# Motivation

C.3 · SL

# Paying children to draw

> A reward can turn play into work.

- Children expecting a certificate later drew about half as much.
- Children without a reward kept drawing.
- This unit: rewards $\rightarrow$ needs $\rightarrow$ goals $\rightarrow$ attributions $\rightarrow$ **self-efficacy**.

# Intrinsic and extrinsic

## Intrinsic

For the activity itself.

Enjoyment, challenge.

## Extrinsic

For something outside it.

Medals, praise, a team place.

# Cognitive evaluation theory

> Reward improvement, unexpectedly and specifically.

- Controlling rewards lower **intrinsic motivation**.
- Informational rewards can raise it.

# Three basic needs

| Need | Coach can |
|---|---|
| **Autonomy** | Offer choices, explain reasons |
| **Competence** | Achievable challenges, specific feedback |
| **Relatedness** | Team spirit, respect for all |

# The continuum




- Controlled, external and introjected.
- Autonomous, identified, integrated, intrinsic.

exercises.lol exercises.com.cn

# Reading motivation scores

1. **Autonomous.** 5.5 to 6.2, high
2. **Controlled.** 2.0 to 3.1, low
3. **Prediction.** Likely to persist

**Decision**

Mainly autonomous motivation

# Achievement motivation

| Need to achieve | Need to avoid failure |
| --- | --- |
| Welcomes evaluation. | Avoids being judged. |
| Persists after failure. | Gives up quickly. |

# Task and ego orientation

## Task

Success is improving.

Compare with yourself.

## Ego

Success is beating others.

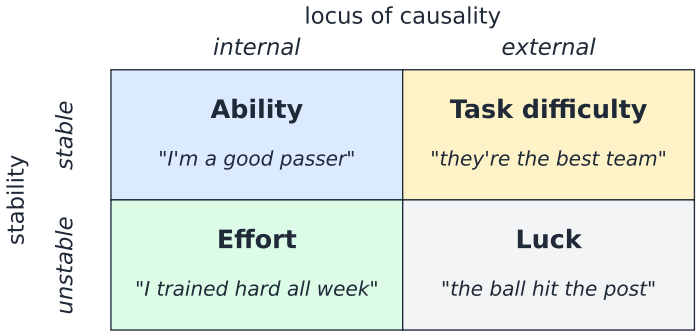
Compare with others.

# A mastery climate

TARGET: tasks, authority, recognition, grouping, evaluation, timing.

- Effort and improvement rewarded; mistakes are learning.
- More enjoyment, less anxiety.

# Weiner's attributions




- Locus, stability and controllability.
- Effort is the most controllable.

# Helpful attributions

**After success**

Internal, stable.

"I am skilled."

**After failure**

Internal, unstable, controllable.

"I can prepare better."

# Retraining an attribution

1. **Now.** Internal, stable, uncontrollable
2. **Evidence.** Second serve in only 40 % of the time
3. **New.** Practise the serve; win more points

## Decision

Unstable, controllable causes prevent **learned helplessness**

# Sources of self-efficacy

| **Source** | **Example** |
|---|---|
| Performance accomplishments | Landed it in training |
| **Vicarious experience** | A similar teammate lands it |
| **Verbal persuasion** | "You're ready" |
| Emotional states | Nerves read as readiness |

# Check: which source?

**Your turn**

A swimmer gains confidence after watching a teammate of similar ability finish the race. Which source is this?

A. Performance accomplishments
B. Vicarious experience
C. Verbal persuasion
D. Emotional states

# Stages of change

Precontemplation $\rightarrow$ contemplation $\rightarrow$ preparation $\rightarrow$ action $\rightarrow$ maintenance.

- About half of new exercisers drop out within 6 months.
- Action, the stage with the highest risk.

# Dropout from a club

1. **December.** $(80 - 56) \div 80 = 30\ \%$
2. **March.** $(80 - 44) \div 80 = 45\ \%$
3. **Action.** Enjoyment, friends, visible progress

**Decision**

Support fits the stage of change

# Exam tips

Define motivation by the direction and intensity of effort.

- Rewards, controlling or informational?
- Classify attributions on all three dimensions.
- Orientation is personal; climate is the environment.

# Check yourself

## Try these

Place "I'd feel ashamed if I quit" on the self-determination continuum.

Explain which attributions help after failure.

Outline four sources of self-efficacy for a back flip.