

5-2012

Coaching Motivation

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Coaching Motivation

By

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Bachelor of Science
University of Nevada Las Vegas
2007

A professional paper submitted in partial fulfillment
of the requirements for the

Master of Science Hotel Administration
William F. Harrah College of Hotel Administration

Graduate College
University of Nevada, Las Vegas
May 2012
Chair: Dr. James Busser

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PART ONE

Introduction

The ability to motivate athletes is one of the major requirements of being a good coach at any level. Collegiately it may even be more important because college athletes are trying to juggle so much in their life. Student athletes have to deal with schoolwork, practice, social life and other various demands that coaches, peers, individual and family members put on them. Student-athletes need to also weigh the options of trying to make sport a career or making sport a secondary option and making education. All educational institutions act politically correct and say that student-athletes are exactly that: students first and athletes second. Unfortunately during the season this is not always the attitude of the coaches and athletes.

In both team and individual settings athletes may either get burnt out or just get tired of trying so hard and not seeing results. As a coach you have to make very tough decisions on who will play and who will act as a reserve player. These decisions may eventually lead to tension between coach and player, player and player, families and coach, or families and player. These coaching decisions may be consequential because of the balance of team cohesion. As a coach you need to make sure that your stars, role players and bench players all stay motivated. If one of more of these units falls behind the whole team will suffer. The population of fans and media may only judge a coach on their ability to put forth a winning program and will praise coaches on star athletes and records, but the true meaning of coaching is to be able to make everyone on the team work hard and strive for the ultimate goal. If a coach caters to or gives special attention to just a few players the team and program will eventually suffer.

As a coach you need to make sure that you know your players inside and out. Being able to learn what makes them tick individually and in the team setting will determine how successful your program is. The star players need the backups and the bench players just as much as the program needs the star players. If it were not for the bench players competitive practice would not be possible. The bench players are also vital in trying to mimic the next opponent's strategy. The coach is in charge of watching the videotape and coming up with a game plan but it is the job of the bench players to play out this game plan in practice so that the starters can get a feel for what is coming up. The bench players not only need to play out the other teams strategies, but also needs to make sure that they are learning their team's strategies incase of injury or other circumstances where they may need to be in the game. This can cause burnout and a feeling of being undervalued if they do not ever get in the game.

Purpose Statement

The purpose of this professional paper is to indentify how to motivate collegiate athletes who are bench players.

Statement of Problem

Motivating college athletes to perform can be quite the challenge. With everything that goes on in a student-athletes life a coach may wear many different hats. Creating motivational strategies that are effective for all team members, especially the bench players can be instrumental. Making sure that all individuals are working towards the team's goals will prove to be the true measure of the success of a coach and a program.

Justifications

With thousands of college programs being under immense public scrutiny, the ability to motivate athletes is a coach's number one challenge. Coaching jobs are incredibly tough to get and even tougher to keep so being able to manage your athletes needs to be a priority. Keeping the atmosphere fun and challenging as well as being able to be a student-athletes mentor presents many challenges. There are many theories on motivational strategies and many coaches utilize these strategies in their own way. Star players usually carry the glamour of a program, but as you dig deeper it is the bench and reserve players that make these players and team as successful they are.

Constraints

While reviewing some of the literature some of the constraints that have been realized are the fact that there are so many motivational strategies so to be able to narrow this down may be difficult. Another reason why this study may be hard to define is because of the ever-changing landscape of collegiate athletics. With coaches and players coming and going every year the ability to institute a system of motivation that will always work may not be possible. Part of having a good program is having the ability to change with the times. As different players come and go the coach needs to try and keep the system as similar as possible, but also need to have a plan to deal with the emotions and needs of college aged athletes.

PART TWO

LITERATURE REVIEW

Introduction

Motivating athletes is something that every coach needs to be able to do to have a successful program under him. Motivation is a culture that a coach needs to instill in his staff and then to his players. By sifting through the many theories on motivation, coaches should be able to concentrate their energy on just a few major factors, and from there draw conclusions on what the best ways to motivate all of their athletes.

Self-Determination Theory

“The self-determination theory provides a framework that categorizes the various reasons underlying the pursuit of an activity into six types of motivation.” (Amiot, Gaudreau, & Blanchard, 2004, p.398) Some of these types of motivation include intrinsic and extrinsic motivation, autonomy, competence, and relatedness (Deci & Ryan, 1985). For an athlete, to be motivated means to be moved to do something (Ryan & Deci, 2000). Since every athlete is motivated differently, and every team takes on a different identity this can certainly be quite the challenge. The self-determination theory is a good framework for coaches to understand how to increase a person’s motivation and willingness to want to put forth the proper amount of effort in any particular activity.

The self-determination continuum (Figure 1) created by Ryan and Deci (2000) shows how a person can move from amotivated through extrinsic motivation and then into intrinsic motivation. In the figure below the continuum moves from the left to the right as the person moves from not motivated at all to the person being completely motivated. Deci and Ryan (2000) determined that the real question pertaining to

nonintrinsically motivated persons is how these individuals acquire the motivation to be persistent and have good behavioral qualities as well as a positive well-being. “According to SDT, these different degrees to which the value and regulation of the requested behavior have been internalized and integrated.” (Deci & Ryan, 2000, p.70)

Internalization deals with a persons ability to value an activity and integration refers that persons ability to make that activity meaningful so that their sense of self is heightened.

To summarize, the continuum is a guideline to help people realize their full potential. If an athlete is unmotivated (Lacking the intention to act) or extrinsically motivated it is imperative to try and help this athlete reach their full potential as it relates to motivation.

FIGURE 1 – The Self-Determination Continuum Showing types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes

Behaviour	non self-determined				self-determined		
Locus of Motivation	None	Not-internalised		Internalised			
Type of Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation	
Type of Regulation	Non-regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation	

Source: Adapted from Deci and Ryan (2000)

Along with the previously mentioned continuum of the self-determination theory athletes also need to feel a sense of belongingness and connectedness (Bartholomew, Ntoumanis, & Thøgersen-Ntoumani, 2011). The self-determination theory should help to foster a healthy development and create effective functioning in your athletes (Bartholomew et al., 2011). What all coaches should realize is that no matter how you choose to motivate your athletes, you must make sure that you leave plenty of room for autonomy.

Basic Needs

One of the components of the self-determination theory is autonomy. Autonomy is the feeling that you control everything in your world at any given moment (Friedman & Ebrary, 2003). This statement may not always be true, but as long as the mindset of your athlete is autonomous the better off your chances of reaching him with your motivational strategies. Autonomy for an athlete deals with their social life, their schoolwork and basically everything that is not covered by the team's schedule. Taking the team on the road and allowing the athletes to do what they please on the off time is one example of how you can make their mindset better once it is time to concentrate on the competition. If the athlete is worried that you are watching every move they make and they feel like they are walking on eggshells everywhere they go, it may deteriorate their desire to perform for you. The more autonomous a situation seems, the more likely it will result in more engagement (Deci et al., 2001).

Competence also plays a major role as a basic need in the self-determination theory. Competence is the ability to believe that you have achieved some sort of mastery in your area (Stone, Deci, & Ryan, 2010). Clearly a collegiate athlete has accomplished something early in their life to allow them to continue their athletic career in college. Many athletes who continue on to college look for a coach who they believe can continue their mastery of a particular sport and hopefully guide them to the professional ranks. As a coach one thing you must instill in all of your athletes is the fact they are never done growing in their respective sport or as an adult. Continuing mastery of the game and knowledge of the game is something that will never die. In order for an individual to learn and develop with their full potential feelings of competence will be vital (Deci &

Ryan, 1985). A coach should always be pushing and challenging their athletes so that the learning process never becomes stagnant. The level of learning will clearly be different for your star player and the last player on your bench, but as a coach it is your responsibility to keep each one of your athletes engaged and fully committed in their own development.

Mastery can be linked psychologically to happiness and pleasure as well (Stebbing, Taylor, & Spray, 2011). If you can coach and athlete to keep growing they should never get bored of learning. Keeping an athlete positive and happy in the collegiate setting is a huge battle. Collegiate athletes are not getting paid, have no guarantees of playing professionally, and have many things to balance in their schedule so keeping them mentally positive is a big deal. If you lose your player mentally, their skills on the field will most certainly deteriorate. Many college athletic departments have begun to take the mental aspect of sport very seriously. Hiring psychologists and mental coaches to help athletes is very common among collegiate athletic programs. Many athletes have issues at home or issues socially and to be able to get as much out of them in the athletic forum these issues need to be taken care of. Some of your athletes have nobody else to turn to so as a coach this is one of the many hats that you must wear daily. School issues will also arise. If a student is having a hard time staying eligible, you must figure out a way to help them stay up on their education. Many of the athletes at high-level athletic programs may not take their education seriously and you must make them aware that this type of behavior will be unacceptable.

Having an athlete and coach be psychologically strong will benefit the entire team. In an article by Stebbings (2011) it is noted, “High levels of work engagement

(conceptualized as a positive, vigorous, fulfilling state of mind) have been shown to positively predict teachers' instructional behaviors in the classroom.” (p.257) Although this research deals with the educational setting, some comparisons can be drawn in the athletic domain. As the discussion about keeping athletes challenged mentally continues, it is extremely important to keep their psychological well being in a positive state. If you happen to lose your athlete to narcissism or any other type of negative thought processes, you threaten to lose their ability to produce and also it may leak into the minds of some of your other players in the locker room. Keeping each one of your athletes up beat and positive about sport and life will enhance the team chemistry.

Relatedness is the last step in the process of positively influencing the mindset of your athletes. According to Stebbings (2011) “Relatedness is the desire to feel connected with, and mutually supportive of, significant others.” (p.256) As a coach is it important to try and stay away from giving any sort of special attention to just one of your athletes. If your athletes see that one of two of their teammates are garnishing special treatment this can potentially give off the feeling that not everyone has the same chance to succeed. Creating team-building exercises is one way to alleviate this issue. Doing things such as taking the team on dinners for successfully reaching a goal or having them run practices while you oversee exactly what they are doing are good ways to try and keep everyone involved. Having a sense of connection with these other players is essential for optimal social and emotional development (Baumeister & Leary, 1995). If players see that you are giving the star athlete preference over everyone else it can potentially make them feel alienated and not want to produce for the team. The last thing you want is the feeling that everyone is out for their own good and not the overall good of the team. If there is a

creation of selfishness on the team there is a good chance that you will not have success. Preventing this before your team steps onto the field is crucial. If each one of your players is supportive of their teammates and the goals of the team and your chemistry is high then the ability to win is increased. However, if there is any tension in the locker room and behind the scenes the chances that it arises while during a game are increased.

When all of your athletes feel an individual sense of satisfaction in the areas of autonomy, relatedness, and competence the research suggests that this will lead to positive outcomes, such as persistence in sport, positive exercise-related effect, work performance and psychological adjustment (Stebbing et al., 2011). Along with motivating your athletes as a coach you must be able to create these feelings in all of your athletes as well. Almost as important as motivation is chemistry among the team. Growing together and setting tangible, attainable goals that you reach, as a team, is very important to the overall well being of an athletic program. Almost as important as athletic ability is team chemistry. Starting with the recruiting process and being able to understand how individuals' personalities interact with each other is an important part of building a team that gels. When individual athletes try to mentally separate themselves from the team it start to become an uphill battle to get everyone to work together. A rift between players needs to be addressed as soon as you notice it. Young college athletes need to realize that they are not individually bigger than the program as a whole. If you have athletes who believe the program will not be successful without them, they will need to be reminded that the team can go on without them and does not solely depend on their ability, but instead the ability of the team to work together.

Creating that welcoming atmosphere is part of developing your young student-athletes. Making sure that every one of the other coaches you hire has similar interpersonal styles as you will also help to make your athletes feel like they are being looked out for. Creating a family atmosphere in the locker room will go a long way to making your athletes buy into your program. If a student-athlete starts to feel like you are only after their athletic ability and do not care for their personal life they may start to make below average choices. The more you as a coach can take on this role of expanding your athletes well being and creating a healthy mental atmosphere for your athletes the more likely they are to lay their talents on the line for your program, a 2011 study by Juliette Stebbings, shows that a direct result of providing athletes with choice, responsibly, and the ability to engage in open discussions regarding athletes feelings, ideas and opinions about training sessions and competition will eventually lead to the ability to facilitate positive athletic consequences (Stebbing et al., 2011).

Intrinsic/Extrinsic Motivation

Two more forms of motivation that many athletes come across are intrinsic and extrinsic motivation. Both are very different and sometimes an athlete will need to tap into one of the other. At some point in every athlete's life they will feel some form of both intrinsic and extrinsic motivation. According to Deci and Ryan, motivation can come as a result of less self-determined external factors, such as rewards or grades, or more self-determined factors, such as interests or values (Deci, Ryan, & Williams, 1996).

According to Ryan & Deci (2000), "Intrinsic motivation is the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn." (p.70) In other words intrinsic motivators come from within the person

because of their basic love for the game and their personal desire to become the best they can possible be. Intrinsic motivation comes from deep within the individual and helps to drive them to try and reach personal goals. When times become tough and things are not going well for an individual they need to dig deep into their core and pull out their intrinsic motivation as a strategy to try and keep pushing forward. Intrinsic motivation is something that is extremely hard to teach, but once you realize someone has this type of personality as a coach you better exploit this and do anything you can to pull this out of your athletes. Intrinsic motivation can lead to creativity and can facilitate various types of learning. When a group of people who have the same goals and are all intrinsically motivated get together as part of a team the possibility of success is greatly enhanced. Many times as a coach you will hold boring practices or film sessions that everyone complains about, but the intrinsic motivation and love for the game is what will help your athletes get through the tough times and it will also help them enjoy the fun activities that much more.

Extrinsic motivation is quite different than intrinsic motivation, maybe not equally important, but it certainly should not be completely avoided. Extrinsic motivation refers to the performance of an activity in order to attain some separable outcome and, thus, contrasts with intrinsic motivation, which refers to doing an activity for the inherent satisfaction of the activity itself (Ryan & Deci, 2000). Extrinsic motivation can also be noticed when a behavior is performed to receive a reward or to avoid punishment (Pelletier, Tuson, & Haddad, 1997). An example of extrinsic motivation in its purest form is the fact that your best athlete may just be using your program as a stepping stone to progress into the professional ranks just to make money.

Someone such as a freshman basketball player whose skills are not ready for the NBA, but he leaves college after one year to get drafted and collect a paycheck. This same athlete who is an intrinsically motivated person would realize that an NBA career will eventually be a part of his future, but he understands that he should work on his skills at the collegiate level before rushing out of school just to make a paycheck. Intrinsic and extrinsic motivation can also overlap in the case of an athlete. In the beginning of most athletes' career they decide to play the sport because of their true love for the game. No matter what the circumstances are the athlete will always want to play the game and get will always be trying to improve their skills. Somewhere during their young career an athlete may realize that their ability warrants them an athletic scholarship to a university. Depending on the athletes love for the game and what type of coaching the athlete has received this scholarship can mean many things. It can mean that the athletes' love for the game has accelerated into immense talent and the athletes' hope is to continue their career at the collegiate level to learn even more about the game and hopefully continue their career in a positive way. On the other hand if some forms of extrinsic motivation sneak into the fold this athlete may be doomed before they even step foot onto a college campus. Some high school athletes may try to abuse their ability by accepting gifts or money because of their talent and potentially try to strong arm a university into bending NCAA rules while the recruiting process is going on. As a college coach you need to try and understand the difference between these two types of athletes who may have similar ability. Your goal is to try and get as many intrinsically motivated athletes on your team as possible. These types of athletes play the game more for the love of the game than for anything that might accompany success.

A person may also be defined as amotivated, which is lacking of any intention to engage in behavior and constitutes a non-self-determined form of motivation (Markland & Tobin, 2004). Amotivation lies somewhere between intrinsic and extrinsic motivation and the individuals who fall into this category can be referred to as being incompetent and may lack any control (Deci & Ryan, 1985). Amotivated people will engage in activity with no sense of their ability and may not have any idea on how talented they are. Sometimes this will lead this individual to believe that nothing can come of their efforts and therefore they will be amotivated.

Ryan and Deci (2000) allow for four different types of extrinsic motivation on their self-determination continuum. The four types in order of self-determination as it applies to extrinsic motivation from least to most are external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2000). As a coach if you can determine where your athlete falls you may have a better chance to helping them reach their goals. The closer they are to intrinsic motivation the higher chance you have of making this athlete realize their goals. An externally regulated athlete will show promise or effort if they believe that their behaviors are being performed in order to satisfy an external demand or reward such as money. These types of athletes may seem lackadaisical in many of their efforts in practice or in the game unless they believe they can achieve some sort of individual award or praise from coaches or teammates. Many of these athletes will have large egos and may not play well in a team setting if things are not going the way the athlete wants.

The second level of extrinsic motivation on the continuum is introjected regulation. This type of motivation is based almost completely on ego. An athlete will

demonstrate increased ability if they believe it will somehow benefit them individually (Ryan & Connell, 1989). Being cheered on by the fans or teammates will increase this players desire to want to perform. However on the opposite end of the spectrum if the crowd is booing or jeering the athletes' performance they may become invincible or passive while playing. An athlete who performs under this structure will have a hard time fighting through extremely tough times where nobody is there to pick them up when they are struggling. Alienating themselves from other players and the coaching staff may be a trait that an athlete who falls into the category will exhibit. Without constant extreme praise this athlete will feel like he is a failure and therefore motivating him to push through a difficult time will be a challenge for any coach.

Moving on from the first two forms of extrinsic motivation on the continuum to the final two forms which both have traits of an athlete who may be just a little more coachable and on their way to getting back to the original intrinsic motivation that guided them when they first picked up the sport. The third form of extrinsic motivation on the continuum is identified regulation. Identified regulation deals with an athlete who does realize that there are goals that need to be set and sought after, and realizes that the goal is bigger than the individual. An athlete in this form of extrinsic motivation realizes that his talents may far exceed others on the team and may still have an ego, but notices that the team does not succeed without other players and goals that they take on as a personal challenge. An athlete like this may feel like they let the team down if the goal is not reached, but may not show the same signs of alienation as an athlete who falls into one of the first two categories of the continuum.

The most advanced or easiest form of extrinsic motivation to coach is known as integrated regulation. Integrated regulation is the closest form of motivation to intrinsic motivation on the continuum. An athlete who falls into this category still exudes some forms of extrinsic motivation, mainly the fact that the athlete still participates in the sport because of separable outcomes such as a professional career or money. Many of the actions that his athlete encompasses are similar to that of an athlete who falls directly into the intrinsic motivation category, which is participating for the pure enjoyment of participating, but underneath it all is the outlook of how the game can benefit the individual. As a coach the goal is to move an extrinsically motivated athlete as far through the continuum as possible. Someone who is extremely talented yet extrinsically motivated may not be as good of a contributor to your program as someone who is not as talented but intrinsically motivated.

“Other studies find that more autonomous extrinsic motivation was directly associated with more engagement, better performance, lower dropout and higher quality learning, among other outcomes.” (Ryan & Deci, 2000, p.73) As a collegiate coach these are all qualities that you dream of your athletes having. Making an athlete fully engaged in the program you are running is key to the success of the program. Having a whole team of athletes that are driven by these forces would help you direct the program in the right direction. Unfortunately there are many collegiate level athletes who have their own agenda and have a hard time buying into your style even if they get past the recruiting process and you buy into them. Having an intrinsically motivated athlete will not necessarily ruin your program, but as a coach you need to figure out how the mind of this athlete works and try your hardest to move this athlete as far along the continuum

as you possibly can. Having team leaders or captains talk to or motivate this athlete separate from your efforts is also an effective way to move the athlete along in the way they think. If your goals are being pushed by most of the athletes in your program then the chances of dragging along the slow learners are greatly increased. Letting the entire team feel a sense of autonomy will help them believe in you and what you are trying to teach them. Making sure that the team has chances to do things on their own with each other and not always having the coaching staff oversee them can create a good sense of trust. Creating this environment will let your athletes realize that you are always there for them if they need anything, but that you trust them to make good decisions when you are not there. Many of your athletes will look to you as a parental figure therefore you must create an atmosphere that will facilitate this relationship.

Self-Efficacy

Self-Efficacy is defined as “A person’s belief in his or her ability and capacity to enact goal-directed behaviors within an activity context.” (Çetinkalp & Turksoy, 2011, p.926) The choosing to participate in sport relies heavily on one’s self-efficacy beliefs, an individual with high self-efficacy will tend to engage in new activities, try harder, and persist longer in a situation than a person who is not (Wise & Trunnell, 2001). The self-efficacy theory addresses four sources of information that will influence one’s level of competence: mastery experiences, vicarious experiences, verbal persuasion, and emotional or physiological states. If an athlete believes that he or she can be successful at any particular sport then the chances of participating and growing their skills in that sport are greatly enhanced. Self-efficacy can be directly tied to intrinsic motivation in the idea that an athlete will continue to participate in sport simply for the real joy of

competition on becoming the best athlete they possibly can. With no other ulterior motives getting in the way of the continuous growth of skill and desire of the athlete to be the best they can be.

Mastery experiences will tend to enhance the chances that an individual will continue in their growth of whatever sport they choose to participate in. If an individual sets goals and realizes them through mastery experiences they are more likely to continue in that sport. Vicarious experiences also tend to help individuals in the world of sport because many athletes have role models, which they follow and may choose to try and emulate their role models moves or abilities while they are performing (Bandura, 1997). While modeling oneself after a role model it is important to keep in mind that the specific role model that one chooses should be someone in which the individual can relate to (Ashford, Edmunds, & French, 2010). For example for a junior golfer it would make sense for them to model themselves after someone of similar body type, a tall lanky junior should not try to swing the golf club like John Daly. It is much more likely that this individual will have success modeling their swing after a player such as Stewart Cink and therefore the vicarious experience may lead to a mastery experience (Jackson & Beauchamp, 2010).

Verbal persuasion can also be vital to the growth of a young athlete. As a coach it is important to tell your athletes that they do in fact have the ability to succeed. Many times hearing this from someone else who believes in them can help to contribute to their growth. The more persuasive you can be with your athlete the better chance they have to feel a greater sense of self-efficacy (Bandura, 1997). On the flip side if someone who the young athlete looks to for advice and this individual continually tells them they might

not be able to achieve a certain status this could negatively affect their self-efficacy levels and therefore also negatively affect this individual's chance at a mastery experience (Lent & Lopez, 2002). Physiological states are the last interpreter of how an individual may judge their ability. The mind tends to be a strong predictor of performance. If an individual truly believes in their ability to complete the task, their chances of success are greatly increased as compared to an individual of the same talent level who views their ability negatively (Bandura, 1997).

As a coach, being able to enhance self-efficacy in your athletes can be your tallest task. Many of your athletes will look to you to help them set and achieve goals. As an athlete this will require the growth of skill in order to reach your goals, and in order for you to grow your skill you will need to have effective coaches in place to help you. Part of growing your skill as an athlete is your internal belief that you have the ability and desire to grow that skill. Before you can get anyone to believe in your ability you have to believe in yourself. If this comes as a challenge early in your career than chances are you will have an uphill battle as an athlete.

“Efficacy beliefs are formed as a result of self-appraisal, and self-persuasion through cognitive processing of efficacy information derived from the following sources: past performance accomplishments, vicarious experiences, verbal persuasion, and physiological states.” (Feltz, Short, & Sullivan, 2008, p.293) All of these past sources will help to form exactly how it is that an athlete perceives himself or herself. As athletes continue to grow in their career it becomes the job of a coach to bring out the best of these beliefs so that an athlete feels more confident in themselves. As a coach it can be beneficial to link self-efficacy to self-confidence. A quote from Phil Jackson says,

“I think the most important thing about coaching is that you have to have a sense of confidence about what you’re doing. You have to be a salesman and you have to get your players, particularly your leaders, to believe in what you’re trying to accomplish on the basketball floor.” (Feltz et al., 2008, p.294)

This quote sums up exactly how self-efficacy and self-confidence are linked in the sense that if your athletes believe in themselves and your theories than the chances of success are much greater.

Self-efficacy can also be intertwined with goal-orientation. An athlete's sense of their ability to accomplish a particular task or set of tasks will weigh heavily on how highly they may think of themselves. The more goals that each athlete accomplishes during their career the more likely they are to keep striving to accomplish more goals. As a coach this is where you need to step in and help an athlete set measurable, attainable goals.

In college athletics it is important for an athlete to have a high sense of self-efficacy so that their contributions to the team are positive. Self-efficacy is directly predictive of team affiliation (Çetinkalp & Turksoy, 2011). One of the reasons athletes who have a higher perceived physical ability participate in sports is their motive for team affiliation (Çetinkalp & Turksoy, 2011). As a coach, your ability to foster this sense of team affiliation through each athlete's sense of self-efficacy is important. If all of your athletes individually believe in themselves the chances of them working together as a team to achieve greater goals is greatly enhanced. Athletes want to succeed innately, and understanding that team success depends on everyone's abilities combined, getting individuals to feel a sense of team affiliation should enhance their ability to contribute.

Goal-Setting

An individual may decide to participate in sports for numerous reasons, one of them being goal-orientation. Setting and achieving goals has long been a major motivator in athlete's careers. Goal achievement can be directly related to many of the other topics discussed in this literature review such as self-efficacy, self-determination, and intrinsic and extrinsic motivation. Setting goals can be the single most important factor in how far an athlete may advance in their career. In a study conducted by Cetinkalp & Turksoy (2011) it is seen that psychological factors such as goal orientation, and self-confidence make an important contribution to individual's decisions to participate in sports activities. Among other factors, goal-setting; as it relates to achievement and skill development; took high precedents in determining how long an athlete would continue participating in sport.

There is a very fine line in goal setting than can ultimately make or break an athletes career. Creating effective, attainable, measurable goals for an athlete is vital to their success. As a coach you want to help an athlete set goals for themselves that are reachable. The hardest part about setting goals is you must not set goals that are too easy to reach, yet you also do not want to set goals that are extremely unattainable either. Weinberg believes that "When setting goals coaches need to use certain principals and guidelines to maximize their effectiveness." (Weinberg, 2010, p.58)

According to Weinberg (2010) there are three types of goals discussed: outcome, performance, and process goals. Each one is equally important and each one needs attention. As defined outcome goals focus on the end result of a competition and are therefore primarily concerned with winning and losing. An athlete is not always in total

control of reaching his or her outcome goal, since winning or losing depends, at least in part, on the performance of the opponent. Performance goals refer to an individual athlete's performance independent of other competitors or the team. An athlete is in total control of achieving a performance goal because the performance of other players or competitors does not affect the goal's attainment. Process goals are usually concerned with how an athlete performs a certain skill. These goals are usually used during practice or training. An athlete should work on each type of goal and not lose sight of setting and achieving goals.

Goal setting has a direct effect on an athlete's self-efficacy and can lead to a greater sense of determination and motivation. There are many factors that lead us to believe goal setting is an effective way to enhance an athlete's career and skills. Weinberg has identified some of these factors:

- "Performance is enhanced when goals are moderately difficult, challenging and realistic.
- Goal setting provides athletes with direction and focus.
- Motivation will be higher if athletes are committed to their goals and accept them.
- Goals plus feedback produce better performance than either goals alone or feedback alone.
- Goal barriers are generally categorized as physical (e.g., injury), psychological (e.g., lack of confidence) or external (e.g., parental over-involvement).
- Goals should be prioritized.

- Performance and process goals should generally be emphasized because they come under the athlete's control.
- Time pressures, stress, tiredness, academic pressures and social relationships negatively affect goal achievement.
- Both short-term and long-term goals are important. Long-term goals provide direction and short-term goals provide motivation as well as making long-term goals seem more achievable, since sometimes the “whole” can be daunting.
- While action plans help to implement goal-setting strategies, many athletes do not use them.
- While many athletes and coaches talk about and image their goals, they are not consistent in writing them down.” (p. 59)

With these factors and the following principals, achieving goals should be fun and desirable for all athletes.

- Use Both Short-Term and Long Term Goals - This will help an athlete in their own pursuit of becoming the best they can. Both short-term and long-term goals are needed to maintain motivation and performance.
- Make Goals Challenging but Realistic – Goals should be moderately difficult, as opposed to moderate or difficult. When goals are too easy, it is easy for an athlete to become bored or complacent. When goals are too hard it may be easy for an athlete to stop trying because they see no results except for failure.

- Write Goals Down – It is important to write goals down and display them in a place that is easily visible. If this does not happen it is easy to lose sight of a goal or change the goal depending on where your success is heading.
- Use a Combination of Process, Performance and Outcome Goals – Using all three types of goals and intertwining them can lead to the greatest success. If all three types of goals work together it may produce optimal performance and result.
- Use Individual Goals and Team Goals - Creating goals that can build off of each other is a great way to enhance both player and team success. A coach must be wary of the individual goal taking over and distracting the team goal.
- Set Practice Goals – Majority of an athletes time is spent in practice so setting practice goals is as equally as important as setting competition goals. Practice goals should mainly be process goals.
- Develop Plans to Reach Goals – Creating a way to measure goals is important so that athletes can track their success and see exactly what they need to get better at.

Goal setting is vital to any athlete's career and the ability of a coach to help monitor it can severely increase an athlete's chance for success. The key is keeping the athlete motivated to achieve their goals and then set new ones once they find success in the previous goals.

The last step in the goal-setting process is goal evaluation. Periodically coach and athlete should sit down together to see if the goal setting process is working and to talk about how the athlete feels their progress is coming along. Sometimes the coach and athlete will need to reevaluate some of the goals that have been set or even work on

creating new goals. It is important for the vision of the coach and player to mesh so that both can stay focused on the tasks at hand.

Task/Ego Orientation

Task and ego orientation is extremely important in an athlete's career and especially vital to the overall longevity of their career. If an athlete shows signs of ego orientation at a young age they could be doomed for failure. A task-oriented goal perspective is assumed to exist when an individual's actions are aimed at achieving mastery, learning or perfecting a skill. The individual evaluates personal performance to determine whether mastery has been achieved, and thereby ability demonstrated. When an ego-oriented goal perspective is assumed to exist, an individual's actions are aimed at exceeding the performance of others. The individual's focal concern is with social comparison and ability is demonstrated when own performance exceeds that of the comparison others (Roberts & Ommundsen, 1996).

Studies have shown that a task-oriented goal perspective was related to the view that sport should foster honesty and respect, enhance one's self-esteem and teach people to try their best, cooperate, and be a good citizen. Task orientation also fosters social responsibility and lifetime health. An ego orientation goal perspective, on the other hand, was related to the view that sport should enhance one's self-esteem and social status (Roberts & Ommundsen, 1996). Task involvement and mastery should foster a greater sense of self for an athlete as well simply because they have complete control over their achievement. If an athlete sets a goal of mastering a task and reaches that goal it will enhance the satisfaction of that athlete. An athlete may master a task and feel a sense of achievement even if the team suffers a loss, but an athlete who has an ego-orientation will

take that loss and feel ashamed of it. As a coach sometimes you need to put wins and losses in perspective for your athlete, much of the time winning and losing does not directly fall on the shoulders of each one of your athletes because they do not have complete control over how the other team or players are going to perform. Vice-versa there are some times when your team will win, but your athletes still have not mastered some of the skills or goals they have set forth. Keeping this idea in focus will help each one of your individuals prosper as athletes and as human beings.

Task and ego orientation are also closely tied to goal orientation and achievement. Someone who is heavily task oriented will see the benefit of setting and reaching goals simply because it will lead to mastery of the skill at hand. Once a goal or set of goals is reached this task oriented athlete can then move forward to creating their next set of goals. This continuum should build on itself for an athlete who has this mindset. As for an athlete who models an ego orientation setting and achieving goals may be much more of a challenge for this person. An ego orientated person is much more likely to be concerned about how he is perceived amongst his peers and will try their hardest to be accepted within the community. Instead of focusing on the goals that this athlete or their coach may have set forth, their mind may wander and the potential to become frustrated may occur. As a coach it is important to have the ability to realize relatively quickly if your athlete is task or ego oriented so that you can coach them accordingly. In a study conducted by Roberts & Ommundsen (1996) where the goal was to measure achievement implication of both ego and task oriented individuals it was easy to see exactly how different the two approaches could be.

The study focused on the belief that athletes with an ego orientation preferred to avoid practice and would much rather perform in competition whereas athletes with a task orientation would endorse effort and persistence and seek practice because they wish to learn and develop mastery of the skill. The results of the study confirmed the original belief that a task orientation was positively and strongly related to the perception of a mastery-oriented motivational climate, to satisfaction derived from mastery, 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. An ego-oriented motivational orientation was related to satisfaction derived from showing superior ability, to pleasing others, and to enhancing one's social status and developing lifetime skills.

As a coach it is important to try and limit the amount of ego-oriented athletes that you recruit to your program because they may be a distraction for some of your harder working athletes. The more task-involved athletes that participate in your program the better chances you have of getting these athletes to achieve their maximum potential.

Conclusion

In conclusion to this literature review, it is important to try and understand that motivating young athletes is not an easy task. With all of the above-mentioned theories on how to motivate, coaches are faced with a whirlwind of ideas and a number of challenges. College age athletes have many pressures placed on them and will often look to the coach for life advice. Keeping your athletes focused on education and athletics while also trying to avoid as many of the distractions that may occur in a young athletes lives can be a daunting task. Many athletes are driven by different ideas and circumstances and to be able to hone them in on your goals takes persistent work. Over

the lifetime of a college athletes career there will be many roadblocks and the ability to work through them with the athlete will change their lives forever.

PART THREE

Introduction

By using the previously mentioned theories, my goal is to provide collegiate coaches with a roadmap on how to successfully motivate their athletes. The focus will be on players who receive minimal playing time mainly because it is easier for these athletes to get distracted and lose focus of the goals set forth. However, these guidelines will not only apply to players who receive less playing time. By applying many of the ideas from the theories presented in the literature review to come up with the best possible way to motivate a college athlete. Coaches need to understand that each athlete that you recruit to your program will come from a different background and some players will need more attention than others. The ability to be fluid with your methods and to be able to think on your feet will need to be demonstrated to become a successful college coach.

All of the motivational theories discussed in the literature review will impact coaches and athletes' lives and coaches should be able to use those ideas to formulate a plan for player motivation and how to apply use in the future. Coaches have many obstacles to overcome starting with recruiting and ending with graduation. The ability to mesh a young athlete's social life and education with collegiate athletics take time, patience and a true love for the sport and the desire to advance a young athlete's career.

Self-Determination Theory and Autonomy Implications for Coaches

A coach always has the goal of achievement for his athletes on a team-based approach and an individual-based approach. Dealing with all of the parts that complete the team while being able to separate out the individuals can sometimes be a challenge.

Not everyone on the team is of the same skill level and some need to be pushed more than others. In collegiate athletics there are also other factors that come into play such as stress, social life and academics. Coping with all of these newfound challenges is something that the coach needs to help the student-athlete through. Without a direction from the coaching staff a new collegiate athlete may get lost and become confused early on in their career. This may lead to quitting on the team, disengagement, and/or transferring from a program. Once you have invested your time and potential scholarship money into an athlete these are things coaches would want to avoid.

Clearly you care about your program and its players, but there is nothing worse than having your players turn on you in the locker room. Having controlling behaviors will turn your players off to your style and negatively affect your student-athletes. Being able to adapt a style that allows for concrete structure while intermixing athlete autonomy is a difficult task. Clearly identifying your policies early in your career and in your athlete's careers under you will be an important first step. If an athlete understands exactly what is acceptable and unacceptable and you give them the freedom to choose between the two then they should have no recourse when consequences are handed down. The key for a coaching staff to allow players to be autonomous is the ability to stay consistent throughout. If the consequence for being late to practice is sitting out the first 5 minutes of the next game or running the stairs in the basketball arena than those consequences need to be the same for the star player as well as the last player on the bench. If you treat any of your athletes differently when it comes to consequences it will cause a rift in the locker room.

Creating opportunities for athletes to have some decision-making ability will also create an autonomous environment. Whether these decisions include having your athletes choose their consequences for breaking rules in the beginning of the season, or allowing your athletes to control certain parts of practice, or even something as simple as not shooting down all of their ideas in the film room. In the end all of the coaching decisions will be yours, but if your players have a say in some of the play calling they may choose to respect you more when you do overrule them. An athlete's overall perception of you and your staff may be the difference between them succeeding or failing. Part of motivating an athlete is having them buy into your system and how you run your program. If they feel like they have an equal part in how the team is run the more likely they are to be motivated to play for you come crunch time.

Even though your student-athletes will look to you for guidance if they do not feel that in the end they control their destiny then they may turn against your plan. As young adults and athletes along with trying to succeed and progress through the college career comes the fact that you are also doing a great deal of growing up. Having guidelines to follow that are set forth by the coaching staff and athletic department are important and realizing that if these models are not followed there will be consequences, but the last thing you want to do is micromanage a young adult. You hope that the goals and policies that you lay out for your athletes are clear and that they are on the same page you are in achieving goals. A young adult who is a college athlete needs to be free to make his own decisions and should always have the best interest of the team in the front of his mind. We see way too often athletes being suspended, reprimanded or kicked off teams and even though this is unfortunate, it is part of complying with a team culture.

Starting with the first team meeting of the year make sure you make all of your athletes aware of the fact that your door is always open and that you plan on acting as their father figure while they are part of your family. Also try to get the players to feel comfortable going to each other for help. Sometimes as a college athlete it may be easier to bounce issues off someone that is in the same boat as you are.

Self-Efficacy as it Relates to Intrinsic/Extrinsic Motivation

Extrinsically motivated athletes are more of a challenge for a coach because there is concern for how these individuals acquire the appropriate motivation to be persistent when the challenges becomes tougher than they are used to. These types of athletes may become unwilling to challenge themselves to continue to grow better and thus leave a bad taste in the mouth of the coach as well as potentially hinder the success of the program.

If a coach does not pick up on this selfishness early on in an athletes career the chances of that particular athlete to succeed becomes much more difficult. Autonomy can also play a part in whether a young athlete is intrinsically or extrinsically motivated. If a parent pushes a child too hard from the beginning then the goals of the athlete may be driven externally. If an athlete chooses himself or feels autonomous in their decision to practice or get better on there own the better chance a coach has to mold the future or skills of that particular athlete.

As a coach and a recruiter it is important for you to try and find out exactly what the young athlete you are brining in wants to get out of the program. If during the recruiting process you sense any sort of selfishness, you may want to take a close look at exactly whom it is that you are brining into the mix. Creating team chemistry is a huge part of your job and chemistry is not something that can be taught so it must be

accomplished through your recruiting. Being able to sense how certain personalities may mesh or may not mesh will be vital in growing your program. Talent alone does not always turn into success. During the recruiting process it is important to listen to the verbiage of the athlete you are recruiting because it may tip you off on whether or not the athlete has ulterior motives for participating in your program. If the athlete seems to talk about him or herself a lot and their previous accomplishments without you asking questions directly about them you should raise a quick red flag. An extrinsically motivated athlete should have some questions prepared for you about the team and the program you run and should be looking to better the whole and not just themselves. Obviously an athlete will want to fit into a program that will help them grow the most athletically and potentially help them further their professional career in the long run, but initially the program should be the main concern of the athlete you are recruiting. If you can sense that an athlete is intrinsically motivated and wants to help your program grow then as a coach you should jump at the opportunity to bring this athlete onto your campus.

Task and ego orientation is something that every young athlete battles very much like intrinsic and extrinsic motivation. There are many similarities in between task orientation and intrinsic motivators just like there are many similarities between ego orientation and extrinsic motivators. If intrinsic motivators drive an athlete, chances are they show more of a task orientation identity. The true love and enjoyment of the game will drive an athlete to try and perfect their skills so that they can be the best possible athlete they can be. If an athlete identifies more with ego orientation the chances are they are more worried about where they stand among their peers and what others think of

them. Instead of just focusing on their own skills, these athletes put pressure on themselves to always try and outdo everyone around them, sometimes making them look foolish.

Motivation Guidelines

Once an athlete has reached an ability that will allow them to compete in college the chances are they will come to your program with some degree of motivation already in place. A coach's job is to foster this motivation and create success for the program. A coach's behavior and style, structure of the program, meetings with the athletes and overall attitude towards the program will have a large effect on the athlete's motivation. Using the theories in the literature review as well as drawing from personal coaching experience, here are five crucial steps in the process of motivating athletes:

- Give frequent feedback. (Both positive and negative, as long as it is constructive)
- Foster success through tangible, measurable goals that are not too difficult to achieve nor too easy to achieve. This includes short-term goals and long-term goals.
- Help athletes find personal meaning and value in your program and their own growth.
- Create an open and welcoming atmosphere that is mainly positive.
- Ensure your athletes feel like they are a valued member of the university and team.

Giving Frequent Feedback

As a coach of a college program it is important that you are able to deliver feedback to your athletes whether it may be positive or negative. There will be many instances where as a coach you need to step up and tell your athletes they are not performing up to your standards. Negative feedback is much more difficult to deliver than positive feedback because how you deliver it may be touchy. Delivering feedback to your reserve players will be just as tricky because these athletes know their every move is being judged.

Both negative and positive feedback will need to be a major part of how you run practices. There will be many times where your athletes are working really hard in practice and it is necessary that you acknowledge this so the athletes feels their efforts are being noticed. You should make positive feedback part of practice and make sure the entire team knows when you have recognized an individual. It is also important to not overuse positive feedback because then it may become less of an aspiration for your athletes. If your athletes know that you will praise them every time they do something well it will mean less than if you only praise them when they do something spectacular.

Coaches should approach negative feedback the same way and not criticize every wrong more an athlete makes. Giving good constructive criticism will help the players growth as well as help the rest of the team understand exactly what you are trying to get them to do. However, embarrassing a player in front of the whole team is something that should not occur. It will un-motivate the player as well as make your other players not respect you. If a player is continually making mistakes it may be wise to pull them into your office or speak with them privately after practice. If your players respect your

ability to criticize both positively and negatively the chances of your message reaching the players will increase tenfold.

Setting Goals

Setting goals for your team and your individuals can be very important to the success of each. If as a coach you just go through practice and never make mention of what your goals for the team are, chances are your success will be limited. This also is true with individuals. It is recommended that prior to the season the coach should meet with each one of the players and set individual goals to help their personal success as well as to talk about some of the team's goals that you have laid out. Set checkpoints with each individual throughout the season to monitor their progress. These goals should be able to be easily measured so that if they are not being met the coach can take the proper steps to determine why. An example of a good goal for a college golfer would be able to convert 60 percent of their up and down opportunities. This goal is definitive and measureable as well as not impossible to reach.

Making sure that the goals are not too easy or too difficult is also recommended. If you set a goal for an athlete which is unreachable the motivation of this athlete may deteriorate, furthermore, if the goal that is set is very simple the growth of the athlete may become stunted. It is important for both player and coach to agree on goals and once these goals are reached or not reached to set up a new plan or practice schedule with new goals.

Setting teams goals is vital because it conveys a message to your team that you care about the success of the program. If you lay out exactly what you expect of them as a whole and you convince them that these goals are reachable with the correct amount of

preparation then you are directly setting your team up for success. Coaches should make a few goals to present to the team before the season as well as allow for the team to come up with some goals of their own in a pre-season team meeting. Allowing your athletes to feel like a part of the process will ensure that they take the season seriously and feel like it is up to them to determine the success of the team.

Finding Personal Meaning

Helping your athletes find their own personal meaning while being a part of your program is vital to their growth as a human being. Each athlete that comes to your program will have a different path in life. Your star players may enjoy professional success after college and your role players will move onto another career and hopefully use many of the ideas you teach them to strive in those careers. For a coach it is important to foster these personal meanings and turn them into life long memories.

Finding personal meaning for your reserve players is especially important because they may not see as much playing time as some of your star athletes. The goal for these players may not be to travel to each golf competition, but maybe by their senior year they want to play in one or two of the competitions. Making these athletes feel like part of the team even when their scores are not counting towards the success of the team is important. As a coach this is where some of your creativeness can come in handy. Let these athletes set up the workout schedule or involve them in the choosing of team uniforms in the offseason. Ideas such as these will help these athletes feel like they have contributed to the program. When your team receives public recognition allow all of your players to be in the photo shoot or make sure that they participate in the interviews. Creating these opportunities for every player on the team will allow them to all feel like

they are part of the whole experience and will hopefully allow them some life long memories.

Another way to generate personal meaning for each athlete is to ask them exactly what they want to get out of the program and then to foster these developments as the years go on. If a player's main goal is to graduate and participate in your program while increasing their personal awareness on strength and conditioning, then as a coach you should do your best to involve this player with the school personal trainer as well as allow them to help you coordinate your workout schedule.

Creating an Open Atmosphere

As a collegiate coach it is imperative that you create an open atmosphere, which means having your players and other faculty aware that your door is always open.

Creating this feeling should make your players feel welcome to come to you with any of their personal issues or athletic issues. Your reserve players will take advantage of this because there are times when you ask so much of them and they never receive any playing time. Being able to interact with your athletes about academics, personal life issues, athletics and whatever else they may bring to your door should be one of your top priorities.

In the beginning of an athletes college career they may be a bit timid to come to their college coach to air some of their personal issues out, but as time passes and these athletes start to feel more comfortable with your personal relationship they will most definitely use their coach as a sound board. Being there for them on a personal level will allow them to feel valued and in turn the chances of these players putting forth maximum effort for your team is highly enhanced. However, if you choose to neglect many of these

issues and come off as uninterested in having much contact with your players outside of practice and competition then you take the chance of alienating yourself from the team and having them potentially turn their backs on you.

Being available with the technology in today's world is easier than ever before. Answering emails, phone calls, voice mail, and text messages promptly as well as being available for individual meetings with athletes can make a world of difference. If for some reason you are going to be unavailable for a period of time make your team aware of this and make sure your assistants can fill your void in these situations.

Making Athletes Feel Valued

As a college coach you will take the lives of many young student-athletes in your own hands and have the ability to touch and affect their futures in many different ways. When a high school student makes the decision to participate in college athletics they also choose to give up a typical college experience. They choose to be viewed and scrutinized by the media and other potential viewers. They choose to give up some part of the social life of college because they will be on the road often as well as having to understand how to balance athletics with studies. Being a college athlete is much more work than what many people perceive it to be. As a coach this is where you need to step in and make your athletes feel valued at all times. These circumstances can become overwhelming for young adults, so as a coach you should go out of your way to show your athletes that you understand this and appreciate all of their efforts.

As a coach there are many ways to make your athletes feel valued. Praising your athletes for their academic efforts as well as their athletic efforts in front of the team and community is one way to show appreciation. A coach can also use certain times in

competition to make sure that his bench players get some time. In a team setting there are times when your team is ahead or behind by a comfortable margin and in these situations you should play some of your players who do not get much time. In an individual sport there may be times where your opponents or the field is not as strong as others and therefore you can play some of your players who do not get much time. This shows your team that although the main goal of winning is still important, making sure that everyone's efforts are appreciated and will be rewarded can make them feel valued.

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