Applying Sport Psychology

Four Perspectives

Jim Taylor • Gregory Wilson
editors

Applying Sport Psychology

FOUR PERSPECTIVES

Jim Taylor, PhD

Gregory S. Wilson, PED

University of Evansville

Human Kinetics

Cataloging-in-Publication Data

Applying sport psychology : four perspectives / Jim Taylor, Gregory S. Wilson, editors.
p. ; cm.
Includes bibliographical references and index.
ISBN 0-7360-4512-0 (soft cover)
1. Sports--Psychological aspects. I. Taylor, Jim, 1958- . II. Wilson, Gregory S. (Gregory Scott), 1960- .
[DNLM: 1. Sports-psychology. 2. Psychology, Applied. QT 260 A6485 2005]
GV706.4.A68 2005
796.01--dc22 2005018528

ISBN-10: 0-7360-4512-0
ISBN-13: 978-0-7360-4512-4

Copyright © 2005 by Jim Taylor and Gregory S. Wilson

All rights reserved. Except for use in a review, the reproduction or utilization of this work in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including xerography, photocopying, and recording, and in any information storage and retrieval system, is forbidden without the written permission of the publisher.

Notice: Permission to reproduce the following material is granted to instructors and agencies who have purchased *Applying Sport Psychology: Four Perspectives:* pp. 39 and 41. The reproduction of other parts of this book is expressly forbidden by the above copyright notice. Persons or agencies who have not purchased *Applying Sport Psychology: Four Perspectives* may not reproduce any material.

The Web addresses cited in this text were current as of May 20, 2005, unless otherwise noted.

Acquisitions Editors: Amy N. Clocksin and Myles Schrag; **Developmental Editor:** Renee Thomas Pyrtel; **Assistant Editors:** Ann M. Augspurger and Maureen Eckstein; **Copyeditor:** Julie Anderson; **Proofreader:** Pam Johnson; **Indexer:** Betty Frizzéll; **Permission Manager:** Dalene Reeder; **Graphic Designer:** Fred Starbird; **Graphic Artist:** Yvonne Griffith; **Photo Manager:** Kelly J. Huff; **Cover Designer:** Robert Reuther; **Photographer (cover):** Comstock, Stockbyte, Photodisc; **Photographs (interior):** © Human Kinetics, unless otherwise noted; **Art Manager:** Kelly Hendren; **Illustrator:** Al Wilborn; **Printer:** Versa Press

Printed in the United States of America 10 9 8 7 6 5 4 3 2

Human Kinetics
Web site: www.HumanKinetics.com

United States: Human Kinetics
P.O. Box 5076
Champaign, IL 61825-5076
800-747-4457
e-mail: humank@hkusa.com

Canada: Human Kinetics
475 Devonshire Road Unit 100
Windsor, ON N8Y 2L5
800-465-7301 (in Canada only)
e-mail: orders@hkcanada.com

Europe: Human Kinetics
107 Bradford Road
Stanningley
Leeds LS28 6AT, United Kingdom
+44 (0) 113 255 5665
e-mail: hk@hkeurope.com

Australia: Human Kinetics
57A Price Avenue
Lower Mitcham, South Australia 5062
08 8277 1555
e-mail: liaw@hkaustralia.com

New Zealand: Human Kinetics
Division of Sports Distributors NZ Ltd.
P.O. Box 300 226 Albany
North Shore City
Auckland
0064 9 448 1207
e-mail: info@humankinetics.co.nz

Preface

Legendary U.S. collegiate and Olympic swimming coach James "Doc" Counsilman wrote nearly 20 years ago that "future improvements in swimming may come, not from better physical preparation, but from better mental or psychological preparation for both practice and competition" (1977, p. 266). Since then, there has been a growing awareness and appreciation of the significant impact that the mind has on athletic performance. With this increased recognition, researchers in sport psychology have focused on identifying the specific mental factors that play a pivotal role in athletic performances. In turn, sport psychology consultants have developed intervention methods based on this research and their own experiences working with coaches and athletes. Somewhat apart from this formal exploration of sport psychology, coaches and athletes have conducted their own "research" derived from their direct experience with athletic performance and have developed their own techniques for maximizing sport performance.

This divergence of information gathering between those who study sport psychology—researchers and consultants—and those who experience sport psychology—coaches and athletes—has resulted in a chasm of our understanding of how the mind affects sport performance.

To help bridge that gap, *Applying Sport Psychology: Four Perspectives* is the first book to integrate the views of researchers, consultants, coaches, and athletes in a wide-ranging and in-depth exploration of the essential mental areas that influence sport performance.

This book is designed to benefit a diverse audience. It will appeal to researchers who want to gain a full understanding of the latest theoretical and empirical investigations in the field. This book will be a useful textbook in academia—for professors and students alike—as a comprehensive source of information about the mental aspects of sport performance. Consultants will value *Applying Sport Psychology: Four Perspectives* for the depth and breadth of knowledge and strategies they can learn from researchers and other consultants and from coaches and athletes who are "in the trenches" using sport psychology every day. Coaches will benefit from this book for its diverse points of view in their work with athletes. Finally, athletes will learn practical information and tools from leading researchers, consultants, and coaches that they can use to enhance their sport performances.

Each chapter in *Applying Sport Psychology* contains four integrated discussions of relevant issues. Within each chapter, a sport psychology researcher provides the theoretical and empirical foundation of the topic, which reviews the latest conceptual and scientific research in the area. Supporting this theoretical perspective, a sport psychology consultant integrates the research findings with hands-on experience to provide an overview of intervention knowledge and strategies aimed at enhancing sport performance. The consultant acts as the bridge between the research and the "real-world" applications of sport psychology. Integrated throughout each chapter are salient comments from successful coaches and athletes. Providing personal insights, these observations describe both the coach's and athlete's perspective and experiences dealing with the issue at hand. This unique approach allows the reader to fully grasp the many layers of each topic addressed in *Applying Sport Psychology*.

The book is divided into four parts, each dealing with important issues in applied sport psychology. Part I, Psychological Factors in Athletic Performance, describes the most essential mental factors associated with sport performance. The topics discussed are motivation, confidence, intensity, focus, and emotions. Part II, Enhancing Athletic Performance, addresses the intervention strategies that are most commonly studied by researchers and used by consultants, coaches, and athletes. The techniques that are most often used to enhance performance are psychological assessment, goal setting, mental imagery, and routines. Part III, Psychology and the Coach, considers areas that are most relevant to coaching effectiveness: the coach–athlete relationship and team cohesion.

Part IV, Psychological Problems of Athletes, focuses on serious mental and physical issues that athletes may confront. Although performance enhancement is most often associated with applied sport psychology, there is a growing awareness of areas beyond athletic performance that can affect athletes as people. Topics addressed are injuries, eating disorders, substance abuse, and career transitions.

Sir Roger Bannister (1981), in *The Four Minute Mile*, observed, "Experiments in the laboratory are not of much practical value to athletes" (p. 133). Unfortunately, many athletes, coaches, and some consultants share this attitude. We suggest that this perception is based largely on the fact that coaches and athletes have had few opportunities to interact in a collaborative way with the scientific community. Furthermore, even sport psychology consultants have not always been included in the development and implementation of research that could have practical value to coaches and athletes. We hope that *Applying Sport Psychology: Four Perspectives* acts as a bridge to span the chasm that we spoke of earlier and encourages the producers, conveyors, and consumers of applied sport psychology to build meaningful relationships. Only by building this bridge can we hope to gain a more complete understanding of the impact of mental factors on sport performance and expect to develop more effective tools that will allow athletes to push the limits of what is possible.

A Note on Chapter Authorship

Applying Sport Psychology: Four Perspectives illustrates a process or a flow of information in each of the topic areas that the book covers. As a result, the placement of the titles (researcher, consultant, coach, and athlete) is especially important to the book's purpose. This flow of information highlights the uniqueness of the book and shows how theory is often applied in real-life settings. We want to make it clear that the order of authorship in each chapter is determined by the individual's role in this flow of information, not by relative workload of all the authors, as is customary convention in academic authorship.

Both the editors of this book and Human Kinetics are grateful for the work of all involved, especially the lead contributors that organized the "chapter teams." Specifically, this "team" concept gets at the heart of what the book is about, and offers the reader four very unique insights into sport psychology.

此为试读,需要完整PDF请访问: www.ertongbook.com

Acknowledgments

I express my deepest gratitude to my coeditor, Dr. Gregory Wilson, whose dedication, professionalism, hard work, patience, and tough love with the contributors made this book possible. Because of the power of the Internet, I have had a wonderful collaboration with someone whom I have never met. Gregg, it has been a pleasure.

I would also like to thank my wife, Sarah, because you complete me.

J.T.

The idea for this book would never have come to fruition if not for Jim's guidance. It is truly amazing what can be accomplished via the Internet. Jim, thanks for keeping my feet on the ground throughout this project. It has been my privilege to work with you.

Most important, I thank my wife Roseann, daughter, Jessica, and son, Kyle. Your love, support, and encouragement make all things possible.

G.W.

We would like to thank the researchers, consultants, coaches, and athletes who contributed to *Applying Sport Psychology: Four Perspectives*. Without their expertise and commitment, our vision would never have been realized.

We would also like to express our gratitude to everyone at Human Kinetics, including Rainer Martens, Amy Clocksin, Myles Schrag, and Renee Thomas Pyrtel, for their faith in us and their immense patience in getting this book finished.

J.T., G.W.

Contents

Preface vii
Acknowledgments ix

Part I Psychological Factors in Athletic Performance 1

CHAPTER 1 Motivation 3

Brent Walker • Sandra Foster • Scott Daubert • DeDee Nathan

Sport-Specific Definition of Motivation 4
Impact of Motivation on Athletic Performance 5
Sources of Motivation for Sport Participation 6
Identifying and Strengthening Optimal Motivation Levels 12
Reaching and Sustaining Ideal Motivation 15

CHAPTER 2 Confidence 21

Luis G. Manzo • Gregory W. Mondin • Bobby Clark • Terri Schneider

Defining Confidence in Sport 22
Assessing Confidence 24
Developing Confidence 24
Defining the Optimistic Mind-Set 28
Developing an Optimistic Mind-Set 29

CHAPTER 3 Intensity 33

Gregory Wilson • Jim Taylor • Finn Gundersen • Terry Brahm

Sport-Specific Definition of Intensity 34
Identifying Optimal Intensity 37
General Intensity Control Strategies 40
Controlling Overintensity 42
Controlling Underintensity 46

CHAPTER 4 Focus 51

Richard K. Stratton • Kim Cusimano • Chuck Hartman • Nicole DeBoom

Understanding Focus in Sport 52
Components of Focus 54
Focus Style 56
Assessing Focus 57
Focus Strategies 58
Focus on the Ultimate Goal 62

CHAPTER 5 Emotions 65

Marc Jones • Jim Taylor • Miyako Tanaka-Oulevey • Mary Grigson Daubert

Defining Emotions and Emotional Experiences 67
Emotions and Athletic Performance 69
Why Athletes Respond Emotionally 73
Gaining Emotional Mastery 75
Techniques for Emotional Mastery 77

Part II Enhancing Athletic Performance 83

CHAPTER 6 Psychological Assessment 85

Thad R. Leffingwell • Natalie Durand-Bush • Dean Wurzberger • Petra Cada

Characteristics of Sound Measures 87
Uses of Psychological Assessment 88
Additional Assessment Methods 99

CHAPTER 7 Goal Setting 101

Robert S. Weinberg • Robert J. Harmison • Ric Rosenkranz • Stacia Hookom

Understanding Goal Setting and Sport Performance 102
Goal-Setting Interventions in Sport 104
Why Goals Work 105
Goal-Setting Principles 106
Goal-Setting Program 108

CHAPTER 8 Mental Imagery 117

Bruce D. Hale • Lynn Seiser • E.J. McGuire • Eric Weinrich

Understanding the Use of Mental Imagery in Sport 119
How Does Mental Imagery Work? 119
Impact of Mental Imagery 121

Maximizing the Value of Mental Imagery 124
Contributors to Effective Imagery 127
Structuring Mental Imagery 128
Developing a Mental-Imagery Program 132

CHAPTER 9 Routines 137

Thomas Schack • Blair Whitmarsh • Ron Pike • Chrissy Redden

Understanding the Rationale for Routines 138
Measuring the Effects of Routines on Performance 141
Convincing Athletes of the Benefits of Routines 142
Types of Routines 144
Practical Concerns 149

Part III Psychology and the Coach 151

CHAPTER 10 Coach–Athlete Relationship 153

Sophia Jowett • Geoff Paull • Anne Marte Pensgaard • Per Mathias Hoegmo • Hege Riise

Understanding the Coach–Athlete Relationship 155
Influences on the Coach-Athlete Relationship 159
Obstacles to Effective Coach-Athlete Relationships 163
Facilitating Coach-Athlete Relationships 166

CHAPTER 11 Team Cohesion 171

Ulf Schmidt • Rick McGuire • Sue Humphrey • George Williams • Brian Grawer

Understanding Team Cohesion 172
Relationship Between Team Cohesion and Athletic Performance 174
Life of a Team 174
Assessing Team Cohesion 178
Enhancing Team Cohesion 179

Part IV Psychological Problems of Athletes 185

CHAPTER 12 Injury 187

Edmund O'Connor • John Heil • Peter Harmer • Iris Zimmerman

Patient As Athlete 189
Understanding the Psychological Factors of Injury and Rehabilitation 189
Path to Rehabilitation Failure 192
Path to Rehabilitation Success 196
Remarkable Recovery 203

CHAPTER 13 Eating Disorders 207

Judy Goss • Susan Cooper • Danny Stevens • Sheilagh Croxon • Nikki Dryden

Definitions of Eating Disorders 209
Prevalence of Eating Disorders 211
Symptoms of Eating Disorders Among Athletes 213
Associated Health Problems 215
Causes of Eating Disorders 217
Sport-Specific Contributors to Eating Disorders 219
Treatment of Eating Disorders 221
Prevention of Eating Disorders 227

CHAPTER 14 Substance Abuse 229

Victoria L. Bacon • Bart S. Lerner • Dave Trembley • Michael Seestedt

Why Athletes Take Drugs 231
Commonly Used Substances 234
Recognition, Prevention, and Intervention 240
Treatment for Substance Abuse 242
Drug Treatment Professionals 245
Drug Testing 245

CHAPTER 15 Career Transitions 249

Mitchell A. Levy • Lauren Gordon • Roseann Wilson • Casey Barrett

Definitions of Career Transitions in Sports 251
Social and Pschological Explanations of Career Transition 251
Causes of Career Transitions 253
Psychological Reactions to Career Transition 254
Coping Factors Related to Quality of Career Transition 256
Career Transition Interventions 260
Sample Programs in Sport 263
Sample Programs From Dance 265

References 267
Index 293
About the Editors 299
About the Contributors 301

PART

I

Psychological Factors in Athletic Performance

Part I begins the exploration of applying sport psychology for researchers, consultants, coaches, and athletes. This section covers five psychological areas (motivation, confidence, intensity, focus, and emotions) that are widely believed to have the most influence on athletic performance. Considerable research is described in the following chapters that has found robust and consistent relationships between these five psychological issues and competitive performance. Our own experience and discussions with many applied sport psychology consultants, coaches, and athletes in many sports from around the world have shown that these five factors also play a significant role in the "real world" of sport.

The five psychological areas, derived from a performance pyramid developed by Taylor (2001), are ordered in a reasoned way, in which they ascend from a general influence on training and preparation to a specific and immediate impact on competitive performance. At the base of the pyramid lies motivation, because without motivation there is no interest or desire to train. Motivation ensures that athletes put in the necessary time and effort to be totally prepared to perform their best. Chapter 1 examines the effect that motivation has on athletes' training and competitive efforts and what consultants, coaches, and athletes can do to maximize motivation.

From motivation and preparation comes confidence in athletes' physical, technical, and tactical capabilities and in their ability to perform their best in important competitions. Confidence gives athletes the desire to compete and the belief that they can achieve their goals. Chapter 2 explores the essential role that confidence plays in all facets of training and competition. Particular emphasis is placed on how confidence evolves naturally through effective preparation and specific strategies that are designed to proactively develop confidence.

From confidence comes athletes' ability to manage their intensity and respond positively to the pressures of competition, which enables athletes to consistently

此为试读,需要完整PDF请访问: www.ertongbook.com

maintain their ideal level of intensity so they are physically capable of performing their best. Chapter 3 describes the relationship that intensity has with competitive performance. Emphasis is placed on how athletes can identify their optimal level of intensity and how they can adjust it before and during competitions.

From intensity comes the ability to focus effectively and avoid distractions during training and competition. Chapter 4 discusses the often misunderstood influence that focus has on competitive performance. The issue of focus is demystified and a practical approach described that offers simple and practical techniques for enhancing focus during competition.

From these four psychological factors comes athletes' ability to master their emotions and ensure that emotions help rather than hurt their competitive performances. Chapter 5 explores what is perhaps the most complex and challenging psychological influence on performance. A discussion of the counterintuitive relationship that emotions have with performance is offered as well as insights into how athletes can best manage their emotions in competition. Having ascended this performance pyramid, athletes will have the tools to achieve their goals and perform to the best of their abilities.

CHAPTER

1

Motivation

Brent Walker, PhD—researcher
Sandra Foster, PhD—consultant*
Scott Daubert, BA—coach
DeDee Nathan, MS—athlete

The objectives of this chapter are

- to arrive at a definition of motivation that is meaningful for coaches, athletes, and consultants;
- to describe how motivation affects athletic performance while integrating the theories of motivation;
- to offer recommendations and resources to help athletes discover their ideal level of motivation; and
- to offer practical suggestions for helping athletes to initiate and sustain motivation at ideal levels during the competition season and beyond.

*Though Brent Walker, the researcher, is listed as the first author for this chapter to maintain consistency with the four perspectives highlighted in this book, the editors credit Sandra Foster, the consultant, as the lead contributor to this chapter.

When watching Olympic athletes compete, viewers may wonder why athletes train so long and hard for the short time during which they put their skills to the test. What is their motivation? Some spectators may be convinced that these athletes are motivated by a hunger for fame or financial reward. Others might suggest that these athletes' motivation is self-oriented, a push to achieve a personal goal or to experience peak performance. Still others might believe that winning a gold medal for one's country is the ultimate drive.

Which of these speculations is most accurate? This chapter provides some answers to this question as it examines motivation, an important topic to applied sport psychology researchers and consultants as well as to coaches and athletes. The next pages focus on situations frequently studied by researchers and encountered by consultants, coaches, and athletes when they must grapple with shifts in athletes' motivation that emerge during a season and those that can occur after significant losses.

Key Issues

Motivation influences both daily progress and competition outcomes from the very moment a young person signs up for Little League or a high school basketball player accepts a scholarship at a Division I university. The impact of a team's collective motivation—its presence or absence—figures prominently in the strategic decisions made by coaches throughout a season, from the opening day of training camp to the playoffs. And a child's motivation, as evidenced by his or her mood and effort exhibited during sport, can be a source of consternation, confusion, or celebration for parents.

Motivation is related to an athlete's level of self-confidence and effectiveness of goal setting, topics described in detail in later chapters (chapters 2 and 7, respectively). Likewise, motivation is intertwined with athletes' emotions (see chapter 5). However, motivation can be considered on its own merit as a crucial element in understanding why athletes compete successfully, persist during training, and choose to remain involved in sport, even after major setbacks.

Chapter Purpose and Author Team

This chapter's intent is to survey theoretical models of motivation and to offer practical recommendations for increasing its positive impact on athletic performance. Dr. Brent Walker, the researcher, provides the empirical basis for the chapter as he weaves both theory and outcomes from specific studies into the recommendations. The consultant, Dr. Sandra Foster, draws on her experiences with athletes whose chosen sport demands both technical prowess and finely tuned mental skills (such as golf, figure skating, and martial arts) to illustrate the role of motivation in training persistently and competing successfully. The coach and athlete contributors, Scott Daubert, a manager of professional mountain bike teams, and DeDee Nathan, a former Olympic heptathlete, share their stories and insights throughout, giving voice to how motivation exerts its impact in real time.

Sport-Specific Definition of Motivation

A fundamental definition of motivation usually refers to the *drive* to engage in an activity. The term *will* is often used interchangeably with *drive* to indicate a mental predisposition to initiate and persist in an endeavor. Other definitions of motivation address the amount of effort exerted and the direction of that effort, that is, whether the person is motivated to pursue desired end results or to avoid painful outcomes.

Motivation also has been defined as the ability to act. However, this reference to ability brings into play concepts such as self-efficacy beliefs, talent, capacities, physical states, and momentary needs—aspects of motivation that will be

considered in other chapters. For the sake of clarity, the following sport-specific definition is used throughout the chapter: Motivation is the inclination to pursue and persist in activities related to one's sport.

Impact of Motivation on Athletic Performance

Researchers Ryan and Deci (2000) put their considerable understanding of motivation very succinctly: "Motivation concerns energy, direction, persistence, and equifinality—all aspects of activation and intention. Motivation . . . is at the core of biological, cognitive, and social regulation. Perhaps more important, in the real world, motivation is highly valued because of its consequences: Motivation produces" (p. 69). These last two words help explain why coaches, athletic directors, parents, and even alumni want athletes to be motivated: because this condition leads to much-desired outcomes. Motivation moves an athlete to engage in needed preparation, even when practices are difficult, grueling, and long. Highly motivated athletes will stay focused and defer their involvement in other activities to postseason time off or even until retirement from sport. The degree of an athlete's motivation is reflected in his lifestyle choices—whether he is committed to practicing good eating and sleep habits and refrains from the use of street drugs and alcohol for the sake of attaining the physical conditioning conducive to high performance.

Motivation As a Component Under an Athlete's Control

What perhaps makes motivation so important in the minds of sport psychology consultants is that it can be understood as the factor over which athletes appear to have the most control. An individual, or even a team, can shift motivation, sometimes quickly. We can see evidence of this in wildly different second-half performances, suggesting that the coach or the team captains got the motivation going during halftime. Most football fans can recall a breathtaking "Hail Mary," the ultimate display of a last-minute burst of motivation. Other factors affecting competition performance, such as an athlete's physical attributes or talent or the difficulty of a task, are far less rapidly changed.

Evidence of High Motivation

Motivated athletes exhibit abundant energy and enthusiasm. In a word, they are "on." The gaze of a motivated athlete is purposeful, her movements deliberate. Her posture and walk portray an air of confidence. Think of Venus or Serena Williams striding onto the court at the 2003 Australian Open. In precompetition activities such as warming up, motivated athletes convey their intention to display skill effectively and outplay the competition. Think of the Brazilian soccer team before the final round of the 2002 World Cup. There may be a seriousness or toughness in their interactions with competitors or even the fans that seems to declare, "I have a job to do and will not be distracted by anything."

Evidence of motivation is likewise apparent in comeback situations, when athletes demonstrate resilience and dedication as they return to a competition site to "get it right this time." Croatian skier Janica Kostelic is one example of such motivation. After clinching the 2003 overall World Cup title, she won a fifth World Cup slalom race in Sweden, where she had never before skied well despite several attempts. "It was really nice to finally get a good result here," she told the press afterward. "I gave it everything I had" ("Kostelic Beats Paerson," 2003).

Motivated athletes arrive on time for training sessions, ready to devote their energies to meeting the objectives set by the coach. Their equipment is in good shape. They have taken steps to resolve problems with interests or responsibilities that compete for their time and attention. Their motivation, measured as their overall commitment to their sport, is observable in the effort they expend to master new skills and to memorize important maneuvers and in the interest they show when given corrective feedback by coaches.

Evidence of Low Motivation

Defeat, dejection, and despair are signs of *amotivation* (Ryan and Deci, 2000) or what we would call low motivation. In contrast to motivated athletes, amotivated athletes appear to be uninvolved, disengaged from the action, and distracted. Their participation looks impaired or half-hearted. A slight setback in competitive circumstances and the amotivated athlete will stop whatever effort he had been exhibiting, quite the opposite reaction of the motivated athlete, who will strive even harder to get back in the game when facing a setback.

An amotivated athlete may be late to practice or may not make it at all. Behaviorally, an amotivated athlete may seem listless, slow to respond, and even confused by the coach's instructions. A progressive withdrawal may occur, or the athlete may even quit. Emotionally, an amotivated athlete may manifest flat affect and blunted reactions to others or may seem sad or hopeless.

Evidence of Other Problems With Motivation

Another problem with motivation can be seen in the manifestation known as *excessive motivation*. Although some researchers conclude that overtraining and burnout are conditions resulting from motivation in its extreme (cf. McKenzie, 1999), such conditions can be an understandable yet unhealthy response to the athlete's perception that he lacks the resources needed in the face of high demand. While appearing to be "too motivated," athletes who are overtraining may be responding to a number of forces, for example, coercive coaching, parental pressures, or an overidentification of self-as-athlete, in the absence of any other source of self-worth. One example of excessive motivation was discussed by Krane and her colleagues (Krane, Greenleaf, and Snow, 1997) in their qualitative case study of a young female gymnast who exhibited relentless overtraining. These researchers noted the coach's pressure on the gymnast to win and his impatience with her many injuries. The researchers also described her need for perfection and to outdo others.

In a later section of this chapter, practical recommendations are offered to illustrate ways in which consultants and coaches can help athletes with problems in motivation. Now, we turn to conceptual background and the research on motivation.

Sources of Motivation for Sport Participation

From its beginnings, the field of psychology has been intrigued by the subject of motivation. Influenced by philosophers of ancient Greece as well as 17th- and 18th-century European thinkers, the psychologists of the 20th century readily subscribed to the idea that human beings were motivated to seek pleasure and to avoid pain (Atkinson, 1957; McClelland, 1951; McClelland, Atkinson, Clark, and Lowell, 1953). Early on, theorists Thorndike (1935) and later Mowrer (1960), in their research on conditioning in animal learning, were influenced by this idea of hedonism. Freud (1920/1950), while making the case for the reality principle controlling the ego, also suggested that the reality principle was still influenced by the drive to seek pleasure and avoid pain. Although sport psychologists agree that motivation is vital to sport success, reasons for individual motivation often vary from athlete to athlete. Each athlete develops a view of motivation, and researchers interested in this issue have built on these previous theories derived from general psychology.

This section examines several key sources of motivation: (1) motivation as a function of an athlete's self-worth; (2) motivational levels in response to what researchers call "motivational climate"; (3) motivation as a function of whether an athlete is "moved" by factors that are outside herself or is driven from within (extrinsic vs. intrinsic motivation); and (4) motivation as a function of social influences, such as the athlete's parents and role models. The research is examined from the point of view of its value to consultants, coaches, and athletes.

Coach's Perspective

I've been closely involved with two cyclists who drew motivation from "crushing" their fellow competitors. Each of them spoke of how they would make their challengers hurt during the competition. These announcements came at race venues or during preparation (sometimes several months in advance of the event). I sometimes felt threatened by the athlete's tone and intentions, although I was not competing against them. Both riders could deliver the punishment they promised, so I suspect that voicing their intent was part of their process.

■ ■ ■ ■ ■

Motivation As a Function of Self-Worth or Social Goals

More recently in psychology, theorists have attempted to explain motivation in terms of self-worth (Harter, 1978) and the human desire to behave competently and receive positive feedback from others in challenging situations—what Harter termed *competence motivation theory* (Harter, 1978, 1981).

Elaborating on the theory of motivation based on competence, Urdan and Maehr (1995) added the dimension of socially oriented goals to the

original achievement motivation construct developed by Maehr and Nicholls (1980). Social goals were defined as "the perceived social purposes of success or failure" (Urdan and Maehr, 1995, p. 251) with success resulting in the approval of important others and being admired by one's group.

Motivation As Influenced by Goal Orientations and the Motivational Climate

Similar to the theories of Thorndike and Mowrer, Nicholls' (1984, 1989) achievement goal theory reflects what is known as an *approach–avoidance orientation,* which similarly proposes that people are motivated by the desire to seek success by demonstrating skill and to avoid failure resulting from exhibiting low-ability behavior. Nicholls further posited that there were two distinct goal orientations to which individuals are predisposed, acquired from the socialization they experienced at home, in school, and in physical activity contexts (Ames, 1992; Duda, 1992, 1993; Nicholls, 1984, 1989; Roberts, 1984, 1992, 2001).

These two orientations are known as an *ego orientation,* in which being better than others is important (social comparison), where competence is defined by using external standards or norm-based comparisons; and a *task orientation,* wherein the individual is self-referenced in that he compares his current progress with his own past achievements. He thus is motivated by the desire to master tasks and expand his performance repertoire. Furthermore, whether an individual adopts an ego or a task goal in a given situation depends on his dispositional orientation as well as the motivational climate of the situation (Ames, 1992).

Motivational climate refers to the behavior and attitudes exhibited by important others in a particular situation. Motivational climate affects an individual's motivation and *goal of action* by influencing her interpretations of what types of behaviors are necessary to succeed in that situation (Roberts, Treasure, and Kavussanu, 1997). If the situation is characterized by fierce competition, social comparison of one's results with those of others, and coaches who emphasize winning, then a *performance motivational climate* focused on achievement is said to exist, and individuals are likely to be *ego involved.*

If, instead, the situation is one in which learning is valued for its own sake, the improvement or mastery of skills is emphasized, and coaches exhort athletes to do their best, then a *mastery motivational climate* (Ames, 1992; Nicholls, 1989) is said to be operating, and individuals are likely to become *task involved.* Hence, success, failure, and achievement are recognized in terms of the individual's goal of action (Nicholls, 1984, 1989).

The definition of success is highly personal. What one athlete defines as success in a sport may not be considered success for another participant in the same sport (Roberts et al., 1997). Research has supported this conclusion by examining the beliefs that individuals develop in achievement situations. For example, Duda (1989) found that ego-oriented individuals linked their sport performance with their evaluation of themselves and with their perceived social status. That is, they were motivated by the desire to outdo others and to be "on top." In contrast, task-oriented athletes perceived links between their sport participation and performance and their level of effort and cooperation. What motivated them was a desire for self-improvement and to be part of a community.

So, an important question arises for coaches and consultants who want to enhance the motivation of sport participants. What type of motivational climate should be emphasized?

This key question has led to a heated debate among researchers (Duda, 1997, 2001; Hardy 1997, 1998; Harwood, Hardy, and Swain, 2000). Several have emphasized the importance of a mastery climate in the development of motivation (Duda, 1997; 2001; Roberts, 2001; Roberts et al., 1997). Others (Hardy 1997, 1998; Harwood et al., 2000) have argued that solely promoting a mastery climate does not correspond to the true dynamics of sport. What coaches and consultants might glean from this controversy is that aspects of both arguments have merit and that considering the developmental level of an athlete or team is crucial.

For example, when an athlete is attempting to learn new skills or hone existing ones, then a mastery climate that promotes task involvement sets the stage for engendering motivation that can help sustain persistence and promote adaptive achievement patterns. This has been especially true with children, as the research has consistently shown (for reviews, see Biddle, 2001; Duda, 1992, 1993; Roberts, 2001; Roberts et al., 1997; Treasure, 2001).

In contrast, at the highest developmental levels of sport where winning is paramount, an athlete's ego involvement is important and, very likely, necessary. Observations of many successful athletes, highlighting their ego-involved behavior, perhaps to an extreme, provide anecdotal support for this assumption. However, several lines of research

此为试读,需要完整PDF请访问: www.ertongbook.com