

### **Sports Psychology Study Guide #3**

#### **1. Explain the direction and intensity aspects of motivation?**

- Direction of effort is whether an individual seeks out and is attracted to certain situations.
  - Ex: coach goes to a coaching clinic, an injured athlete goes to a physical therapist clinic
- Intensity of effort is how much effort a person puts into a certain situation.
  - Ex: Weightlifter works out 4 days a week but exerts far different effort than her friends
  - Ex: Golfer wants to make a winning putt so bad that he gets anxious and performs poorly

#### **2. Identify the three general views of motivation. Which should we use to guide practice?**

- Trait-centered view (participant-centered view) states that the personality, needs, and goals of an athlete are the primary determinants of motivated behavior
  - Some people seem to have a personality that naturally leads them to be more motivated than others
  - HOWEVER, situations affect motivation (i.e. you will be more motivated in a positive setting)
  - Not used by sports psychologists for practice
- Situation-centered view states that motivation is determined primarily by situation
  - Not all negative situations cause worsened motivation (ex. You may still perform well and not lose motivation even though your coach criticizes you)
  - Not used by sports psychologists for practice
- Interactional view states that motivation results from considering both the person and the situation and how the two interact
  - Most widely used practice by sports psychologists

#### **3. How does the swimming relay study support the interactional model of motivation?**

- Knowing the swimmers' personal characteristics and how they performed depending on the situation are both necessary to predict behavior
  - Those that felt social rejection did better in an individual race than a relay race

- Those that felt social approval did better in a relay race than an individual race
4. What are the five fundamental guidelines of motivation for professional practice?
- Consider both situations and traits in motivating people
    - Low participant motivation usually results from a combo of personal and situational factors
    - Look at both personality and the situation to see where the lack of motivation is coming from and monitor it continuously as motivations change over time (observe participant, talk to others that know the participant, ask participant to write out the reason for participation)
  - Understand People's multiple motives for involvement
    - Motives change the dynamic of the individual or team performance
    - Children have multiple motives for participating in sports, usually including skill development, competence, challenge, excitement, fun
    - Adults focus more on health motives, weight loss, fitness, and self-challenge
    - People participate for more than one reason, people have competing motives for involvement (wants to exercise after work but also wants to be at home with family), people have both shared and unique motives (parental pressure, needing something to do), sex differences in motivation (girls attracted to socializing and boys attracted to competitiveness), and cultural emphasis affects motives (Americans driven by competition, Chinese driven by wellness)
  - Change the environment to enhance motivation
    - Allow both competitive and recreational settings and coaching styles to meet the needs of everyone
  - Influence motivation
    - Coaches showed that 73% of them considered their actions to be very important motivational factors for their athletes
    - Motivation may be indirect and unconscious (your bad day may influence your students)
  - Use behavior modification to change participants' undesirable motives
    - Can be appropriate in certain settings
    - Ex: a football player only plays the games to inflict injury on others so coach has to change these behaviors by reinforcing clean play and punishing aggressive play

**5. What is achievement motivation?**

- Refers to a person's efforts to master a task, achieve excellence, overcome obstacles, perform better than others, and take pride in exercising talent
- Also to persist in the face of failure and have pride in accomplishments
- Allow athletes to achieve and compete optimally
- Otherwise known as competitiveness

**6. Achievement motivation influences a wide variety of behaviors, thoughts, and feelings, including:**

- Choice of activity- seeking out players of greater, equal or lesser ability than ourselves
- Effort to pursue goals- how often you practice
- Intensity of effort in the pursuit of goals- how consistently hard you try during a workout
- Persistence in the face of failure and adversity – when it gets tough, do you keep going or take it easier

**7. There are four theories of achievement motivation, what are they?**

- Need Achievement theory- interactional view made up of:
  - Personality factors- need to succeed (feel pride in accomplishments) and avoid failure (feel shame in failure)
    - high achievers have high motivation for success and low motivation for failure
    - low achievers have high motivation for failure and low motivation for success (worried always about failure)
  - Situational factors- probability of success depends on who you compete with and how difficult the task is
  - Resultant Tendencies (behavioral tendency)- consider individuals achievement motive levels in relation to the situation
  - Emotional Reactions- high achievers focus more on pride and low achievers focus more on shame/worry
  - Achievement behavior- high achievers choose challenging tasks and perform better in evaluation, low achievers avoid challenges and perform worse in evaluation

**8. Write out...**

- HIGH ACHIEVERS are motivated to succeed, will seek out 50/50 win/loss situations
- LOW ACHIEVERS are motivated to avoid failure, will seek easy opponents or opponents she/he cannot beat, will avoid 50/50 win/loss situations

**9. Write out...**

- A person who focuses on comparing themselves with and defeating others and wanting to win trophies is said to be OUTCOME GOAL oriented.
- A person who focuses on improving skills relative to her own past performance and her perceived ability is said to be TASK GOAL oriented.

**10. What is attribution theory?**

- Focuses on how people explain their successes and failures
- Originated by Heider
- Thousands of explanations for success and failure

**11. What are Weiner's three basic attribution categories?**

- Stability- person attributes success or failure to a factor that is fairly permanent or unstable
- Locus of causality- factor is either external or internal to the individual
- Locus of control- factor is either or isn't in the individuals control

**12. What is learned helplessness?**

- A condition in which a person perceives that his or her actions will have no effect on the desired outcome of a task or skill
- Person feels doomed to failure and feels they cannot help it
- Makes them conclude unnecessary attributions and makes them feel incompetent

**13. The following are attributions for success or failure in a sport or exercise setting. Put the appropriate letter next to the attribution (stable (s), unstable (us), internal (i), external (e), in one's control (c), out of control (oc).**

- Talent-S, I, C
- A bad back-S, I, C
- Luck-US, I, OC
- An easy field of competitors-US, E, OC
- Effort-S, I, C
- The cost of the instructor-US, E, OC
- The gym is too far away-S, E, OC
- Your race plan-S, E, C
- Terrible instructor-US, E, OC

**14. What are the correct Attributional guidelines for providing feedback?**

- Emphasize the need to try harder and exert effort
- Attribute success to ability
- Attribute success to high effort

Weinberg, R. S. (2015) *Foundations of Sport and Exercise Psychology*. Champaign, IL: Human Kinetics.