## Knowledge Organiser

## Paper 2: Factors affecting optimal performance in physical activity and sport



Section B: Sports Psychology

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| Achievement goal theory Impact of outcome orientated goals and   |                               | Impact of outcome orientated goals and           |                  |                 |        |
| task orientated goals  | . Is never bear theory        |  |                  |                 |        |

|  | ch behaviours leading to improvements in performance   |                               |                              |                |
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|  | that can influence an individual in physical   | activities: Soc               | ial facilitation             |                |
| Content  | What you need to know  | Confident                     | Developing                   | Unsure         |
| Social facilitation and  | Zajonc's model   |                               | y                            |                |
| inhibition   |  |                               |                              |                |
| Evalua   | ation apprehension   |                               |                              |                |
|  | verse effects of social facilitation and social  |                               |                              |                |
|  | inhibition   |                               |                              |                |
| Psychological factors that car   | influence an individual in physical activities   | : Group Dyna                  | mics (team/ind               | lividual)      |
| Content  | What you need to know  | Confident                     | Developing                   | Unsure         |
| Group formation  | Tuckman's model  |                               |                              |                |
| Cohesion   | Task and social  |                               |                              |                |
| Steiner's model of potential   | Including cooperation and coordination   |                               |                              |                |
| and actual productivity, faulty  |  |                               |                              |                |
| group processes  |  |                               |                              |                |
|  | effect and social loafing  |                               |                              |                |
|  | n, group productivity and overcome social  |                               |                              |                |
|  | hance team performance   |                               |                              |                |
| )))  | t can influence an individual in physical activ  | ities <i>:</i> Importa        | nce of goal set              | ting           |
| Content  | What you need to know  | Confident                     | Developing                   | Unsure         |
| Benefits of types of goal  | Outcome goals, performance related   | ,                             |                              |                |
| setting  | goals, process goals   |                               |                              |                |
| Principles of effective goal   | SMARTER (specific, measurable,   |                               |                              |                |
| setting  | achievable, realistic, time bound,   |                               |                              |                |
| Ū.   | evaluate, re-do  |                               |                              |                |
| Psychological factors  | that can influence an individual in physical a   | ctivities: Attr               | ibution Theory               |                |
| Content  | What you need to know  | Confident                     | Developing                   | Unsure         |
| Att  | ribution process   |                               |                              |                |
| Weiner's Model and if  | ts application to sporting situations  |                               |                              |                |
| Link between attributi   | on, task persistence and motivation  |                               |                              |                |
| Si   | elf-serving bias   |                               |                              |                |
|  | ibution retraining   |                               |                              |                |
| Learned helplessness.  | General and specific   |                               |                              |                |
| •  | helplessness leading to improvements in  |                               |                              |                |
| <b>.</b>   | performance  |                               |                              |                |
|  |  |                               |                              |                |
|  | can influence an individual in physical activit  | ties: Self-effic              | acy and confid               | ence           |
| , ,  | can influence an individual in physical activit  |                               |                              |                |
| Content  | What you need to know  | ties: Self-effic<br>Confident | acy and confid<br>Developing |                |
| Content<br>Characteristics of self-eff   | What you need to know<br>icacy, self-confidence and self-esteem  |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-   | What you need to know<br>icacy, self-confidence and self-esteem<br>Performance accomplishments, vicarious  |                               |                              |                |
| Content<br>Characteristics of self-eff   | What you need to know<br>icacy, self-confidence and self-esteem<br>Performance accomplishments, vicarious<br>experiences, verbal persuasion and  |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy   | What you need to know<br>icacy, self-confidence and self-esteem<br>Performance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousal   |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-  | What you need to know<br>icacy, self-confidence and self-esteem<br>Performance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousal<br>Relationship between trait sport   |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy   | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the   |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence  | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidence   |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence<br>Effects of  | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidence<br>home field advantage   |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence<br>Effects of<br>Strategies to develop high level                                  | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidence<br>home field advantages of self-efficacy leading to improvements in  |                               |                              |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence<br>Effects of<br>Strategies to develop high level                                  | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidencehome field advantages of self-efficacy leading to improvements in<br>performance   | Confident                     | Developing                   |                |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence<br>Effects of<br>Strategies to develop high level                                  | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidence<br>home field advantages of self-efficacy leading to improvements in  | Confident                     | Developing                   | Unsure         |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence<br>Effects of<br>Strategies to develop high level<br>Psychological fact<br>Content | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidence<br>home field advantages of self-efficacy leading to improvements in<br>performancetors that can influence an individual in physic                      | Confident                     | Developing                   | ence<br>Unsure |
| Content<br>Characteristics of self-eff<br>Bandura's Model of self-<br>efficacy<br>Vealey's Model of self-<br>confidence<br>Effects of<br>Strategies to develop high level<br>Psychological fact<br>Content | What you need to knowicacy, self-confidence and self-esteemPerformance accomplishments, vicarious<br>experiences, verbal persuasion and<br>emotional arousalRelationship between trait sport<br>confidence, competitive orientation, the<br>sport situation and state sport confidence<br>home field advantages of self-efficacy leading to improvements in<br>performancecors that can influence an individual in physicWhat you need to know | Confident                     | Developing                   | Unsure         |

| Prescribed and emergent leaders                              |  |           |            |        |  |  |
|--|--|-----------|------------|--------|--|--|
| Theories of leadership in                                    | Fiedler's contingency theory and   |           |            |        |  |  |
| different sporting situations                                | Chelladurai's multi-dimensional model  |           |            |        |  |  |
| Psychological factors t                                      | Psychological factors that can influence an individual in physical activities: Stress management |           |            |        |  |  |
| Content  | What you need to know  | Confident | Developing | Unsure |  |  |
| Explanation of th  | e terms 'stress' and 'stressor   |           |            |        |  |  |
| Use of warm up for stress management                         |  |           |            |        |  |  |
| Effects of cognitive and somatic techniques on the performer |  |           |            |        |  |  |
| Explanation of cognitive                                     | Mental rehearsal. Visualisation. Imagery.  |           |            |        |  |  |
| techniques   | Attentional control and cue utilisation.   |           |            |        |  |  |
|  | Thought stopping. Positive self-talk   |           |            |        |  |  |
| Explanation of somatic                                       | Biofeedback, centering, breathing control,   |           |            |        |  |  |
| techniques   | progressive muscle relaxation  |           |            |        |  |  |