The Impact of Motivation on Performance

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Abstract

This literature review examines the potential impact of motivation on the performance of subjects in athletics, business and corrections management. The review demonstrates that many factors impact the motivation of subjects to fulfill occupational and social tasks more effectively. Most studies cited here incorporate empirical methods, such as interviews, surveys, field studies and scales. Although these studies were published between 1985 and 2008, most statistically valid and reliable studies revealed that intellectual abilities had an effect on functioning, as well. In addition, many researchers found that *belongingness* had a strong correlation with motivation in all areas of occupational and social functioning. The need to belong is a powerful, fundamental prerequisite for motivated individuals to do well. Most investigators however, were less consistent about the manner in which specific group modalities or relationship “types” impact either the motivation to perform and fulfill different life tasks.
Outline

The Impact of Motivation on Performance

Introduction

The Potential Effects of Support Systems on Human Motivation

Athletic Motivation

General Constructs of Self-Esteem and Motivation

Motivation of Executives and Correctional Workers

The Need to Belong and its Effects on Motivation

Literature Review

Coach’s Role in Motivating Athletes

Motivational Effects on Performance in Business

Motivational Effects in the Corrections Fields

Methodology

Clinical Implications

Education and Motivation

Future Research

The Importance of Need to Belong in Regards to Motivation

Potential Cross-Disciplinary Impact of Belonging to Human Motivation

Conclusion
The Impact of Motivation on Performance

Introduction

The Potential Effects of Support Systems on Human Motivation. The identification of factors which motivate humans to perform effectively in social or occupational settings has inspired many ground-breaking empirical studies. Many of the valid, reliable outcomes of these studies steer ongoing research in the field of Human Motivation. Much of this research involves the environmental factors which influence motivation, the comparable effects of mood and constitution, and the ways in which motivation impacts behavior and performance, i.e. if links between performance and individual efforts are weak, motivation will decrease proportionately (Wiley, 1995).

Athletic Motivation. Athletes are intriguing subjects for inquiries into correlations between motivation and performance in ancient Greece, the populace admired and respected its elite athletes. Today, we know athletic success may often be due to inspiring, motivating coaches. For decades, researchers have tried to measure the impact of coaching, or specific coaching attributes, to athletic success. These issues continue to drive researchers to specify more useful standards for coaching performance. What characteristics, if any, make the coach more consistently supportive, his or her expectations exceptionally clear? What behaviors benefit a coach’s rapport with athletes? Why do some coaches ask athletes to exceed their own performance expectations? Much research into “coaching style” and the attributes of effective coach-athlete relationships suggest the coach is pivotal to peak performance. These findings may guide motivation- and performance research in other occupations and disciplines.
Numerous researchers have studied the impact of the athlete’s larger support system on athletic motivation and sustained athletic skill. There are clearly different factors which influence the outcome of an athletic experience, such as the personality of the coach, the aggressiveness of coaching style, the interpersonal environment that the coach creates, the type of feedback that the coach gives, and so on (Jowett & Ntoumanis, 2004).

Successful people in other areas of life have many characteristics similar to successful athletes. Both have the motivation to do well, but one of the principal components they need to sustain motivation is performance expectation articulated by the individual’s support system or peer group, i.e. colleagues, spouses, and friends. The purpose of this paper, therefore, is to investigate specific factors which motivate athletes, executives, correctional officers and criminals achieve exceptional performance. First, the writer will examine specific methods coaches use to invoke and reinforce team motivation and performance. Second, she addresses the social and environmental factors required for successful people to remain motivated and effective at fulfilling life tasks. Finally, she addresses the specific forces which motivate certain criminals to re-offend and to continue to violate the law.

We also examine athletes’ perceptions of coaching behaviors and motivational strategies through ancillary studies. Some research indicates that athletes who have less self-confidence and reduced compatibility with a coach are less likely to perform well in their sport (Williams, Jerome, Kenow, Rogers, Sartain & Darland, 2003).

Perhaps the most important factor in athletic performance is the relationship shared between the coach, athlete and team, i.e. their shared sense of belongingness. Certain researchers are intrigued by the collective impact of coaching methods and the athlete’s
Motivation and Performance

social-connectedness on both motivation and performance. In this context, Baker, Horton, Robertson-Wilson & Wall (2003) proposed that the most motivational coaches also have vast knowledge and experience in their sport. Research also suggests that athletes with lower self-confidence and compatibility with a coach are less likely to perform well in their sport (Williams et al., 2003). This conclusion is further reinforced by research on the impact of praise on athletic motivation and ability. Contrary to conventional wisdom that post-performance, reflexive praise enhances athletic motivation, Muller and Dweck (1998) found some athletes view many forms of post-event praise as disingenuous and demotivating.

**Relationship of Self-Esteem and Motivation.** Self-esteem appears to influence motivation, as well. Researchers interested in counterfactual thinking have found that “upwards” or speculative thinking (i.e. “If I had studied more, I could have gotten an A”) affects subsequent performance and motivation for doing well (McCrea, 2008). Conversely, self-esteem is often reinforced by the coach in athletic performance. The coach often plays a highly motivating role and exerts a major impact on athletic functioning. The performance level of the athlete is not as important as the relationship between the coach and the athlete in regards to athlete’s success. Pensgaard and Roberts (2002) investigated athletes’ perceptions of the importance of the type of relationship with the coach, i.e. the climate and the role of the coach in this process of developing the relationship. In this type of climate, the athlete feels the relationship between himself or herself and the coach is stable, supportive, safe, nonjudgmental and encouraging.

The need to belong has strong emotional implications; and when the athlete feels that belongingness is cultivated in a coaching climate, their motivation to perform well
increases. Pensgaard and Roberts (2002) interviewed a sample of elite athletes and found that these subjects placed significant importance on the climate the coach creates. One attribute of a positive climate is that, under the supervision of a coach, all team-members reinforce healthy self-esteem with one another. For athletes to have healthy self-esteem, they need to feel safe with the coach even when they do not perform well. The research also suggests that consistently positive self-esteem and longevity of motivation coexist in most cases (McCrea, 2008). This finding also applies to effective group process among executives, correctional officers and criminals. These findings have been further validated, and the results support the notion that coaches and support networks play important roles in athletic ability, motivation and performance.

Motivation of Executives and Correctional Workers. What, then, motivates the business executive or correctional worker? And what motivates criminals to continue to re-offend and return to confinement? Baumeister & Leary (1995) confirmed the importance of belongingness, stating that people with good social attachments enhanced by occupational engagement are often better adjusted and generally more motivated to do well. Recent Criminal Behavior research suggests that intelligence has a significant role in motivation. More intelligent individuals tend to be less motivated to remain in drug treatment programs and are then more likely to re-offend (Vandevelde, Broekaert, Schuyten & Hove, 2005). Why people remain involved in, or detach themselves from, criminal activity is not fully understood. However, stopping drug use was found to be a major factor in reducing criminal activity (O’Donnell, 2008). Employment has a positive impact on an individual’s self-esteem, and job-loss often induces more negative effects, including loss of identity. The need to belong is demonstrated again in the importance of employment and
perpetuation of self-esteem. Adler describes the need to belong as similar to a person’s
need for air and water. Employment often creates a social network which helps
individuals remain motivated and productive and thus, avoid criminal activity.

Some research focuses on the types of coaching styles which help athletes reach peak performance. Jowett & Cockerill (2003) cite findings from earlier research studies which emphasize the basal factors which enhance athletic satisfaction and hence, athletic motivation and performance. Some of the attributes of such positive relationships are clear communication, trust in self-disclosure, and the implicit willingness to help. The combined effects of these far exceed those of instructional skills, strategies and tactics.

The genuine relationship is such that both, or all, who share in relationship feel unconditional acceptance and approval of one another. The genuine relationship is nonjudgmental regardless of the athletic scenario in which it occurs. In this type of relationship, the individual can be as they are and feel safe and accepted regardless of his or her emotional condition. One can feel the other’s trust and needn’t worry about the loss of trust, even in cases of sub-standard performance

*The Need to Belong and its Effects on Motivation.* Jowett & Cockerill (2003) also mentioned the importance of reciprocity between coach and athlete. The need to belong is, again, pivotal to human motivation. This need impels people to develop and maintain strong, stable relationships. Once such relationships form, emotional stability will often be evident. Baumeister & Leary (2003) found that lack of attachment correlates with a variety of negative physiological and emotional effects. The need to belong is so strong and fundamental that, without it, the motivation to do well in life is nearly impossible. This is true in sports, business, correctional fields, and in criminals’ lives.
Balaguer, Duda & Crespo (1999) found that during 1990’s, Perspective Theory played an important role in describing how athletes recover their motivation to perform. This theory has two perspectives: task- and ego involvement, both of which help create a motivational climate for the athlete. These two factors drive athletic success in two different ways. When task-involved, the athlete places importance in mastering skills and exhorting the maximum effort possible to achieve a task. The ego-involved athlete reflects high ability, well-attuned performance working alone or with others, and with reduced expenditure of effort.

In the same way, an ego-involved business executive will demonstrate skills and confidence in his or her field and make more profitable business decisions than his peers. This theory is used in much research into athletic performance and the coach’s role in creating a motivational climate for athletes. Without understanding the fundamental issues which drive individuals, it may be impossible for the coach, teacher, executive, or criminal justice worker to help others be the best they can be. A skilled, experienced leader understands the most important factor in achieving peak performance is the individual’s desire to achieve it. Therefore, it is expedient for leaders to understand this theory and to incorporate it into their work, in the process inspiring inner-directedness in others. As leaders better understand the ways in which the individual is driven by ego or task, they will become better able to instill motivation into those in their charge with a strategic arsenal of interpersonal skills to do the job.

Baum & Locke (2004) found that when the goals were clear in the business world the self-efficacy increased along with the communications between the colleagues. They found that individuals felt more confident to discuss business matters with their colleagues.
when they were clear about the goals. This in turn made the self-confidence to increase which helped the performance levels to increase. This in turn increased the motivation of the employees to do well.

Researchers suggest (Balaguer, et al., 1999) that many social situations created by peers, teachers, parents, significant others and so on, establish a level of involvement at which the individual performs best. Individuals who live in highly competitive environments are more likely to be ego-involved in their areas of interest. Conversely, those who act or work in settings which emphasize rigorous involvement and personal improvement tend to be task-involved. For example, children who grow up in families in which all members are expected to do their share of work tend to be task-involved. They have learned that family members must cooperate in order for the whole to function effectively.

Many researchers agree that the ability of a coach or leader to understand the family background, past achievements and motivational triggers of individuals may impact the collective success of the group. The most successful coaches and leaders understand this and plan their athletic coaching and personal guidance with each individual under their supervision, based on this principle.

Literature Review

Coach’s Role in Motivating Athletes. In general, research on athletic performance supports the concept that coaches play a pivotal role in the performance of athletes. Fourteen of 15 studies found that clear, concise motivational support encourages effective, if not superior, athletic performance. Le Roux, 2007; Smith, Smoll & Cumming, 2007; Gould, Collins, Lauer & Chung, 2007; Conroy, Kaye & Coatsworth, 2006;

**Motivational Effects in Business World and in the Correctional Fields**

How does motivation affect executive performance in General Business and Corrections? Nine of ten articles concluded that motivation is an essential component of success in these disciplines (Baum & Locke, 2004; Mengistae & Xu, 2004; Raganella & White, 2004; Grant & Dweck, 2003; Kop & Euwema, 2001; Muller & Dweck, 1998; Wiley, 1997; Baumeister & Leary, 1995; Weiner, 1985). One of ten articles (Vandevelde & Broekaert & Schuyten & Van Hove; 2005) proposed that intellectual ability impacts and sustains motivation. Most studies support the notion that, without motivation, it is nearly impossible to accomplish any life-task well. This, one asks: How do people become and remain motivated? In Business as well as Corrections, there are similar factors which increase motivation in subjects.

Some studies concluded that goal-setting helps people develop motivation and sustain self-efficacy (Baum & Locke, 2004). Grant & Dweck (2003) support this idea and expand it further, arguing that goal-setting helps individuals cope with life-tasks and sustain motivation over time. An interesting factor was found by Baumeister & Leary (1995) about motivation and the need to belong. As Adlerian Theory suggests, the human
need to belong is an essential component for emotional well-being,

Baumeister and Leary explain further that the need for power may well be driven by the need to belong. They argue that people do well when their achievements are recognized and valued by others. This supports further the individual’s need to affiliate with a larger group in order to meet life-tasks effectively. In many relationships, approval is a prerequisite for forming bonds with others, and for achieving intimacy in close relationships. Thus, the need to belong impels those relationships. Many successful businesspeople have formed such relationships with peers, and find they yield a sense of belongingness, and so: the motivation to succeed. These findings help illuminate the reasons why entrepreneurs succeed and persist as they develop and persist in their new ventures.

Weiner (1985) found that emotion is closely tied to motivation. He explains that if perceived causes of success and failure change such changes affect motivation. The causes include common emotional experiences such as, anger, gratitude, guilt, hopelessness, pity, pride, and shame. His research indicates that when people experience these emotions, it directly affects their motivation. Muller & Dweck (1998) found that, contrary to common belief, supervisory praise for a job well-done, is not always a useful way to instill motivation in employees. By comparison, Weiner (1985) that some praise may have negative effects on motivation if such praise is believed to be insincere, and if individuals feel pressured to try harder in future performance.

Income remains a prime motivator among business workers. Mengistae & Xu, 2004 focused on primary factors impacting productivity at work. They found that higher compensation had a significant, positive correlation with performance improvement,
particularly among chief executives. They also found that executives became more sensitive to their performance with added compensation. Interestingly, Wiley (1997) find that motivation is a major problem in business today. Employees are affected directly by employers’ attitudes towards their work and how invested they are in the business in general. This is reciprocal and therefore the leaders, i.e. the employers, play an important role in the success of their company.

Examining Criminal Justice research and specifically the factors which motivate people to perform effectively, the literature reveals some interesting findings. Raganella & White (2004) found that the most critical factors which motivate people to perform well in Criminal Justice are the opportunity to help others, better benefits and physical security on the job. Many Corrections jobs are hands-on and performed in close contact with other people. Those who are motivated to do well are often brave individuals who often put their own needs and safety second. They have a deep sense of caring and believe their job is a “calling.” Because these jobs are so emotionally demanding, burn-out levels are quite high. Kop & Euwema (2001) found that one reason for burn-out was a worker’s need to exert and use force on-the-job. When the use of force was high, burn-out rates were elevated, and the motivation to perform lower. These findings are supported by studies indicating that when officers are emotionally involved in work tasks, worker motivation decreases.

Research by Vandevelde et al. (2005) suggests that criminal offenders who have low- to moderate intellectual abilities are more motivated to comply with, and remain in, treatment programs than those with higher intellectual aptitude. This is an interesting finding because many correctional officers are motivated to do well by helping criminals recover their skills, identity and self-respect in life.
In athletics, many studies suggest it is necessary to understand the coaching styles which promote motivation in athletes. Much research over the past decade focuses on the attitude, personality and communication style of the coach and how these variables interact to promote motivation in athletes. Other studies focus on the obstacles coaches and athletes must overcome to reach target performance-levels. Le Roux (2007) proposed the most important problem in sports coaching is that coaches and athletes are not always aware of their differences in attitude re: specific techniques and methods, and if they are aware of the differences, they can not always agree on them. Interestingly, the same issues arise in the business world as well as in correctional fields.

Some studies reveal that police officers are motivated by the desire to help others, Raganella & White (2004). This desire often guides their behavior in emergency situations. However, despite the fact that police departments have clear rules by which they operate, methods for achieving performance goals may vary between leaders and others on the force.

Baum & Locke (2004) found that motivation among business employees may be influenced directly by the CEO’s passion for what he or she does. If leaders communicate clear objectives to workers with logical rationales, motivation among employee may improve markedly. One might conclude, therefore, that motivation exerts pivotal influence on all social and occupational behavior, and is also a key to participation, enjoyment and success in any sport (Le Roux). The literature suggests that motivation is one aspect that is regarded by coaches and athletes as the most important factor for achieving successful outcomes (Conroy, et al., 2006.) Studies differ, however, about which specific motivational strategies are key to the achievement of goals in athletics. Conroy et
al. (2006) mentioned how little is known about multiple mechanisms which work
synergistically in tandem to spur motivation, but agreed with studies suggesting that
motivation is pivotal to the quality of athletic experience. They found that fun, competence
in skill-development, and an age-level appropriate-to-tasks play major roles in athletic
motivation Conroy et al. along with Smith et al. (2007) suggested that repeated assessment
of motivational climate throughout the course of a sport’s season would be helpful to
understand the mechanisms which promote it.

When refining variables to foster a sound motivational environment for athletes,
many studies focus on ego-oriented mastery, or a task-oriented approach. Four studies
focused on this variable in discussing motivational environments or settings (Belaguer, et
al., 1999; Miller, et al., 2004; Smith et al., 2005; Hollembeak & Amorose, 2005; Smith, et
al. 2007; Le Roux, 2007) and found that a mastery-oriented environment fosters a higher
motivational outcome than an ego-oriented setting. The mastery-oriented setting defines
success based on the individual’s effort and progress while the ego-orientated setting
defines success based on comparison to peers. Hollembeak & Amorose (2005) found that
the intrinsic motivation (IM), which is typically described as a person engaging in an
activity itself provides, is an important factor in creating a mastery oriented climate within
an athlete. They suggest that the coach plays a major role in the athlete’s drive for intrinsic
motivation. The coach does this by providing athletes with a behavioral model.

The previous studies are consistent in the belief that if coaches give frequent and
positive feedback that is specific and informative, the athlete has a higher level of IM. As a
result, the athlete has a greater tendency to achieve mastery and motivation (Hollembeak &
Amorose, 2005). Athletes who believe that hard work, team spirit and cooperation are
valued by their coach will ultimately be more successful in their athletic careers (Miller et al., 2004.)

Another variable which contributes to a positive athletic environment is a coach’s level of training and expertise. Baker et al. (2003), Belaguer, et al. (1999), Gould et al. (2007), Le Roux (2007), argue that coaches who are most successful in creating a motivational climate have optimal training and expertise. Belaguer et al. (1999) maintain that athletes who trained under a coach who had had effectiveness training believed that their coach was a better teacher, used more positive and less negative reinforcement, were more effective in creating a motivational environment and at cultivating a greater desire to play. Some research shows the advantage of having an expert coach who is highly trained in his or her field (Baker et al., 2003). An environment in which an athlete receives the most instruction with optimal learning is key to athletic performance. This type of environment creates the mastery climate for the athlete.

Expert coaches create this type of learning environment in various ways. Many plan practice sessions carefully and thoroughly. Studies of coaches in various sports revealed that over half of practice-time was devoted to “non-active” exercises, and still, the athletes’ collective performances were consistently excellent. These findings emphasize the importance of the coach to have expertise in his area of coaching and in creating the motivational environment that fosters peak performance. Le Roux (2007) investigated more extensive training for the athletic performance. The findings indicated that when the coaches were trained in Sports Psychology and understood the importance of motivation from a Sports-Psychology perspective, athletes performed at a higher levels and the motivational climate increased.
When the level of motivation in the athletes is examined by the influential factors, the majority of the research supports the notion that the relationship between the coach and the athlete is one of the key factors in instilling motivation in the athlete to train hard and to do their personal best in any area of their life. When a person is motivated to perform well in athletics, his or her motivation does not stop on the playing field, but also enhances their engagement in other life-tasks.

It is, however, important to note that the personal values and attributes of elite athletes were found to be higher than the norm, because sports professionals are, by definition, more highly motivated and compensated in all aspects of their lives (Pensgaard & Roberts, 2001). The study also stated that even elite athletes thrived in an accepting and caring climate, or what Pensgaard & Roberts termed a *mastery climate*. These findings support the notion that a coach is the prime mover in an athlete’s life.

Jowett & Cockerill (2003) found that the athlete-coach relationship is fundamental to instilling motivation in the athlete. The nature of this relationship is very likely to determine the satisfaction of the athlete in his or her performance and his or her self-esteem. Jowett & Cockerill explained that the relationship between the athlete and coach is often reciprocal as well as trusting and genuine. Another important factor in these relationships is their helping character, which often exceeds the mere teaching of skills, athletic techniques and tactics. Research by Poczwardowski, et al. (2006) states that the relationship between the coach and athlete is built on respect, reciprocal trust, and an unspoken contract to reinforce mutual athletic goals and needs. Those building blocks of this relationship are caring. These elements that constitute the caring relationship have been essential to the relationship.
Jowett & Cockerill (2003) emphasize the importance of coaches to concentrate on developing the athlete’s character as well as skill-set. The athlete’s personal development can only occur if athlete and coach have established and agreed upon certain goals, beliefs, values and expectations. After maintaining this frame of reference, it is equally important to sustain it further though open communication. In this way, the coach helps the athlete to acquire competencies he or she does not have in his or her pursuit of excellence and sustainable motivation.

Poczwardowski et al. (2006) found that, in some instances, when the coach places exclusive focus on athletic performance, there is significant risk the athlete will not secure adequate motivation to perform up to his or her level of competence. Relationships built on trust, communication and respect have been found to impact athletes’ well-being. In turn, this may moderate their levels of satisfaction, motivation and determination (Jowett and Cockerill, 2003).

The literature states that coaches were also viewed as a source of stress by some athletes (Pensgaard & Ursin, 1998). There has been little research done on the relationship between coping with stress and how stress is perceived and developed by the athletes. This area of Sports Psychology requires more investigation. Understanding why some athletes view their coaches as major source of stress is important for coaches so they can help the athletes to have a best possible relationship between them. Thorough this relationship the coaches can help the athletes to be motivated.

According to the results, the coach plays a major role in an athlete’s performance. As noted earlier, most research agrees that motivation is a key factor in the performance. Other research findings suggest factors which play major roles in promoting motivation.
Some studies indicate that expert coaches can motivate athletes more effectively than untrained coaches. Another variable which impels motivation in athletes is the relationship between the athlete and coach. The research indicates that without a close, trusting relationship built on respect, it is impossible for an athlete to be motivated to do his or her best. The stress created by coaches has an effect on motivation, as well. The methods used to identify factors that play a role in developing motivation in athletes is examined in the following section.

Methodology

Researchers are persistently intrigued by questions regarding factors which enable individuals to perform well. To gain deeper understanding of this subject, the scientific method is used in research to help answer some of the questions that pertain to motivation and specifically, how coaches instill this motivation in athletes. In addition to sports, this paper also examines why some business people and criminal justice professionals are motivated to exceed the normative levels of performance. The definitions of different types of motivation, measurement methods, research samples and design are also examined.

Research in this area does not have consistent goal as to what type of motivation is the most important type in achieving a top performance from business people, people working in the Criminal Justice fields, and athletes in practice and in competition, as well as the motivation to do well in all aspects in their lives. Research into human motivation, based on this review, appears to be more nascent than the writer expected. Constructs of motivation and other key concepts appear to be divergent in much of the literature.

For example, in research which focused on athletic motivation, nine articles addressed the relationship between mastery climate and motivation (Cox & Williams,
Motivation and Performance

2008; Smith et al., 2007; Conroy et al., 2006; Smith, et al., 2005; Miller, et al., 2004; Jowett & Cockerill, 2003; Williams, et al., 2003; Pensgaard & Roberts, 2002; Belaguer, et al., 1999). Cox & Williams state that mastery climate is directly related to inner-directed motivation. The results in this and other studies suggest that mastery climate is dependent on support and instruction from the coach as well as the athletes’ interpersonal relationship with the coach.

Five studies (Le Roux, 2007; Smith et al., 2007; Hollembeak & Amrose, 2005; Smith, et al., 2005; Pensgaard & Roberts, 2002; Belaguer et al., 1999) focused on ego involved or ego- oriented motivation. Four studies (Le Roux, 2007; Smith et al., 2007; Pensgaard & Roberts, 2002; Belaguer et al., 1999) examined both the mastery- oriented and ego-oriented motivation. Belaguer et al. (1999) found that the social situations coaches create may determine the level of motivation athletes develop. A highly competitive environment tends to create more ego-oriented motivation because mistakes are scrutinized by spectators (i.e. coaches, team-mates, public, teachers, and parents).

Six studies examined motivation in general (Pensgaard & Usdin, 1998; Williams et al., 2003; Jowett & Ntoumanis 2004; Polzwardowski et al., 2006; Gould et al., 2007; Cox & Williams, 2008). Cox & Williams (2008) state that motivation can be characterized by how a person thinks about achievement and ability. The degree to which a coach is aware of these types of internal questions guides the manner in which he or she will address them and the influence a coach may have in motivating the athlete.

Jowett & Ntoumanis (2004) examined the importance of the relationship between the coach and athlete and the role that relationship has in defining the type of motivation the athlete develops. The researchers could not determine a definitive response to this
because of their study design.

In business, three studies (Baum & Locke, 2004; Weiner, 1985; Weily, 1997) found that the conviction one is performing for the common good i.e. for the company, is the highest motivator to do well among entrepreneurs. One study (Mengistae & Xu, 2004) found that compensation is secondary to the value peers place on the subject’s work. And one of the articles (Muller & Dweck, 1998) found that enjoying one’s work is the highest motivator for individuals to perform tasks effectively.

Among Criminal Justice professionals, the need to belong was found to be one of the top motivators (Baumeister & Leary, 1995), while Kop & Euwema (2001) found that high personal expectations motivate people to exceed performance expectations in their work. Interestingly, two of the articles (Vanvelde, et al., 2005; Raganella & White, 2004) found that the opportunity to help others, to maintain one’s job security and to serve others, were the top three performance-motivators for Criminal Justice workers. One of the articles (Grant & Dweck, 2003) found that the most important factor for motivating individuals is the desire to do well i.e. to have a clear goal, and secondly, to have a desire to develop and grow personally.

The methods used in these studies fell into three categories. The first used questionnaires. Eighteen of the 25 articles used questionnaires. Weiner, 1985; Baumeister & Leary, 1995; Weily, 1995; Muller & Dweck, 1998; Pensgaard & Ursin, 1998; Belaguer et al., 1999; Grant & Dweck, 2003; Williams et al., 2003; Baum & Locke, 2004; Mengistae & Xo, 2004; Miller, et al., 2004; Jowett & Ntoumanis, 2004; Raganella & White, 2004; Hellembeak & Amorose, 2005; Poczwardowski et al., 2006; Conroy et al., 2006; Smith et al., 2007; Le Roux, 2007). Ten of these 18 articles using questionnaires (Weily, 1995;
Muller & Dweck, 1998; Pensgaard & Ursin, 1998; Grant & Dweck, 2003; Williams et al., 2003; Miller et al., 2004; Raganella & White, 2004; Conroy et al., 2006; Smith et al., 2007; Cox & Williams, 2008) administered the questionnaires at the site. Surveys posed questions about the individual’s goals or athletic training. Coaches or teachers administered the athletes’ surveys. As cited in Cox & Williams (2008), the questionnaires involved perceived competency, autonomy and relatedness in the relationship between the coach and the athlete and how these items relate to motivation. The quality and the type of relationship between the coach and athlete is one of the most important factors in determining the level and depth of motivation in the athlete.

Nine of the 18 studies employing questionnaires (Weiner, 1985; Baumeister & Leary, 1995; Belaguer et al., 1999; Baum & Locke, 2004; Jowett & Ntoumanis, 2004; Mengistae & Xo, 2004; Hollembeak & Amorose, 2005; Conroy et al., 2006; Le Roux, 2007) sent articles directly to participants by mail. As cited by Le Roux (2007), the advantage of sending the questionnaires by mail is the anonymity of the researcher. For athletes, questionnaires were subdivided into different sections. The first three surveyed coaching styles, frequency of training and the athlete’s feelings about training, task-difficulty, etc. The final two asked respondents to react to different concepts of Sport Psychology (Le Roux, 2007).

The questionnaires sent to entrepreneurs focused on areas of passion, tenacity, new resource skills, communicated vision, goals and self-efficacy (Baum & Locke, 2004; Mengistae & Xo, 2004). Self-administered questionnaires are the most economical way to obtain data, and can also be administered by one researcher. Researcher-bias is also minimized by mailing the questionnaires.
Researchers also used interviews to obtain information. Five of the 25 articles used interviews (Pensgaard & Roberts, 2002; Jowett & Cockerill, 2003; Smith et al., 2005; Vanvelde et al., 2005; Gould et al., 2007) as a method to gather information to conduct their research. Vanvelde et al. (2005), conducted face-to-face interviews by Master’s level students with respondents Criminal Justice occupations. In sports, in-depth phone interviews lasting from 60 to 120 minutes, were conducted with ten high school football coaches by Gould et al. Coaches also received a second set of interviews and these interviews were administered by sending each coach a packet containing a 15-minute coaches survey to complete. This packet gathered information regarding to beliefs about coaching high school athletes. Gould et al. (2007) interviewed highly successful coaches, determining success by number of winnings. These coaches were also very experienced and generally older than coaches whose athletes were less successful at their sport. Although this is a potentially reliable survey sample, the information of respondents may still be biased, and the demographics which identify this older, more experienced, population of coaches is too small to get an accurate picture of all coaches. Response data was analyzed using a two-step procedure. The first step involved development of case profiles and individual themes for each respondent. The second step entailed profile-study and a review of interview transcripts as well as themes which classified the respondents.

The third way researchers obtained data was through direct observation. One of the 25 articles (Kop & Euwema, 2001) used three observers who accompanied regular police car patrols. The three observers were trained for this job to obtain good reliability for the research.

In each research area: Criminal Justice, General Business and sports, researchers
sorted data by sample size. Sample-size ranged from seven to 712 participants. One of the studies (Smith et al., 2005) used only females in their study design. One of the studies (Gould et al., 2007) interviewed only coaches, and two studies (Jowett & Ntoumanis, 2004; Smith et al., 2007) interviewed both coaches and athletes. Studies with smaller sample sizes (seven to 12 subjects) were all detailed interviews administered at the site. They all support the notion that athletes have both ego- and mastery-oriented motivation, but explored in more detail factors which influence the development of one type of motivation vs. the other. In research on athletic performance, broader samples focused more on the coaching behaviors which instill motivation in athletes and in the relationship between the coach and athletes.

In athletic performance and motivation research, all studies executed by questionnaire (Pensgaard & Ursin, 1998; Belaguer et al., 1999; Williams et al., 2003; Miller, et al., 2004; Jowett & Ntoumanis, 2004; Hellembeak & Amorose, 2005; Poczwardowski et al., 2006; Conroy et al., 2006; Smith et al., 2007; Le Roux, 2007) were completed over a period of one sport season. Researchers administered the questionnaires twice, once in the beginning of the season and once at the end. Coaching competencies were studied in tandem with coaching communication styles. The perceived motivational climate created by the coach was assessed, and this related directly to the type of relationship that the coach and the athlete had, which in turn determined the level and type of motivation that the athlete had.

Examples of ways in which coaching behavior influenced athletic motivation were studied by asking questions about the climate created by the coach (Belaguer et al., 1999). The questions focused on how different theories of the motivation related to motivation
and how the coach should implement specific theory. An example of a study of the relationship between the coach and the athlete was done by Jowett and Ntoumanis (2004). Investigators measured the nature of the relationship between coach and athlete relationship by a self-survey. Researchers determined that the relationship coach and athlete are essential in terms of physical and psychosocial development of the athlete in relation to motivation. These findings are similar to those in the previous research.

In business, the drive to perform well was studied by asking questions about factors valued by participants, and which may influence their motivation to perform well. Participants were asked to rank factors on a scale from one to ten, with ten the most important and one the least. The consistently highest ranking factor on the list was access to help with personal problems. This worked both ways: to be able to offer help and to receive it when needed. Second most important factor for business people in order to have a high level of motivation, was the personal or company loyalty to employees. These factors are consistent with other areas as well where people are highly motivated i.e. criminal justice areas and sports. The fundamental need to belong can be linked to the need for approval, which is essential to maintain social bonds and receive validation for individual achievements (Baumeister & Leary, 1995). Thus, the opportunity to accept and provide help which is a high motivator to do well is a component of belonging which also enhances motivation.

Methods for measuring motivation are inconsistent across different studies. This affects the practical, clinical implications of the findings. These implications will be discussed in the next section.
Clinical Implications

Education and Motivation. Several noteworthy empirical studies have focused on the coach’s influence on athletic motivation, or in General Business and Criminal Justice: the supervisor’s impact on motivation. Due to the wide range of variables which impact sports training, entrepreneurship or Criminal Justice work, it is important that coaches and supervisors understand their potentially decisive impact on the performance of team-members. In sports, elite coaches are equally committed to teach the importance of the coaching techniques to others, and how to excel in life-tasks as well (Gould et al., 2007). These coaches are also well-educated and very active in coaching (Gould et al., Le Roux, 2007). The clinical implications of these studies show that a coach’s educational level and history of involvement have positive effects on an athlete’s motivation.

Similar findings were made in business, in which the most motivating atmosphere for employees was created by entrepreneurs who were similarly well-educated and engaged in their employees’ work and life on the deeper level (Wiley, 1995). This indicates that the need to belong is important in every aspect of human life in order for any individual to excel.

Coaching behaviors are also crucial in motivating athletes (Jowett & Ntoumanis, 2004; Smith et al., 2007). Their behaviors are the building blocks of the relationship between coach and athlete. A good relationship is commonly defined as that built on trust, respect, unconditional support and earnest feedback. Coaches, therefore, may want to consider the implications and applications of these factors in practice and on-the-field to impact athletic motivation. These factors are interpersonal relationship (Poczwardowski et al., 2006), understanding more about their own behaviors and how these behaviors may
Motivation and Performance

influence the athlete’s motivation in the sport (Hollembeak & Amrose, 2005), how the
athletes perceive the coaching behaviors and how that may influence their motivation
(Miller et al., 2004); as well as coping strategies and the athlete seeking the coach’s support
in the relation to relationship that he or she may have with the coach (Pensgaard & Ursin,
1998).

Motivation research conducted with Dutch police officers revealed a similar
finding. One demotivating factor for many police officers was the behavior of other
officers (Kop & Euwema, 2001), specifically the *machismo* or *macho* attitude. The macho
attitude had a direct influence on the officers’ motivation to share a sound relationship with
coworkers and this, in turn, affected their motivation to perform well on-the-job.

Ego-oriented motivation is an interesting area of study in regards to an athlete’s
motivation (Pensgaard & Roberts, 2002). Athletes who are ego-oriented have a different
perception of success than those who are task-oriented. The clinical implications of this
finding are that ego-oriented athletes need a different style of coaching to maintain
motivation (Hollembeak & Amrose, 2005). It is important for coaches to acknowledge
differences in motivational style to help athletes maintain their motivation and perform
optimally. The type of motivation is closely related to coaching behaviors that were
discussed previously.

These published findings may be an important resource for coaches to use when
fostering the motivation and performance of athletes. The outcomes may also be valuable
for businesspeople and Criminal Justice workers. Therefore it is essential for the coaches,
entrepreneurs, and criminal justice workers to understand the reasons what motivates
individuals to do their best. The research findings can be used as tools by people to help
others to understand their own style of motivation and how to acquire it.

**Future Research**

*The Importance of Need to Belong in Regards to Motivation.* Past research findings are inconsistent in their identification of coaching attributes required to reinforce athletic motivation. Future research may focus more precisely on such identification. The most current research (Cox & Williams, 2008) focuses on motivational climate and perceived competence with respect to coaching; this may lead to higher performances, which may lead to better understanding of how the coach affect the athletes’ motivation. Research conducted exclusively with coaches may not be representative enough to address the spectrum of variables involved in motivation coaching. Coaches studied exclusively may contaminate research findings because they have a stake in the results of such studies. Future research should include highly successful coaches and their athletes and must examine the athlete’s perception of motivational climate. The future research should also examine relatedness in the relationship between social contextual factors and motivation and perceived competence (Cox & Williams, 2008).

Many study outcomes based on performance and motivation among Criminal Justice workers were consistent as to what instills motivation. Some correctional workers believe that the most important qualities for the job are to be able to receive and give help in personal problems, loyalty, and appreciation, one could argue that these qualities are all included in the fundamental human need; the need to belong. Future research should focus more on domains of belonging, safety and significance: the components which Alfred Adler believed were essential for every human to be able to reach his or her maximum potential in life.
A mastery-climate and motivation have been a focus on past research and is an important study focus for future studies of athletic motivation. Future research should focus more on the area of mastery climate that emphasizes the skill development on a personal level and focuses more on fun, rather than winning (Smith et al., 2007). This is especially important when coaching young athletes. Therefore, in order to understand the mastery climate vs. ego or intrinsic motivation, future research should examine the age of the athletes when studying different forms of motivations.

Future research might also explore the relationship between gender, ability, sport and age with coaching behaviors and environment (Smith et al. 2005). It would also be interesting to learn how coach-effectiveness training might influence motivation in athletes. Other areas of future research should include the deeper understanding on how a coach can create a mastery-involving motivational climate. This may be perhaps the most relevant research topic in instilling the motivation in the athletes and in the area of sports psychology in general.

**Conclusion**

It is clear from a review of current research that the field is large, complicated, and presents complex questions about standards for coaching practice, and about factors which influence motivation and career longevity among entrepreneurs and Criminal Justice workers.

Future Sports Psychology research might benefit from focusing on the definition of a coach’s influence on motivation to better meet the challenges of the research. This might also to help gain better understanding of the complex interaction between mind and body in regards to what factors come into play in order to be optimally motivated to perform to best
ability in the sport that the athlete is involved in. There is emerging evidence (Jowett & Cockerill, 2003) that suggest that a coach’s fundamental ability and collegiality impacts the well-being, motivation and performance of athletes.

Studies which examine the coach’s role in motivating athletes has demonstrated the many difficulties researchers face in addressing pivotal constructs in a manner suitable to study. Most research supports the notion that the coach plays a major role in an athlete’s perception of control, satisfaction with results, coping strategies, perceived motivational climate and personal development (Gould et al., 2007). All of these variables have an effect on the types and levels of motivation an athlete may develop.

Many findings in the field of athletic motivation are convergent, and agree that coaches have a profound impact on athletic performance; however, some findings are contradictory. As the field of competition in sports gets more and more difficult and the commitment required of athletes becomes expansive, it is crucial to consider the importance of the coach and the role he or she plays in the athlete’s life.

As research continues to examine the variables believed to be most crucial to the development of high motivation in athletes, coaches will be able to focus on those which create and sustain environments which promote the development of highly-motivated athletes.

Human beings are motivated by the need to belong. This is clear from research across multiple occupational fields. Individuals seek safe, positive interactions with others. Such interactions help instill motivation to do well in all areas of performance discussed in this paper.

Alfred Adler spoke of the importance of social interest in human life. Social
interest is, in fact, the driving force of all human motivation. The ultimate satisfaction one feels when contributing to the common good is the most powerful feeling one can have in life. It sustains motivation, inspires the exercise of intelligence, and the individual’s investment of passion and energy to each of the life tasks. That is what motivated people hold in common: not merely to succeed in their lives for their own sake, but to excel and enjoy what they are motivated to do well. In the process, they also help others to cultivate happier, more fulfilling lives.
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