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Creating a Positive Motivational Climate: Strategies for Division I Women's Tennis Coaches

by

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Introduction

College coaches apply motivational strategies with the hope of optimizing their players' performance. Ideally, this concern for performance should be balanced with a concern for the well-being of their student-athletes. This research paper will focus on Division I women's tennis coaches, providing a literature review with implications. There is current theory and research coaches can use to shape positively their motivational practices and relationships with their players. When coaches' beliefs and behaviors are grounded in the literature, they are more likely to create a positive motivational environment for their athletes. Motivation plays an important role in the success of college athletes, and it is the coach's responsibility to implement motivational strategies to help their athletes reach optimal performance.

Purpose

The purpose of this paper is to develop a handbook of positive motivational strategies that enhance players' performance and well-being.

Statement of Problem

When coaches do not use constructive motivational strategies and create a negative motivational climate, both the performance and the well-being of the student athlete may be undermined. Athletes playing in a negative motivational climate are less likely to perform to their full potential or enjoy participating in their sport. This can lead to athletes feeling negative emotions towards the athletic experience, resulting in harm to the athletes, teams, and coaches.

Justification

Exploring optimal motivational strategies for Division I women's tennis coaches is vital. There are 335 Division I schools in the United States of America (NCAA.org). On average there are between 350 to 450 athletes per school who are participating in 14 of the Division I sports

offered (NCAA.org). Therefore, approximately 134,000 Division I athletes are affected by the motivational climate in which they participate. Creating a positive motivational climate for Division I athletes is crucial in motivating athletes toward success on and off the sports field. Division I coaches have the ability to impact, either positively or negatively, the lives of many student-athletes.

Constraints

The implications from this research study will be based on the researcher's interpretation and application of the literature. In this research paper not all the theoretical literature has been empirically validated, although the researcher's analysis and application of the literature does present opportunities for further research. Another possible constraint is the small amount of research investigating optimal motivational strategies for a women's team specifically. Much of the current research has been conducted with male athletes. Motivational strategies may affect females differently than males.

LITERATURE REVIEW

Introduction

With this research paper focusing on Division I women's tennis coaches and their important role in creating a positive motivational climate for their athletes, this next section of the research paper will focus on a literature review. The literature review will first define the theories applicable to understanding optimal human motivation, followed by a review of the research applying these motivation theories to sport.

Self-Determination Theory

Self-Determination Theory (SDT) suggests that motivated behaviors vary in the degree to which they are autonomous versus controlled (Ryan & Deci, 2000). Behaviors that are autonomous have an internal perceived locus of causality, are experienced as volitional, and are performed out of interest or personal importance (Black & Deci, 2000). SDT specifies factors that nurture the innate human potentials entailed in growth, integration, and well-being, and explores the processes and conditions that foster the healthy development and effective functioning of individuals, groups, and communities (Ryan & Deci, 2000).

SDT is an important theory to help understand how to increase a person's motivation and willingness to put forth effort in a particular activity. Understanding and knowing how to harness and direct individuals' natural inclination to actively and autonomously engage in their environments can provide the foundation for optimal motivational strategies. The more self-determined a person feels within a particular environment the higher their motivation will be to succeed.

Basic Needs Theory

Basic Needs Theory (BNT) is a mini-theory of SDT and is a framework useful for understanding the impact of the perceived social environment on individual well-being (Adie, Duda, & Ntoumanis, 2012). People possess three natural psychological needs which are necessary for positive growth and development (Ryan & Deci, 2000). Individuals will approach and persist in an activity when participation in the activity leads to the satisfaction of these three basic psychological needs (Deci & Ryan, 1985). According to SDT, basic psychological need satisfaction will result in more self-determined forms of behavior regulation, and in turn, increase signs of optimal functioning and well-being (Quested & Duda, 2011). In contrast, disturbance of one or all of these needs within the social environment will weaken well-being and can lead to the deterioration of one's health (Ryan & Deci, 2000).

The three psychological needs are competence, autonomy, and relatedness. Competence is present when a person believes they can master an activity and do the required activities well (Quested & Duda, 2011). By achieving competence a person will feel confident they can execute a task. When one feels competent they should be more determined to want to pursue a task as they will believe they can complete it successfully. Competence is important because if a person feels competent in something they will enjoy their environment more. Competence makes a person feel like they can master their environment and succeed within the environment.

Autonomy is present when one perceives that his/her behaviors are expressions of self-endorsed goals and values (Ryan & Deci, 2000). Autonomy is achieved when one feels the task in which they are involved has significance for them. Autonomy makes a person feel happy because they connect to a meaningful environment of which they enjoy being a part. Autonomy is fulfilled when people perceive that they are the origin of their choices and decisions, and that they are acting in accord with their integrated sense of self (Adie et al., 2012). An autonomous

person values the environment or activity in which they are involved and feels they are engaged out of personal choice.

Relatedness is achieved when an individual feels a sense of belonging to a certain social setting or group and psychologically connected to others (Ryan & Deci, 2000). People experiencing a sense of relatedness believe they are a part of a social network and a valuable member of the social group. People are motivated to be involved in activities through which they can maintain a sense of support and belonging. Relatedness corresponds to feeling securely attached to and being respected by significant others (Adie et al., 2012). When people feel an affinity to others, they are likely to adopt the values and preferences of those significant others.

BNT is an important theory to know in order to help individual's fulfill their needs for competence, autonomy and relatedness. Helping people fulfill their three psychological needs is important in developing the individual whilst also allowing them the opportunity to feel connected to their environment. Autonomy, relatedness, and competency mediate the links between the perceived social environment, well-being, and ill-being (Ryan & Deci, 2000).

Cognitive Evaluation Theory

The earlier research on self-determination focused primarily on the two needs of competence and autonomy. Concentrating on making a person feel more self-determined is important in developing the individual, and Cognitive Evaluation Theory (CET) is another important theory to understand in helping one feel self-determined. CET is one of the first mini-theories within SDT and focuses primarily on the two needs of autonomy and competence (Amorose & Horn, 2001). CET states that the satisfaction of these two needs will increase an individual's intrinsic motivation (Deci & Ryan, 1985). Intrinsic motivation is present when a

person pursues an activity because of pure enjoyment they receive whilst participating in that activity (Ryan & Deci, 2000).

CET is an important theory to help engage individuals to feel involved in their particular environment. CET predicts and interprets the effects of external events on intrinsic motivation and other closely related internal variables by providing an analysis of the relative salience of the informational versus controlling aspect of the external events (Ryan, Mims, & Koestner, 1983). For example, a person who believes they can be successful in their environment will enjoy being a part of that environment. In contrast, a person who believes they cannot be successful in a certain environment will not enjoy the environment and try to avoid it. A high school art student who believes they are a good artist and who has an art teacher who encourages them and makes them feel like they are good and a part of the environment is a good example of a person feeling competent and autonomous in their environment. Understanding how to increase a person's self-determination and competency is critical in developing the individual's intrinsic levels of motivation.

Self-determination Continuum

The Self-determination Continuum (SDC) of motivation is structured by types of motivation, ranging from amotivation, through three types of extrinsic motivation (External regulation, Introjected regulation, and Integrated regulation), to intrinsic motivation (Ryan & Deci, 2002). As an individual moves along the continuum they experience different levels of self-determination. Individuals who begin to value certain activities and internalize them as important will become more self-determined (Ryan & Deci, 2002).

Amotivation is present when the individual lacks the desire to participate. For example students who are amotivated engage in the activity without any sense of purpose and do not see

any relationship between their actions and the consequences of such behavior (Vallerand, Fortier, & Guay, 1997). Amotivation is not optimal because the individual is not at all motivated by the activity and will likely lack persistence and drive.

External regulation is when an individual participates in an activity because they know they will receive some type of external reward or to avoid punishment. For example students who go to school because their parents force them to do so are externally regulated (Vallerand et al., 1997). External regulation is not optimal because the individual does not value the activity and will not be internally motivated to pursue the activity when the external rewards and punishments are not provided. Additionally, they will perform only well enough to escape punishment or receive the reward.

Introjected regulation is present when an individual participates in an activity to increase their own self-esteem or reduce guilt. For example students might say that they do their homework because they would feel guilty if they did not (Vallerand et al., 1997). Introjected regulation is not optimal because once again the individual does not value the importance of the activity and is not choosing to participate because of something they value; they are motivated to remove internal discomfort.

Integrated regulation is present when an individual evaluates an activity and associates engagement in the activity with what they value and believe to be important. For example students might go to school because they feel that this is the path they have chosen to become excellent in the career path and they value professional excellence (Vallerand et al., 1997). Integrated regulation is important because the individual is realizing the significance of a certain activity and deciding to be involved because they realize how it contributes to their valued life, even though they do not enjoy the process of engagement. They are likely to demonstrate

persistence and drive in the activity because it results in an outcome they find personally meaningful.

Intrinsic motivation is present when an individual is highly interested in and enjoys an activity and it psychologically fulfills their needs. For example a student who reads a history book because they find it interesting displays intrinsic motivation (Vallerand et al., 1997).

Intrinsic motivation is optimal because the individual fully values the activity for the satisfactions received from participation and wants to be involved in it, making them self-determined.

The SDC of motivation is important because an individual's location along the continuum can reflect how much effort they will put forth. By understanding how individuals feel regarding particular activities, and which type of motivation they experience whilst participating in the activity is an important area to understand. Using the SDC is helpful in trying to increase a person's self-determination. Ultimately the goal is to try and enhance an individual's integrated regulation and intrinsic motivation. The SDC is an important theory in helping create a positive motivational climate and building a sense of involvement and accomplishment for individuals.

Self-Efficacy Theory

With competence being such a key variable in helping a person feel self-determined, self-efficacy is another important variable, because people need to believe they can be successful in their environment. Self-efficacy is defined as an individual's belief in his/her ability to execute a specific task (Bandura, 1977). These efficacy beliefs will determine how much effort a person will apply as well as how long the same person will endure when faced with obstacles. The greater the efficacy beliefs, the greater the effort will be (Bandura, 1977). Self-efficacy Theory

(SET) asserts that personal mastery expectations are the primary determinants of behavior change (Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982). If an individual believes they can do something well, they will have high levels of self-belief in their ability for that specific task.

There are four sources of efficacy expectations: performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal (Bandura, 1977). These four sources help determine an individual's self-efficacy.

Performance accomplishments are important because this source of efficacy is based on personal mastery experiences. Someone being successful in a task raises their self-efficacy whilst failures lower their self-efficacy (Bandura, 1977). An example of performance accomplishments would be a student who studies for a test and gets a good grade on the test because they studied and learned the material. If they continue studying and doing well on each test they will realize the importance of studying and how it helps them be successful on a test.

Vicarious experience allows a person to make judgments about their own self-efficacy by watching someone else perform the task. While vicarious experiences are a less powerful source of information than performance accomplishments for developing self-efficacy beliefs, they do shape efficacy beliefs (Bandura, 1977). Vicarious experience is important because by watching someone else master an activity, a person can come to believe they can master it themselves. Children who watch someone like themselves accomplish a goal successfully, such as hitting a ball over a net, may begin to believe they can do it too.

Verbal persuasion, for example telling a person she has the talent and ability to accomplish a task, is another source of efficacy information (Bandura, 1977). An example of verbal persuasion is a school teacher showing a child how to successfully do a certain task. As

the child tries to do the task the teacher provides verbal feedback assisting the child to try and complete the task successfully. The teacher reassures the child that she has the potential to accomplish the task, and the child internalizes the teacher's belief in her ability.

The last source of efficacy is emotional arousal. Stressful and taxing situations generally bring out emotional arousal; depending on the circumstances, these situations might be interpreted as meaning the person is being optimally challenged or is facing too much challenge. For example, autonomic arousal can be interpreted as readiness to respond to the environment or distress and threat (Bandura, 1977). A parent engaging a child in an activity, making them think about the activity as well as the challenges of the activity is an example of emotional arousal. If a person can be pushed and reach an intense emotional level that they perceive as helpful to their success, this can help them in increasing their self-efficacy. All four sources of efficacy are important in developing an individual's efficacy beliefs.

SET is crucial in helping develop an individual's well-being. Increasing a person's self-efficacy can help build a more constructive environment as well as nurture one's desire to be competent in an activity. The more self-efficacy one feels in a certain task the harder one tries. Building an individual's self-efficacy is vital in developing confident individuals who believe they can perform their tasks efficiently. SET is an important theory to understand for anyone trying to enhance the motivational climate as well as help increase the well-being of people associated with the environment (Bandura, 1977).

Goal Orientation Theory

Self-efficacy suggests people will approach things at which they anticipate they will be successful. Goal orientation theory (GOT) discusses the ways in which success is defined, for

example personal improvement or social comparison. Motivation is defined in terms of how an individual connects personal success within the competitive setting (Ryska, 2003).

Nicholls (1989) Goal Perspective Theory (GPT) highlights task orientation and ego orientation as the two types of goal orientations. Examples of task-orientated goals are focusing on individual improvement and effort. In contrast, examples of ego-orientated goals are focusing on comparing one's performance to the performance of others, as well as competition with others. Task-orientated people experience success when they have learned something new, witnessed self-improvement, mastered a task, or given their greatest effort (Cumming, Smoll, Smith, & Grossbard, 2007). A task-involved person derives his or her perceived capability mostly from self-based informational sources, such as task mastery, skill improvement, and maximum effort in the quest of goals (Ryska, 2003). In contrast, ego-involvement in a person reflects a sense of personal success based on social comparison standards such as outperforming others, demonstrating greater ability with little effort, and receiving positive outside evaluations (Ryska, 2003).

GPT is important in helping people develop their own goals to assist in increasing their intrinsic motivation. Environments structured around task-orientated goals will help individuals connect to a more self-regulated environment rather than in competition with others. Intrinsic reasons for an individual's participation, such as task mastery, predict higher levels of involvement and competitiveness (Ryska, 2003). In contrast, extrinsic purposes for participation in an activity, for example trying to obtain social status and a high-status career, contribute to lower levels of involvement (Ryska, 2003). GPT is helpful in developing a person's individual goals, which in turn can help increase one's focus and ultimately improve one's motivation toward an activity. Using GPT is beneficial in helping create a positive motivational climate.

Leaders can stress the importance of a task-involving climate, one which promotes learning, positive feedback, and improvement (Nicholls, 1989). Creating this type of environment will help individuals feel successful and relate to more positive experiences (Smith, Fry, Ethington, & Li, 2005). Task-involved people tend to exhibit higher levels of social character and are less accepting of negative behavior in themselves and others, in comparison to their ego-involved peers (Ryska, 2003).

Facilitating a task-involved climate rather than an ego-involved climate will help people reach intrinsic levels of motivation. When one focuses more on task-involving activities they center their attention on more specific, task-relevant variables. Attention to detail is beneficial in developing a person's concentration to their own responsibilities rather than the distracting variables around them.

Motivation Research in Sport

Self-Determination Theory

An athlete's self-determination and motivation is affected by a coach's immediacy, assertiveness, and responsiveness (Rocca, Martin, & Toale, 1998). An athlete in this research paper is defined as an individual playing on a specific and organized team, alongside other team members for the same collective goal. The motivational climate in this research paper is defined as an overall positive environment which fosters growth and learning for both coaches and athletes on the same team. The team in this research paper is defined as a group of coaches and athletes who are collectively organized in the same group, trying to strive for several team goals.

In a study examining the relationship between a coach and their athletes, Rocca et al. (1998) found immediacy contributed to a positive motivational climate and greater athlete self-determination. An immediate coach is more successful in motivating players and teams to

succeed (Rocca et al., 1998). A coach who is assertive and responsive helps an athlete's self-determination. A coach who is assertive has good control and autonomy as well as enhancing their player's feelings of control and autonomy. Control, autonomy, and determination are examples of assertiveness. If a coach can make a conscious effort to consistently behave in the above mentioned examples of assertive behavior, this type of coaches behavior will help build a good motivational climate for their athletes. Being other-orientated, compassionate, open, and supportive are all examples of responsiveness. A coach displaying assertiveness, immediacy, and responsiveness will help develop an athlete's self-determination.

In a study using the SDT perspective, Vlachopoulos, Karageorghis, and Terry (2000) focused on the link that exists between motivations of adult sport participants and the consequences of effort, enjoyment, satisfaction, positive and negative effect, attitude toward sport participation, and a person's intent to continue sport participation. In this study results showed that sport participants who enjoyed participating in their sport because they found it to be important to them had higher levels of self-determined behaviors than did other participants. Participants from this study who had high self-determined motives showed a positive liking for their sport as well as receiving satisfaction from their sport involvement (Vlachopoulos et al., 2000). Results from this study pointed out the importance for participants to feel they have a choice as to their involvement in the sport activity. Participants who believed they were in control of their own behaviors within the sport participation showed higher levels of self-determination (Vlachopoulos et al., 2000).

Variables from which coaches should try and refrain, if they hope to create the right motivational climate and make athletes feel self-determined, are conditional regard, intimidation behaviors, promoting ego-involvement, tangible rewards, excessive personal control and

controlling feedback (Bartholomew, Ntoumanis & Thøgersen-Ntoumani, 2009). In a study where the center of attention was to raise awareness into the harmful side of sport participation, Bartholomew et al. (2009) investigated the darker side of coaching and identified variables which negatively affect the psychological well-being of athletes. The goal of their study was to better understand the negative outcomes experienced by athletes in sport (Bartholomew et al., 2009).

Tangible rewards are seen as negative because it encourages a person to want to do the activity because of a reward as opposed to personal value. Athletes will feel controlled, undermining their sense of autonomy. Controlling feedback is negative because a coach controlling a player's behavior too much will discourage the athlete's self-determination. Controlling feedback will undermine self-determination, as well. Excessive personal control is negative because a coach does not allow an athlete to develop mentally. Even though athletes' performances should constantly be evaluated, if a coach is over-intrusive or uses excessive surveillance, the behavior will have a negative effect on an athlete's motivation and well-being (Bartholomew et al., 2009). Intimidation behaviors are negative because an athlete's psychological well-being can be harmfully affected. According to Bartholomew et al. (2009) coaches behaving this way will not help an athlete's psychological development. Promoting ego-involvement is negative because it does not help an athlete's self-determination but rather encourages competition against other players on the team. Conditional regard is how athletes are personally treated by their coaches. Conditional regard interferes with the satisfaction of the athlete and can make them feel less self-determined. According to Bartholomew et al. (2009) it is important for coaches to not use the above mentioned behaviors if they hope to encourage their athlete's self-determination.

Basic Needs Theory

Enhancing an athlete's self-determination is important as well as helping an athlete fulfill their three basic psychological needs. The next few research studies focus on what a coach should do to help foster an athlete's basic needs. Batson (1991) defined altruism as a motivational condition with the eventual objective of improving another individual's welfare. In a study examining coaches' behavior and how it affects athletes on a team, Miller and Carpenter (2009) identified a coach's motivation to think about others through their words and actions as a vital variable in making an athlete feel self-determined. Core values, interpersonal care and concern, compassion, and awareness of the ultimate motivation are all key variables a coach should do in order to help their athlete's self-determination (Miller & Carpenter, 2009).

Core values include learning, value for another, honesty and improvement (Miller & Carpenter, 2009). These types of coaching behaviors help foster an athlete's autonomy and competence. Interpersonal care and concern is a coach being respectful and helpful to players. Compassion is when a coach shows that they obviously care and want to help an athlete's well-being. Awareness of the ultimate motivation is the idea that each player, as well as coaches on the team, is important and everybody's well-being must come first before all else. An environment where coaches and players all care for one another and help foster individual well-being is vital (Miller & Carpenter, 2009). Coaches who create this type of environment will help their athletes feel related to a group as well as help all individuals to feel connected and accepted.

In a study focusing on an athlete's need for autonomy, competence and relatedness, Quested and Duda (2011) highlighted the importance for coaches to make their athletes feel accepted and part of the team. Burnout of athletes is more common when athletes are not motivated and report low levels of self-determined motivation for wanting to participate in their

sport (Quested & Duda, 2011). The coach should focus upon the fulfillment of an athlete's competency, autonomy and relatedness in order to help the athlete feel self-determined. In a study of how to increase an athlete's relatedness and autonomy, Mageau and Vallerand (2003) highlighted the importance for a coach to encourage their athlete's to be involved, as well as supports their athlete's involvement. Acceptance of others and building team involvement helps an athlete's need for autonomy and relatedness (Mageau & Vallerand, 2003).

Competence is when a person believes they can be successful with something and actually be able to execute it. By an athlete achieving competence they will increase their motivation toward certain tasks. When an athlete feels competent they are more likely to display adaptive motivational patterns and achievement-related behaviors, increasing the chances of perceived goal attainment (Quested & Duda, 2011).

Autonomy is when a person believes they have control over something as well as the idea that they have a choice with their involvement in the activity. By an athlete increasing their autonomy, they will feel a larger sense of self-control over certain tasks. When coaches are autonomy supportive, athletes are more likely to feel as though they are initiators of their own actions and have a sense of personal autonomy (Quested & Duda, 2011).

Relatedness is when a person feels a connection with the group in which they are involved. An athlete's sense of relatedness will help motivate them to be involved with tasks and activities. Athletes may feel a larger sense of belongingness in their environments when they are empowered by coaches that give them choices and empathize with the demands associated with their challenging commitments (Quested & Duda, 2011). Individuals will gravitate towards activities that give them a sense of competence, satisfy their need for autonomy, and provide a sense of connection to others. In connection with BNT coaches must

create opportunities to help their athletes fulfill their three psychological needs. When coaches increase the extent to which they take the athletes perspective, encourage choice and self-regulation, and eliminate extrinsic demands and pressures, the athletes basic needs will be enhanced (Quested & Duda, 2011).

A coach's leadership qualities are an important aspect for building the right motivational climate for athletes. In a study examining important variables coaches should focus on in order to lead their athletes effectively, Hansen, Gilbert, and Hamel (2003) highlighted a player's effort and a coaches leadership skills are two of the most important variables in helping build a positive motivational climate (Hansen et al., 2003). A coach doing their best every day and always giving 100% is helpful in promoting the same expected effort amongst their athletes. Some of the greatest coaches believe their leadership skills are a useful tool in motivating their athletes (Hansen et al., 2003). A coach needs to be a good leader by being controlled, trustworthy and honest. This type of environment is crucial in helping athletes feel more self-determined.

Challenging players verbally, informing athletes of their mistakes, and making changes at important moments during a game are important aspects of a good motivational environment (Hansen et al., 2003). A coach's leadership skills and knowing when to talk to/challenge a player are all important aspects upon which a coach should focus. This idea of challenging a player is connected with player competence. Building an athlete's competency is an important part of helping them feel motivated to fulfill a certain task.

In a study focusing on positive variables associated with the motivational climate, Weigand, Carr, Petherick and Taylor (2001) highlighted the importance of a coach trying to build a trustworthy relationship with their teams. By doing this a coach can build trust amongst the team which will help encourage autonomy. An athlete who feels accepted and encouraged

will feel more connected to their coach (Weigand et al., 2001). Coaches need to communicate what is expected of the athletes, as well as making sure all athletes work towards those expectations.

Communication is an important piece of the puzzle between players and coaches on a team (Haselwood, Joyner, Burke, Geyerman, Czech, Munkasy, & Zwald, 2005). In a study examining coach's communication and its effects on the motivational climate, Haselwood, et al. (2005) pointed out coaches who can communicate well with their players will be more successful in getting a player to do what the coach desires them to do. Coaches' perceptions and athletes' perceptions can be different and it is up to the coach to communicate and discuss how players are feeling about something (Haselwood, et al., 2005). Coaches who are accepting, confident and guide their players through times of conflict will help develop an athlete's psychological well-being (Haselwood, et al., 2005). Coaches must create environments that encourage open and honest communication. This type of environment builds the idea of relatedness. A coach needs to make their athletes feel like they are related to the team and the tasks being attempted. This type of environment will encourage motivation and increase player performance. By focusing on enhancing an athlete's basic needs coaches can help their athlete's feel more connected to the environment as well as helping athlete's become more successful.

In a study examining the relationship between changes in perceptions of the motivational climate to changes in athlete's need satisfaction and attention of psychological and physical well-being over the course of a competitive season, Reinboth and Duda (2006) pointed out the importance of a task-involving climate in positively increasing an athlete's need for autonomy, competence, and relatedness. In order for sport participation to facilitate athlete well-being, the sporting environment should be marked in its task-involving features (Reinboth & Duda, 2006).

This study highlighted the importance for a coach to emphasize team co-operation, co-operative learning, as well as team effort and improvement to help athletes feel psychologically a part of their environment. By reinforcing effort, personal progress, and the view that everyone has an important role on the team, an over-riding task-involving climate should maximize the opportunities to satisfy all three psychological needs (Reinboth & Duda, 2006).

In a study testing coach autonomy support, motivational processes and well-/ill being among adult sport participants, Adie, Duda, and Ntoumanis (2008) highlighted that coach autonomy support predicted participants' basic need satisfaction for autonomy, competence and relatedness. An autonomy supportive environment is assumed to foster participant's sense of personal autonomy and perceptions that they are the origin of their behavior (Adie et al., 2008). This study highlighted the coach's role in providing autonomy support for all their athletes. Autonomy support, the degree of mastery focus and social support positively correspond to reported satisfaction of the needs for autonomy, competence, and relatedness (Adie et al., 2008).

Cognitive Evaluation Theory

Another theory to help support the importance of creating a positive motivational climate is Deci and Ryan's (1985) Cognitive Evaluation Theory (CET). A coach needs to help their athletes feel competent and more self-determined.

In a study designed to assess the effects of subjective and objective competitive outcomes on intrinsic motivation following completion of a one-on-one basketball jump-shooting competition, McAuley and Tammen (1989) discovered athletes who perceived themselves as always trying hard, believing they were competent, and always feeling a sense they were enjoying the activity displayed more intrinsic motivation. Individuals who perceive themselves to have performed well (subjective outcome) are likely to be more intrinsically motivated than

those who perceive personal competence to be low (McAuley & Tammen, 1989). With CET proposing that self-determination and perceived competence mediate between events and subsequent intrinsic motivation (McAuley & Tammen, 1989), this study points out the importance for coaches to provide informational feedback to their athletes during practice and competition. Informational feedback helping an athlete realize why they were successful or unsuccessful could help them psychologically better understand an outcome. Individual perceptions with regard to success in competitive situations have a greater impact on intrinsic motivation than do winning or losing (McAuley & Tammen, 1989). Coaches must provide their athletes with informational feedback if they are to enhance athlete competency and self-determination.

In a study focusing on athlete motivation over the course of a season, Amorose and Horn (2001) highlighted the importance for a coach to provide positive verbal feedback for their athletes in order to help increase athlete competence. Giving players positive feedback and instructing them during moments when they are struggling helps an athlete's feelings of competency (Amorose & Horn, 2001). Coaches who do not promote these types of behaviors will decrease a player's belief that they can be successful in something.

Self-determination Continuum

Motivation can be separated into three main types: amotivation, extrinsic, and intrinsic; and a coach must be educated on how to increase their athlete's intrinsic motivation or integrated regulation (Vallerand & Losier, 1999). Intrinsic motivation is present when an athlete is involved with an activity because they like it and gain happiness from participating in it (Hansen et al., 2003). Extrinsic motivation refers to the performance of an activity in order to attain some

separable outcome (Ryan & Deci, 2000). Amotivation exists when the athlete does not value the activity and doesn't want to do it anymore (Hansen et al., 2003).

In order for a coach to build a good relationship with their athletes, coaches must focus on how to motivate their players intrinsically. Coaches must set up tasks that an athlete can be successful in. If success is not achieved immediately a coach must show the athlete how to improve on executing the required task. Coaches who positively talk their athletes through a task will help the athlete's feelings of autonomy (Hansen et al., 2003).

How a coach and athlete influence one another is also an important aspect of the motivational climate. According to Mageau and Vallerand (2003) coaches' behavior influences their athletes and vice versa. Coaches must focus on treating athletes fairly and trying to build an environment that is balanced for coaches and players alike. If coaches and players can understand their roles within the team a good motivational climate could be achieved (Mageau & Vallerand, 2003).

In a study to better understand why athletes participate in their sports, Pelletier, Fortier, Vallerand, Tuson, Briere, and Blais (1995) examined which forms of motivation from the SDC were associated with more positive responses for athletes in the study. The more self-determined forms of motivation, for example intrinsic motivation and integrated regulation, were associated with positive athlete involvement in their sport (Pelletier et al., 1995). Athletes from this study noted their coach's ability to provide autonomy support, care, clear structure, and competence feedback helped their desire to want to participate in the sport because they valued it. Athlete motivation can be enhanced or undermined by factors in the sport environment (Pelletier et al., 1995) and coaches are responsible for providing the above mentioned factors for the team environment.

In a study investigating the constraints sport participants experience regarding their levels of intrinsic motivation, extrinsic motivation and amotivation, Alexandris, Tsorbatzoudis, and Grouios (2002) found that people who enjoy participating in their sport activity more than others had higher levels of intrinsic motivation. Results from their study highlighted that people who perceive an activity to be important and valuable to them will be more motivated to pursue the activity and gain pleasure from its involvement. According to Alexandris et al. (2002) as individuals move along the SDC their feelings of motivation run from high to low levels of self-determination. Participation in sports is not always considered a pure leisure activity, but participants from this study who placed positively along the SDC showed strong, personal commitment to their sport (Alexandris et al., 2002). This study is helpful in addressing the importance for coaches to help educate their athletes to the positive personal gains involved in the athlete's sport participation. Coaches are responsible in helping their athletes realize the positive gains that are associated with competing on a team. Even though sometimes the physical and time constraints associated with the sport are challenging, it is important for the coach to be a supportive and positive leader to help athletes through challenging times.

Self-Efficacy Theory

Coach's pre-game speeches can help in increasing an athlete's feelings of self-efficacy (Vargas-Tonsing, 2009). In a study examining the effects of a coach's pre-game speech on an athlete's perception of self-efficacy and emotion, Vargas-Tonsing, (2009) highlighted a coach giving pre-game speeches can help an athlete's connection to the task at hand. For example a coach bringing up emotional feelings within the team before a game could help the team connect and believe in something they all value as a whole. Discussing the importance of trying hard and working for every point could help motivate an athlete. If an athlete perceives the task at hand to

be important to them they could experience higher levels of self-efficacy and be more willing to put forth greater effort to achieve the ideas mentioned by the coach in the pre-game speech. Pre-game speeches can be a motivating factor in helping an athlete believe in themselves as well as help in increasing an athlete's desire to want to be successful.

In research focusing on coaching effectiveness in the sport domain, Horn (2002) highlights the importance of how coaches communicate with their players to be another important factor in helping build self-efficacy (Horn, 2002). In a similar study examining the relationship between a coach's use of behavior alteration techniques and verbal aggression on an athlete's self-efficacy, Martin, Rocca, Cayanus, and Weber (2009) highlight how a coach communicates has a direct affect on how an athlete performs and the behavior they initiate. According to Martin et al. (2009) coaches who use verbal assertion can get positive results from their players. The key is for a coach to know when to use such verbal assertion. Understanding a player's needs at a certain time is a key component coaches must learn to utilize. Most of the time positive verbal feedback is of utmost importance for a player, but there are also times when a player needs to be held accountable for certain behaviors. For example if a player breaks a certain rule the coach might need to reprimand them. Building an athlete's self-efficacy is a delicate matter, and coaches who use verbal feedback as well as help their players focus on tasks they can master are crucial.

According to Martin et al. (2009) a coach's need to be assertive when confronting a player is an important variable in helping a player realize their full potential in regards to mastering a task. Coaches must focus on corrective behavior alteration techniques if they are to help develop an athlete's self confidence. According to Martin et al. (2009) the importance of coaches' feedback, especially in moments where emotions are high, is a helpful tool in

developing an athlete and how they believe in themselves. Addressing a situation immediately as it occurs is also a key variable in helping build an athlete's self-efficacy. In contrast, demeaning a player in the wrong moment and making a player feel worthless can harm an athlete's self-efficacy. Continuously giving an athlete negative feedback can hinder their well-being (Martin et al., 2009). This type of coaching behavior will negatively affect the motivational climate and an athlete's self-efficacy.

Goal Orientation Theory

With goal orientation theory highlighting ways in which success is defined, this next section of the research paper will discuss examples of goal orientations and the importance of why coaches should focus on personal improvement.

Goal Perspective Theory

With the focus on task-orientated and ego-orientated goals, Ommundsen, Roberts and Kavussanu (1998) did a study focusing on which types of goal orientations would have a more positive effect on athlete motivation. A task-involving environment in sport is more positive than an ego-involving environment because player satisfaction is achieved by competing with one's self as well as being a part of a focused learning environment (Ommundsen et al., 1998). According to Ommundsen et al. (1998) coaches should initiate task-orientated goals if they want to help their athletes reach their own levels of intrinsic motivation. A mastery climate which helps foster individual growth and learning is beneficial for all athletes.

In connection with goal perspective theory a coach must help their players focus on a balance of performance, process and outcome goals (Cumming et al., 2007). Performance goals include an athlete trying to attain a certain task in reference to themselves. For example, an athlete trying to hit 80% of their first serves inside the required service area. Process goals

include mastering techniques and strategies. For example, mastering a technique or strategy to help athletes with their volleys at the net. Outcome goals are goals a person can use to rate their achievements in regards to what they want to attain. For example, an athlete having a goal of beating a specific person and whether or not they achieve that outcome. Task-orientated people feel successful when they feel they have learned something new (Cumming et al., 2007).

Coaches must help their athletes focus on these types of goals if they are to help create a positive motivational climate. Building an environment of self-referenced behaviors is fundamental in helping athletes focus on themselves and their own improvement.

In a study examining the relationship between task and ego goal orientations and purposes of team sport, motivational climate, sources of satisfaction, achievement strategies, and perception of ability for athletes in team sport, Roberts and Ommundsen (1996) found that athletes perception of a task-orientated goal environment to be more beneficial than an ego-orientated goal environment. A task orientated goal environment was positively and strongly related to the view that sport should foster social responsibility and develop lifetime skills to a willingness to learn from practice and to persistence in practice/coach approval (Roberts & Ommundsen, 1996). This study also found that athletes who had a positive attitude toward persistence, as well as an improvement-orientated conception of ability in practice, (Roberts & Ommundsen, 1996) were happier in their sport environment. This study highlighted the value athletes placed on a task goal orientated environment, one which encouraged learning, improvement, understanding, trying hard and facing challenges. This study was helpful in illustrating the importance for a coach to develop a task goal orientated environment to help their athletes be more motivated in their sport environments.

In a study examining the relationship between the perceived motivational climate and self-determined motivation in athletes, Kipp and Amorose (2008) highlight that an athlete's perception of the motivational climate is created by the coach. A coach's behavior, task-involvement, and ego-involvement are all important factors in helping build a positive motivational climate. A coach who fosters learning and improvement is an example of a task-involved motivational climate. In contrast a coach who fosters winning at all costs and competition against others is an example of an ego-involved motivational climate. A positive motivational climate is directly linked to a task-involved atmosphere (Kipp & Amorose, 2008).

A coach must utilize the advantages of a task-involving climate as this will help encourage an athlete's intrinsic motivation. A coach must stress the importance of trying hard as well as focusing on individual improvement (Kipp & Amorose, 2008). Giving an athlete praise, as well as positive feedback when they do something well, can help athletes feel more self-determined. Concentration, persistence, less feelings of anxiety, and learning are correlated with more self-determined athletes (Kipp & Amorose, 2008). Coaches must help facilitate their athlete's self-determination as it will help increase the athlete's willingness to try hard and put forth effort.

In a study focusing on the effects of athletes' perceptions of their coach's behaviors on their perceptions of the motivational climate, Smith et al. (2005) highlight a top priority for a coach should be to create an environment where athletes are focused on task-related activities. Similar to previous research (Rocca et. al, 1998; Haselwood et. al, 2005; Martin et. al, 2009; Miller & Carpenter, 2009), Smith et al. (2005) highlighted the importance of a coach knowing how to increase their players' intrinsic motivation. A task-involving climate is extremely important in enhancing a player's self-improvement. Creating this type of environment has

athletes focus on themselves and upon what they can improve. Coaches must focus on helping their athletes learn from mistakes as well as how to improve on certain negative behaviors. In contrast, coaches must stay away from an ego-involving climate, as this type of environment does not help an athlete's well-being but rather diminishes it. Ego-involved climates do not encourage an athlete's intrinsic motivation (Smith et al., 2005).

In a study investigating variables which contribute to a constructive motivational climate for athletes, Cumming et al. (2007) highlighted a positive correlation exists between a task-orientated climate and higher levels of satisfaction and athlete well-being. Coaches must set up task-orientated environments to help their athlete's self-determined behaviors. According to Cumming et al. (2007) athletes who perceive their coaches as engaging in more task-orientated behaviors seem to have a stronger and more positive relationship with their coach. Coaches must focus on task-orientated practices if they want to make their athletes feel intrinsically motivated. Coaches must focus on developing their athletes as masters of their sport as well as helping them develop psychologically. By coaches focusing on task-orientated environments they will naturally achieve this goal. Task-involved climates are associated with more positive involvement in sport and are consistent with an athlete's primary motives for participating in sports (Cumming et al., 2007).

Conclusion

SDT, BNT, CET, SDC, SET, and GOT are all important theories for a coach to understand. BNT points out the importance of the three basic psychological needs of competency, autonomy and relatedness. Coaches must strive to fulfill these three basic human needs for their athletes. CET suggests an individual's autonomy and competence are key factors if one is to attain a high level of intrinsic motivation. In regards to the SDC it is important for a

coach to help move their athletes along the continuum from lower levels of amotivation to higher, more positive levels of integrated regulation and intrinsic motivation. SE is also a key component in order to reach a high level of motivation. Goal orientations must be an important part of a coach's teaching framework. Task orientation, such as effort and improvement, must be stressed by the coach if they want to create a positive motivational environment. Coaches should stress the importance of a high task-involving motivational climate rather than an ego-involving motivational climate. Coaches must promote environments of learning and self-referenced behaviors in order to help build a positive motivational climate.

PART THREE

Introduction

In this part of the research paper the most important variables from the literature review will be highlighted in a handbook style summary. The most important motivational strategies Division I women's tennis coaches should use will be summarized.

Implications for Coaches

In order for a Division I women's tennis coach to create a positive motivational climate for their athletes, the coach should focus on the variables mentioned below.

- In order for a Division I women's tennis coach to enhance autonomy and self-determination among their athletes they can:
 - Be positive. A coach's attitude must be positive to help athletes feel happy and excited to be a part of the environment, thus fostering intrinsic motivation. A coach with a positive attitude will help athletes feel happier as well as help the environment seem more enjoyable.
 - Promote learning to enhance athlete intrinsic motivation. For example, coaches must stress the importance of individual learning in order to help the athlete grow and develop. The athlete must be given opportunity to learn from situations in practice to help fulfill their need for autonomy.
 - Be accepting and positive in situations of conflict. Coaches must encourage the athletes to speak out on how and why they feel about things. Coaches must make their athletes feel like their voice and opinion is important. During situations of conflict among athletes on the team it will be the coach's role to mediate between players, helping them resolve their feelings and bringing them to an equal point of

reference where all players agree on a positive way to move forward and become a cohesive unit again.

- Think about their athletes through their words and actions. Coaches must do this in order to help their athletes feel self-determined and intrinsically motivated. For example a coach allowing their athletes an opportunity to express what they like and dislike in practice will encourage an athlete's sense of self. By the coach giving the athlete an opportunity to participate in something they value will make them feel like they have a choice in their growth and development. The importance of the coach following up and implementing the ideas of the player will be extremely important in harnessing player autonomy.
- Educate athletes on the value of practice. Coaches must educate their athletes on why practicing is important to their development as an athlete. To help athletes feel intrinsically motivated coaches must help the athlete view practice as a valued part of their improvement. Coaches could do this by making practice fun as well as allowing the athletes a choice in what they do or try to accomplish during practice.
- Encourage open communication. Coaches should have regular team meetings where all aspects of the team environment are discussed. For example, discussions could address what is expected by each athlete in practice. Individual meetings where the coach gets to talk to the athlete one on one is also beneficial in fostering open communication. In individual meetings coaches can ask their athletes how they are doing and ensure the athlete is still enjoying the experience, as well as possible variables to help the athlete have a better experience.

- Take the athletes feelings into account. A coach must listen to their athletes and take their feelings into account. Coaches must give their athletes a choice and make them feel like their feelings are valued.
 - Make the athlete feel like they have a choice. Coaches who give their athletes a say and allow their athletes choice, helps the self-determination of their athletes. Allowing an athlete choice encourages the athletes values to come out which helps the athlete feel like they have more control in their environment.
 - Encourage honesty and trust among the entire team. Coaches must promote the idea of all individuals on the team to be honest. This will help develop trust among the team and if all team members feel there is a strong level of trust and honesty within the environment, it will encourage individuals to be themselves. This in turn will support the need for an athlete's desire for an autonomy supportive environment.
- In order for a Division I women's tennis coach to enhance relatedness among their athletes they can:
- Be a great communicator. Coaches must communicate immediately and assertively. Coaches who consistently communicate their feelings and expectations to their athletes provide a road map for their team. Athletes who know what is expected and why it is expected will clearly know what the expectations are of the coach. This is important because it sets up an environment for all individuals on the team to strive for behaviors that are clearly stated for everyone.

- Be helpful and try to help your athletes as much as possible. Coaches must be aware of their athletes' needs to help them grow and feel supported. Helpful leaders are aware of others' needs and continuously strive to help the ones they lead, making them feel important and associated to the environment.
- Focus on being an altruistic leader. An altruistic leadership style is important because it encourages all team members to work together as well as for each other's group success. A coach who encourages the importance of each individual on their team will help everyone feel more connected. A connected team is important in harnessing relatedness among all team members.
- Be out-going. A coach who is always smiling, responsive, and friendly is helpful in making others feel relaxed and comfortable. An out-going coach is important because it helps the athletes on their team feel like they are a part of something fun and exciting. This type of coach helps athletes feel related to something that is stimulating and interesting.
- Encourage acceptance of others. Coaches must encourage acceptance of all athletes on their team. For example if one of the players on the team is different from all the rest in some personal way, the coach must encourage acceptance and support for that individual. By doing this the coach is setting an example to the entire team that the individual's difference from the rest is a positive aspect.
- Make players feel involved. Coaches must make all athletes on the team feel like they are an important piece of the puzzle. A coach encouraging their athlete's equal participation could enhance player involvement. For example a coach

allowing an athlete the chance to express themselves during practice. An athlete's equal chance to be heard can encourage athlete involvement.

- Be supportive. Coaches who support their athletes will make their athletes feel more comfortable and connected to the team. An athlete who believes their coach is there to support and encourage them through challenging moments in their life will feel more connected to the team and the environment created by the coach.
 - Care for the athlete's well-being. The athlete's well-being is crucial in making them feel related on the team. Coaches must strive to make their athletes feel happy and involved. If an athlete's well-being is satisfied they will be more intrinsically motivated.
 - Be consistent with their behaviors and actions. This is important because it builds trust among the entire team. Coaches must focus on consistent treatment among players. Coaches must also focus on being consistent with the same player over time.
- In order for a Division I women's tennis coach to enhance competence among their athletes they can:
- Be organized. An organized coach will help their athlete's perception of competence as well as increase their athlete's self-efficacy. For example, an organized practice will detail what is expected and how the athlete should try to successfully do the task set up in practice. With a detailed plan of action the athlete can focus on the coaches' organized plan, helping them know how to achieve the required task.

- Focus on the timing of when to challenge a player verbally and physically. Because athletes go through ranges of emotions during practice and competition, a coach's ability to know when and how to challenge their player is crucial. A coach needs to take player feelings into account, depending on the athlete's emotions at the time the coach might pull a player aside individually, or a coach might bring the whole group in and discuss what is going on with the whole team to help the certain athlete feel support and that they are not alone but experiencing something the entire team feels on any given day.
- Work on trying to develop player expectations and help communicate team expectations effectively. This relates to competence because the athlete has an idea and plan in their head of how what is expected within their role on the team. By knowing what is expected the athlete can focus on the required variables.
- Encourage listening. Coaches must encourage the importance of listening as this will help their athletes know how to successfully attempt certain tasks in practice and competition. If the athlete does not focus and properly listen to the coach, the athlete will not have the knowledge on how to successfully perform the required task the coach talks about.
- Have a structured plan of action. A coach with a structured plan of action will illustrate to their athletes how to successfully perform a task. By showing athletes examples and a plan of how to do something will help the athlete have an upfront knowledge on how to execute a designed task. The steps in the coach's plan of action will give the athletes the required tools to follow in order to give them a chance at successfully executing the plan of action.

- Provide player feedback. Coaches who provide player feedback will help their athlete's feelings of competence. Showing an athlete and giving them ideas on what to focus on will help them achieve success in a certain task. It is important for the coach to talk the player through a task, providing feedback along the way as the athlete strives for competence in the activity.
 - Promote the four sources of efficacy (performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal). Coaches setting up a drill with a demonstration beforehand showing the athletes how to successfully execute the drill, challenging the players to try and successfully execute the task, and providing the players variables for them to focus on, as well as talking the athletes through the task, is an example of promoting self-efficacy. Coaches must incorporate these four sources to help increase their athlete's feelings of self-efficacy and competence.
- In order for a Division I women's tennis coach to enhance mastery-orientated environments among their athletes they can:
- Focus on task-orientated goals that help the athlete focus on self-improvement and individual progress. For example a practice session where you require the athlete to focus on moving their feet, watching the ball and trying to accomplish 50 shots over the net in a row. Even though the athlete is doing the drill with another individual across the net, they are focused on their individual tasks, ie: moving their feet, watching the ball, and trying to reach a total of 50.
 - Encourage individual progress, effort, improvement and learning. For example a coach setting up a situation in practice where the athlete has to hit targets placed

on the court. The importance must be placed on how many targets an athlete can hit in a required amount of time. The athlete could do 3 separate rounds with their goal being to try and increase the number of targets hit in the allocated time. The focus would be on individual effort and trying to improve one's own number of hits during all 3 rounds.

- Educate athletes on the importance of focusing on their own self-improvement and self-referenced behaviors. For example a coach educating their athletes on the importance of focusing on aspects of the environment the player can control, versus aspects of the environment the athlete cannot control. An athlete can control how fast they move their feet and how closely they watch the ball during a match. These are aspects of the environment the athlete must focus on. In contrast an athlete focusing on their opponent's high singles ranking would not be self-referenced, and it would distract the athlete from focusing on variables that are important to them and their own behaviors.
- Encourage maximum effort every day. Coaches must constantly stress the importance of why their athletes should always try hard and do their best. Encouraging their athletes to focus on their own improvement no matter the task will help an athlete's intrinsic motivation.
- Encourage effort and personal development. For example at a practice of 10 individuals on the team with their coach present, the coach must set up practice situations where the athlete can focus their attention on personal growth and development. Requiring an athlete to play 7 points against their teammate could be seen as an ego-involved climate. Although in a practice situation it is

necessary for team mates to play against one another. In this type of situation the coach must stress the importance of each individual athlete to try their hardest to ensure they are reaching their full potential during the 7 points. The coach must highlight that a person playing against an opponent can still focus on personal improvement. Whether they win or lose is not the most important thing, but at the end of the 7 points the athlete must feel like they gave 100% and tried everything in their power to give themselves a chance of being successful in those 7 points. The focus on personal effort in a competitive situation will help the individual grow as a player. Even if they were to lose the 7 points, if they felt like they tried hard and fought to the best of their ability, this should make them feel like they successfully focused on effort and personal development, which was the original request by the coach. The coach must help the player understand that playing against an opponent allows them an opportunity to acquire and assess their own skill level, and that success isn't in beating the opponent, but in acquiring the skills necessary to perform at that level.

Conclusions

In summary the way coaches behave, their leadership skills and how they communicate, are significant factors that will help them build a more self-determined athlete. Coaches should try and use the theories outlined in this literature review to help them create a positive motivational climate. A coach must care for their athlete's well-being and illustrate every day, positive behavior that shows the athlete they care. The coach must concentrate on building up the relationship between them and the players on their team. Trust and honesty are key components for the coach to focus on if they want to make athletes feel self-determined and

accepted. Task-orientated environments as well as task-orientated goals are crucial in enhancing player motivation.

Building the motivational climate for players is not an easy task for a coach. But running practices that are focused on self-referenced behaviors, self-improvement and learning will help coaches achieve higher levels of motivation from their athletes. Coaches must be consistent with their actions and how they treat their players. Coach's leadership skills must be altruistic in nature and the utmost importance must be focused on the athlete's well-being. If a coach can help their player feel accepted this will encourage the athletes need for autonomy, competence and relatedness.

Recommendations for Future Research

This research paper highlights important motivational strategies coaches should focus on in order to help their athletes feel more self-determined and reach their own levels of intrinsic motivation. In line with this research, future research could focus on how certain motivational strategies affect different personalities on a team. For example, athletes who are more respectful and listen to their coaches might respond better to motivational strategies, as opposed to athletes who are less respectful and less likely to listen to their coaches. Future research could focus on which variables from SDT a coach should use in motivating athletes who are less respectful and less likely to listen to their coaches. All athletes can be motivated but less motivated athletes might need to be motivated differently.

This literature review seemed to focus mainly on the importance of a coach always trying to work positively with their athletes. Future research could focus on how elite coaches use assertive and constructive feedback to address an athlete's bad behavior. For example future research could be done with a case study on one of the top Division I women's tennis teams and

when as well as why coaches might use constructive feedback or aversive consequences with their athletes to address negative behaviors.

Depending on the age of an athlete, an athlete's perception of their coach's behavior could have varying messages. As athletes go through different stages while they develop, they require more input in regards to quality and quantity of messages (Smith et al., 2005). Future research could focus on what affects a coach's behavior has on athletes from the same team, but in regards to the affects the coach has on the freshman as opposed to the seniors. For example future research could focus on how a task-involving climate affects the freshman as opposed to the seniors on a team. With task-orientated environments being more beneficial for athlete motivation it could be an interesting study to look into how such task-orientated environments affect freshman as opposed to seniors on a team. With this type of study one would anticipate seniors on a team to be more positively affected by a coach's behavior as they have had the opportunity to spend a longer period of time in the environment created by the coach, as opposed to a freshman who is new to the coach's environment.

The literature review pointed out the negative consequence that could happen when players are rewarded for their involvement in a particular activity. With many women athletes in Division I college receiving a full scholarship for their involvement on a team, future research could address the ways in which coaches can motivate athletes who only value their full scholarship as opposed to their involvement on the team. It seems a grey area for an athlete because they are being rewarded for something special; although once receiving their scholarship it is quite possible they forget the value of being on the team. Future research could focus on why some athletes in similar situations view rewards as motivating whilst others view the rewards as not motivating and rather an expectation to which they feel entitled.

This literature review also highlighted the importance of a coach's feedback and how it can be a motivating factor in helping an athlete feel more self-determined. Future research could focus on the affect of when and how a coach gives a player feedback. A study could look at why coaches decide to give a player feedback at certain moments. This study could also look into the affects the coach's feedback has on their players in regards to the specific moments when athletes receive the feedback.

Amorose and Horn (2001) noted the idea of coaching behavior and the importance of a coach treating their athletes equally. Future research at the Division I women's tennis college level could focus on the positive effects on the motivational climate when coaches treat their players equally. Because there are different ability levels on every team, an interesting study could look at the effects of a coach's equal treatment with different athletes on the team and how such behavior affects the overall motivational environment.

The purpose of this paper was to develop a handbook of positive motivational strategies that enhance players' performance and well-being. SDT, BNT, CET, SET, and GOT are all important theories that should help a coach build a positive motivational climate for their athletes. The above mentioned theories should be a framework for a coach to use to help them use a proven theoretical foundation in regards to leading their team. These theories should determine how a coach behaves and communicates with the team. A coach who is well informed on these theories used in this research paper should be able to build a positive motivational climate for their athletes.

Implications for coaches is to understand there are always going to be differences on teams they coach, as well as differences among the athletes they coach. This research paper gives coaches a solid foundation to start working with, but coaches need to understand the

importance of having to make adjustments with different teams and different athletes as they lead and coach. While one task-related goal might build intrinsic motivation in one athlete, it may not do the same for a different athlete. Coaches need to learn how to tweak the behaviors and communication styles suggested in this research paper for their own teams and athletes.

It is also important to take note of the possible limitations to this research paper. As the future research from this paper suggests there are several new directions for new and different studies. For example a research study taking this outline and applying it to different teams and levels of competition could yield different results in regard to athlete motivation. Therefore it is important to point out that depending on the multitude of differences that exist between sports, coaches, athletes and teams, a coach must explore what optimal motivational strategies would be right for them and their athletes.

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