

Depending on the nature of the surprise it can affect your decision-making, confidence, resilience and determination. An intense negative surprise can create a negative response or uncontrolled reaction, which impairs the ability to make decisions where the player just reacts without conscious thought.

The performer’s mindset, level of confidence and resilience effects how they deal with the surprise/unexpected event. For example a tennis player who loses a point due to an unexpected lucky shot can react negatively they see it as bad luck on their part. They dwell on their bad luck, let their “head go down” their resilience or ability to bounce back is low this then affects their determination and confidence and their performance drops. A tennis player in the same situation with a high level of confidence and resilience can cope with the surprise/unexpected lucky shot forget about it and move on to the next point and not dwell on it or let it impact on their performance

**SOCIAL FACTORS**

**COOPERATING AND COMPETING**

**Definition**

Co-operating is where you work together with others to achieve a common goal.

Competing is where you strive to win something by defeating others who are also trying to win.

**Impact on Performance.**

Cooperating in volleyball by playing using three touches to set up a spike and win the point. Or passing and moving to get up the court and score a goal in handball. Cooperating can also be used to learn new skills. In table tennis my partner and I helped each other by feeding the ball so we could practice our shots. For example a “hand feed” or “dart feed” can be used when learning a back hand push shot. The main aim is to help make learning easier for a partner or team mate so they can practice the skill to a competent level without added pressure.

Competing- playing a smash into the open area of a badminton court to win the point, or dipping as you cross the line in 100m to win in a photo finish.

**CONTRIBUTING TO A GROUP/TEAM**

**Definition**

In any activity, where you work with at least one other person, you will be a member of a group or team. Within the group or team you will have to give (contribute) something that helps the group or team. Each member of the team or group is expected to contribute and this contribution can determine whether a team/group is to be successful.

**Impact on Performance**

Positively contributing to your team will have a positive effect on their performance. For example a dancer may have an idea and suggest how the dance could be developed making the dance look better. 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. It is important to ensure each member of a team contributes for their overall success.

A negative contribution to your team and not fulfilling your role can result in a poor performance from your team. Having a player perform poorly or become negative has impact on the game and your fellow players as they begin to lose faith in your performance

**WORKING IN ISOLATION**

**Definition**

Practicing mental (for example through visualisation), emotional (for example through self talk) or physical skills or techniques on your own. Physical fitness can be improved working alone as can physical skills - feedback can be gained from knowledge of results or internally (kinaesthetically).

**Relationships**

**Definition**

Relationships is the way in which two or more people or groups regard and behave towards each other.

**Impact on performance**

Relationships are one of the most important factors that can impact on performance. It is the way in which people behave towards one another and can have a profound impact on the potential success of team performance. In football, you could have a group of exceptionally talented players that on paper should be successful, but if they have a poor relationship between them they will almost certainly produce a weaker performance compared to a team who can work together using the strengths of all its members.

Another area where relationships have a major impact is between the coach and player. This can be especially important in a sport like tennis where the individual nature means you are spending a lot of one to one time with the coach. If you do not get along or have different philosophies it would become almost impossible to coexist effectively.

In dance, there is a relationship between the performer and the music. The performer can use the tempo, rhythm and speed of the music as stimulus in their performance to increase the aesthetics of their dance.

**Team Dynamics**

**Definition**

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 its' parts.

**Impact on Performance**

Team Dynamics is the effectiveness of the team and this can be highlighted in how they support each other, are they positive? Do team mates help keep the team morale high during a performance? Are individuals playing for each other?

This cannot be improved as individuals but must be looked at as the interaction of the group. Ways of developing team/group dynamics can be linked to cooperative tasks/practices.

In Basketball zone defence, as a team of 5 on the court cooperation is required to limit space for the opposition to get into the lane or close to the basket for an easy score. Lack of this cohesion will leave spaces to be exploited by the opposition and could lead to points being conceded. Individuals completing their own role and fulfilling their responsibilities successfully can contribute to the effectiveness of the team. In rugby, from set play do dummy runners play their role effectively to create the gaps for the ball carrier to break the defensive line?

**ETIQUETTE**

**Definition**

This is 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. For example do shake hands at the end of the match, don’t argue with the referee’s decisions.

**Impact on Performance**

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. Etiquette tends to be based on traditions and social conventions within the activity. For example kicking the ball out of play in a football match to allow the game to stop for an injured player to get treatment or a badminton player acknowledging when they win a point with a lucky shot.

**Respect for self and others.**

**Definition**

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.

**Impact on Performance**

If you over or under value the way you feel this can have an effect on how you play. 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.

During or after a game in basketball, when a player knows they have performed well in both attack and defence they feel good. Identifying that your strong defence has helped prevent numerous baskets gives you confidence and shows that you understand your role in the game.

If you do not feel valued as a player you will have a real lack of confidence and belief in your ability to contribute to the team and game. If this is how you feel during a game then you will not have the courage to play well. It will become a focus in your mind as you play the game and when you make mistakes it will impact on your negative feeling further.

**INCLUSION**

**Definition**

Inclusion is the act of including someone or the state of being included. Individuals having different backgrounds like origin, age, race and ethnicity, religion, gender, and identity are accepted and welcomed and treated equally

**Impact on Performance**

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 inspire players and teams to achieve great things. The Ryder Cup in 2012 was a prime example of all team members feeling included and producing one of the greatest comebacks in golf history.

If all team members do not feel included or you do not include all players as part of your team this can lead to disharmony amongst players ultimately a drop in performance. Often, a non-inclusive environment is characterised by fractions within a team. Individuals will not have an equal value within the team and there will be no shared, common vision.

**Ethics**

**Definition**

Moral principles that govern a person’s behaviour or the conducting of an activity.

**Impact on Performance**

A person’s ethics can have both a positive and negative impact on performance. 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, and to pay less attention to the safety and welfare of the competition. Examples of this may be:

* Faking a foul or injury
* Inflicting pain on an opponent with the intention of knocking him or her out of the game.
* Taunting or intimidating an opponent

All of these examples place greater emphasis on the outcome of the game than on the manner in which it is played.

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. It contributes to a community of respect and trust between competitors and in society. The goal in sportsmanship is not simply to win, but to pursue victory in the correct manner by giving the best effort you possibly can.

**FAIR PLAY** (closely related to etiquette)

**Definition**

Fair play is when teams or players play according to the formal rules of the activity without anyone having an unfair advantage. Fair play includes playing to win but also accepting defeat properly and respecting everyone involved in the game including officials. Fair play also involves only using tactics that are in accord with the spirit of the game.

**Impact on Performance**

A team or player who does not abide by the rules of the game risks being disciplined by the referee/umpire. This could result in a player being sent off and your team having to play the remainder of the match at a numerical disadvantage. This can also lead to a suspension period and a poor reputation with referees and oppositions.

Breaking a rule often leads to the referee awarding possession to the other team. This can put your team under pressure and can cause your team mates to become frustrated with your actions.

**CODES OF CONDUCT**

**Definition**

A code of conduct for sports provides guidelines for ethical athletic activity and tries to promote fair play.

In any sport there are a series of rules that must be followed, breaking these rules results in sanctions/penalties against the team or individuals. As well as these written rules there are unwritten rules or a ‘code of conduct’ which, while not the formal rules of the game, it is expected will be followed.

**Impact on Performance**

In a recent game of hockey one of the opposition players got injured in the middle of the pitch. As it was accidental the referee allowed play to continue. I realised that the player was badly hurt so put the ball out of play so she could receive treatment. I didn’t have to do this but it was the right thing to do in the circumstances.

After the opposition had put the ball out to allow treatment for one of our players, their goal keeper expected us to play the ball back to him. Noticing he was off his line and that there was only 1 minute to go I took a shot and scored the winning goal. The other team were very angry and accused me of cheating however I had not broken and rules. What I done however was not very sportsmanlike and it fell outside the code of conduct.

**Conduct of self, players, crowd and officials**

**Definition**

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.

**Impact on performance**

The conduct and behaviours of all the people involved in a sporting performance can be very complex since it often affects others involved and the relationships between each other. For example a football player may feel intimidated or anxious by an aggressive crowd chanting for them to miss a penalty. A “weaker” referee may be more easily swayed to award free kicks or other decisions by the conduct of a home crowd throughout a match. There are written rules of conduct and codes of conduct for all parties to follow. 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, the things they may say and how they behave in post performance interviews. Their overall conduct can be placed under a great deal of scrutiny by the general public as well as the media and since they often set an example to the younger generations there are a number of expectations on how they must conduct themselves at all times. Failure to conduct themselves correctly can lead to punishment through the rules of the activity, financial fines, suspensions, loss of jobs etc.

In golf players will generally conduct themselves very well. Despite having a deep desire to win they will do all they can to behave in line with the rules and the codes of conduct. They may hope that their opponents don’t hole their putt to win, but they would never cheer, fist pump or laugh when an opponent misses. Win or lose they will generally conduct themselves in a manner showing respect to their opponents, the officials and the crowds watching.

Liverpool striker Luis Suarez was banned for 10 matches following a charge of violent conduct where he bit Chelsea defender Branislav Ivanovic. He was also banned in the previous season for racially abusing Manchester UTD defender Patrice Evra. These are both examples of a player conducting himself in a negative way and he was punished as a result.

**Social Responsibility**

**Definition**

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.

**Impact on Performance**

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. It is your responsibility to win or lose with dignity as your actions can and will influence others.

When Phil O’Donnell collapsed on the pitch the players around him, from both teams, forgot they were in a game of football and done all they could to help him. To the watching crowd/TV audience this showed that in the grand scheme of things football was not that important and all rivalries are put aside to try and help someone in need. As performers this was a strong message to send to the crowd and modelled behaviour we have a social responsibility to copy.

There are many examples of players forgetting their social responsibility. When Eric Cantonna kicked a member of the crowd, when Louis Suarez racially abused another player, when Mike Tyson bit of part of an opponent’s ear etc. The last time YOU shouted at the referee. This is not how we would want to portray ourselves to other impressionable people. It is our social responsibility to act appropriately!

**ROLE MODELS**

**Definition**

These are people who serve as a good example and whose performance, attitude, fitness, behaviour and skills we would want to emulate. E.g. Sir Chris Hoy’s dedication and commitment to training.

**Impact on Performance**

Role models can encourage good sportsmanship and honesty (golfers owning up to things they do wrong) and can have a positive impact on those taking part in sport as they can also be used to discourage any negative behaviour.

Role models have the ability to inspire others. Many idolise athletes such as David Beckham for his contribution to sport. Role models themselves can have a lot of pressure put onto them to be the perfect professional. Some professionals cannot handle this pressure or the pressure of losing. Lance Armstrong was stripped of all his Tour de France medals after he was found guilty of taking banned substances to improve his performance. This effected his reputation as an athlete.

Model performers can be used for comparison with our own and others performances. This can be used to identify strengths and weaknesses in the performance in any of the 4 factors.

**Citizenship**

**Definition**

Citizenship is playing in the manner of fair play, respecting yourself and your opponents and could also be giving back to the sport by volunteering and setting a good example.

**Impact on Performance**

Citizenship in sport and activities occurs both on and off the field of play

Displaying good citizenship will result in games and events being played in a fair and competitive manner and respect being gained by your peers.

Negative citizenship can result in negative feeling being portrayed and a loss of focus on what is needed to perform well. It cold also lead to a loss of temper which could end up with a player being asked to leave the field in Rugby or being deducted points in Gymnastics.

**Extrinsic Motivation**

**Definition**

Being driven by trophies, money, prizes or peer pressure.

**Impact on Performance**

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. 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.

**Intrinsic Motivation**

**Definition**

Personal desire and will to succeed, to improve and to perform at a higher standard.

**Impact on Performance**

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. As a negative, it may not be enough to motivate some performers. They may need extrinsic motivation to ensure high levels of motivation.

**ENVIRONMENTAL ISSUES**

**Definition**

Environmental issues can have a big impact on how you perform in a sport. It can range from the facilities you have available to train in or play in to taking part in front of an audience/crowd.

**Impact on Performance**

Whilst it is not always necessary to have every new or latest piece of equipment to use when you train, it does make a difference if the equipment you are using is older, slightly damaged or just not enough of them. For instance, a class in Primary school that may only have 1 badminton racquet between 2 means time actually practising is halved and obviously progress will be slower. If you are practising your running for Athletics and the area is quite small then it is difficult to train correctly for a race on a 400m track.

Athletes who have access to better training facilities and equipment will usually make better progress and be much more motivated to make that progress!

*“…I was involved in a volleyball club that had teams at most age levels. Every time we had a competition it was always well supported. There were always lots of people watching and cheering us on. This had a positive effect on us as players as we were not bothered about big crowds. When it came to certain competitions we always seemed to settle more quickly than our opponents and were used to the noise and support. We knew a lot of people were on our side and we were less nervous which helped our performance…”*

*“…my gymnastics club recently got a newly equipped hall. As well as new equipment, mats and pits we also got a sprung loaded floor in the middle as well as a sprung loaded runway. This was a great training aid for us as most of the competitions we went to had the sprung loaded floors. We always struggled to complete moves properly on these floors before but now we can train with the correct speed, power and bounce and then just repeat in competitions. It helped us become more successful…*