

CHAPTER 14: Aggression, motivation, social facilitation, groups and goal setting

Practice questions - text book pages 193 - 196

- 1) What are the two fundamental problems that bring aggression to sport?
- reinforcement and anxiety.
 - anxiety and frustration.
 - anxiety and fitness.
 - reinforcement and frustration.

Answer: b

figure 14.24



- 2) In figure 14.24 two players clash during a game, but are not penalised for their actions as there was no intent to harm each other.

What type of behaviour does the picture portray?

- hostile aggression.
- instrumental aggression.
- assertion.
- foul play.

Answer: c.

Explanation:

- Aggression is intent to harm outside the rules of the game, often referred to as foul play. Since there was no intent to harm, this is assertive behaviour.

- 3) Which one of the following choices best describes extrinsic motivation in sports performance?
- a swimmer has been selected to compete for Great Britain in the Olympic Games and is overjoyed at this news.
 - an athlete reviews his long-term goals in order to progress and maintain motivation.
 - a gymnast rehearses a floor routine in order to perfect a competent performance.
 - the coach praises the athlete for a good competitive performance.

Answer: d.

Explanation:

- Since extrinsic motivation comes from an outside source i.e. coach shows approval d. is the correct answer. Other choices are all intrinsic motivators – from within.

- 4) According to Cottrell (1965) the effect that others have on a performance is dependent on whether the performer perceives the others evaluating his or her performance. A subsequent rise in arousal levels was said to result from:
- social facilitation.
 - evaluation apprehension.
 - social inhibition.
 - the dominant response.

Answer: b.

Explanation:

- Social facilitation refers to the positive effect of the presence of others on performance.
- Social inhibition refers to the negative effect of the presence of others on performance.
- The dominant response refers to a well-learned automatic response that is performed without pressure.

- 5) Tuckman suggested the formation of a group occurs in a specific order:
- forming, storming, norming, performing.
 - norming, performing, forming, storming.
 - performing, forming, storming, norming.
 - storming, norming, performing, forming.

Answer: a.

Explanation:

- *The forming – storming – norming – performing model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. Hence the correct answer is a.*

- 6) Which one of the following is the best example of a SMARTER goal set to improve performance of an official in a physical activity?
- to learn the rules of the game and to give the right decisions in the next match.
 - to get fitter and to keep up with the run of play.
 - to learn the signal for offside by this time next week.
 - to talk to the players after the game to get feedback on performance of the official.

Answer: a.

Explanation:

- *Choice a. represents a short-term SMARTER goal that will improve official's performance.*

- 7) Goal setting is useful for performers in many ways. Which of the following choices does not support this statement?
- confidence is increased.
 - evaluation and feedback are immediate and focused.
 - uncertainty is increased.
 - practices are structured.

Answer: c.

Explanation:

- *Goal setting is all about the strategy used to benefit performance and so choices a., b. and d. can be eliminated since they all support this strategy.*

- 8) Which of the following statements represents Steiner's model of group effectiveness?
- actual productivity = potential productivity – gains due to faulty processes.
 - actual productivity = potential productivity – losses due to faulty processes.
 - potential productivity = actual productivity – gains due to faulty processes.
 - potential productivity = actual productivity – losses due to faulty processes.

Answer: b.

Explanation:

- *The equation in choice b. summarises the thinking behind Steiner's model of group effectiveness that implies it is not always the best players that produce the best results.*

- 9) a) What do we mean by the term aggression in sports psychology?
Give an example from a sport or game which would illustrate your answer. 2 marks

Answer:

- Aggression is the **intention** or expectation to harm someone else outside the rules of the competition.
- An example - foul tackling where the intention is to injure the opponent rather than to prevent a goal.
- **Spectator aggression** - displaced from the action on the field, aggression between rival supporters.

- b) Using examples from sport, briefly describe the differences between aggression and assertion? 2 marks

Answer:

- **Aggression** is the intent to hurt outside the rules of the game or sport.
- For example, foul tackling where the intention is to injure the opponent.
- **Assertion** is (goal directed) robust play within the rules of the game.
- Assertion could be described as instrumental aggression, channelled aggression, balanced tension.
- A suitable games example would be for legitimate yet hard or robust tackling, where the intention is to obtain the ball within the rules of the game.

- c) Some team players display unwanted aggression. What are the possible causes of such aggression? 4 marks

Answer:

- **Frustration** or perceived unfairness.
- High level of competition or the importance of the event or **expectations** of victory.
- Losing a competition or a sense of failure or **loss of self-esteem**.
- An innate feeling which cannot be helped or is instinctive.
- **Physical contact** in the game.
- Influences outside the game.

- 10) Explain in detail what is meant by social learning when applied to aggression.
How can aggressive tendencies be eliminated in a sports situation? 8 marks

Answer:

4 marks for 4 of:

- Social learning is the **observation** and **copying** of others.
- If what is observed is **reinforced**, then it is more likely to be copied.
- It is more likely that the learner will copy others with **high status**.
- **Media** which highlight aggression make it seem normal or the expected thing in the situation.
- May be adopted by the performer **to be accepted in a group** or to avoid rejection from the group.
- **Live aggression** is more likely to be copied than aggression recorded and played back later.
- Aggression is more likely to be copied if male watches male (or female watches female) - **similar role models**.
- If the situation is **realistic** when modelled, then it is more likely to be copied.

4 marks for 4 of:

How can aggressive tendencies be eliminated in a sports situation?:

- Positively **reinforce** non-aggressive behaviours.
- Give **negative feedback** to aggression.
- **Punish**.
- Remove the offending player from the aggressive situation.
- Suggest that the performer undertakes physical relaxation or control of arousal.
- Promote cognitive strategies or temper control.
- Give non-aggressive role models.

11) a) The aggressive cue hypothesis (Berkowitz 1969), is a theory which explains why aggression may be experienced by sports performers. Using an example from sport, describe the aggressive cue hypothesis.

4 marks

Answer:

- Aggressive cue hypothesis theory (due to Berkowitz) suggests that **frustration** causes anger and arousal which creates a readiness for aggression.
- According to Berkowitz, the aggression itself must be initiated by an **incident** or stimuli that act as cues.
- The player would then associate the **cues** (a learnt response) with having to be aggressive.
- For example, a player sees a colleague fouled so decides to join in.
- It could be related to a **specific playing venue**.
- For example, an away venue (associated with previous aggressive incidents) could be the cue where aggressive incidents had previously occurred. This cue could increase players' arousal levels that would most likely produce aggressive responses.

b) Using examples from sport, explain the frustration aggressive hypothesis.

4 marks

Answer:

- Frustration aggressive hypothesis (after **Dollard**) states that aggression is caused by **frustration**.
- The aggression is the result of blocking, or frustrating, a person's efforts to **attain a goal**.
- Sport is frustrating as one player (or team) is always trying to prevent the other side from winning.
- This suggests that frustration **always leads to aggression**.
- For example, when a rugby player tries to achieve a goal or target and his opponent stops him, the player become frustrated, leading to more aggression.
- For example, fans of a losing team are much more likely to be aggressive, rather than the winning team, owing to their frustration at not winning.

12) **A Level.** Discuss how theories of aggression can be applied to sport.

15 marks

Answer:

- Aggression in sport involves **arousal** and **anger** and **intention to harm** outside the rules.
- **Instinct theory** suggests that aggressive behaviour is an **innate characteristic** of all individuals.
- We are born with an aggressive instinct that makes **aggressive behaviour** inevitable.
- Sport releases built-up aggression and so the aggressive response is **cathartic** (providing psychological relief through the open expression of strong emotions).
- Instinct theory sees aggression in sport as being **healthy**.
- **Frustration aggression hypothesis** (Dollard) suggests that frustration always leads to aggression, and that aggression always stems from frustration.
- Sport is frustrating as one player (or team) is always trying to prevent the other from winning.
- As a consequence it is sport itself that can **cause** aggression.
- Coaches and teachers should therefore help performers cope with frustrating circumstances by rewarding non-aggressive acts and punishing aggressive acts.
- **Aggressive cue hypothesis** theory (due to Berkowitz) suggests that frustration causes anger and arousal which creates a readiness for aggression.
- According to Berkowitz, the aggression itself must be initiated by an incident or stimuli that act as **cues**.
- The player would then associate the cues (a learnt response) with having to be aggressive.
- For example, a player sees a colleague fouled so decides to join in.
- It could be related to a specific playing venue.
- For example, an away venue (associated with previous aggressive incidents) could be the cue where aggressive incidents had previously occurred. This cue could **increase players' arousal levels** that would most likely produce aggressive responses.
- **Social learning theory** (Bandura 1977) asserts that aggression is a **learnt response** rather than instinctive.
- Social learning states that we learn by **observing** and **copying** the **behaviours of others** through primary socialising agents such as parents, teachers and friends.
- So, a person can learn an aggressive act either by being **taught** or through observational learning and modelling.
- Sport can promote both aggressive and non-aggressive acts.
- For example, if a person observes a role model perform an aggressive act he or she will want to **copy** it.
- Sport can be used to teach aggressive and non-aggressive acts depending on how rewards and punishments are used.

13) Compare and contrast instrumental, hostile and assertive behaviour in sport.

6 marks

Answer:

- *Instrumental aggression* has the *intent* to harm with the goal to win.
- This is used as a tactic and is commonly named 'dirty play'.
- There is *no anger* involved and is illegal in all sports except boxing and other martial arts sports.
- For example, deliberate fouling an opponent in soccer when the opponent is nearing goal – a cynical move which will attract at least a yellow card.
- For example, lifting ones elbow so that it makes contact with an opponent's face with an elbow during a header. There have been examples in which serious injury has been caused by this sort of action – a broken nose, or broken cheekbone – *instrumental*.
- *Hostile aggression* has the intent to harm. The goal is *to harm* with *arousal* and *anger* involved.
- In this case, the intent is to harm, with anger, like punching an opponent after the player has been the subject of an over enthusiastic tackle.
- Example, flaring into anger and striking a referee when a decision going against him – *hostile*.
- *Assertive behaviour* is action within the rules of a game or sport, but is forceful and determined. There is no intention to harm, and no anger involved.
- For example, a forceful tackle at rugby in which the ball is taken – *assertive*.
- For example, a forceful and 'aggressive' stroke to gain a positional advantage during a tennis rally - *assertive*.

14) a) What do you understand by the term motivation?

2 marks

Answer:

- The will or *desire to learn* or achieve success.
- *Intrinsic* - within the performer produces internal satisfaction.
- *Extrinsic* relies on external rewards.

b) Explain the difference between intrinsic and extrinsic motivation, giving sporting examples to illustrate your answer.

4 marks

Answer:

- *Intrinsic motivation - inner drive:*
- *Independent learning.*
- Well-being.
- *Mastery of stroke.*
- *Fun.*
- *Enjoyment.*
- *Extrinsic motivation - targets or rewards:*
- Certificates.
- Praise.
- Pride.
- Honour.
- Glory.
- *Badges, prizes, praise from coach, gold medals, adulation in the press.*

c) How could a coach use the different types of motivation with a group of beginners?

2 marks

Answer:

- Coach must use *intrinsic motivation* to make a session fun and interesting by itself.
- And then use rewards such as praise as *extrinsic motivation*.
- Or set targets or goals for each session which are *achievable* and *give satisfaction* when reached.

15) a) What is meant by social facilitation and what is its main effect?

3 marks

Answer:

- Social facilitation concerns how people, other than the performer, can **influence** his or her attitudes and behaviour.
- Various groups of people, who are around when a performance occurs, will have a range of effects on the performer.
- An **audience** of supporters or friends will help a performer to do well. They will cheer or make positive comments which could boost the performer's **self-confidence** and assist performance.
- Other groups such as **peer** groups or **family** will have the same affect.

b) What effects can be experienced by an individual if there is an audience present?

4 marks

Answer:

- An audience will tend to **increase arousal**, which may improve performance.
- An **extrovert**, who likes attention, may well improve performance.
- An **introvert**, who may well be over-aroused by the presence of audience, could well have performance reduced by an audience.
- The presence of an audience consisting of **co-actors**, such as umpires or officials or ball-boys, could also facilitate performance.
- **Co-competitors** could also act as an audience with supportive effect.

16) a) Using figure 14.13 on page 188 and examples from sport, explain what is meant by evaluation apprehension.

5 marks

Answer:

- This means a **high level of anxiety** or **negative stress or arousal** levels are experienced by the performer.
- Which would be caused by **perceived external judgement** or evaluation by others.

b) Briefly outline the causes of evaluation apprehension.

2 marks

Answer:

2 marks for 2 of:

- **Fear of judgement** or perceived judgement.
- For example, feeling anxious because there is a talent scout watching the football game that you are involved in.
- Caused by **lack of confidence** or self efficacy.
- **High arousal** or anxiety caused by **high A-Trait**.
- Previous experiences may have been failing ones.
- **Learned helplessness**.
- Lack of positive reinforcement and support from others.

c) As a coach of an individual who is affected adversely by the presence of an audience, how would you help him or her to overcome negative influences?

4 marks

Answer:

- **Decrease the importance** of the event.
- **Selective attention**, focus on technique or tactics instead of the audience (ignore distractions).
- Use an **audience** in training.
- Use the audience to get behind you in an event.
- Get the performer to use **relaxation** or somatic strategies.
- Get the performer to use **cognitive stress management**, positive thinking or imagery.

17) Two groups of male sportspeople (of the same age) undertook an arms-length weight hold endurance test. Success at this exercise was measured by the length of time the weight was held. The table below shows the average times for group 1 (who did the exercise alone) and group 2 (who did the exercise in the presence of an audience).

	group 1 no audience	group 2 with audience
average time held in seconds	46.5	50.5

a) What effect (if any) did the audience have on the performance of the exercise?

1 mark

Answer:

- The audience had the effect of *improving* performance by 8.6%.

b) How would you account for this effect (or lack of effect)?

4 marks

Answer:

4 marks for 4 of:

- *Social facilitation*.
- The mere presence of an audience has a positive effect on a well-learned skill.
- The group wants to *impress* the audience or is worried by not impressing the audience.
- *Adrenaline* (or hormonal effects) induced by the presence of the audience would have a positive effect.
- Positive effects are attributed to presence of an evaluative audience.
- An audience has an effect on level of *arousal* and thus increases a performance up to the optimum level.
- *Distraction* by the audience may have a negative effect.

c) The audience in this exercise (for group 2) was not known to the participants. Explain any effect you think there would be if the audience was known to the group.

6 marks

Answer:

- *Cottrell's evaluation effect*.
- The group might *perceive* the evaluation by the audience as being greater than if the audience was unknown.
- Subjects may not wish to perform well in front of friends.
- Subjects may seek praise from friends or fear ridicule from friends.
- Subjects may *lose concentration* due to presence of an audience known to them.
- Performance might be increased by an atmosphere of competition within the group.
- The subjects may have the motive to do well (achieve) or avoid failure in front of this audience.

18) a) What is meant by cohesion in the context of teams?

4 marks

Answer:

4 marks for 4 of:

- Individuals in a team must have **common goals**.
- Players in a team must **interact** effectively.
- Players in a team must **communicate effectively**.
- **Motives for playing** must be similar within a team.
- **Similarity of interests** or outlook ensures cohesion.
- Social cohesion encourages **cohesion** within the game.

b) Explain what is meant by social loafing by using examples from sport.

3 marks

Answer:

- **Loss of motivation:** for example, an individual does not try very hard in a game of netball.
- **Lack of individuality:** for example, an individual player is 'lost' within a team or does not get recognition.
- **Lack of perceived external evaluation:** for example, a player does not feel that he or she is being judged and therefore is not accountable for lack of effort.

c) What advice would you give a coach of a team to ensure maximum productivity?

5 marks

Answer:

5 marks for 5 of:

- Encourage **cohesion**.
- By **social mixing** or sharing of experiences.
- Give individuals **encouragement** as well as the team.
- Give **praise** or reinforce success or give incentives or rewards.
- **Attribute failure** to controllable factors.
- **Attribute success** to internal factors.
- Encourage **peer support**.
- Develop coordination through training, for example, small-sided games.
- Develop a **person-oriented leadership** approach (democratic leadership).

19) Elite performers sometimes train on their own and sometimes as part of a group.

How would you distinguish between a group and a collection of individuals?

3 marks

Answer:

- A group is a collection of individuals who work together to achieve a **common goal**. For example a hockey team who train and play together in the hope of winning the league.
- Elite performers, such Mo Farah, have training partners, all of which will have their own individual goals.

20) Psychologist Bruce Tuckman first came up with the memorable phrase 'forming, storming, norming and performing'.

How is this phrase used to describe the path that most teams follow on their way to high performance?

8 marks

Answer:

- **'Forming'** is when the group/team first get to know each other and start to work together.
- The group find out about the task, often directed by the coach or a leader.
- **'Storming'** - next the group/team start pushing the boundaries, argue and compete with each other.
- And different types of leaders emerge.
- Inexperienced group members may refuse to compromise and so this is the stage where many teams fail.
- **'Norming'** - the group/team members agree to work together, know each other better and may socialise together.
- Rules are developed with acceptable behaviour defined, developing a stronger commitment to the team goal.
- Group members are able to ask each other for help and provide constructive feedback.
- During this stage, leaders emerge and take responsibility.
- **'Performing'** - this is when the group works as a unit and the team reaches the performance stage when hard work leads to the achievement of the team's goal.
- The more skilful or experienced members make decisions independently.
- Authority and direction (from coach/manager/captain) are accepted in times of stress.

21) a) Explain the Ringlemann effect, and its related term, social loafing.

4 marks

Answer:

- The **Ringlemann effect** refers to the fact that average individual performances **decrease** with **increasing group size**.
- **Social loafing** occurs when individuals appear to reduce and hide their effort when in a group, amongst the effort of other group members.

b) How can social loafing be reduced?

3 marks

Answer:

Note there are a number of options:

- **Measure:** if people know they are being monitored, they will conform.
- **Peer Pressure:** if most of the group aren't of similar disposition, then this should help as he or she will probably be ostracized.
- **Feedback:** it is possible that the loafer is unaware of their behaviour.
- Provide feedback, focusing on observations, the impact, and what actions will be taken to remedy the situation.

22) According to Carron (1982) the following factors influence group cohesion.

For each factor give an example to explain how this happens.

8 marks

a) Environmental factors.

Answer:

- Environmental factors **bind** a player to a team.
- For example, through **contracts**, location, age and eligibility restrictions.

b) Leadership factors.

Answer:

- Leadership factors are the behaviours of **coaches** and **captains**.
- Leaders can promote **both task and social cohesion**.
- For example, the coach will need to put together a group with high potential productivity whilst trying to minimise losses due to faulty processes.
- The **captain** can motivate and inspire his players both verbally and by playing well.

c) Personal factors.

Answer:

- Personal factors should be recognised as an **individual** has their own motives for being part of the team.
- These could be the **need** to win, the need for social cohesion or the need for excellence.

d) Team factors.

Answer:

- Team factors relate solely to the group such as:
 - Group **identity**.
 - The **targets** the team sets itself.
 - The **ability** of the team members.
 - The **role** of each team member.

23) a) Explain Steiner's model of group performance:

Actual productivity = potential productivity – losses due to faulty processes

3 marks

Answer:

- *Actual productivity* is a team's level of achievement on a specific task. For example, a rugby team reaching the semi-final of a cup competition.
- *Potential productivity* is the best possible level of achievement of a cohesive team for this rugby team to win the cup competition.
- *Losses due to faulty processes* are coordination and motivation problems the team faces, which reduce the level of cohesion and as a result lower the level of achievement.

b) What factors stop a team ever performing to its true potential?

3 marks

Answer:

3 marks for 3 of:

- *Coordination* problems.
- *Lack of understanding* of member's roles in the team, for example, team fails to communicate set plays from a free kick.
- Lack of understanding of tactics or strategies set by the coach.
- The *Ringlemann effect*.
- *Motivational losses* as team members withdraw effort.
- *Social loafing*.

- 24) **A Level.** Discuss and apply to sporting situations, theories that affect formation and development of group cohesion. What strategies could a coach use to develop group cohesion?

15 marks

Answer:

- **Group cohesion** arises when bonds link members of a social group to one another and to the group as a whole.
- It is characterised by a **collective identity**, a sense of shared purpose and has structured patterns of communication.
- Carron identified two main elements that affect the formation and development of group cohesion:
 - **Task cohesion** is about people who are willing to work together, whether or not they get on personally. Some people are 'made for each other', others are 'chalk and cheese'.
 - If people have conflicting characteristics they will never function as a team. Sports teams that require greater interaction, for example basketball, need greater task cohesion than teams where less interaction is required, for example in swimming.
 - **Social cohesion** covers the notion that teams with high social cohesion, but low task cohesion is less successful.
 - For example, all members of a rugby team enjoy each others' company no matter the result of matches, and so remain in the club despite poor results because they share similar values, and attitudes.
- Carron's group cohesion model/theory also identifies four kinds of factors which contribute to team cohesion, these are:
 - **Environmental** – these are factors which bind members together to a team such as contracts, age, and eligibility.
 - **Personal** – including characteristics of team members that are deemed to be important and include motives for taking part.
 - **Leadership** – these are factors which are about the behaviour of leaders and coaches.
 - Coaches should use all leadership behaviours to influence different individuals.
 - **Team factors** – these are factors relating to the group, including identity, targets, member ability and role, creation of short-term and long-term goals and rewarding individual and group efforts - all characteristics of the group, norms and stability factors.
- This model also differentiates between **group outcomes**, which include the stability and performance of a team, and **individual outcomes** include member satisfaction and individual performance.
- **Steiner** produced a model/theory to show the relationship between the performance of a team and the individuals:
 - **Actual productivity = potential productivity – losses due to faulty processes.**
 - **Actual productivity** is a team's level of achievement on a specific task.
 - For example, a rugby team reaching the semi-final of a cup competition.
 - **Potential productivity** is the best possible level of achievement of the team for this rugby team to win the cup competition.
 - **Losses due to faulty processes** are coordination and motivational problems the team faces, which reduce the level of cohesion and as a result lower the level of achievement.
 - **Coordination problems** may arise because individuals do not match up with each other on the day.
 - For example, a mistimed pass, a fumbled ball or a poor lineout.
 - **Motivational problems** occur when groups tend to make individuals perform below their best potential.
- This is the **Ringlemann effect** which sees average individual performance decreasing with increasing group size and social loafing when individuals can hide their lack of effort amongst other group members.

What strategies could a coach use to develop group cohesion?

- The coach will need to create a group with **high potential productivity** whilst trying to minimise losses due to faulty processes.
- **Minimising losses** could be achieved by organising practices so that all team members are certain of their role, over learning set plays in order to get the timing right and manipulating the use of rewards to optimise motivation levels.
- Coaches should not just pick the best players for a team, but those who are most likely to get on with each other.
- The coach could measure both group and individual performances within the group.
- If people know they are being monitored, they will conform.
- The coach could use **peer pressure**. If most of the group aren't of similar disposition, then this should help as he or she will probably be ostracized.
- The coach could give **feedback**. It is possible that the loafer is unaware of their behaviour.
- The coach should provide positive feedback, focusing on observations, the impact, and what actions should be taken to remedy the situation.

- 25) **A Level.** Managers and coaches adopt a number of strategies to help develop a sense of group identity in an attempt to increase group success. Explain what is meant by group cohesion, and why it is important for coaches to maintain group cohesion with their teams in order to increase group productivity. 15 marks

Answer:

5 marks for 5 of:

- Cohesion points at the way in which group members **gel together**.
- Or feel collective **affection** for one another.
- Or feel a strong **sense of sharing** whatever it is that the group does.
- It is the extent to which members of a group exhibit a **desire to achieve common goals** and group identity.
- The two themes of **cooperation**.
- And **coordination** are strong elements of this idea.

Coaches maintain group cohesion because:

10 marks for:

- Sometimes this can mean selection of less skilled but **more cooperative** players for a team.
- Unfortunately, **friendship groups** can have negative effects.
- Cohesion has both **task** and **social** elements:
- **Task cohesion** is about people who are willing to **work together**.
- Whether or not they **get on** personally,
- Hence the group would have the **potential** to be successful.
- Task cohesion is **more required** for success than social cohesion.
- **Social cohesion** covers the notion that teams with high social cohesion but low task cohesion are less successful.
- In other words, a team will like **socialising** together and **enjoying** each other's company.
- But the greatest success will be achieved when the **task** the team faces is one desired by all team members.
- Winning in the cup final for example is paramount and **dominant**.

- 26) a) Explain what is meant by outcome orientated goals and performance orientated goals. 4 marks

Answer:

Outcome oriented:

- Suggests the performer focuses on outcome rather than process.
- Towards the end result of a sporting activity, such as winning a race.

Performance oriented:

- Judged against other performances, and related to improvement.
- Enhancing the performer's current standard. For example to beat his or her best time.

- b) Why are social comparisons important for outcome orientated goals? 2 marks

Answer:

- This is the notion that a person of **lower socio-economic** level may set lower outcome goals in line with parental and peer group **aspirations**.
- Or, a person may be able to **improve** his or her socio-economic status by **achieving a successful** very ambitious goal, such as Kelly Holmes achieving double gold medal at Athens Olympic Games 2004.

27) a) Identify five characteristics of goals which a performer might set to achieve an aim.

5 marks

Answer:

5 marks from 5 of:

- Specific.
- Measurable.
- Achievable/realistic.
- Accepted.
- Challenging.
- Agreed/ Negotiated.
- Timed/Progressive from short-term to long-term.
- Performance orientated.
- Evaluated/Reviewed.

b) Explain how outcome goals and performance goals can affect motivation, anxiety and stress.

4 marks

Answer:

- If when using outcome goals, the performer **successfully** completes the goal, their motivation will increase.
- On the other hand, if the performer does **not successfully** complete the goal, their level of anxiety and stress can increase.
- When using performance goals, if the performer achieves the **realistic** goals set, they will experience **lower anxiety and stress**, alongside **increased motivation**.

28) a) Show what is meant by short-term goals and long-term goals by using examples from sport..

4 marks

Answer:

- **Short-term goals** are **process** oriented.
- Which affect aspects of performance.
- For example, the goal of following through into court after a serve in tennis.
- **Long-term goals** are **product** oriented.
- Which affect the result or future aim.
- For example, to beat your personal best in athletics or to win the league at soccer.

b) What are the main positive effects of setting goals in sport?

2 marks

Answer:

- Raising **motivation** levels.
- **Controlling anxiety** or stress.

c) As a coach how would you ensure that your goal setting was as effective as possible?

6 marks

Answer:

6 marks for 6 of:

- Goals must be **attainable**/within your reach.
- Goals which are **challenging** are more **motivating**.
- Set goals which are **positive** rather than negative.
- Goals should involve individual as well as team **targets**.
- Goals should be **measurable**.
- **Target dates** are important so that the performer is accountable.
- Goals should be **negotiable**.
- Goals should have shared **ownership**.
- Goals should be a **mixture of process and product**.

d) How does performance profiling assist in goal setting?

3 marks

Answer:

- Performance profiling enables a performer to be aware of **when goals** are achieved.
- Performance profiling is **assessment** by both **performer** and **coach** as to the achievement of the various factors involved in the sport.
- Such as speed, strength, focus, concentration, level of skill and so on.
- Which are a mixture of **fitness components** (measured against standard tests), and **psychological** factors.
- Hopefully the **coach's perception** of the current status of performance will **match** that of the **performer**.
- **Discrepancies** between performer and coach perception of a performance can be highlighted and discussed.
- **Goals** to narrow the gap between perceived and actual performance can then be set.

29) Explain the many important factors that have to be taken into account when setting goals.
What effect does goal setting have on performance?

8 marks

Answer:

- Goal setting involves the development of *an action plan* designed to motivate and guide a person or group toward a goal.
- Goal setting can be guided by goal-setting *criteria* (or rules) such as **SMARTER** targets:
 - **Specific** as it is directly related to a sporting situation. Goals should be focused on the aims of training.
 - **Measurable** so that progress can be assessed.
 - **Achievable** by the performer, coach and manager.
 - **Realistic** - challenging but within the capability of the performer.
 - **Time-bound** phased so that there is a date for completion in which the goal should be achieved.
 - **Evaluated** – progress towards goal achievement should be tracked by the coach and performer.
 - **Recorded** for the record.
- For example, the SMARTER goal of running a 400 metres in 48 seconds. This would be realised after 5 racing attempts, assessed at an 80% success rate, providing an exciting challenge, with a record of training and racing times.
- **Long-term goals** are the main aim of the athlete but they do not provide a pathway for successful achievement of a goal.
- **Medium-term goals** can be used to provide a pathway from short-term goals to the achievement of long-term goals.
- **Short-term goals** are concerned with skill development and so give the individual the skills that are required to achieve their long-term goal.
- Goals can either be **outcome orientated**. For example the end result of the training programme is to win the National Championships.
- Goals can be **performance orientated**. For example, how well the performer did, based on previous performances.
- Goals can be **process orientated** which is concerned with improvements in technique.

What effect does goal setting have on performance?

- Setting goals has a positive effect on performance which include:
 - Giving the performer an aim or **focus**.
 - Increasing motivation when the **goal** is accomplished.
 - Increasing **confidence** levels.
 - Controlling **arousal/anxiety** levels.
 - Focusing **efforts** in training and game/competitive situations.

30) Explain the meaning of the acronym S.M.A.R.T.E.R. in relation to goal setting.

7 marks

Answer:

- S = **specific** – goals are directly related to a sporting situation and should be clear and concise.
- M = **measurable** – progress can be measured.
- A = **achievable** – by both performer and coach.
- R = **realistic** – challenging but within the capability of the performer.
- T = **time** – dates set for completion for both short-term and long-term goals.
- E = **evaluate** – assessed by the coach and the performer.
- R = **redo** – re-visit the failures, or readjust the approach to help ensure success.