

# ACHIEVEMENT MOTIVATION

AM is viewed as a **personality trait** which is **activated by a situation**.

It is a concept to link personality with the **degree of competitiveness** of an individual or the extent of which an individual is motivated to succeed.

Atkinson and McClelland's AM theory:-

Proposed that there are **two** characteristics of an individual that relates to **achievement-type behaviour**, acquired through a combination of **trait** and **situational factors** - (interactionists)

— Need To Achieve (NAch)

The motivation to succeed or attain particular goals / people who are high in AM and demonstrate a **tendency to approach success (TAS)**.

— Need To Avoid Failure (NaF)

People who show avoidance behaviours / the fear of failure outweighs the desire to succeed / demonstrate a **tendency to avoid failure (TAF)**.

## NAch

- Looks for challenges (50/50 or harder)
- Values feedback
- Takes responsibility for own actions
- Not afraid of failure
- Optimistic
- High confidence
- Attributes performance to internal/controllable factors
- Aspire to master

## NaF

- Avoids challenging tasks (seek easy option)
- Does not like feedback
- Avoids responsibility
- Pessimistic
- Low confidence
- Attributes failure to external factors
- Learned helplessness

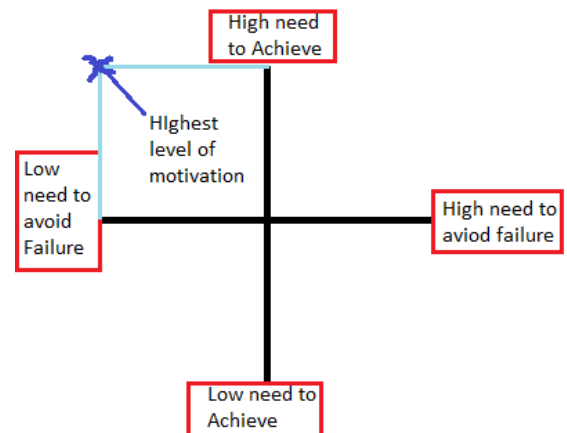
The **situation** contributes to an individual's AM level:-

- **Probability of success** – how easy is the task?
- **Incentive value of success** – the intrinsic value experienced by the individual after success has been achieved

**SITUATIONAL FACTORS WHICH DETERMINE COMPETITIVENESS (NACH/NAF) = PROBABILITY OF SUCCESS X RESULTING INCENTIVE VALUE IF SUCCESSFUL**

Strategies to improve AM:-

- Positively reinforce behaviour
- Avoid negative reinforcement
- Goal setting – to increase confidence and lower anxiety
- Rewards (tangible)
- Use of role models
- Ensuring that certain situations guarantee success



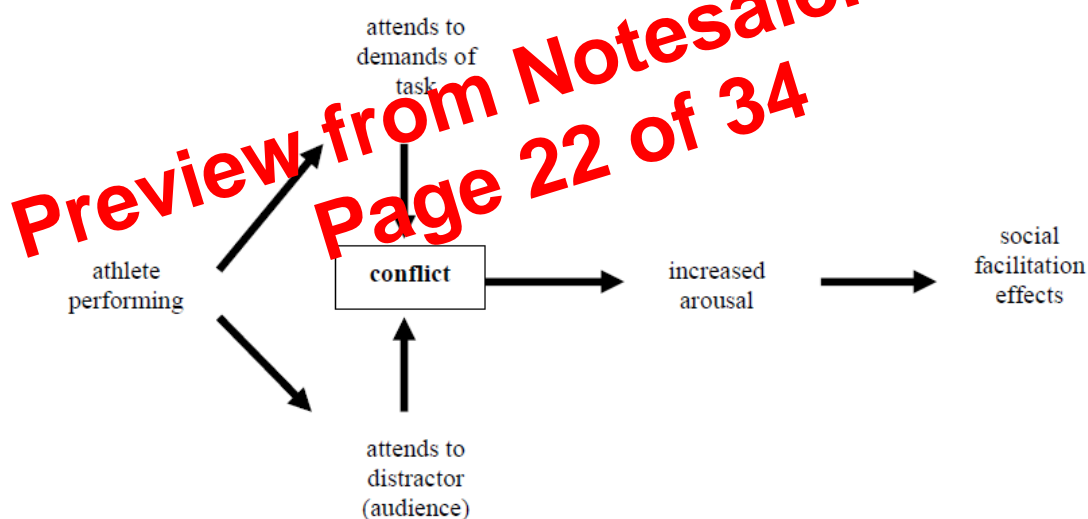
## Home-Field Advantage/Disadvantage

- **Crowd effect** - Sports such as Ice Hockey and Basketball (especially) benefit from being played at home. Large supportive crowds may contribute to improved performance especially when at a close proximity.
- **Familiarity** – A home crowd because offers familiarity and support. This includes playing surface, changing rooms etc. A better knowledge of facilities can make players **more relaxed, less anxiety, better attentional focus and more control over the pre-match routine.**
- **Travel factors** – This effect is believed to be greater when traveling over greater distances and across time zones.
- **Officiating** – While it is not intentional on the referee's part, there is evidence from football to suggest that the crowd can (and sometimes does) influence decisions. This is not conclusive and officiating bodies would dispute the findings.

*E.g: Of the 18 countries to host the Summer Olympics Games prior to 2004, 15 won the greatest percentage of available medals at home.*

## Barron's Distraction-Conflict theory

Suggests that individuals can only attend on a limited amount of cues, and that spectators demand the same attention as other players, resulting in more competition for attentional space. Complex actions are therefore impaired against large crowds.



# GOAL SETTING

The object of a person's ambition or effort; an aim or desired result.

## Types of goals

- **Short-term** – intended to give immediate success and are set initially at the level of the performer's existing capability.
- **Long-term** – ultimate aim which may take an extended period of time to complete and achieve.
- **Medium-term** – occur during the short-term goal sequence. They also improve access to long term goals.

## Critical evaluation

Short-term	Long-term	Medium-term
<ul style="list-style-type: none"> <li>☺ Research has shown that short term goals are most effective (Jarvis 2006).</li> <li>☺ Form a link between the athlete's initial capability and long term goals.</li> <li>☹ Due to immediate success, a reduction in drive to succeed can occur.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Provides an ultimate destination for performer and can increase focus.</li> <li>☹ LT goals can be daunting when used individually and can lead to anxiety &amp; decrease in motivation.</li> <li>☹ Cannot be achieved immediately</li> </ul>	<ul style="list-style-type: none"> <li>☺ Facilitates access to long term goals.</li> <li>☺ Endorse effectiveness of short term goals.</li> </ul>

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## Activity based goals

**Performance goals:** Based on judgements made of an individual against their **previous performances**.

*E.g. a 100m sprinter may set an objective to beat their PB.*

**Process goals:** Concerned with **improving techniques** to produce a **better performance**.

*E.g. a batter in cricket may work upon improving footwork during shot selection to achieve more runs.*

**Product (outcome) goals:** This type of goal focuses on the **end result** and is often externally controlled, with a great **focus on outcomes**.

*E.g. winning a tennis tournament*

## Critical evaluation

Performance	Process	Product
<ul style="list-style-type: none"> <li>☺ Most effective when set with a process goal.</li> <li>☹ Does not take into account potential external factors affecting previous performance. Goal therefore may not be accurate.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Athletes can have personal control over process goals and are not prone to external factors.</li> <li>☹ Guidance in achieving performance goals must be provided for cognitive learners.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Defines exactly what is needed to achieve the goal – e.g. winning.</li> <li>☹ Often controlled by external factors that cause anxiety and stress, which can result in lack of concentration for the performer.</li> </ul>

## Emotional control and arousal

### Emotional mastery

The process of achieving emotional mastery begins with recognising the negative emotional reactions (such as frustration, anger or despair) that hurt your sports performances.

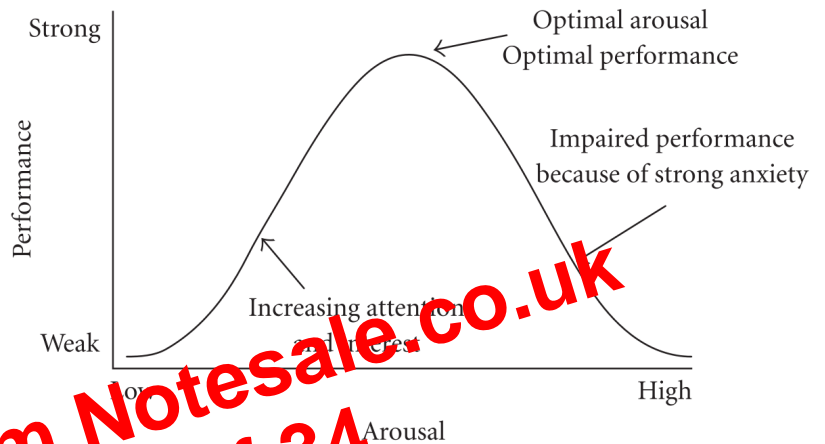
There are 4 types of emotional styles amongst athletes:

- 1) Seether – someone who hides their emotions before something triggers their release.
- 2) Rager – outlays emotional response immediately. Sometimes can be hurtful to performances (i.e. footballer getting a red card for their rash actions).
- 3) Brooder – someone who is more likely to experience learned helplessness rather than anger (like ragers/seethers would do).
- 4) Zen master – believes that negative emotions are ineffective. Top athletes take this stance.

### Yerkes-Dodson Law

Presents a relationship between arousal and performance. Similar to Inverted-U theory in AS.

Different tasks require different levels of arousal – for instance tasks with high cognitive demand are best performed with lower arousal levels. Equally, tasks with a lower cognitive demand are best with high arousal levels.



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