Lack of confidence

Hockey – Defending a short corner, running one.

**C1 –** **Self Confidence and efficacy** Defensive skill 2 – defending a short corner, running one:

As I mention in the B2 section of my second defensive skill, I am not confident performing the skill and that is where I feel I fail. Self-confidence is a person’s belief in their ability to achieve success; confident athletes such as Ian Lewers expect to do well and therefore have a strong sense of self-belief. This psychological construct ultimately affect our performance, whether it’s a negative or positive affect. While Ian isn’t afraid to make mistakes, he can take certain calculated risks to insure his performance is the best one he can do; whereas a self-doubter such as myself often avoid responsibility in the situation, becoming paralysed by fear of failure or even injury. This lack of confidence can ultimately prevent me from performing to the best of my ability. Sub-consciously I could not run as hard as possible toward the striker in fear of getting injured or missing the target completely. This would result in a better opportunity for the striker to make a shot and potentially score, thus having a negative effect on me, believing I failed. This cycle will have a knock-on effect on how I perform the skill in future. This leads me on to self-efficacy and the theories behind it. Self-efficacy is defined by Bandura as situations specific confidence which can be based on four primary sources of information.

These are the four sources of information that determine the performance of an athlete. This relates both to the elite performer and the amateur performer.

**Athletic Performance**

**Efficacy Expectations**

Emotional Arousal

Verbal Persuasion
VV

Vicarious Experience

Performance Accomplishments

Starting with ‘Performance accomplishments’ as the first source of information; this simply means the previous success I might have of a task performance. For example this could be me succeeding in a training short corner situation. This is debatably the most important factor effecting self-efficacy. The reason for this is because what I achieve in training sessions and previous games will offer a basis for future expectations. There are of course two sides to this coin; repeated success in training can lead to positive expectations, however on the flip side, continuous lack of success can lead to the “snowball effect”. This is where I would start to believe success is not possible.

Next is vicarious experience. This is where I would watch other performers of similar standard, successfully perform the skill. Research shows that confidence can be gained by watching other performers achieve the similar or same skill. For example, watching a substitute defender take my position in a short corner line up and perform the defensive skill well should give me confidence that I can do the same. It should result in the performer thinking, “Well if he can do it, then so can I.”

The third source of information is verbal persuasion. This is the encouragement I may receive from significant others; such as my coach, peers and close supporters in the audience. It is a simple way coaches can build confidence. With a careful approach I can be shown that significant others, such as my coach, have confidence in my ability to achieve the goals. This can also take the form of positive self-talk.

The fourth and final factor is emotional arousal; it is the interpretation of your own emotional arousal. Bandura suggested that how you perceive your emotional arousal can affect your confidence. This may be the least influential factor but it is important for me to think physiological symptoms are positive not negative. An example here would be ‘butterflies’ or nausea in the stomach; instead of perceiving this as negative, I should perceive it as a positive, as a sense of readiness to perform the skill.

There is also the factor of audience affect that needs considering. Sport is a social activity; this means sport will attract an audience whether it is a child’s first hockey match or the world cup football final. Also the audience doesn’t just mean spectators; no matter what you’re playing (team game or individual sport) your performance is under scrutiny and judgement. This may be by fellow teammates and/or the opposition. Zajonc (1965) called this “social facilitation.” This entails two factors, audience and coaction. Audience simply refers to the presence of passive observers. Coaction is the presence of others undertaking the same task, so teammates and opponents. Zanjonc noticed that the presence of spectators or coactors can help the performance of simple or well-learned tasks; however it can hinder the performance of new or ill practiced skills. This means with the inevitable presence of coactors and potential presence of spectators, it is likely my performance will be inhibited. This is because I very rarely get to practice the short corner routine and develop it with my teammates. In summary Zanjonc found that the presence of others enhances the performance of dominant response but can hinder the performance of un-developed skills. This supports Hull’s drive theory that the relationship between performance and arousal is linear and that the presence of others increases levels of arousal. As I discussed in a previous C section this increase in arousal can affect my performance, especially if it gets too high.

Athlete performing

Demands of task

Distraction of audience

CONFLICT

Increased Arousal

Social Facilitation

**C2** - **Self Confidence and efficacy** Defensive skill 2 – defending a short corner, running one: **Cognitive techniques that control arousal and concentration.**

Research of Bandura’s model of self-efficacy has found that self-efficacy alone cannot pre-empt performance. There are other aspects of the performance that have to be taken into consideration; such as skill level and incentives. In order to increase my self-confidence and self-efficacy, the following strategies should be included as part of preparation for the skill.

First I must ensure I achieve performance accomplishments. This means my coach may have to manipulate the environment and change the situation in training sessions in order for me to complete the training exercise. At higher levels it is harder to manipulate the environment to provide success. Also it may not give me the correct feel or idea of the true skill and how it would be performed in a game situation. This method is more focused and appropriate for younger performers.

The second corrective measure would be setting effective and achievable goals. This is achieved through my coach setting realistic goals and supporting me as I reach those goals. They should emphasise my individual targets and not the teams in general. This means I must consult with my coach and establish my performance targets.

Furthermore, I would need positive verbal persuasion from coach and teammates to ensure my ability is at a higher standard than I currently believe. Also the use of cognitive techniques to gain control of my mind and negative thoughts should be encouraged. Self-talk is a useful technique that can benefit me during the performance.

A fourth strategy that can aid the increase in self-efficacy is the use of routines. If the four other defenders and I develop a routine that we stick to and go through before/during the performance of the skill, it can create a sense of familiarity for future performances. Another cognitive strategy I could use is imagery or visualisation. Visualising the perfect performance can help perform the skill or prepare for it.

The implication of Bandura’s work is that it is vital for my coach or significant others to ensure my success in training situations, even if this means changing previously agreed goals that might be too ambitious.

I will also need to limit the effects of an audience. These are the following corrective measures to achieve this.

Due to my lack of practice of this particular skill I am limiting my performance levels. I would say as an overall skill I am at a cognitive to associative level, I know the basics but overall performance is at a low level. The corrective measure would be to practice the skill without the presence of an audience. This will be hard seeing as though an audience consists of teammates; however practicing just with the presence of the coach and fellow defenders will help establish a dominant response to the skill. Once I have accomplished the goal, an audience should be gradually introduced. Preferably during training first and then slowly introduce audience in a competitive situation. This will allow me to adjust to an audience and train to block out the audience.

Another corrective measure would again be visualisation and self-talk. Visualisation will help block out the audience by allowing me to “imagine” myself performing a more relaxed training situation with less pressure from the audience. Self-talk will focus my attention on the skill and not the audience.

The underlying strategy that should limit the effects of the audience is an increase in self-efficacy. I can achieve this through performance accomplishments, vicarious experiences and verbal persuasion form teammates and coaches.

Downhill Biking – jumping

**C1 Jumping – Lack of self-confidence**

Jumps come in many different shapes and sizes; some are built for distance whereas some are built in order to kick the rider as high as possible. Some jumps, especially the larger ones can be daunting for a rider to hit. In many cases most tracks have at least one large jump on. This will usually be the section of the track that riders, including me spend the most time taking run ups to, and building the confidence to hit it for the first time. Hitting a jump wrong can have disastrous effects, not least the fact that serious injury can occur as a result of a bad crash on a jump. The bike may also take a pounding, coming up short on a jump or casing it can easily break crucial parts on a downhill bike, including forks, swing arms, cranks and rear shocks. For this reason, I am usually hesitant to hit a jump for the first time. More so because I haven’t hit it before, meaning I don’t know the correct speed to hit it at, or how harsh the take-off will be. However these jumps need to be hit in order to stand a chance of getting a good result. Most large jumps have chicken lines but these are significantly slower, and would result in losing an easy 3-4 seconds from my race time. Therefore, not hitting these large jumps is not an option.

Self-confidence/self-efficacy can be defined as the belief that I have the ability to succeed when performing. Confidence is general and affects our everyday actions. Being confident means that someone is well poised in most situations. Efficacy relates to a specific situation. Jumping is a specific situation meaning I will want to improve my self-efficacy when jumping but also my confidence as a whole. Confident athletes expect to do well and have high levels of self-belief. The source of this confidence is usually through past success. The more an athlete succeeds at a task, be it a competition learning of a technical skill, the more confidence the athlete will develop. When taken into the context of jumping, it is crucial that past success is achieved in order to give a rider the confidence to hit large jumps. If I was to crash many times when practicing on a jump, I would be less likely to want to jump it again. However, if I was to hit that jump many times in practice without crashing, then I would have built up the confidence and self-belief to hit it again in my race run.

**Factors affecting self-confidence:**

Bandura (1977) came up with a diagram showing how a performer’s situational specific self-confidence is based on four sources. Situational specific self-efficacy refers to ones confidence in a certain situation. For example, a rider’s efficacy when hitting a jump that is wet and slippery due to high amounts of rainfall. The four sources of information from Bandura’s model are performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal.

**Performance accomplishments –** This refers to previous success when performing. The more a rider practices jumping large jumps with success, the more the rider gain confidence to hit larger jumps when racing. This success will naturally lead to positive expectations; the rider will expect to be successful at a jump and have high self-belief. However this same principle can lead to negative effects. If a rider continuously cases or crashes on large jumps, then will attain a negative outlook on their ability to jump with success, and will be deterred from attempting large jumps, especially at races where the stakes are high.

**Vicarious experiences –** This suggests that performers can gain confidence from seeing another performer of similar ability carry out a skill and succeed. The rider will think that if someone else of the level of ability can hit the jump then so can they. During race practice many riders will stop on the run up to a large jump and watch other riders hit it to see how fast they go and if they are successful. If a rider see’s somebody of a similar age and skill level hitting that jump successfully then they are more likely to believe that they can do it too.

**Verbal persuasion –** This is where the performer is talked into believing they can do it by a coach or mentor. In downhill, there is generally no coach’s trackside to persuade and talk to their riders; therefore the main source of persuasion is usually self-talk. Riders will convince themselves that they have the ability to do the jump. Verbal persuasion can also come from other riders who may be of a higher ability level or older, who talk to and persuade other riders that they can hit the jump.

**Emotional arousal –** This is how the rider interprets their own physical and mental reactions to doing the jump. This factor does not require influence from outside sources and is intrinsic. The physiological symptoms should be perceived positively. A rider should feel and increased heart rate and rate of respiration and should see this as their body preparing for the jump, rather than nerves taking over them. Over arousal can have a negative effect on performance therefore riders should use anxiety reducing techniques to prepare themselves.

The combination of these four factors helps to determine a performer’s level of confidence. Having bad experiences from any of the four factors can affect a performers confidence levels, and can cause a drop in performance. The perceived success of the four factors is determined by our efficacy expectations. This is our own expectation of our confidence or efficacy levels and subsequently our own expected level of performance. It is my lack of self-confidence that can affect my ability to attempt large jumps or continue to try a large jump after crashing on it. It is evident that I need to use the correct techniques in improving self-confidence to improve my overall performance levels and my confidence at hitting large jumps.

**C2 Jumping – Cognitive methods to improve confidence**

It is clear that my confidence needs to be improved in order to become more successful at larger jumps. A number of techniques can be used in order to help me improve my confidence levels, which in turn will improve my expectations and have a positive effect on other aspects of my training and riding as my expectations and motivation will be higher. There are a number of things that can be done to improve my confidence levels; negative thinking and pessimism are both aspects affecting confidence that should be turned around to produce positive thinking and optimism.

The first way in which I intend to improve my confidence is through appropriate goal setting. By setting myself goals that are achievable and aimed at my individual success, I should be able to build more confidence each time these goals are achieved. I can use goal setting in two ways in order to help with my jumping. Firstly, setting goals for practicing will help improve my confidence. A wide range of different size jumps can be found at all of my local downhill tracks. By setting goals for me to work gradually up to larger jumps will be beneficial to me. I will start by setting myself the goal of hitting relatively easy jumps consistently to the point that they become easy for me to jump. After this I will then move on to larger jumps, and only progress to the next difficulty when I can comfortably jump the smaller jump. This will help me to improve my confidence gradually and allow me to practice on a range of different jumps. I also need to set myself goals when racing. Most downhill jumps contain at least one large jump. I should aim to be able to hit that jump comfortably before the end of Saturday practice, meaning that during my Sunday morning practice I am able to hit it easily and concentrate on my lines.

Another method that I will use to increase my self-confidence includes cognitive techniques. One useful cognitive technique is self-talk. This would involve me saying positive things to myself and giving myself encouragement. By doing this I should be able to influence my levels of confidence myself. I would need to stay positive and tell myself that I am able to overcome the obstacle which in this case would be a large jump. I will use this technique in my warm up for a race run. Before race runs, riders will engage themselves in their own warm up. These warm ups are not co-ordinated by a team as downhill is an independent sport. As part of my warm up I will usually cycles around on my bike, in a low gear to warm up my legs, during this time I will use self-talk to help psych myself up and prepare myself for any hard obstacles on the track.

Mondraker team rides Fabien Barel and Damien Spagnolo are well known for their use of self talk and visualisation, here they can be seen talking over their lines and hyping each other up before their race runs.

Visualisation is another technique that will help me improve my levels of confidence and prepare me for my race run. By imagining myself riding the track in my head, I will not only be rehearsing my lines but will also be improving my confidence for hitting that large jump. As I will be imagining myself jumping it with success in my head. I will use visualisation before my race run, usually when waiting in the pits to go up for my run or just before as I am waiting to go down. It should be done sitting down with no distractions and will involve me imagining myself riding down the track hitting all my lines perfectly. This will help me learn my lines as I will be rehearsing them. Self-efficacy will also improve. By rehearsing myself hitting the largest jump on course over and over, I will develop the visual, kinaesthetic and auditory senses that come with that jump. It may also help to improve the skill itself as I will be refining my technique through the visualisation of me jumping the same jump again and again.

Multi time World Champion Fabien Barel is very well known for his use of visualisation before a race run. He is usually seen rehearsing his run in his head prior to his run to help learn his lines, improve his confidence and visualize the perfect outcome.

By using these techniques together, I will be able to increase my confidence when jumping and allow myself to jump these larger jumps with more ease. Preparing properly for hitting these large jumps will not only increase my confidence but also my safety, reducing the chances of me crashing due to being unsure whether to hit it or too tense. Jumping is mainly a mental game; the confidence to hit a jump is in many cases what stands between a rider being able to hit it. Therefore it is extremely important that I use these cognitive techniques as well as strategical ones to overcome any confidence issues I have when hitting a scary jump.

Judo - Uchi Mata

**C1 Confidence during execution of Uchi Mata:**

Self-confidence is a person’s belief in their ability to achieve success, whereas self-efficacy was defined by Bandura as situational specific confidence. However during this throw, I do not have much self-belief in my ability particularly when trying to execute this throw as I find it difficult to get into the correct position and pull the leg up high enough whilst retaining my own balance. Therefore the previous failures in executing this throw have reduced my confidence in my ability to successfully apply this this in a competitive situation. This little confidence and self –efficacy can lead to a more brittle temperament resulting in more tentative and indecisive future actions; which is exactly what happens to me as I do not want to try the throw in case of failure even though I can execute it well in training. It is important to be self-confident and have self-belief because this could help me execute the throw properly having the right attitude entering into it instead of believing that it is going to fail could cause success. Also turning this already negative attitude towards the throw into more positive thoughts would defiantly be beneficial and could be achieved by using cognitive techniques such as self-talk and thought stopping. Although having high levels of self-confidence or strong belief in one’s ability to succeed when performing this throw, does not guarantee success and will not compensate for lack of skill, during the execution phase. However it may be beneficial in situations where my opponent is evenly matched in skill making myself more determined to win even though it is harder when your skill level is evenly matched as you have to rely on strength and body position.

Furthermore, self -confidence may be the most important cognitive factor in sport and having a positive attitude can really help to gain confidence when entering the execution phase of this skill. It is said that confident performers are expected to do well and therefore have higher levels of self-belief and this is crucial when determining have far they strive towards their goal whereas performers who have negative attitudes and uncertain goals so not as such expected to do well and are therefore less confidence in their ability. Also having confidence that determines whether people give up or remain committed to their goals following a series of setbacks; whereas I lack confidence in my ability to complete this throw successfully, and therefore am not that determined to repeatedly practice this throw and achieve any goals. As well as this I am fearful of making mistakes whilst in the throwing phase and this cannot only affect me but the safety of my opponent therefore I would not attempt to use this throw in competition as I am not confidence enough to complete it. Whilst confident performers are not afraid of making mistakes often taking risks in order to change the situation whereas self –doubters such as myself avoid responsibility becoming conservative and paralysed by fear and failure.

Moreover, confidence has consistently been shown to be the main feature distinguishing highly successful athletes from less successful performers (Gould, Weiss and Weinberg 1981) (Mahoney and Avener 1997).Therefore having less confidence also affects the success I have overall as a performer meaning that confidence in this skill needs to be improves through training in order to become a more successful performer. However, many mistake that confidence reflects performance ,but we actually become confident once we have performed consistently, therefore this may be why I am not confident in performing this throw because I have not been successful enough in the past so more practice of this throw would allow me to become increasingly confident.

According to Bandura a performer’s situational specific confidence or self-efficacy is based on four primary sources of information – performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal. Performance accomplishments are where you have previous successes at the completing the task, however if I do experience repeated failures in performance of this throw, then this can cause a downward spiral in performance known as the ‘snowball effect’ whereby the I start to believe that success is not possible therefore affecting my confidence in ability and self-efficacy as this can create negative thoughts and doubt. Although I can complete the throw well having low self-efficacy hinders me from achieving a high level of performance and stops me from using this throw in competition. Moreover, the second source is vicarious experience which involves watching other performers that are of a similar standard to your skill level and successfully perform a skill. Research into vicarious experiences has also suggested that performers can gain confidence from viewing other people achieving the successes, however judo is rarely recorded and therefore it would be hard to view somebody of a similar standard being successful in this throw, therefore when seeing elite performer use this successfully can lead to lower confidence and self-efficacy even though I know that I am nowhere near the standard that they compete at.

Additionally, verbal persuasion or encouragement from significant others such as my coach is a way to build confident, however over using techniques such as extrinsic motivation means that I cannot progress further in the skill or gain confidence. The final stated source is emotional arousal whereby perceiving psychological arousal as an indicating emotion – meaning that the performer recognises somatic signs of anxiety such as: increased heart rate and respiration rate. However as these become heightened during performance this can worry me as I am not in control therefore leading to lower confidence when entering the execution phase of Uchi Mata. Entering into this throw already under confident and with over arousal occurring hinders my performance of the skill making me less confidence in my actions and because this I associate these somatic signs with negative thoughts about my ability, therefore reducing confidence and self-efficacy.

As well as having little self-confidence when performing this skill, I tend to show avoidance behaviours and therefore show Naf characteristics as I often avoid failure and evaluation by not choosing to perform this throw. This is directly linked to my fear of failure when performing the skill and this leads to me never using this throw in a competition situation so there is no chance of losing or being countered due to performing the execution stage wrongly.

**C2 Corrective Measure: Strategies to increase self-efficacy:**

Firstly, confidence can only be enhanced by good preparation, planning and a sense of optimism. Whereas negative thoughts and overall pessimistic attitude can undermine performance and limit progress, therefore having negative effects on self-efficacy and confidence. By expecting failure the belief system becomes set to a negative channel causing information to be favoured over other thoughts as it is consistent with your own beliefs and negative thoughts. Therefore to increase self-efficacy and confidence the negative thoughts that I have surrounding the execution of this throw and the skill I have to complete the throw needs to be reduced. Therefore using the following techniques during the preparation or before the performance takes place rather than during the competition can help to increase self-efficacy.

Bandura’s research and creation of the model of self-efficacy states various techniques which can be used to increase self-efficacy. By manipulating the environment helps to ensure that competitions can be won and training drills can be completed. This is usually completed by my coach creating drills which are achievable and are at the right skill level, therefore completing them generates confidence and self-efficacy causing a more positive attitude towards the throw Uchi Mata especially as it is very hard to complete successfully in competition. Furthermore achieving performance accomplishment in this way can help increase confidence and self-efficacy as practicing this throw successfully in different situations will help to build motor programmes of the skill.

Similarly creating a more positive attitude and believing that I can complete this throw successfully can be achieved by the use of encouragement through verbal persuasion. Encouragement from significant others such as my coach can also help to build my confidence by means of reasoning, also if others have confidence in my performance this is more likely to make be believe that I can achieve my goals. Coaches could also use other verbal means of persuasion such as extrinsic motivation; however this can only cause short term improvements in self-efficacy and confidence if target set by the coach and I are achievable. Therefore setting one little goal a session to improve weak areas of this throw could be beneficial in improving not only performance but confidence when using this throw in competition.

Also using cognitive techniques such as self-talk can help me to gain control of my own thoughts and turn them into more positive thoughts surrounding my performance of this throw; in order to gain a positive attitude about completing the throw. The cognitive technique of self-talk could also help to reduce any cognitive anxiety that I have surrounding a competition and therefore help me to calm myself down when in a match, hopefully this would motivate me and improve my confidence and self-efficacy to succeed n my performance whether I win or not. Additionally another cognitive technique that could be utilised is imagery and visualisations as this will help to perfect my performance and the preparation phase of my performance in the hope that improving these areas will increase both confidence and self-efficacy when applying the throw in a competitive situation.

Moreover, creating goals would also be an effective way to increase my self-efficacy. I could achieve this by using SMART goals that are specific, measurable, achievable, realistic and time bound. Specifically ensuring that the goals I set are realistic will help to maximise the likelihood of success whereas making goals specific and personal to my performance of Uchi Mata and not somebody else’s will ensure that I work upon my weakness during the execution phase such as not lifting my leg up high enough or retaining balance.

Another technique that could increase self-efficacy includes vicarious experiences. Research has suggested that performers can gain confidence from viewing other people achieving their own successful performances. However the performer observed must be of a similar standard in order for vicarious learning to increase confidence. However these techniques stated in Bandura’s model of self-efficacy are not clear cut as it has been found that it cannot predict performance but perhaps it does reduce negative thoughts and a pessimistic attitude which leads to my doubt in ability therefore affecting overall confidence. As well as this other aspects of performance need to be considered these include skill levels, incentives and cognitive processes.

Climbing - Jamming

**Fist Jamming - Pete Whittaker, professional rock climber known for his climbing technique videos.**

**C1: Lack of Self-Efficacy**

Confidence is the belief in one’s ability to achieve success and self-efficacy is the confidence in a specific situation. Self-efficacy is based on four primary source of information, the first being past performance accomplishments. Achievements I have previously made in training and performance situations have not been significant enough to have motivated me much. The issue here is that I have not had many opportunities to enter competitions as I have limited transport and do not live in a popular area for climbing competitions. In the past when competitive events were available, I have occasionally not entered due to my low self-efficacy. Seeing significant changes in my skill level is difficult as the signs are subtle, requiring trust in the process of training; without noticing these signs I occasionally doubt my trust. The second primary source is vicarious experiences. These would typically include seeing someone else of a similar skill level succeed, thus motivating the spectator and giving him self-belief. This stage is fairly strong for me as I tend to climb with many people of a similar ability who regularly succeed, resulting in casual competition amongst other climbers to also succeed in the particular task. The third primary stage is verbal persuasion – this takes into account careful and attentive reasoning to show or create the perception that the performer and others have faith in the performer’s skill and ability. Verbal persuasion also involves self-talk. The people I regularly climb with do not provide this stage at all and people who may be expected to verbally persuade me of things to increase my self-efficacy are not involved with my climbing; for example my parents do not climb and I do not have a coach. The final primary source is emotional arousal. This refers to the interpretation of somatic signs of anxiety. For example my hands may start sweating and rather than feeling confident about my body becoming physiologically prepared for exercise my attention may be spent on worries such as “this sweat will make me slip off the rock”. Another example of this is when my heart rate may increase as I begin climbing due to increased proprioceptor activity, the occurrence of cardiovascular drift, raised blood acidity levels, etc. Examples of my interpretation to this increase in heart rate may be “I am worrying too much about this” or “my body is not coping with this climb”. These negative examples of self-talk, originating from low self-efficacy, further decreases my self-efficacy, resulting in a downwards loop of negative thinking.

**C2: Self-Efficacy Development Training**

I intend on altering my training programme to specifically incorporate aspects of self-efficacy development. The changes I intend to make are not alterations of the content of my training but more how my training is implemented. By doing this I expect little, if any negative effects to occur as a result of this training programme change. One of the primary sources of self-efficacy is performance accomplishments – this is part of my training which can be easily changed for positive affect. Research shows regular success leads to positive expectations and enhanced self-belief. I intend on manipulating my training so regular success occurs more frequently than at present, without relying or overusing rewards – this will involve using SMARTER goals. SMARTER is a mnemonic used for setting goals and objectives and was first seen used my Doran 1981. SMARTER stands for specific (specific to climbing), measured (e.g. using a stop watch to time a climb), agreed (between the goal setter, e.g. a coach and myself so a sense of ownership is emphasised, thus aiding understanding and motivation), realistic (challenging but achievable to allow for constant success), time scaled (to differentiate between long and short term goals), exciting (to ensure I am engaged and motivated) and recorded (my training will be recorded so my progress can be evaluated). An example of a suitable goal would be to on-sight five f6a sport climbing routes every time I go to the local climbing wall to ensure I am ingraining known technique well and making it autonomous.

I can use vicarious experiences to my advantage by incorporating this aspect of self-efficacy development training into my goals, such as the one set above. For example, whilst at the local climbing wall I will observe other climbers successfully complete climbs graded near my on-sight limit (~f6c) and be aware of their current skill level. By acknowledging the similarity in skill levels between mine and theirs I expect I will feel more confident that I can successfully complete routes at the grade they climbed too.

Through the verbal persuasion’ source of self-efficacy I can use the ‘self-talk’ technique to develop my self-efficacy. Self-talk is a cognitive method controlling anxiety that is used to manage the inner dialogue inside one’s head during an activity that challenges them. By controlling my own self-talk I can manage my thoughts and focus my attention on the task at hand by increasing self-belief and saying particular things to myself. The emotional arousal source links in closely here as it refers to the interpretation of somatic signs of anxiety. For example my heart rate may increase during a climbing route and my self-talk may say “I am worrying too much about this” or “my body is not coping with this climb”. These are examples of self-talk which manifest due to low self-efficacy and further decrease self-efficacy. Practicing self-talk will allow me to control, direct and focus these thoughts usefully so thoughts can be used on my climb. For example, I may become anxious as I am approaching the crux of the climbing route and my heart rate may increase, I could control my self-talk to say “My body has prepared me for this move”.

A coach would be an ideal solution to self-efficacy development training as they will have the qualified ability to create an applicable training program, consisting of SMARTER goals that will aid me in learning these new techniques efficiently.

If I am to compete I need to overcome issues with participating in competition. The distraction-conflict theory suggests some of my attentional capacity is spent on distractions, for example the audience watching me in a competition. The presence of the audience creates higher levels of arousal, making it hard to spend attention on my climb, especially when using the complex or new skills that I am required to execute in order to push my climbing skill high enough to succeed in competition. To overcome this I aim to apply a structured framework for learning new skills:

I will learn the new skill in absence of an audience to ensure that my dominant response is my desired response and I do not suffer from social inhibition whilst performing a skill I am in the cognitive phase of learning for. I will then introduce an audience in training once the skill becomes autonomous. I will then apply cognitive methods of controlling anxiety that I have learned to my performance, such as the use of self-talk. By using this structure to learning new skills I expect to increase my self-efficacy in a rock-climbing environment to the extent that competing is not an issue.

Rugby – flat pass

**C1- Lack of confidence when performing a flat pass**

The flat pass is a key attacking part of the game and requires high skill levels; because my current level of rugby is not as high as Morne’s the pass is not as commonly used so when I do attempt the pass my confidence levels are not as high which results in the pass not always going to hand. Confidence is defined as having a strong belief in one’s own ability to achieve success. It is a key aspect of elite performers and can sometimes be the difference between two equally skilled performers; a lack of performance can lead to doubt and under performance.

Bandura defined self-efficacy as situational specific confidence which is based on four primary sources of information; these are performance accomplishments, vicarious experience, verbal persuasion and emotional arousal. Performance accomplishments relates to the past success and achievement that one has had in training situations and competition format, this then forms the basis of what your expectations are. During training I do not practise the skill frequently enough for it to give me a good level of success that makes me feel comfortable that during a game I will be able to successfully complete the skill. I also do not practise the skill in enough variety of situations during training so when placed into the game scenario my confidence and efficacy levels drop so I shy away from the skill. Vicarious experience is seeing someone else achieve the goal and this can help motivate that the skill can be completed; for this to be successful however the other performer needs to be of a similar standard to oneself, if not then motivation can drop. Verbal persuasion makes use of careful reasoning to show others have confidence and faith in the performer’s ability; this can come from coaches or peers. When I try the pass in training and it doesn’t come off then the disappointment from the coaches and other players affects me enough so that next time I would think twice about throwing the pass if it is risky; Morne may have had more positive reinforcement and praise so he is not afraid to continue passing. Finally emotional arousal are the subjective thoughts and interpretation of somatic signs-some performers would think that having a high heart rate and sweating are good signs of “I’m ready for this”; in contrast some may interpret this as negative signs and think “I’ve done too much, I won’t be able to cope”.

Audience can also have an effect on confidence and efficacy of a performer. It is impossible that a performer will be able to practise in complete isolation when preparing for a team game. Zajonc (1965) came up with the theory of social facilitation (*diagram 9*); this was looking at the behavioural effects due to audiences. Social facilitation entails two forces, audience and coaction. Audience refers to the presence of passive observers whilst coaction refers to the presence of others independently undertaking the same task. It was found that in the presence of an audience it helped improve well learnt or simple skills (facilitation) whilst it hindered the progress of complex and new skills (inhibition), possibly due to reverting back to the dominant response in a threatening situation. As the flat pass requires perfect timing, accuracy and good motor skills it is seen as a complex skill therefore social inhibition may provide an explanation to why it isn’t always successful.

Evaluation apprehension is caused when we think people are watching us and assessing our personal performance even if they arent. One person evaluating you may have the same effect on arousal as a hundred or thousands. It’s not only beginners that suffer from peers watching, even elite performers are affected if the expectation is there. Baron’s distraction-conflict theory links the presence of an audience to information processing, suggesting that an audience takes up much of what little attentional capacity we have. We may have enough attention to cope with habitual skills but not enough for more complex skills as they require higher demands. Baron also suggested that anything that distracts us affects performance; this can be sounds, light changes or an audience. As I am always performing in front of peers and parents during a rugby game sometimes I feel pressure even when there is no immediate pressure. When attempting the flat pass it is ideal to be intrinsically and extrinsically confident or it will not be successful.

*Diagram 9: social facilitation*

Being able to control such effects as audience and evaluation will greatly help me to feel more confident which will help both my performance and the team’s performance.

**C2- Improving Confidence through goal setting, thought stop and centering**

There are a variety of techniques that can be used to improve my confidence and reduce the impact of other external factors. By doing this I will be able to improve the execution of the flat pass when needed. The techniques are goal setting, thought stopping and centering.

The first technique is goal setting, this is the main technique used for improving self-efficacy. SMARTER goals are key for successful goal setting, the SMARTER goals are specific, measured, agreed, realistic, timed, exciting and recorded; however not all of these can be applied to every skill. For self-efficacy to improve methods must be practised; therefore the goals need to be specific. Training needs to be specific to the skill which is the flat attacking pass; the repetition will make the skill more habitual meaning the audience has less of an effect (social facilitation). Specific game scenario training will make it more comfortable when in a real competitive environment. It is important for both the players and coaches to agree for me to practise the pass; if they don’t then the skill may not be practised correctly and is likely to go wrong in a game scenario damaging confidence. Ensuring that the performer’s goals are realistic will maximise the likelihood of success which is the whole aim of the goal setting. To avoid tedium the goal and practise must be exciting, constant repetition of the skill in the same manner will decrease the performer’s cognitions and effect both physical and mental performance; this increases the likelihood of the skill being learnt incorrect. It is especially important in rugby to avoid tedium and over repetition as injuries may occur.

Thought stopping is a cognitive anxiety controlling technique that can be used to help, especially when there is an audience watching me. The thought stopping uses a simple physical or mental action for example clenching a fist or imagining a picture such as a big red stop sign. It is used as a means of switching attention into a controlled mental state and I turn reducing cognitive anxiety. Thought stopping needs to be practised in training situations to have maximum effect during a game scenario, every time that a negative thought comes into my your head you should imagine the same picture as in training. This can be especially useful when trying to limit the effects of an audience; when thoughts such as “everyone’s watching me I can’t do this” appear they should be immediately followed by the thought stopping image. To be even more effective thought stopping could be coupled and followed by positive self-talk; this will take help away any further negative thoughts which may still be there. The technique can help to create a sharp refocus on attention, keeping you engrossed in the task at hand. Thought stopping can be used to block any unwanted thoughts before they escalate and disrupt performance. Baron suggested that any distraction will reduce performance as it takes away the left over attentional capacity; thought stopping can be engaged to stop the unwanted thoughts from ever occurring so that the performer’s full attention is focused on the task in hand. Once thought stopping is learnt it becomes autonomous as the mind is conditioned to reacting to negative thoughts, making it a good technique to be able to use.

Centering is a somatic anxiety controlling technique and is used to interrupt a stressful situation and regain concentration. The performer must focus on breathing and maintain a slow, steady pace. However the performer must be able to switch back to the game play and other external cues, because of the difficulty of this practise is important to ensure centering is fully utilised. Centering during sports is critical in helping the performer to stay focused and avoid distractions; it helps the performer to stay in the moment and release past and future thoughts and worries. This would again be critical if there is an audience that is watching and causing visual and audio distractions. Centering will allow the performer to focus all their attention and attentional capacity onto themselves. During centering, mantras are often used. An example of this is “relax” or “focus”; what this achieves is full refocus on the game at hand, getting fully into the competitive mind-set. Mantras and centering take place most often in breaks in play, for example when there is a scrum or a lineout. This is useful for the flat pass as it often follows a set piece or a choreographed play.

Both centering and thought stopping can be used during the game to reduce anxiety and limit the effects of the audience; goal setting is used during practise to allow the other techniques to flow and work. For me, audience has a huge effect on my performance so being able to control this is incredibly important.

Volleyball – Backcourt digging defence

**C1- the Cause- Self-efficacy**

For this particular skill my weaknesses is my self-efficacy. Self-efficacy is how we feel in a certain situation and this is closely related to self-confidence. Self- confidence is a person’s belief in their ability to achieve success. Overall when I am on court I have good levels of confidence in carrying out the different skills. However, for this particular skill (defending back court by digging) I lack in self- efficacy. This means that if you look at a situation and believe you can achieve the goal, you would be seen as having high self-confidence/self-efficacy. Whereas, if you are like me and believe you can’t do it this is likely to have a negative effect when carrying out this skill highlighting a lack in self-efficacy.

When comparing this skill to my other skill weaknesses this is the one I tend to lack the most self-efficacy and belief in myself. I often find myself when defending back court to lack in self-efficacy, as I find that there is a lot of pressure because if you don’t carry out a successful dig the next two touches on your team can be drastically affected. Especially, when we are receiving a serve it is the first skill of the set and if I don’t deliver a successful pass this could automatically mean we lose the point.

According to Bandura, a performer’s confidence, or self-efficacy, is based on four primary sources of information. The first one being performance accomplishments this is looking at our previous successes to the task. Secondly, vicarious experience which involves watching others of similar standard successfully performs a skill. Thirdly, verbal persuasion this is encouragement from significant others such as my coach or team mates or an elite performer all of these significant others could have a major impact on my performance in either a positive or negative way. Finally emotional arousal, this is how we interpret our own emotions it can be done in either a positively or negatively and therefore whichever way we interpret it would have an effect on my performance of the skill.

The most important factor which affects my confidence is my previous performance accomplishments. I notice that if in my training I have achieved what I have wanted to achieve and I have had repeated success this naturally leads me to have positive expectations of further success. Therefore, this leads to higher motivation and enhanced self-belief. I often find this with my serving and spiking. However, when it comes to digging I often find that the pressure gets too much for me and I start to lack in confidence and self-efficacy which leads to an unsuccessful performance. I can often find myself in a downward performance spiral, the ‘snowball effect’. This is when I believe and find myself thinking that success is not possible.

**C2- the corrective measure- strategies to increase self-efficacy**

Confidence is improved and encourage by good preparation, a sense of optimism and planning. On the other hand, negative thinking can weaken my performance and limit my progress.

To increase my self- efficacy I could use the following strategies should be included as part of my preparation. According to Bandura’s model of factors affecting self-efficacy it is important that I focus on improving my performance accomplishments, my vicarious experience, verbal persuasion and my levels of emotional arousal.

I need to ensure that I achieve performance accomplishments through manipulation of the environment; this is something that my coach can help me with by creating drills which make me think but are achievable to help generate my self-efficacy, that hopefully I can transfer my positive thinking (‘I can do it’) over into a match which will help my confidence and positively improve my consistency with my skill.

Another way I could improve my self-efficacy is by goal setting effectively. When goal setting your follow the idea of SMARTER. This stands for Specific, measurable, achievable, realistic, time bound, To ensure that I would be able to achieve an improvement in my levels of self-efficacy I need to guarantee that my goals are realistic, thereby maximising the likelihood of success. The goals would emphasis my own targets, rather than being set for my team. I could set a goal for each training session for example, to carry out 10 successful digs in a game situation. I think is a reasonably target but I would still need to work hard which would motivate me to succeed.

Another important factor which I need to improve is my vicarious experiences as this is a key factor which will affect my levels of self-efficacy. Improving this should help me improve my confidence and therefore self-efficacy of this certain skill should improve. Research has suggested that if performs see other performers who are at a similar ability to themselves achieve success this can help us gain confidence. A way for me achieving this could be if I watch videos or other performers who are at the same level of ability as me and see them being successful. Hopefully this would encourage me to go on and achieve success in this skill.

Another factor within Bandura’s model affecting self-efficacy I need to improve is the use of verbal persuasion. This often comes from the coach either by reinforcement or extrinsic motivation. Extrinsic motivation is known to produce short-term improvements, but only if the performance targets set by the coach are achievable. When talking to my coach he said a way we could motivate me and raise my levels of self-efficacy could be by setting mini goals within training sessions and if these are achieved I can be one of the starting six at training. This will hopefully help motivate me and make me want to achieve, therefore, improving my self-confidence.

However if I want to improve verbal persuasion by myself I could use cognitive techniques to gain control of my mind. One way of achieving this would be through the use of self-talk. This is where I could say positive things to help motivate me and achieve my goals (‘I can do this’ – ‘ I will succeed’). I would use this when I am about to play a match and every time the ball is going to be played over meaning I will need to defending back court. This will hopefully calm me down and motivate me therefore improving my confidence to succeed.

Finally the last factor I will need to improve from Bandura’s model is emotional arousal; however, this is the least influential factor affecting which will affect my confidence. To improve this I could use imagery and/or visualisation, either as a means of perfecting performance or as a means of perfecting preparation for performance. Imagery is creating mental images to escape the immediate effects of stress. You use this as a relaxation technique; you picture something that you think is safe and peaceful which will help keep me calm in order for me to carry out the different skills. Visualisation is the process of creating a mental image of what you want to happen or feel.

Kayaking – Boofing

**C1: Lack of Confidence and Self Efficiency.**

Confidence is defined as “having a strong belief in one’s own ability to achieve success”. Bandura defined Self Efficacy as situational specific confidence. In many sports confidence is key to success; it can often mean the difference between to evenly matched competitors as confident athletes can expect to do well. A lack of confidence can lead to doubt and underperformance. Unlike Heather, I have little confidence in my ability to boof correctly and not become back ended or stuck in the stopper below. This may cause me to hinder my own performance as a result. Having more confidence, Heather is willing to take larger risks and push herself to the edge of her ability because she knows that if she takes the risk and it happens to go wrong, she would be able to correct it through a series of correctional strokes such as high braces and stern rudders. This allows her to improve significantly. Having a high level of confidence, it allows her ego to be unfazed after having some of the biggest setbacks. This is encouraged as she only sees a setback as temporary and it gives her the opportunity to improve further, benefitting her future performance. Whereas I find, due to lack of confidence, I have the need to avoid failure. This causes me to “play it safe” and not push myself to my limits. Only performing boofs I know I am able to achieve. Reducing the amount I am able to improve as I never step up to a larger challenge.

Self-Efficiency is based upon 4 key components:

Performance accomplishments are the first of the 4. It explains that what the performer achieves in their training and competitions forms that basis of what they expect to achieve in the future. Success leads to positive expectations and enhanced self-belief. Heather has a series of successes in her ability to perform a boof. This shows to herself that she is able to perform the skill to an immaculate standard. This helps boost her confidence and increases her self-belief.

Vicarious experience is the second of the four primary sources of information. Seeing someone else achieve success can help motivate the performer and give them belief in themselves. However, it has to be someone of a similar ability to be effective. If they are not a similar ability, it could cause demotivation. When Heather paddles, she is normally with a group of others, all at a very similar standard. When Heather feels she needs to improve her skill, she would look up to someone in the group, they would be of a similar standard overall however they would be able to perform the skill she is trying to do to a higher standard. This would give Heather the motivation to try harder and to push her to perform the skill well.

Verbal Persuasion is the use of carful reasoning to show that others have faith in the performer’s abilities. It could also be done through a form of self-talk. This would normally come from a coach or teacher.

Emotional arousal is the interpretation of the somatic signs of arousal (such as increase breathing rate, sweaty palms etc.) This could be positive or negative. If I have a heightened state of arousal, I feel as if I am becoming overly nervous and need to calm down. When Heather performs she notices her state of arousal is positive as she takes it as she is ready to perform.

When Heather is performing, the situation and people around her have very little effect on her performance. Unlike me, the audience or surroundings doesn’t take up much of her attentional capacity; therefore it does not increase her arousal levels by much. This allows her to focus on her more complex tasks such as landing the boof correctly. This reduces her social inhibition and allows her to complete every complex task that comes her way. When Heather competes, this seems to faze her only slightly, even though when we think we are being assessed or judges, it makes the performers social inhibition stronger. She may be able to do this easily as she has learnt the skills she is performing in the absence of an audience; allowing it to become a dominant response, therefore in a high arousal situation, she is able to perform the skill perfectly. Another way of this is to increase self-efficiency. This could be done through any of the factors above.

**C2: Increase Confidence and Self Efficiency.**

To be able to increase my confidence, I have to be able to pin point exactly what causes it to fluctuate. My confidence should be based on observed reality and the achievement of performance goals. To really begin to feel more confident, I have to first gain confidence in my own current abilities and it should be based on factors and qualities that I can observe and notice myself. They have to be realistic expectations of success grounded on well-practiced physical skills, familiarity of my sport, respect for my own competence and adequate preparation. My confidence should be measured on personal performance goals, not goals such a winning. This could be done through filming of my boofs and pinpoint the points I go wrong, or place an extra stroke where it is not needed, or where I lose my timing undergoing one of these marginal errors, and spotting the point at which I am unable to bring it back due to my lack of confidence.

Under confidence mean I would suffer from a fear of failure and I wouldn’t take the necessary risks to reach my goal. This could potentially damage my flow and disrupt my joy and excitement of my sport causing demotivation. This means that I may either set my goals too close, so I know I can achieve them or set them too far away, that I would not be able to reach them. This is why I would need the input of my coaches and teachers as they would have me set a reasonable goal that would push me but is achievable both in the short and long term.

To boost my confidence, I should use a range of techniques such as visualisation and goal setting to overcome my fear of failing.

Goal setting is seen to be one of the most effective techniques in improving confidence in sport. To set a goal, I should communicate with my coaches and teachers; potentially setting more than one, over different periods of time leaving me with a variety of long term and short term goals allowing me to achieve in the short term whilst overall improving in the long term. These goals should be reasonable and in reach, however, not too close as I would not have to push myself to reach them and creating a false sense of achievement. Yet, achieving a reasonable goal would provide me with confidence and the self-belief that I would need to allow me to set and reach a higher goal. To make my goals effective, I would have to use the part-whole-pat technique. This is where the skill is broken down, built up again, and then broken down again. I could set myself goals such as the strokes up to the boof. Following that, I would work on a different aspect of the boof, and then by putting the whole thing together, improving my overall performance.

Visualisation is also known as mental rehearsal; meditation and guided imagery. Visualisation would also help me to increase my confidence when performing a boof. It is a mental image of what I would like to happen or feel; this could be associated with past performances or success of the skill, helping me to bridge the gap between my ability and confidence in my ability. It could also be an image of the perfect model (e.g. Heather Herbeck) and I should try and visualise them performing the skill when performing it myself or prior to performing it.

To improve my confidence, I would also need to maintain positive thoughts and rule out the negative ones. To do so, I would need to rule out or rephrase negative thoughts to make them positive, encouraging or highlight what is supposed to happen when performing my skill. Thoughts such as “my opponent is better than me” and change it to “what do I need to do to win”. This will get me thinking about the skill I need to perform and how to do it to my absolute best, throwing the best performance I possibly can. I would also need to find self-belief. Rather than seeing something as a threat, I would have to change it to a challenge. This would then lead on to my goal setting task, of what is possible for me to achieve and what do I need to do to achieve the possible?

I could also use the 4 aspects of Self Efficiency to help me to improve my performance. I need to realise that what I achieve in training and competitions is what I need to expect to achieve in the future. When performing, I put myself down, thinking I didn’t achieve the best I could or the boof I did was not very good. Realising that I am able to achieve a higher standard than I believe allows me to gain more confidence in myself and my performance, improving my overall attitude.

Seeing someone at a similar standard to me may also get me to motivate myself to get to their standard and beyond. This is because I would want to have the success in the skill that they are performing. Verbal persuasion is also key. Having someone else tell me that I have done well or performed the skill correctly allows me to believe that I am performing better than I thought I was. This would increase my motivation and therefore confidence.

If I interpret my emotional arousal differently, it may again, increase my performance and allow me to feel ready. Improving my confidence when I go into the boof. If I do not, I will have low self-esteem when I begin to perform the skill, making it harder for me to perform it correctly and causing me to over think: consequently giving bad results.

Football Gaolkeeping – Organising defence for crosses

**C1 – Causes of my weakness in giving a shout when catching a cross – Confidence in my ability**

When attempting to catch a cross it is important to give a shout to let my teammates know I am coming to catch it and so they leave the ball for me to come and claim easily or if I think that I am not able to come and claim the ball comfortably then give my defenders a shout to let them know to clear it away. In training I am able to catch the ball easily because there is not the pressure of lots of players in and around me or jumping with me or in front of me as I jump to catch the ball and if I drop the ball it doesn’t result in a goal, but in training I don’t give a shout of ‘keepers’ when coming to catch the ball this means I have not developed the motor programme to be able to give a shout without thinking about it, due to my lack of confidence in my ability to catch the ball whilst under pressure from opposition players. As I am focusing on catching the ball cleanly due to the lack of self-confidence I have in my ability to catch crosses cleanly, my attention is always on whether I am in the correct position and focusing on taking the ball in my hands cleanly. This is also known as self-efficacy. According to Bandura, performer’s self-efficacy is based on four primary sources of information. The most relevant point of this theory to this skill and situation is performance accomplishments this is when repeated success of this skill in training or competition leads to increased confidence

. The flipside to this is repeated failures of this skill in competition or training can cause a downward performance spiral also known as ‘snowball effect’. I will begin to think that success in this skill isn’t possible, I won’t have lost the skills but without the confidence in the skill I cannot achieve high level performance in catching the cross.

Performance Accomplishments

Vicarious Experience

Verbal Persuasion

Emotional Arousal

Efficacy Expectations

Athletic Performance

**C2 – Using the self-efficacy theory to improve confidence in my ability to catch a cross**

To improve my confidence in catching the ball I am going to create a training programme built around the self-efficacy theory which looks at confidence in a certain situation. There is 4 parts to self-efficacy the first one being *performance accomplishments* so using past success, to build a memory bank of previous success I would have a person just crossing the ball in and me catching it then, this will help me within a game as I am not always under pressure from players when catching crosses. Once I felt confident with that I would have someone jumping up with me whilst I am trying to catch the ball, this happens very often during a game and if I can build up confidence in being able to catch a cross in this situation then it will improve my performance greatly. Finally once I felt confident with that I would set up a game situation where the box is full of players and I have got to catch the ball being crossed in whilst people are trying to get to it before me, this situation is exactly how it happens in a game with defender and attackers all running around trying to get the ball if I can build confidence in being able to catch the ball in this situation then in a game I will have more confidence in ability meaning I will be able to give a shout as I won’t be thinking about my technique as much. *Vicarious Experience* is another part of this theory, this looks at what you have seen of other people doing this, its most effective with peers of a similar age or gender. I would take the 1st team goalkeeper from the club I play for who play in a league which covers the south west area, he is the around the same age as me, I would watch him take crosses and see what he does to make it effective. Another part to this theory is *verbal persuasion*; this is encouragement from others such as a coach or other teammates, this could help me as all of the goalkeepers at the club train together with a specialist coach so any verbal persuasion from them has a huge boost to my confidence. The last part of this theory is *emotional arousal* this is the levels of nerves experienced within a particular situation. I could help control this by using mental rehearsal, going through catching crosses within my mind to help me get use to the thoughts that will be required to catch the ball effectively. If I have high levels of confidence in my ability to catch crosses cleanly then I am able to give shouts to my defence which allows them to be confident with me and within their selves that they have got a confident goalkeeper behind them who will give them commands to let them know how the situation is unfolding around them.

Once my levels have confidence have increased I will be able to focus on giving a shout to my defence to let them know I am coming. This will not only improve me in this skill area but it will also improve the team’s performance as they will have confidence in me that I am making the right call and I am going to claim the ball cleanly. As I will be more confident in catching crosses and I will be catching more of them in games it will allow the team to counter attack more and possibly score more goals