Motivation & Sport

This presentation is about motivation and sports.
Pitfalls and Dangers of Motivating?

• Adopting specific motivational strategies for all situations (e.g., Nebraska way)

• Not recognizing how motivation strategies interact with the situation

• Adopting a personal view of how to motivate the athlete based on past experiences
Motivation

Motivation as defined by Sage is the direction and intensity of one’s effort.
What do coaches want from the study of motivation?

• Higher task achievement from their athletes

• High task persistency from their athletes

• Higher effort from their athletes

• High level of motivation in practice & game.
Major Motives for Sport Participants

- Improving skills
- Having fun
- Being with friends
- Experiencing thrills and excitement
- Achieving success
- Developing fitness
Why Achievement Motivation Is Important

Achievement motivation influences:

- choice of activities
- effort to pursue goals
- intensity of effort
- persistence (in the face of failure)
Theories of Achievement Motivation

- Need achievement theory
- Attribution theory
- Achievement goal theory
- Competence motivation theory
Need Achievement Theory

<table>
<thead>
<tr>
<th>Personality factors</th>
<th>Situational factors</th>
<th>Resultant tendency</th>
<th>Emotional reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motive to achieve success</td>
<td>Probability of success</td>
<td>Approach success</td>
<td>Focus on pride of success</td>
</tr>
<tr>
<td>Motive to avoid failure</td>
<td>Incentive value of success</td>
<td>Avoid failure</td>
<td>Focus on shame of failure</td>
</tr>
</tbody>
</table>

Achievement behavior
- Seek out achievement situations
- Look for challenges
- Enhanced performance
- Avoid achievement situations
- Avoid risk (challenges)
- Perform poorly
Achievement Motives

• Motive to achieve success is the capacity to experience pride and satisfaction in performing.
• Motive to avoid failure is the capacity to experience shame or humiliation as a consequence of failure.
• High need achievers are where motive to succeed is greater than to avoid failure.
• Low need achievers are preoccupied by thoughts of failure and low need to succeed.
Attribution Theory

Attributions
How people explain their successes and failures

Three attribution categories

- Stability
- Locus of causality
- Locus of control
Attribution Theory

Weiner’s basic attribution categories

- **Stability**
  - Stable
  - Unstable

- **Locus of causality**
  - Internal
  - External

- **Locus of control**
  - In one’s control
  - Out of one’s control
Causal Attribution & Athletic Performance

- Athlete’s that attribute their performance outcome to stable-internal factors such as effort and ability and to factors under their control are highly related to sporting success.
- Athlete’s that attribute their performance outcome to unstable-external factors such as luck and difficulty and to factors out of their control is highly related to sporting failure.
Achievement Goal Theory

• Three factors interact to determine the athlete’s motivation:
  – Type of achievement goals the athlete sets
  – What success and failure to the athlete means?
  – The athlete’s level of perceived ability
Achievement goals?

*Outcome goal orientation* (or competitive goal orientation) focuses on comparing performance with others and defeating others.

*Task goal orientation* (or mastery goal orientation) focuses on improving relative to one’s own past performances.
Athlete’s level of perceived ability?

- Athlete’s that are outcome oriented, focus on comparing their performance to others and when one wins they perceive their ability as high whereas when they lose, they perceive their ability as low.

- Athlete’s that are task oriented focus on improving relative to past performance and not based on comparing one’s performance to others.
What success and failure means?

- Task oriented athlete’s set moderately difficult tasks, does not fear failure, and perceives their ability based on their own standards.

- Outcome oriented athlete’s judges success by comparing their performance to others, have reduced effort, cease trying, and make excuses after failure. These type of athlete’s have a tendency to perform less well in evaluative situations.
Competence Motivation Theory

Feedback and reinforcement

Self-esteem/perceived competence/perceived control

Motivational orientations
- intrinsic/extrinsic
- task/outcome
- trait/anxiety

Affect
- enjoyment
- anxiety
- pride
- happiness
- shame

Motivation
People are motivated to feel worthy or competent.

Feelings of competence and worth, as well as perceptions of control, determine motives.
Challenge in motivating?

• Is not to destroy intrinsic motivation in our athletes!
Intrinsic & Extrinsic Motivation

• Athlete participates in sport for its own sake is considered to have an intrinsic orientation.

• Athlete behavior in sport that is dependent on social or material rewards has an extrinsic orientation.
Self-determination continuum

Amotivation
(learned helpless)

External motivated

Intrinsic Motivated
Self-Efficacy Theory

Self-Efficacy

The perception of one’s ability to perform a task successfully is really a situation-specific form of self-confidence.
Self-efficacy theory provides a model to study the effects of self-confidence on sport performance, persistence, and behavior.
Bandura’s Self-Efficacy Theory

- Self-efficacy affects an athlete’s choice of activities, level of effort, and persistence.
- High self-efficacy people set more challenging goals.
Self-Efficacy Sources

- Performance accomplishments
- Vicarious experiences (modeling)
- Verbal persuasion
- Emotional arousal
- Physiological states
- Imaginal experiences

Efficacy expectations

Athletic performance
Efficacy Sources

Performance accomplishments

- Most dependable source.
- Successful experiences raise the level of self-efficacy, while failure results in lowered efficacy.

Vicarious experiences (modeling)

- Seeing others or modeling influences efficacy.
Efficacy Sources

Verbal persuasion

- Use verbal persuasion to enhance confidence.
- Self-persuasion is an important type of verbal persuasion.

Imaginal experiences

- Use imagery of self or others as a source of confidence.
Physiological states influence self-efficacy when they are associated with aversive physiological arousal, poor performance, and perceived failure.

Emotions or moods are a source of efficacy information.
Building Self-Confidence

**Ensure performance accomplishments.**

- Successful behavior increases confidence and leads to further successful behavior.
- Include good physical, technical, and tactical instruction.
- Use game-pressure simulations.

**Thinking confidently.**

- Focus on instruction and motivational thoughts.
- Video- changing negative thought to positive thought
Building Self-Confidence

**Acting confidently.**
- Coaches should display confidence.
- Teach athletes to display confidence (video – projecting a winning image).

**Use imagery.**
- Imagine yourself as confident and successful.

**Train for physical conditioning.**
- Training and physical states are keys to confidence.
Learned Helpless athlete

- An athlete perceives his or her actions as having no affect on the desired outcome of a task or skill (Dweck).
  - Doomed to failure
  - Nothing can be done about it!
  - Feel incompetent
Identifying Learned Helpless Athletes

• Does the athlete give up when presented a challenging task or drill?
• Does the athlete fail to demonstrate a variety of strategies to perform successfully at the task?
• Does the athlete consistently refuse to participate during practice or a contest?
• Does the athlete prefer to practice alone?
• Does the athlete seem to have no friends?
• Does the athlete show little effort when performing?
• Does the athlete contribute success and failure to their ability?
Motivating the learned helpless athlete?

- Correct inappropriate attributions
- Assess the athlete's stage of development
- Emphasis is on task-mastery orientation
- Avoid labeling the athlete
- Provide task mastery opportunities
- Give recognition
Controlling aspect of extrinsic reinforcements

• Rewards are detrimental to intrinsic motivation when they:
  – Take away the athlete’s sense of self-determination
  – When they are perceived by the athlete as means to control their behavior.

• Rewards increase or maintain motivation if:
  – Increase his or her perceived ability
  – Inform his or her about their ability
How Expectations Influence Performance

Key:
One’s expectations play a critical role in the behavior change process. Positive expectations of success produce positive effects in many fields, including sport.
How Expectations Influence Performance

Self-expectations and performance

The expectation to beat a tough opponent or successfully perform a difficult skill can produce exceptional performance as psychological barriers are overcome.
How Expectations Influence Performance

*Coach expectations and performance*

A coach’s expectations can alter a student’s and athlete’s feelings and performance.
Coaching Expectations and Athlete’s Performance

**Coaches form expectations based on**

- personal cues (e.g., gender, race) and
- performance information (e.g., skill tests, practice behaviors).

Problems occur when *inaccurate* expectations (too high or too low) are formed.
Coaching Expectations and Athlete’s Performance

Coaches’ expectations influence their behavior in the

- frequency and quality of coach-athlete interaction,
- quantity and quality of instruction, and
- type and frequency of feedback.
Coaching Expectations and Athlete’s Performance

Coaches’ behaviors affect athlete performance by causing low expectancy performers to perform more poorly because of less reinforcement, playing time, confidence, and attributions to low ability.
Coaching Expectations and Athlete’s Performance

*Athletes’ performance confirms the expectancy.*
Few Implications for Professional Practice

1. Recognize there is not just one way to motivate.

- Depends on Goal orientation
- Depends the personality of the athlete
- Situations approached or avoided
Few Implications for Professional Practice

2. Emphasize mastery (task) goals and downplay outcome goals.
3. Monitor and alter attributional feedback.
4. Assess and correct inappropriate attributions.
5. Enhance feelings of self-confidence and control.
6. Do not heavily rely on rewards