



Box 1: Keywords

Word	Definition
Audience	Those who just watch the event
Co-actors	Those who are doing the same task but are not involved in direct competition
Competitive co-actors	Those who are in direct competition
Social reinforcers	Those who have direct influence on the event
Social inhibition	The negative effect of the presence of others on performance
Social facilitation	The positive effect of the presence of others on performance
Evaluation apprehension	The perceived fear of being judged

Box 2: Key skills

- Examine the differing psychological effects when others are present during sports performance, based on the model by Zajonc, 1965.

Box 3: Social facilitation and inhibition

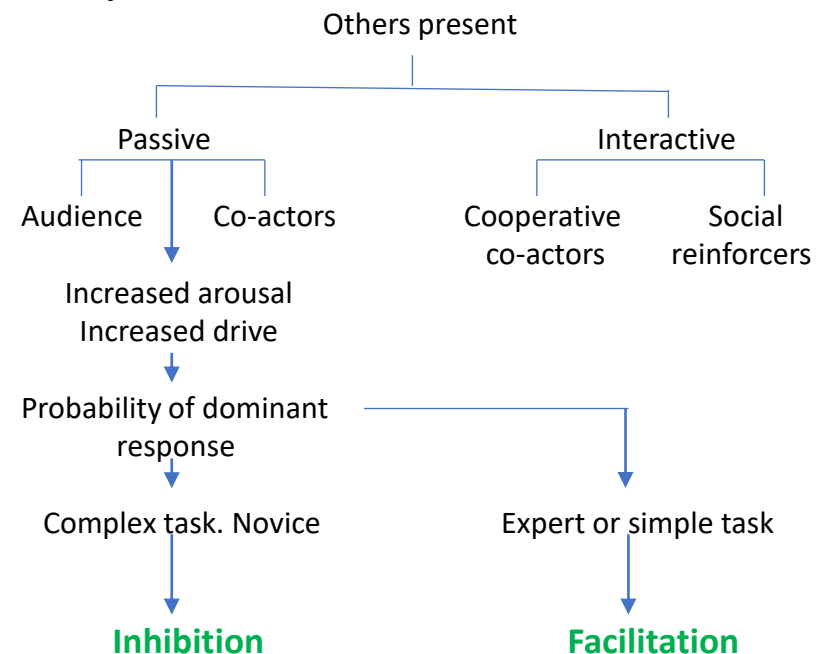
The **b**ehavioural **e**ffects **d**ue **t**o **o**thers **p**resent (BEDTOP)

Zajonc suggested that in sport there are four types of others who can be present when playing sport.

1. The audience
2. The co-actors
3. The competitors
4. The social reinforcers



The Zajonc Model

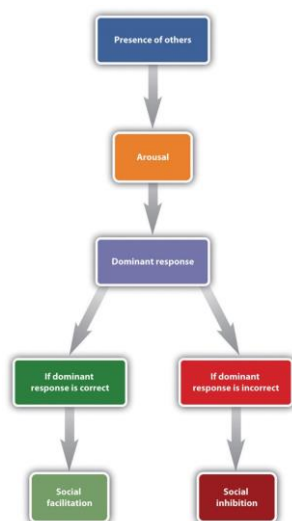
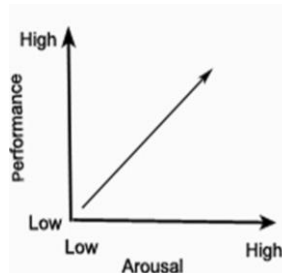




Box 4: Performance and the dominant response

Zajonc suggested that if the performer is an expert, it is likely that their responses will be well learned and familiar to them. When performing in the presence of others, such well learned responses are performed automatically, with ease. It is done so without much thought or attention. The response will be correct, even when under pressure. The effect of the crowd may lift the performer and promote facilitation.

A novice, however, is unlikely to have learned responses that are performed automatically and may not be able to identify the correct response. Novices use a lot of attention to find the right response and the pressure of a crowd could cause inhibition.



Evaluation apprehension

The perceived fear of judgement from significant others.

Significant others are those who we perceive to have greater knowledge than our own, for example, experienced coaches, scouts, experienced team mates.

The perceived approval or disapproval of the significant other causes an increase in arousal, bringing about a facilitative effect of well-learned skills/techniques or an inhibiting effect of complex, or poorly learned skills/techniques.

Box 5: Preventing social inhibition

1. **Getting the players familiar with playing in front of a crowd** – the coach should allow the team to train with the distraction of an audience so that they get used to being watched (familiarisation).
2. **Gradually introducing evaluation** – a coach starting with informal team chats and self assessment before formal assessment/statistics.
3. **Improving focus and concentration** – encouraging players to use their selective attention to block out irrelevant cues.

Box 6: Pathway

Previous knowledge: Personality, attitude, achievement motivation, confidence and self-efficacy, attribution, social facilitation and inhibition.

Future links: Arousal, anxiety, stress management, aggression, leadership, group dynamics, goal setting.

Careers: from curriculum narratives

Box 7: Cross curricular links