



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

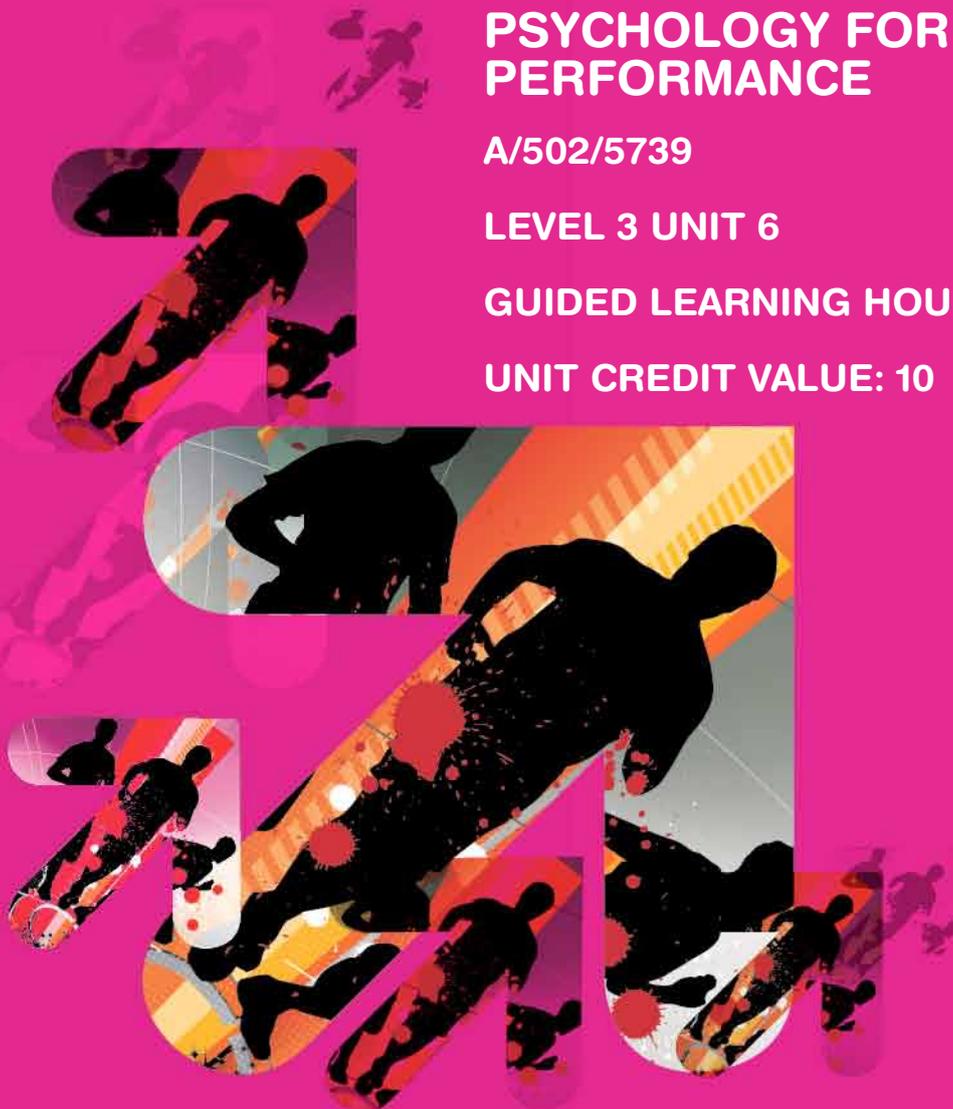
PSYCHOLOGY FOR SPORTS PERFORMANCE

A/502/5739

LEVEL 3 UNIT 6

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PSYCHOLOGY FOR SPORTS PERFORMANCE

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LEVEL 3

AIM OF THE UNIT

In a world where sports performers are being pushed further to the limits in order to excel, any advantage is becoming increasingly necessary.

Sport psychology is a growing influence on a number of sports men and women who are looking to gain the edge on their opponents, whether it be in the individual field of sport or within a team dynamic.

Learners will look at how personality and motivation play a role within the development of sports performance. This will allow learners to see how the relationship between the two plays a role in the formation of the sports performer.

From here, learners will see how stress, anxiety and arousal effect sports performance. The balance between these three states can often lead to success or failure. The learner will discover how they are finely balanced.

Looking at the influence of sport psychology on groups and teams, learners will see how group dynamics influence performance. The success of teams and groups depend on the relationships between the individuals within and learners will gain an understanding of the different factors that can contribute to the overall outcome.

The unit comes together by looking at how psychological skills training can boost performance. Learners will be able to apply their knowledge and develop a plan that will aim to improve the performance of their selected performer. The learner can use understanding they have gained to review how this plan has worked out.

PURPOSE OF THE UNIT

The unit will see learners understand the different elements to sport psychology, the importance the role of sport psychology plays and how performance can be improved with its use. Learners will gain an understanding of the

different personality traits that can affect performance. Tests and questionnaires will be of use here in order for learners to gain an insight into how performance can be affected and improved on.

In motivation, learners will be able to look at how the inner drive and external factors combine to allow success within performance. Learners will be able to investigate how they are motivated within their own performance.

Learners will need to understand the differences between stress, anxiety and arousal. Investigation will take place into how the three can combine in order to affect sports performance. Learners will gain insight into strategies to cope with these factors in order to enhance sports performance.

Learners will investigate the different stages of group development and the factors which influence a group, for example, loafing. Learners will be able to examine their own experiences of group dynamics in order to explain their effectiveness. The ability to critically compare the overall impact of these different influencing factors will be needed by learners.

To demonstrate the understanding of the key concepts of the unit, learners will apply this information in a practical setting. The ability to recall prior understanding will bring the unit together. A block of psychological skills training will allow learners an insight into work of a sports psychologist. At the end of the unit, learners can understand how specific psychological skills training can influence sports performance in different environments, whether it be for an individual or group. Learners will need to have looked at the skills required to enhance performance in the previous LO's. This will give learners an understanding to develop a programme of psychological skills training for their sports performance.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the effect of personality and motivation on sports performance	P1 define personality and how it affects sports performance	M1 give examples of how personality and motivation can influence sports performance in different sports	D1 describe the effect that own personality has on own performance in a range of sports
	P2 describe motivation and how it affects sports performance		
2 Know the relationship between stress, anxiety, arousal and sports performance	P3 describe stress and anxiety, their causes, symptoms and effect on sports performance	M2 give examples of where stress, anxiety and arousal have had positive and negative impacts on sports performance	D2 identify methods of controlling stress, anxiety and arousal levels in order to improve sports performance
	P4 describe three theories of arousal and the effect on sports performance		
3 Know the role of group dynamics in team sports	P5 identify four factors which influence group dynamics and performance in team sports		
4 Be able to plan a psychological skills training programme to enhance sports performance	P6 assess the current psychological skills of a selected sports performer, identifying strengths and areas for improvement		
	P7 plan a six-week psychological skills training programme to enhance performance for a selected sports performer	M3 monitor a six-week psychological skills training programme for a selected sports performer	D3 review and revise a six-week psychological skills training programme for a selected sports performer

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the effect of personality and motivation on sports performance

Personality: i.e. definition; theories (e.g. trait theory, situational approach); types type- A and type B; effects on sports performance (e.g. athletes versus non-athletes, individuals versus team players, elite versus grass-roots).

Motivation: i.e. definition, types – intrinsic and extrinsic; theories (e.g. flow, self- determination) effects on sports performance; developing a motivational climate.

LO2 Know the relationship between stress, anxiety, arousal and sports performance

Stress: i.e. definition; types (eustress and distress); causes; symptoms; effects on sports performance (e.g. nervous system responses, negative mental state, concentration).

Anxiety: i.e. definition; types (state and trait anxiety); causes; symptoms; effects on sports performance (e.g. negative mental state, loss of self-confidence, fear of failure).

Arousal: i.e. definition; theories (e.g. drive theory, inverted U hypothesis, reversal theory); effects on sports performance- positive and negative effects.

LO3 Know the role of group dynamics in team sports

Group processes: i.e. within groups or teams; stages of group development - forming, storming, norming and performing; influence on the individual.

Cohesion: i.e. types; creating an effective team climate; factors affecting cohesion (e.g. environmental, personal).

Leadership: i.e. qualities; behaviour; prescribed versus emergent leaders; styles (e.g. autocratic, democratic, consultative); theories of leadership (e.g. trait approach, behavioural approach).

Motivation: (e.g. group functioning (achievement goals), the individual versus the group).

LO4 Be able to plan a psychological skills training programme to enhance sports performance

Assessment: i.e. psychological strengths and weaknesses of the individual performer; identifying psychological demands on the sports performer; performance profiling.

Plan: i.e. aims; current state; objectives; action plan to address aims and objectives; plan of content for the programme duration.

Psychological skills: i.e. phases- educational, acquisition and practice; motivation (e.g. goal-setting, performance profiling); preventative measures for stress and anxiety; arousal control (e.g., mind to muscle relaxation, breathing control, psyching up); imagery (e.g. mental rehearsal, concentration, visualisation, self-hypnosis).

DELIVERY GUIDANCE

The aim of this unit is for learners to understand the different concepts within sport psychology and how to develop psychological techniques to enhance performance.

A variety of delivery methods can be used within this unit, including tutor led sessions, tutor led discussions, learner presentations, learner questionnaire development. Learner research will also play a role in this unit.

LO1 Learners will need to gain an understanding of how personality and motivation effect sports performance. Tutor led sessions will allow learners access to the information needed to understand the theories linked with personality and motivation, whilst learners' own research will allow development of this understanding. Learners will need to be able to complete a variety of tests that will determine individual personality types.

Learners will need to know how different types of motivation affect the individual. Learners will look at the relationship between motivation and personality and analyse how they affect sports performance.

LO2 Learners will need to understand stress, anxiety and arousal through tutor led sessions. This understanding can be developed through learners own research. Learners will need to know the relationship between stress and anxiety and how they are caused. Learners will need to know the symptoms of stress and anxiety and how these affect sports performance. The ability to explain the differences between stress, anxiety and arousal will also be needed in order for learners to be able to develop different psychological skills to improve performance in LO4. Learners will need access to tests that measure, for example, anxiety.

LO3 allows for tutor led discussions, with learners able to call on their own experiences of group dynamics. A practical element would be possible here, for example, through the recording of group scenarios or role plays.

The factors that affect group dynamics can be taught through tutor led sessions and learner own research. Learners will need to be able identify different factors that contribute towards group dynamics and critically compare how they affect sports performance.

LO4 A psychological skills training programme allows learners to draw on their understanding of the previous LO's and apply it in a practical setting. Through tutor led sessions, learners will need to experience a variety of psychological skill training techniques. Learners can then develop their individual training programme for their selected performer.

By delivering this information at the end of the unit, learners are able to enhance the understanding they already have whilst focusing on the specific skills needed to improve the individual elements within sports psychology.

It is possible for learners to look the psychological skills training required at the end of each LO, although they will still need to bring this information together to perform the final LO.

A visit from a practicing sport psychologist to discuss some of the skills used would help enhance learner understanding before the commencement of a programme writing exercise.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested assignments that cover pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1, P2, M1	Personality and motivation	The learner is producing a presentation for non-specialists on the effects of personality and motivation.	Presentation on what personality and motivation are and how they affect sports performance.
D1	The relationship between personality and motivation	The learner is writing a report into their findings on the relationship between personality and motivation.	A written report that analyses the relationship between personality and motivation and the affect this has on sport performance.
P3, P4, M2	The relationship between stress, anxiety and arousal on sports performance		Written work or slides that explain stress, anxiety and arousal. Work will look at the causes and symptoms of each, how they differ and the effects they have on sports performance.
P5, D2	Group dynamics in team sport	Learners can be placed within certain role play situations to demonstrate the effects of differing factors on group dynamics. Alternatively, learners can recall on previous experience to inform peers on the factors that affect group dynamics.	A written report that investigates different factors affecting group dynamics and critically compares each one. Witness statements following role plays.
P6, P7, M3, D3	A psychological skills programme	Learners will highlight a real scenario of their choice from the world of sport and suggest strategies that could have changed the outcome if the individual had followed a programme of psychological skills training. Alternatively, learners can highlight a peer to work with in order to use a programme of psychological skills training to enhance performance.	<p>Learners will highlight various tests that can assess current psychological skills, and complete them. Evidence is the completed tests.</p> <p>Plan a 6 week training programme using the psychological skills identified for chosen sports person. Evidence is the plan.</p> <p>Implement a 6 week training programme for a chosen sports person. Evidence is a training diary or witness statements.</p> <p>Write a review and suggest improvements following a 6 week training programme for a selected sports person. Evidence is the written review.</p>

RESOURCES

Books

- Anderson, M. (2000) *Doing Sport Psychology*
Human Kinetics Europe Ltd.
- Cabral, P., Crisfield, P. (2005) *Motivation and Mental Toughness*
sports coach UK
- Cashmore, E. (2002) *Sport Psychology: The Key Concepts*
Routledge
- Davis, R., Roscoe, D., Roscoe, J., *Physical Education and the Study of Sport* 5th Edition
Bull, R. (2004) Mosby
- Hogg, J. (1997) *Mental Skills for Young Athletes*
Sport Excel Pub Inc
- Wesson, K., Wiggins, N., *Sport and PE: A Complete Guide*
- Thompson, G., Hartigan, S. (2000) *to Advanced Level Study* 2nd Edition
Hodder & Stoughton
- Woods, B. McIlveen, R. (1998) *Applying Psychology to Sport*
Hodder Arnold

DVDs/Videos

- Sport and Psychology Video* (2000). Education Group Australasia (available from Coachwise)

Journals/magazines/booklets/brochures

- sports coach UK. *coaching edge Magazine*
coaching edge is produced quarterly and includes top coaches outlining their innovative coaching methods, tried and tested theories to improve coaching, how sports science can really make a difference, well presented technical information with something for every coach or sports enthusiast no matter what their level of experience.

Websites

- BBC Sport Academy*. URL: <http://news.bbc.co.uk/sportacademy>
- Advice on technique for different sports.
English Institute of Sport. URL: <http://www.eis2win.co.uk>

This website has information on applied physiology, biomechanics, medical consultation, medical screening, nutritional advice, performance analysis, psychology, podiatry, strength and conditioning coaching, sports massage and sports vision.

Peak Performance online. URL: <http://www.pponline.co.uk>

Peak Performance is a subscription-only newsletter for athletes and coaches, featuring the latest research from the sports science world.

Sports Coach. URL: <http://www.brianmac.demon.co.uk>

Provides information on a range of topics related to developing athletic ability and coaching expertise.

Top End Sports. URL: <http://www.topendsports.com>

Lots of information on a range of sports, fitness testing, fitness training, sports nutrition and sport science.

Welcome P.E. Centre. URL: <http://www.physicaleducation.co.uk>

A resource for teachers, students and educators interested in physical education and exam courses.

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 13: Leadership in Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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