

Candidate 3 evidence

As a goalkeeper in Football, distribution from feet is a key aspect of my responsibilities in the game. Based on my own knowledge of current performance levels, I plan to analyse and develop my performance levels in this area.

Investigating Performance

Match Analysis

My Match Analysis was completed from observation of my performance in the league cup semi-final. This being a competitive environment and against opposition of a very similar level to my own team meant that information gathered could be relied on as a true reflection of my normal performance levels within a context inclusive of the normal pressures of a competitive fixture.

My club goalkeeper coach completed the analysis for me. This increased the reliability of the process as my coach is highly experienced not only in football but specialising in my position of goalkeeper so the analysis he completed provided accurate information from such a reliable source.

This analysis was on my whole performance in the game. This gave me a broad overview of all aspects of my game and highlighted my strengths and development needs. Knowledge of this allowed me to plan an appropriate Personal Development Plan to improve in identified areas.

Movement Analysis

I used a video to record my passing distribution towards various targets on the pitch. Being able to watch footage multiple times and using features such as slow motion meant that I didn't miss any parts of my performance and was able to accurately record what my technique looked like in comparison to what it should look like for optimum performance. Before concluding on judgements to record, these were discussed with a class-mate to further increase reliability as we were able to debate what we felt should be recorded before coming to an agreement. These two opinions rather than one and discussions ensured accurate information recorded.

The data recorded was quantitative information with numbered ratings recorded against parts of the technique. This clearly showed the level of my performance for each part of the technique and allows me to set challenging yet realistic targets to work towards before any re-analysis of this method.

Mental Toughness Questionnaire

I completed this questionnaire immediately after my performance. This meant the performance was fresh in my head and ensured results of the questionnaire were a true reflection of how I was feeling during the performance making all information reliable. I also completed this in a room on my own. This meant I could be fully honest about my performance without any external influences and this meant that results recorded were highly accurate.

Plot Chart

I completed my Plot Chart by plotting where the ball first bounced with 20 attempts plotted towards each of the five target areas. This meant that I had a high volume of data to work with as there was a record of 100 attempted passes whilst carrying out this method.

This method also meant I was able to set targets for improvement towards all five targets areas and could work towards achieving these targets once I progress onto the development stage of my process.

Analysis of Information

My Match Analysis (appendix 1), highlighted that my distribution with the ball at my feet was an area of weakness with this part of distribution much weaker than from my hands. My passes from feet are often not leading to my team retaining possession of the ball with me regularly missing my intended target or putting my team-mates under pressure with inaccurate passes that they have to try to bring under control. This often led to immediate turnover of possession or opposition stealing the ball from my team-mate and allowed the opposition to start to create attacking opportunities on our goal.

My Plot Chart (appendix 2), showed that I am able to find my intended target more often when aiming for targets within 40-yard distances than when passing over this distance. I was successful with targets within 40-yard distances on 70% of my attempts while this success rate reduced to 30% when passing the ball over this distance. When looking more deeply into my analysis, I found in My Movement Analysis (appendix 3) that the root cause of this outcome was with my technique as I rarely follow through with force in my passes and this gives reasoning to my longer distance attempts being less successful with the follow through being a key component towards distance and accuracy of longer passes. This means that if an opposition play a high press against my team and give me no options to distribute the ball to a team-mate in my own half that I am highly likely to lose possession of the ball when having to attempt longer-distance passes. Losing possession of the ball results in less opportunities for my team to build attacks and create shooting opportunities. I know that in a game this happening often results in a loss of confidence in even attempting these passes and so I start to take risks by passing to team-mates under pressure in our defensive third. This has resulted not only in losing possession but in conceding goals with the attacking opportunities this has created for opposition teams.

The Movement Analysis does however show that parts of my technique are already strong. In particular, I am highly consistent in planting my non-kicking leg in line with the ball in my preparation towards contact. This gives my whole body a strong platform to remain balanced as I make contact with the ball and will support towards me making quality contact from foot to ball and so result in accurate passes towards my targets. Reaching my target helps my team retain possession of the ball and begin attacks on our opposition goal.

My Mental Toughness Questionnaire (appendix 4), highlighted an area of weakness being my ability to keep myself calm and composed under pressure having answered 'false' to this statement. When the opposition have spells of attacks within the game, I struggle to remain calm and can be heard panicking from my verbal shouts to my team-mates to keep the ball away from the goal. This leads to me not being able to focus on areas such as my own positioning. Without this focus, I can find myself poorly positioned in relation to the goal and leave wide areas of the goal for the opposition to target, exploit and ultimately score from.

Review of sources

Repetition Practice

One of the ways a repetition practice can be carried out is “through technique training, where you stand in one spot and hit a shot over and over”¹, or you could play games, tournaments, drills which can be used for repetition as it involves you performing these skills in certain circumstances.² While the use of repetition practice is highly recommended, many have stated that without the proper set up, it can do more harm to your performance. The key aspect to add to your repetition practice is having your coach or a knowledgeable athlete in that sport watching over your practise. The reasons for this are “Your coach can help you to perfect a consistent form, which is important to make sure you are hitting the shot the same way each time. They can also point out any timing or other technique mistakes you are making when hitting a shot.”³ This prevents the performer from learning a skill with the wrong technique which they might have done without any feedback and demonstrations from their coach.

One way performers could improve their repetition practice is adding timings to training. This is called space repetition which allows athlete to “systematically reviewing and practicing specific movements, techniques, or game scenarios.”⁴ “Regularly spaced training sessions enhance muscle memory, coordination, and decision-making skills, contributing to improved performance.”⁵ Another improvement performers could add to their repetition practice is variations. This means that performers constantly adapt their practice by adding different exercises and changing drills to make them more difficult, etc. Variation in repetition practice allows athletes to form new stimuli which will allow them to improve over a set period.⁶ Variation is important in skill training, “but too much variation can become an issue. When choosing exercises in a program, two to three variations should be chosen for each movement.”⁷

¹ <https://badmintonjustin.com/training-and-drills/mastering-a-shot-in-badminton>

² <https://badmintonjustin.com/training-and-drills/mastering-a-shot-in-badminton>

³ <https://badmintonjustin.com/training-and-drills/mastering-a-shot-in-badminton>

⁴ [https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a\)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improve%20performance.](https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improve%20performance.)

⁵ [https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a\)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improve%20performance.](https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improve%20performance.)

⁶ <https://www.uhhospitals.org/blog/articles/2020/08/the-importance-of-variety-in-creating-your-exercise-program#:~:text=By%20creating%20variation%20and%20changing,your%20injury%20risk%20will%20decrease>

⁷ <https://www.uhhospitals.org/blog/articles/2020/08/the-importance-of-variety-in-creating-your-exercise-program#:~:text=By%20creating%20variation%20and%20changing,your%20injury%20risk%20will%20decrease>

Pressure Drills

“Pressure training consists in trying to recreate situations that produce a pressured response.”⁸ This type of training is used to help performers manage their performance level whilst under pressure and allows them to practice these skills in a game scenario as the added pressure replicates what they would face in competition.⁹ Pressure training allow performers to “change their relationship with pressure.” The training teaches athletes that nerves are not always a bad thing and that it is common to respond like this in an important situation.¹⁰

Interval Training

“Interval training combines short, high-intensity bursts of speed, with slow recovery phases, repeated during one exercise session.”¹¹ This is a simple form of training for me to set up. This form of training is considered more beneficial than just continuous running as intervals create “peaks and valleys of heart rate modulation and overall effort.”¹² Short bursts of high intensity efforts “trigger mechanisms in the body that help you burn fat, build muscle, and improve your cardiovascular system — what trainers might call your Vo2 max — faster than if you just went 30 minutes at a moderate heart rate.”¹³ One key factor in planning the use of interval training is the work:rest ratio. This must be appropriate to my existing fitness levels as “an untrained and sedentary 50-year-old may begin with a work-to-rest ratio of 1:3, meaning their rest/recovery interval will be three times that of their work interval. Whereas a more advanced exerciser may have a work to rest ratio of 3:1, meaning their rest/recovery interval will only be one-third of their work time.”¹⁴ This shows that a wide variation of intervals can be applied so it will be important I consider this and find the right one for me.

⁸ <https://blog.innerdrive.co.uk/sports/how-to-pressure-train-athletes#:~:text=Pressure%20training%20can%20help%20your,can%20then%20transfer%20to%20competitions.&text=The%20added%20pressure%20replicates%20competition%20in%20training.>

⁹ <https://blog.innerdrive.co.uk/sports/how-to-pressure-train-athletes#:~:text=Pressure%20training%20can%20help%20your,can%20then%20transfer%20to%20competitions.&text=The%20added%20pressure%20replicates%20competition%20in%20training.>

¹⁰ <https://blog.innerdrive.co.uk/sports/how-to-pressure-train-athletes#:~:text=Pressure%20training%20can%20help%20your,can%20then%20transfer%20to%20competitions.&text=The%20added%20pressure%20replicates%20competition%20in%20training.>

¹¹ <https://www.verywellfit.com/interval-training-workouts-3120774>

¹² <https://www.adidas.com/us/blog/692061-interval-running-for-beginners-where-to-start>

¹³ <https://www.adidas.com/us/blog/692061-interval-running-for-beginners-where-to-start>

¹⁴ <https://www.the-hospitalist.org/hospitalist/article/32350/career/how-principles-of-high-intensity-interval-training-can-boost-your-career-productivity/>

Analysis of findings from sources

Repetition Practice

Badmintonjustin.com highlighted a key aspect of using this approach as having someone like a coach present whilst carrying out to allow them to help ensure you are carrying the technique out correctly whilst practicing. I may find it difficult to make sure that I am performing the technique properly while repeatedly attempting this within a practice whereas having some external, and with the high knowledge and experience my coach has, will mean that I don't need to do this but instead can focus on performing in the practice knowing I can rely on my coach to give me any required feedback of parts to change immediately in my performance. I plan to only carry out repetition practices when I have my coach available to work with me one to one and ask him to give me feedback on my performance within practice to ensure I am performing techniques in practice correctly.

I also found that including variations in repetition practice is key to forming new stimuli in performance which will allow for further improvement. Developing this new stimuli in performance is important in being able to perform techniques with quality in varied scenarios which is required within my in-game performances so is highly relevant. Research did also show that issues can arise when too much variation is included, specifying that 2-3 variations should be chosen for each movement. It will be important for me to avoid issues within my practices as I want to develop performance and confidence in performing skills and avoid any issues from a high volume of variations such as performing poorly in the practice and losing confidence in myself as a result. I have considered all of this towards the use of variety in repetition practices and will plan for regular variations to all of my repetition practices in order to regularly experience new stimuli in my performance but limit this to a maximum of 2 variations within any one practice.

Pressure Drills

Inner drive says that pressure within training replicates the demands a performer would face in a competitive situation. It is highlighted that performers will experience anxiety and nerves in such a practice and that this allows them to build a relationship with such feelings and practice managing these to be able to take into similar game contexts. In my PDP, I will include different pressure drills with a focus of ensuring the level of pressure within the practices reaches a point of me feeling anxious and nervous to develop under these circumstances. This will result in me being able to manage such feelings whilst keeping performance levels high and will ultimately make me a better passer of the football in these pressurised situations.

Interval training

Verywellfit.com outlines the principle of interval training as the combination of high intensity work with slow recovery phases in between. Adidas.com highlighted the benefits of such training with positive comparison to this approach over 30 minutes of continuous work at a moderate heart rate. I will use interval training instead of continuous training to maximise my training benefits.

I've also learned from research that a key principle when planning interval training is a suitable work:rest ratio. Examples found included a sedentary 50-year old starting with a 1:3 ratio whereas a more advanced exerciser might use a 3:1 ratio. These ratios are significantly different and highlight the importance of considering this principle and making sure this appropriate for my own fitness levels throughout the PDP to get the most out of my sessions. As an advanced performer with CRE and speed endurance as a development need, I will start with a 2:1 work:rest ratio, however will closely monitor this in the opening weeks of my PDP and adjust should this be too easy or difficult once I experience this for myself.

Personal Development Plan Targets

A short-term goal I have set is to improve my communication in both practice and competitive environments. As a goalkeeper, developing in this area will benefit my team as I will be able to organise our full team unit throughout the game with quality and regular instructions and ensure we remain a well-shaped unit when out of possession of the ball reducing any gaps for the opposition to exploit.

Another short-term goal I have set is to improve on my longer-distances stats in my Plot Chart by the mid-point monitoring period with an increase to at least 50% success over these distances. Seeing this improvement will give me a boost in confidence from experiencing success and increase my motivation to continue my PDP into its final stages.

A mid-term goal I have set is to increase the pressure used within practices in my PDP. Achieving this goal will mean that I am experiencing scenarios in a more game-like context and make it easier for me to transfer performance in these practice setting into competitive games.

A final goal I have set is to increase my ball retention from feet to at least 90% in my games. Achieving this goal will mean I am keeping my team in possession of the ball on more regular occasions and this can be the first stage of attacks for my team in trying to create goalscoring opportunities higher up the pitch. This would also mean that my team-mates will have trust in me to retain possession of the ball and allow them to have confidence to pass the ball to me when they are under pressure from opposition players knowing that I will be able to retain possession of the ball.

Implementation of Personal Development Plan

I created and implemented an 8-week Personal Development Plan (appendix) inclusive of repetition practice and pressure drills. I kept a record from each training session within a training diary (appendix) including any modifications made to my sessions.

Analysis of Post-PDP Data

My post-PDP Plot Chart (appendix 2) shows that I have made significant progress with my long-range distribution with the target areas over 40 yards improving from 30% pre-PDP to now having a 70% success rate. This is backed up by my Match Analysis (appendix 1) with me now having significantly more 4 and 5-star ratings for my distribution from feet in comparison to pre-PDP when these attempts were rated mostly between 1 and 3 stars. This means that in a game I am able to retain possession of the ball even when trying to reach a team-mate beyond 40 yards away from me. I am able to accurately find team-mates in these areas meaning that we progress up the pitch quickly and can more quickly attack the opposition's defence and create shooting opportunities before they get their whole team back to defend in bigger numbers. This increases our chances of being successful with such shots.

I have also improved my accuracy over the shorter distances. This can be seen in my Plot Chart where I am successfully reaching the three closer targets a minimum of 80% of the time. This means that in a game I am able to keep possession of the ball the majority of the time I have it and target passes to players within my own half. This allows me to start my team's attempts to build through the thirds of the pitch with possession football and not have to gamble with more difficult passes that are more likely to be intercepted. This allows us to keep possession of the ball for longer to build attacks and scoring opportunities, all starting from my own passes to team-mates within my half. This also leads to an increase in confidence in me from my team-mates. When they are under pressure with their backs to the opposition's goal, they are highly confident in using me as a 'recycle' pass to start our attack again and relief the pressure they are under from opponents. Team-mates having this new confidence in my distribution from feet removes the scenario of them trying to beat their direct opponent themselves when this not the correct option and keeps my team in possession of the ball.

My Movement Analysis (appendix 3) showed a major technical development in my distribution being my follow through after contacting the ball. Following through in the direction of the pass is now supporting both the accuracy and distance on my passes to team-mates and all contributing towards me reaching my target more regularly. Being so accurate with these passes means I have been able to successfully have a direct assist for my team-mates as I have been able to play long and accurate passes to attacking areas of the pitch for team-mates to run directly onto, gaining yards on chasing opposition defenders and advancing into the final third to get a shot at goal.

Evaluation of PDP

Progress within my PDP was significantly aided by the variation included across my PDP. I included both repetition practices and pressure drills across every week of my training. This allowed me to develop my distribution in simple repetitive contexts before progressing into much more game-like practices with pressure and both contexts supported towards me making progress whilst carrying out my PDP.

I also felt the preparations I put into every training session supporting my progress. I always trained on my team's home pitch and used our match balls for each of our practices. We even planned sessions around the weather to make sure I was practicing in all weather conditions, much like I would be faced with in games across my season.

I found it highly beneficial giving my session a difficulty rating out of ten for every session. This allowed me to increase or decrease the difficulty of sessions to follow to make sure I was always working at an appropriate difficulty. This allowed me to maximise my progress and not lose some of this from sessions being too easy or too challenging that I couldn't develop.

Future Development Needs

My post-PDP Match Analysis (appendix 1) showed that I have a new development need in my performance of collecting high crosses. Across the game, there were 8 crosses delivered into the box during open play and only one of these did I collect without dropping. All others were either dropped or first contact on the ball was not from myself. There were also 9 corners for the opposition which were all crossed into the box. Although I did manage to make the first contact on three of these corners, only once did I manage to catch the ball and keep within my grasp. This is clearly an area for me to develop to become a better goalkeeper.

Impact of Development needs on other Factors

Improving my ability to collect crosses into the box will impact on my decision-making. Instead of often deciding to stay on my line and not come to attempt to collect crosses, improving in this area will allow me to make improved decisions of when to come to collect crosses and when it remains appropriate to stay on my line.

Improving my ability to collect crosses into the box will impact on my confidence. Knowing I have better ability to be successful in collecting crosses will give me the confidence to come off my line and catch crosses out of the air before any other players have the opportunity to make contact with the ball.

Improving my ability to collect crosses into the box will impact on my contributions to my team. Being able to collect crosses into the box will relieve pressure on my team-mates when opposition are attacking and delivering crosses into the box. My ability to catch the ball and regain possession for my team will contribute to my team's attempts to stop opposition attacks and start our own.

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4. [https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a\)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improved%20performance.](https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improved%20performance.)
5. [https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a\)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improved%20performance.](https://www.linkedin.com/pulse/optimizing-motor-skill-acquisition-power-spaced-repetition-astin#:~:text=a)%20Sports%20Training%3A%20Athletes%20can,skills%2C%20contributing%20to%20improved%20performance.)
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Appendix 1

Pre-PDP Match Analysis

<i>Skill</i>	<i>5-star rating</i>	<i>4-star rating</i>	<i>3-star rating</i>	<i>2-star rating</i>	<i>1-star rating</i>
<i>Shot stopping</i>	I I I I I I I	I I I I	I I I I	I I I	I I
<i>Catch from cross</i>	I		I I	I	
<i>Punch from cross</i>			I I		
<i>Distribution from feet</i>	I I		I I I	I I I I	I I I I I I
<i>Distribution from hands</i>	I I	I I	I I	I	I

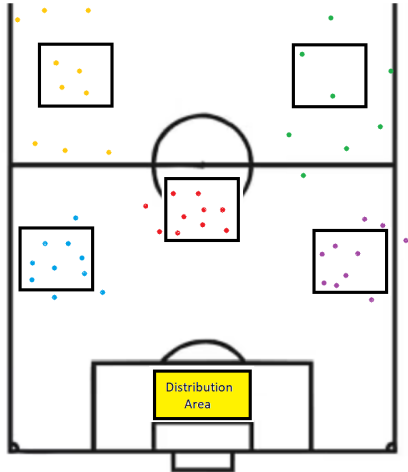
Post-PDP Match Analysis

<i>Skill</i>	<i>5-star rating</i>	<i>4-star rating</i>	<i>3-star rating</i>	<i>2-star rating</i>	<i>1-star rating</i>
<i>Shot stopping</i>	I I I	I I I	I I I I	I I	I
<i>Catch from cross</i>				I I I	I I
<i>Punch from cross</i>	I				I
<i>Distribution from feet</i>	I I I I I	I I I I	I I	I	I
<i>Distribution from hands</i>	I I	I I		I	

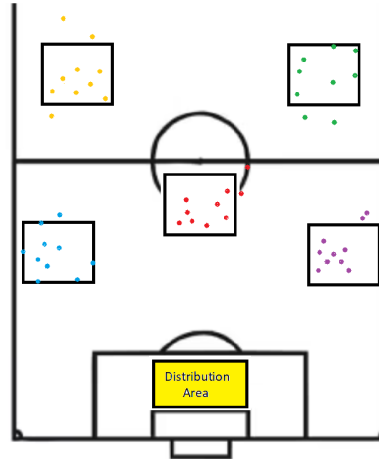
Key: 5-star rating = exceptional standard 1-star rating = extremely poor standard

Appendix 2

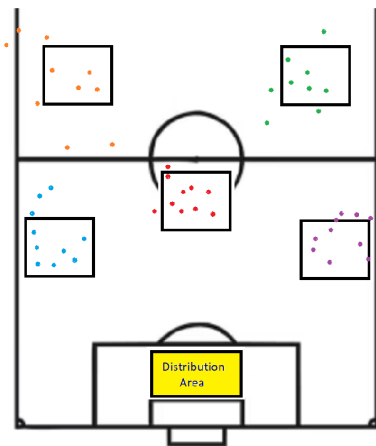
Pre-PDP Plot Chart



Post-PDP Plot Chart



Mid-PDP Plot Chart



Appendix 3

Movement Analysis

Phase	Sub-routine	Pre-PDP (8 – Average)									Post-PDP (8 – Average)								
Preparation	Keep your head down and your eyes on the ball.	5	4	5	4	5	4	5	4	4.5	5	4	5	4	5	4	5	4	4.5
	Put your non-kicking foot alongside the ball.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Keep your body over the ball when striking.	3	4	3	4	3	4	3	4	3.5	4	4	4	4	5	3	5	3	4
	Ensure striking foot is pulled back ready to swing towards the ball.	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	3	3	3.5
Action	Striking foot is swung forward at speed to connect with the ball.	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4
	Striking foot connects the middle of the ball with the laced/instep part of the foot.	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	5	4.5
	Striking leg is almost straight on point of contact.	3	4	3	4	3	4	3	4	3.5	5	3	5	3	5	3	4	4	4
	Ball is hit with power/accuracy towards teammate.	3	3	3	3	4	4	4	4	3.5	5	3	5	3	5	3	4	4	4
	Arms out at side to keep balanced.	2	3	4	5	2	3	4	5	3.5	4	3	4	3	4	3	4	3	3.5
Recovery	Striking foot follows through in direction of pass.	2	1	2	2	1	1	2	2	1.5	4	4	4	3	5	4	4	4	4
	Striking foot comes back to the ground as you continue to move forward.	2	3	4	2	3	4	2	4	3	3	3	4	4	3	3	4	4	3.5

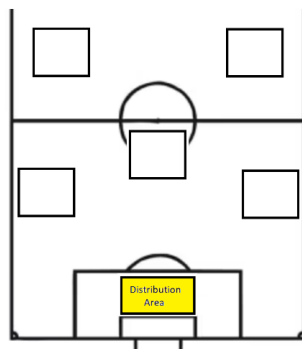
Appendix 4

Mental Toughness Questionnaire

	PRE-PDP		POST-PDP	
	TRUE	FALSE	TRUE	FALSE
1) I frequently worry about mistakes.	X		X	
2) I get really down on myself during performance when I mess up.	X		X	
3) It's easy for me to let go of my mistakes.		X		X
4) If I start out badly, it's hard for me to turn my performance around.	X		X	
5) I get distracted by what the coach thinks whenever I screw up.		X		X
6) I bounce back quickly from setbacks, bad breaks and mistakes.		X		X
7) I do my best when there's more pressure on me.		X		X
8) I get too nervous to really perform to my potential.	X		X	
9) I do better in practice than I do when it really counts the most.	X		X	
10) I tend to get easily psyched out or intimidated.		X		X
11) I can keep myself calm and composed under pressure.		X		X
12) I don't want the ball/dread competing at "crunch time." (big game/race).		X		X
13) The coach's yelling knocks me off my game.		X		X
14) I tend to get easily distracted.		X		X
15) Certain opponents can get into my head and throw me off my game.	X		X	
16) Lousy playing conditions (weather, field conditions, temperature, etc.) negatively affect me.		X		X
17) I have no trouble focusing on what's important and blocking everything else out.		X		X
18) I think too much about what could go wrong right before and during performance, (the "what if's").	X		X	
19) One or two failures do not shake my confidence.	X		X	
20) I tend to compare myself too much with teammates and opponents.	X		X	
21) I'd rather compete against a better opponent and lose than go up against a weaker opponent and win.		X		X
22) I am a confident and self-assured athlete.		X		X
23) I tend to be too negative.		X		X
24) I have trouble dealing with negative self-talk (thoughts).		X		X
25) I get more motivated after failures and setbacks.	X		X	
26) It's easy for me to consistently train at a high level of intensity.		X		X
27) I think about how today's practice will help me get to my goals.	X		X	
28) I find myself just going through the motions a lot in practice.	X		X	
29) I have clear goals that are important for me to achieve.	X		X	
30) I am a highly motivated athlete.		X		X

Appendix 5Personal Development Plan Overview

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Team Training	AHPE PDP: Repetition 1 Repetition 2	Team Training	AHPE PDP: Repetition 1 Pressure 1	Rest Day	Game	Active recovery - swim
Week 2	Team Training	AHPE PDP: Repetition 1 Repetition 2	Team Training	AHPE PDP: Repetition 1 Pressure 1	Rest Day	Game	Active recovery - cycle
Week 3	Team Training	AHPE PDP: Repetition 1 Pressure 1	Team Training	AHPE PDP: Repetition 2 Pressure 1	Rest Day	Game	Active recovery - swim
Week 4	Team Training	AHPE PDP: Repetition 2 Pressure 1	Team Training	AHPE PDP: Repetition 2 Pressure 2	Rest Day	Game	Active recovery - cycle
Week 5	Team Training	AHPE PDP: Repetition 2 Pressure 1	Team Training	AHPE PDP: Repetition 2 Pressure 3	Rest Day	Game	Active recovery - swim
Week 6	Team Training	AHPE PDP: Repetition 2 Pressure 1 Pressure 2	Team Training	AHPE PDP: Repetition 2 Pressure 2 Pressure 3	Rest Day	Game	Active recovery - walk

Appendix 6

Repetition Practice 1:

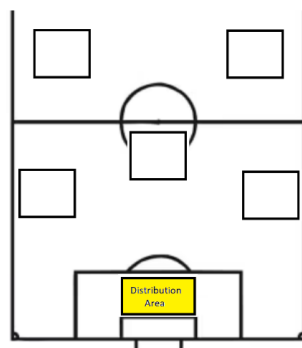
- Dead ball passes played from distribution area towards targets.
- Must successfully land ball in the target zone before moving onto the next target zone – short left, centre, short right, long right, long left, restart.
- 50 passes attempted within session with record of how many successful passes achieved.

Repetition Practice 2:

- As Repetition Practice 1, however with ball fed by team-mate from edge of 'D' for me to take one touch before passing to target.

Repetition Practice 3:

- As Repetition Practice 1, however with ball fed by team-mate from edge of 'D' for me to pass to target with 1st touch.

Appendix 7

Pressure Drill 1:

- Ball fed along the ground from team-mate 30 yards out in centre of pitch for me to take one touch before passing to target.
- Once ball fed from team-mate, opponent closes me down from in line with team-mate to block my pass to the target.
- Must successfully land ball in the target zone before moving onto the next target zone – short left, centre, short right, long right, long left, restart.
- 50 passes attempted within session with record of how many successful passes achieved.

Pressure Drill 2:

- As Pressure Drill 1, however with ball fed by team-mate from touchline with a throw-in bouncing ball and opponent starts run to pressure me from halfway line.
- I must take a touch for ball to then be passed from the 'distribution area'.

Pressure Drill 3:

- As Pressure 2, however with balls fed alternatively by team-mate from different sides of the pitch.
- Practice is timed for 10 minutes continuous practice with me recording how many attempts I managed to make and also success of these attempts.

Appendix 8Training Diary

Session	Record of Results	Coach Comments	Modifications
Week 1 Tuesday	Repetition 1 – 20 Repetition 2 – 20	My coach said that I was already showing to be following through with better direction and more force during repetition practice 1, however the quality of this immediately reduced in repetition practice 2 when I had more to think about in controlling the feed before playing pass.	
Week 1 Thursday	Repetition 1 – 24 Pressure 1 – 18		
Week 2 Tuesday	Repetition 1 – 26 Repetition 2 – 22		
Week 2 Thursday	Repetition 1 – 26 Pressure 1 – 16	My coach said that I was showing some success in this second experience at the pressure drill, however was rushing more of my distribution than when attempted last week and often rushing to play the pass when pressure not yet fully applied. He suggested I consider timing required to release the ball and maximise opportunity to play the pass with accuracy instead of rushing.	
Week 3 Tuesday	Repetition 1 – 24 Pressure 1 – 19		
Week 3 Thursday	Repetition 2 – 21 Pressure 1 – 20		
Week 4 Tuesday	Repetition 2 – 23 Pressure 1 – 24		
Week 4 Thursday	Repetition 2 – 27 Pressure 2 – 14		
Week 5 Tuesday	Repetition 2 – 21 Pressure 1 – 21	My coach said I dealt with the new variation in angle pressure applied from very well with little difference in my own performance despite this and results also showing towards this. In particular, he said my body shape in protecting the ball and setting up appropriately for an accurate distribution was a positive and supported towards the occasions when I was successful in reaching my target.	Having experienced this pressure drill a number of times now, we varied the point of pressure to be less predictable. Instead of the opponent always coming from a central position, there were three opponents now fulfilling this role with one in each of the wide areas and one centrally with one applying pressure to each feed from a team-mate with me not knowing where the pressure was being applied from.
Week 5 Thursday	Repetition 2 – 25 Pressure 3 – 10	My coach said that in both practices I was showing much more success in hitting across my body to the left-hand side of the pitch in comparison to the right-hand target boxes. He said this was mainly linked to my non-kicking leg being planted slightly further away from	My team-mate was unable to throw the ball as far into the box as previous team-mate from last week so we changed the feed to be a volley from hands towards me to replicate a longer

		the ball when hitting to the right hand side and having a less balanced frame when striking the ball as a result.	throw-in and allow the practice to continue more as planned.
Week 6 Tuesday	Repetition 2 – 25 Pressure 1 – 22 Pressure 2 – 18	My coach said that I was already showing progress with planting my kicking leg in line and close to the ball no matter which target I was hitting towards. Keeping this as a primary focus is already working even under pressure in practices.	
Week 6 Thursday	Repetition 2 – 23 Pressure 2 – 17 Pressure 3 – 14	My coach said I am continuing to show further improvement with planting my non-kicking leg. This is reflected both when under pressure from opponents and opponents and time. He said there is a direct link between my ability to do this part of the technique well and the outcome of the attempt.	