PE Studies Revision Notes - Sports Psychology

Mental Skills (S.M.A.C.S):

* Stress- imbalance between task requirement and ability level of performer (Eustress (beneficial) v Distress)
* Motivation- direction and intensity of effort (intrinsic and extrinsic)
* Arousal- degree of stimulation or alertness
* Concentration- ability to focus on the task at hand (cues)
* Self-Confidence- belief a performer has in their own ability to successfully perform a behaviour

Mental Skill Strategies (G.R.I.P.S):

* An athlete can use these before, during, or after performance to improve performance levels
	+ - Goal-Setting- process of deciding something you want, planning the steps to follow, then working toward achieving the goal (SMART) must be challenging.
		- Relaxation- use of techniques to minimise stress and tension e.g. meditation, music, breathing techniques, progressive muscle relaxation.
		- Imagery- recreation of the performance in the mind of a skill, or past positive experience to prepare an individual mentally for performance
		- Performance Routine- a ritual a performer follows on the preparation for or during execution of a task or skill
		- Self-Talk- talking or thinking to yourself prior to or during performance (positive v negative). Use of thought stopping

Group Cohesion:

* Group cohesion - extent to which a group stays together in pursuit of common goals and objectives
* Barriers to Group cohesion:
	+ - Power struggles
		- Lack of communication
		- Unclear roles
		- Frequent changes to group
* Benefits of Cohesion
	+ - Players enjoy each other's success
		- Communication and motivation within the group is extensive
		- Players work together to achieve team goals over personal goals
		- More successful in achieving goals
			* Task Cohesion- how committed the team members are to achieving predetermined goals
			* Ways to develop this:

Clear and understood expectations

Set challenging but realistic goals

Prioritise team goals over individual

Promote high levels of motivation

* + - * Social Cohesion- degree to which team members enjoy being together
			* Ways to develop this:

Encourage social interacting outside of team activity

Resolve conflict quickly

Open and honest communication

Develop informal roles within group

* Type of sport affecting Cohesion
	+ - * Co-Acting- little or no communication e.g. Golf, Surfing
			* Interacting- require high levels of communication e.g. Team Sports
			* Mixed- combo of interacting and co-acting e.g. Cricket
* Methods of measuring group cohesion
	+ - * Socio-grams: players identify who they do and don't like within the team
			* Observations: a coach can use a checklist to observe how players in the group relatee to each other
			* Questionnaires: specific to the point so trouble areas are quickly identifiable

Carron’s Model of Group Cohesion:

* 1. Environmental Factors: normative forces holding a group together e.g. contracts, age, group size, geographical limitations
* 2. Leadership Factors: leadership styles, behaviours and relationships within team e.g. behaviour, team goals, team rules, individual roles
* 3. Team Factors: team stability, success, and desire of group to succeed e.g. type of sport, team goals, prior success/failure, stability (time together)
* 4. Personal Factors: individual characterises of group members e.g. attitudes, goals, expectations, level of commitment
	+ - * + Task motivation- associated with task cohesion and being involved in a successful team
				+ Affiliation Motivation- associated with social cohesion and desire to be apart of a group
				+ Self-motivation- attempt to maintain personal satisfaction by improving performance

Factors affecting Group Cohesion - (**R.C.G.G.G.L)**

* Roles: all members need to have a clear, defined role
* Common Values: members having shared values improves cohesion
* Group Size: larger group reduces cohesion of group
* Group Identity: if the group has a strong sense of belonging its cohesion is improved
* Goals: common group goals which are put ahead of individual goals improve cohesion
* Leadership: strong leadership within group improves cohesion, weak is bad

Social Loafing (Ringlemann effect):

* This is the tendency of **an** individual to lessen their effort when they are a part of a group
* The larger the group, the more likely it is to occur
* Why it occurs:
	+ - * Individual feels like their input is not required for team to reach goals
			* Avoiding hard work and assuming no one will notice- easier to hide in pack
			* Belief that their effort won't make a difference in the team’s ability to succeed
			* Individual perceives other athletes to be working at lower intensity, so they decrease intensity
* Impact:
	+ - * Negative impact of individual and team, reducing performance levels of both
* How to minimise:
	+ - * Write a team contract
			* Create a code of conduct
			* Appropriate group size
			* Evaluate members of group individually