

REVIEWING HOW YOU INVESTIGATED YOUR PERFORMANCE

REFLECTIONS ABOUT YOUR PERFORMANCE



Recall

- Your subjective thoughts and feelings can also be used for collecting information about your performance. There are many occasions when subjective rather than objective-based information is required e.g. in the development of a modern dance motif or a gymnastic sequence.
- In these settings using your **imagination** and **critical reflection** to work out ways to enhance your performance might be more productive.
- You should keep a record of your thoughts and reflections, e.g. in a performance diary, in order to be able to refer to them.
- A well-designed **questionnaire** can also help record your thoughts and reflections on key performance issues.

Key Words: critical reflection, subjectivity

USING A DICTAPHONE

Recall

Using a dictaphone can also help you collect information about your performance. This method allows you to immediately record your thoughts with minimal interruption. A dictaphone allows you to capture some significant specific comments about your performance in a short unfussy way. It is also useful as it allows you to listen to the replays of the tape when it suits you.

DON'T FORGET

Error detection and correction are an important method of collecting information for high level performers as well as lesser able performers. This is because even high level performers might have some skills and techniques weaknesses in their performance. For example, some very talented strikers in football might still be quite weak at skills which they use less often e.g. tackling.

ERROR DETECTION/CORRECTION

Recall

After an initial observation of your performance it is often useful for you (on your own or with your teacher) to further review your performance. This can help you establish whether your performance is using a wider repertoire of skills and techniques, making more effective decisions and becoming more fluent and controlled. By investigating your performance in this way over a period of time you can identify whether there are **specific errors** within your performance which require to be corrected.

Ensuring that the performance criteria you select match the features of performance requiring review is crucial for effective error detection and for identifying correction remedies.

LET'S THINK ABOUT THIS

Remember that the specific errors which you might have in your performance will often change. For example, in golf it may be that your short iron game contains some technical weaknesses. Once these are addressed other performance improvements are likely to be required e.g. putting.

KNOWLEDGE OF RESULTS

Knowledge of results is very useful as a measurement of performance which can be applied to all four areas of Analysis and Development of Performance.

TENNIS EXAMPLE (serving)

Performance Appreciation: The service information could provide knowledge of results information about some of the special challenges associated with serving. For example, how satisfied are you that 2 out of 30 first serves were aces? How does this compare with previous performance results? Would you have expected more? To what extent did the performance abilities of your opponent influence results?

Preparation of the Body: Tennis serving can become physically tiring as the major muscle groups are required repeatedly to work together to produce a strong service action. In this match, 60 serves were used. Reviewing information about the depth of your serves might indicate whether fatigue adversely affected your serve as the game progressed. (The speed of your serves would be another form of knowledge of results which could be useful for investigating your performance).

Skills and Techniques: The service information could be used to review the accuracy of your serves. For example, nearly half of first serves were 'out' and 46% (28 out of 60) serves were second serves. What do these results indicate about serving accurately during games? Is it necessary to compromise a little on the speed of serve in order to increase the number of first serves landing 'in'?

Structures, Strategies and Composition: The service information could be used to review whether your serves matched the service strategies chosen for playing against your opponent. For example, 12 first serves on the forehand side were served out wide (right hand side of service reception box) while only 5 first serves on the forehand side were served nearer to the centre line of the court. However, 2 of these 5 serves were aces (point won outright). Would it have been better to have to serve to this part of the court more often, given that none of the 12 first serves to the right hand side of service reception box were aces?

KEY POINT

Ensure your knowledge of results links feasibly to the area of analysis and development of performance being investigated.



Service reception area Backhand (right handed) Service reception area Forehand (right handed)



Look at the website <http://news.bbc.co.uk/sport1/hi/tennis/skills/default.stm>



LET'S THINK ABOUT THIS

Ensure that when using 'knowledge of results' as a method of collecting information that it meets your specific performance needs.

REVIEWING HOW TO ANALYSE YOUR PERFORMANCE

PERFORMANCE APPRECIATION

Recall

The five key concepts in Performance Appreciation are:

- Overall nature and demands of quality performance.
- Technical, physical, personal and special qualities of performance.
- Mental factors influencing performance.
- The use of appropriate models of performance.
- Planning and managing personal performance improvement.

KEY CONCEPT 1 – Nature and demands of quality performance

DON'T FORGET

In this key concept you examine in detail the nature of quality performance and the different demands on performance.

The nature of performance

The diagram below shows some general factors which influence peoples' performance preferences.

Special nature competing in public		I really like special occasions when we play competitive games in front of many spectators.
Special nature performing in public		Performing in front of an audience adds to the magic of the occasion and makes for a special atmosphere.
Quality focus group control		When synchronized swimming, I enjoy contributing to the different parts of our routine, where the focus is on making movements which are controlled and precise.
Quality focus individual control		In golf, I like being responsible for my own performance, selecting shots and trying different strategies for example.
Special challenges feeling of new adventure		When kayaking in white water I enjoy the challenge of controlling the kayak in the fast moving rapids.
Experiential nature trying something new		I had never tried baseball before, but it was fun and something new to do.

LET'S THINK ABOUT THIS

Can you think of activities which have, for you; a special nature, special challenge, a quality focus or experiential nature?

cont

The demands of performance

The diagrams below highlight how many factors influence peoples' preference for individual rather than team or group activities, and for competitive rather than non-competitive activities.

Individual, team and group activities	Competitive and non-competitive activities
I prefer doubles badminton games as I enjoy working as part of a team and sharing attacking and defending responsibilities.	I like non competitive activities like gym-based fitness sessions where you can meet other people socially and have an enjoyable time.
I prefer singles badminton games as I like to be able to select attacking and defending strategies and change these during games as necessary.	I like individual competitive activities like orienteering where you can test yourself against other competitors and enjoy the satisfaction of knowing you have tried your very best.
I prefer activities such as dance where we discuss and suggest improvements as part of a group.	I like competitive team activities the most. In basketball at the start of the game we get in a circle and encourage each other to demand the best performance possible.

KEY CONCEPT 2 – Technical, physical, personal and special qualities

Qualities of performance

Special qualities include inventiveness, expressive, flair and creativity.

Personal qualities include competitiveness, determination, sense of fairness and courage.

Technical qualities include rhythm, fluency, consistency, timing, control, refinement and effectiveness.

Physical qualities include strong, power, dynamic, light and speed.

LET'S THINK ABOUT THIS

As your appreciation of performance develops, analyse the role of different qualities involved in your 'whole' performance, whether this be in individual, team or group activities.

Individual activity: Trampoline example

Special: The trampolinist shows invention in the way different parts of the sequence have been composed. Changes in body alignment, axis of rotation and speed of different movements make the routine creative and expressive.

Personal: The trampolinist shows determination and courage in taking on new challenging moves.

Technical: The trampolinist shows good bounce control plus different turns and twists in the air indicate refined technique, excellent timing and an ability to complete challenging moves in a consistent and effective way.

Physical: The trampolinist shows power and lightness of touch in being able to relax then drive upwards and forcefully from the trampoline.

DON'T FORGET

In this key concept you examine in detail the qualities required in evaluating the strengths and weaknesses of individual, team or group performance. These include special, personal, technical and physical qualities.

