Chapter 3: Motivation
What Is Motivation?

• Motivation is the direction and intensity of effort.
  – *Direction of effort* refers to whether an individual seeks out, approaches, or is attracted to situations.
  – *Intensity of effort* refers to how much effort an individual puts forth in a situation.

• Direction and intensity of effort are closely related.
3 Views of Motivation

- Participant- or trait-centered view
- Situation-centered view
- Interactional view
Guideline 1: Consider BOTH situations and traits in motivating people.

Guideline 2: People have multiple motives for involvement. Understand why people participate in physical activity.
Motives for Involvement

• People participate for more than one reason.
• People may have competing motives for involvement.
• People have both shared and unique motives.
• Gender differences in motivation exist.
• Motives differ across cultures.
How to Identify Participant Motives

- Observe participants.
- Talk informally to others.
- Ask participants directly.
Major Motives for Sport Participants

- Improving skills
- Having fun
- Being with friends
- Experiencing thrills and excitement
- Achieving success
- Developing fitness
<table>
<thead>
<tr>
<th>Joining</th>
<th>Continuing</th>
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<tbody>
<tr>
<td>Health factors</td>
<td>Enjoyment</td>
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<td>Weight loss</td>
<td>Liking instructor</td>
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<td>Fitness</td>
<td>Liking type of activity</td>
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<td>Self-challenge</td>
<td>Social factors</td>
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<td>Feeling better</td>
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Five Guidelines for Building Motivation: Guideline 3

• **Guideline 3:** Change the environment to enhance motivation.
  – Provide both competitive and recreational opportunities.
  – Provide for multiple motives and opportunities.
  – Adjust to individuals within groups.
Five Guidelines for Building Motivation: Guidelines 4 and 5

- **Guideline 4**: Leaders influence motivation directly and indirectly.

- **Guideline 5**: Use behavior modification to change undesirable participant motives.
Developing a Realistic View of Motivation

• Motivation is a key variable in both learning and performance contexts.

• Physical and psychological factors beyond motivation influence behavior and must be considered.

• Some motivational factors are more easily influenced than others.
Achievement Motivation and Competitiveness

• **Achievement motivation** is a person’s orientation to strive for task success, persist in the face of failure, and experience pride in accomplishments (Gill, 2000).

• **Competitiveness** is a disposition to strive for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others (Martens, 1986).
Keys to Achievement Motivation and Competitiveness

• **Achievement motivation**: Self-comparison of achievement.

• **Competitiveness**: Social evaluation or comparison.
Achievement Motivation Influences

- Choice of activities
- Effort to pursue goals
- Intensity of effort
- Persistence in the face of failure and adversity
Theories of Achievement Motivation

- Need achievement theory
- Attribution theory
- Achievement goal theory
- Competence motivation theory
Figure 3.4

Personality factors

- Motive to achieve success
- Motive to avoid failure

Situational factors

- Probability of success
- Incentive value of success

Resultant tendency

- Approach success
- Avoid failure

Emotional reactions

- Focus on pride of success
- Focus on shame of failure

Achievement behavior

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

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Attribution Theory

- Attributions: How people explain their successes and failures
- Basic attribution categories:
  - Stability
  - Locus of causality
  - Locus of control
Table 3.1

<table>
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<tr>
<th>Attributions</th>
<th>Psychological result</th>
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<td><strong>Stability factors</strong></td>
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<td>Increased motivation</td>
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<tr>
<td>Out of one’s control</td>
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Achievement Goal Theory

• To understand someone’s motivation, we must understand what success and failure mean to that person.

• The best way to do that is to examine a person’s achievement goals and how they interact with that individual’s perceptions of competence, self-worth, or perceived ability.
Achievement Goal Theory

- **Outcome goal orientation (or competitive goal orientation):** Comparing performance with and defeating others.

- **Task (mastery) goal orientation:** Improving relative to one’s own past performances.

- **Social goal orientation:** Judging competence in terms of affiliation with the group and recognition of being liked by others.
Keys of Achievement Goal Theory

- Focus extra attention on task-oriented goals.
- Foster mastery or task motivational climates.
- “Success comes from knowing that you did your best to become the best that you are capable of becoming” – John Wooden

» How will you define SUCCESS?
Keys of Competence Motivation Theory

• People are motivated to feel worthy or competent.
• Feelings of competence and worth, as well as perceptions of control, determine motives.
Figure 3.7

Feedback and reinforcement

Self-esteem or perceived competence or perceived control

Motivational orientations
- Intrinsic or extrinsic
- Task or outcome
- Trait or anxiety

Affect
- Enjoyment
- Anxiety
- Pride
- Happiness
- Shame

Motivation

Adapted by permission from Weiss and Chaumeton 1992.
Developing Achievement Motivation and Competitiveness

• Is achievement motivation learned?
• At what age do children develop achievement tendencies?
• Can sport and exercise professionals influence and motivate children toward certain kinds of achievement?
Stages of Developing Achievement Motivation and Competitiveness

- Autonomous competence stage
- Social comparison stage
- Integrated (self- and social-comparison) stage
Figure 3.8

Autonomous competence stage (self comparison)

Integrated stage (self and social comparison)

Social comparison

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Implication for Professional Practice

1. Recognize the interaction of personal and situational factors influencing achievement behavior.
   - Stage of achievement behavior
   - Goal orientation
   - Attributions
   - Situations approached or avoided

(continued)
Implications for Professional Practice (continued)

2. Emphasize mastery (task) goals and downplay outcome goals. Create a mastery motivational climate.

3. Monitor and alter attributional feedback.

5. Help participants determine when to compete and when to focus on individual improvement.

6. Enhance perceptions or feelings of competence and control.
Take A Look Inside. See What You Find.
Take A Look Inside

• Harvey Dorfman, author of *The Mental Game of Baseball* says that in trying to get athletes to change, there is a three step process that they can follow:

1. Development of awareness
2. Having a strategy to improve performance
3. Implementation of the strategy
The FedEx Phenomena