

## CHAPTER 11: Personality, attitudes and motivation

### Practice questions - text book page 147 - 148

- 1) Which one of the following is not included in the definition of personality psychology?
- it deals with adaptations to the environment.
  - it deals with how traits influence the environment.
  - it deals with how the environment influences traits.
  - all of the above are included.

**Answer:** a

- 2) Type A and Type B personality theory describes two contrasting personality types. Which of the traits are characterised by personality Type A?
- delegates easily.
  - works at a rapid pace.
  - tolerance of other's mistakes.
  - strong desire to succeed.

**Answer:** b. and d.

**Explanation:**

- Characteristics of Type A are a great sense of time urgency, hence b. and d. are the correct choices.

- 3) An athlete has been given some new information from the coach which radically changes the athlete's training programme and which is contrary to the athlete's current attitudes and ideas. Which attitude theory explains the athlete's reaction?
- cognitive dissonance.
  - attitude formation.
  - persuasive communication.
  - drive theory.

**Answer:** a.

**Explanation:**

- Cognitive dissonance occurs when two completely different and contradictory facts affect the behaviour of an athlete.

- 4) Which one of the following choices best describes extrinsic motivation in sports performance?
- a swimmer has been selected to compete for Great Britain in the Olympic Games and is overjoyed at this news.
  - an athlete reviews his long-term goals in order to progress and maintain motivation.
  - a gymnast rehearses a floor routine in order to perfect a competent performance.
  - the coach praises the athlete for a good competitive performance.

**Answer:** d.

**Explanation:**

- Since extrinsic motivation comes from an outside source i.e. coach shows approval d. is the correct answer. Other choices are all intrinsic motivators – from within.

- 5) Which one of the following is an intrinsic motive for participating in the role of a leader in a physical activity?
- getting paid for leading a physical activity session.
  - running sessions to get a qualification.
  - to please parents.
  - to enjoy leading a physical activity session.

**Answer:** d.

**Explanation:**

- The feeling of enjoyment drives the coach to lead the session, whereas other choices are extrinsically lead.

- 6) a) What do we mean by the term personality?  
Why is it important for sports psychologists to know about personality?

3 marks

**Answer:**

- **Personality** involves the **unique characteristics** of an individual.
- Personality involves consistent **behaviour** patterns.
- It is important for sports psychologists to know about personality because individuals behave in different ways, so it is important to understand them.
- Better understanding can lead to better **motivational** or training strategies.
- Performers will relate better to those that understand them.

- b) Eysenck identified two dimensions of personality as in figure 11.12. Describe the trait approach to personality. What do the traits extroversion and stability mean?

4 marks

**Answer:**

- The **trait** approach sees the personality of the performer as **genetic** or **innate**.
- Traits are the **enduring** characteristics of an individual.
- **Extrovert** - the sportsperson seeks social situations or is sociable.
- **Stable** - the performer has a level personality, and is predictable or steady.

- 7) a) From figure 11.12 describe the characteristics of players **X** and **Y**. 4 marks

**Answer:**

- **Player X** - stable extrovert:
- Extrovert - sociable or outgoing or talkative or easy-going.
- Stable - fairly even tempered or reliable or controlled.
- **Player Y** - neurotic introvert:
- Introvert - passive or quiet or peaceful or thoughtful or shy.
- Neurotic - moody or anxious or pessimistic or unstable.

- b) By using an example from sport, outline the social learning approach to personality.

3 marks

**Answer:**

**Practical examples expressing:**

- **Observation** of others who are around.
- **Imitation** of others.
- Social learning is more likely if those being observed are **'significant'** or of high status.
- Personality is **learned** from others.

- c) What do we mean by the interactionist approach?

2 marks

**Answer:**

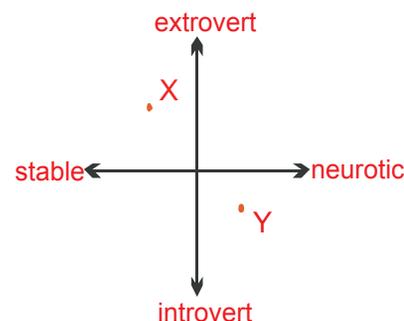
- A **mix** of trait and social learning.
- An individual adapts his or her personality **according to the environment**.
- Behaviour is determined by the **interaction** of a person with his or her environment.
- **$B = f(PE)$** .
- This approach explains why people seemingly have **different** personalities in different situations.

- 8) Hollander (1971) viewed personality as a structure with layers of influence. Using examples from sport, explain Hollander's structure of personality. 8 marks

**Answer:**

- See figure Q11.1.
- Essentially a **trait** approach.
- **Psychological core** (inner layer) not affected by the environment. It is the basis of beliefs.
- Example: a hockey player who believes in fair play or the value of physical exercise.
- **Typical response** layer (middle layer) which represents typical responses.
- Example: a hockey player usually turns up for training.
- **Role-related behaviour** layer (outer layer) which represents our responses that are affected by circumstances.
- Example: hockey player may not take part fully in training because of lack of motivation on that day.
- **Social environment** (surrounding layer) representing social influences or expectations.
- Example: hockey player may not take part in training because there are pressures from friends to do other activities.

**figure 11.12 – dimensions of personality**



**figure Q11.1 – Hollander's structure of personality**



9) List six ways in which a coach might use personality theory to help an athlete during training or competition. 6 marks

**Answer:**

- To identify the degree to which **traits** such as competitiveness, self-confidence, self-control, conscientiousness are shown.
- To enable the sportsperson to change his or her behaviour, or modify his or her traits in the sporting situation.
- To enable the athlete to improve **self-esteem** and **self-confidence**.
- To enable **self-awareness** of difficulties in respect of anxiety or self-confidence in a sporting situation, and hence the need for strategies to avoid or improve these factors.
- Observation of **behaviours** in both training and competition can identify differences between the two situations, and hence point up the need for different competitive strategies.
- To enable control of traits, which might cause difficulties, such as aggressiveness.

10) Discuss theories that are used to explain personality, and apply them to sporting situations. 10 marks

**Answer:**

- Personality is the term which describes the unique characteristics of an individual which makes him or her act as they do.
- There are three main theories of personality:
- **Trait theories** use the idea that a person has always had a feature of his or her personality, and always will have.
- Personality is made up of several traits that cluster together to produce behaviours.
- **Cattell** identified a large number of personality traits which he measured in a questionnaire called Cattell's 16PF.
- This psychometric test is used by sports psychologists to assess trait behaviours.
- **Eysenck** is a trait theorist who recognized four characteristics of personality.
- **Extroversion** includes characteristics such as liveliness, sociability and impulsiveness. A person with this trait prefers team sports which have simple motor skills and low concentration levels, for example, rugby and boxing.
- **Introversion** includes characteristics such as isolation, independence, shyness. A person with this trait will prefer individual sports which require concentration, precision, self-motivation, intricate skills, low arousal levels. For example, archery, golf and snooker.
- **Neuroticism** includes the fact that behaviour may change and so is unpredictable and irrational. For example, a sportsperson may lose his or her temper for no apparent reason.
- **Stability** means that behaviour is unchanging, and a person will always react with calmness in the face of losing important points in a tennis match, for example.
- Eysenck identified a **two dimensional view** of personality as four primary types that can be applied to sporting situations.
- A **stable extrovert** is talkative, outgoing, has leadership qualities needed in team sports. This person attracts loyalty and is able to make definite and match changing decisions on patterns of play in a rugby match.
- A **neurotic extrovert** is restless, aggressive, excitable and changeable. Such a person may only succeed in sports such as martial arts or weight lifting for example. This person may not get through the first round of an important table tennis tournament.
- A **neurotic introvert** is anxious, rigid and pessimistic. This sportsperson may not be able to implement new strategies when faced with a losing situation in an important game of rugby or hockey for example.
- A **stable introvert** is controlled, reliable and even-tempered. These characteristics are often observed in snooker players and other individual sportspeople.

10) continued

- **Social learning theory** explains behaviour in terms of the reaction to specific situations.
- The main point of social learning theory is that a person will learn to deal with situations by observing those around him or her and by imitating their behaviour (after **Bandura**).
- This theory explains how athletes learn behaviour by watching others such as learning skills and then copying them.
- **Interactionist theories** are those which assert that a combination of trait and a person's situation or environment builds up a person's personality.
- Traits determine behaviour, but can be modified by situations.
- **Lewin** was an **interactionist theorist** who stated that behaviour is a combination of both inherent (built-in) personality traits and environmental factors. The following equation describes the theory:
- $B = f(P,E)$ .
- Behaviour is the function of Personality and Environment.
- The theory also states that personality traits can be used to predict behaviour in some situations, but this is not exclusive.
- The innate (trait) factors of the athlete's personality cannot be changed by a coach.
- A coach could manage a sportsperson's negative trait factors, such as anxiety by:
- For example, the anxiety could be channelled into positive images of her technical model.
- Rejecting poor efforts as due to external factors (for example, the weather or the wind).
- And building on positive images of successful technical elements achieved.
- The athlete can then build success by focusing on factors other than her own anxiety.
- This strategy will enable the player to remove the stress from the situation and hence reduce anxiety - even if she were to lose!

11) a) What do we mean by the term attitude?

1 mark

**Answer:**

- A **predisposition** (an opinion held because of previous experiences) towards an attitude object.
- An attitude is made up of **beliefs**, **feelings** and **behaviour**.

b) We often refer to someone as having a positive attitude in sport. Using Wood's triadic model describe the characteristics of a positive attitude.

3 marks

**Answer:**

- **Cognitive aspects** - the sportsperson has a belief in the activity as worthwhile.
- **Affective aspects** - the sportsperson has positive emotions or enjoyment or enthusiasm.
- **Behavioural aspects** - the sportsperson participates or spectates regularly.

c) What factors influence our attitudes?

4 marks

**Answer:**

4 marks for 4 of:

- Past **experiences**.
- **Education**.
- **Media**.
- Other group members or **peers**.
- **Cultural** norms.
- **Parental** influences.
- Perceived need for **health** or **exercise**.

- 12) a) If you wished to change a young person's negative attitude to sport into a positive one, what strategies would you employ? Use psychological theory to back up your answer. 4 marks

**Answer:**

4 marks for 4 of:

- Use *cognitive dissonance*.
- *Persuasion*.
- Change one aspect of the triadic model to create dissonance.
- *Attribute* early failure to *controllable factors* (like the need to try harder or change an aspect of technique).
- Give success or *positive reinforcement* when the performer achieves partial success.
- Use of appropriate *role models*.
- Show the benefits to *health*.
- Emphasise positive body image.
- Promote awareness of self or emphasise *personal satisfaction*.

- b) What do we mean by the term prejudice and how does it manifest itself in sport? 4 marks

**Answer:**

4 marks for 4 of:

- *Pre-judgement* of individual or group.
- Based on *narrow experience* or usually unfair.
- Crowd behaviour against individual or team.
- *Racism* - with example in sport.
- Team members valuing their own group over others.
- Age or *gender* with examples.
- *Disability* - lack of access to sports venues etc.

- 13) a) What do you understand by the term motivation? 2 marks

**Answer:**

- The will or *desire to learn* or achieve success.
- *Intrinsic* - within the performer produces internal satisfaction.
- *Extrinsic* relies on external rewards.

- b) Explain the difference between intrinsic and extrinsic motivation, giving sporting examples to illustrate your answer. 4 marks

**Answer:**

- *Intrinsic - inner drive:*
- *Independent* learning.
- Well-being.
- *Mastery* of stroke.
- *Fun*.
- *Enjoyment*.
  
- *Extrinsic - targets or rewards:*
- Certificates.
- Praise.
- Pride.
- Honour.
- Glory.
- *Badges, prizes, praise from coach, gold medals, adulation in the press.*

- c) How could a coach use the different types of motivation with a group of beginners? 2 marks

**Answer:**

- Coach must use *intrinsic motivation* to make a session fun and interesting by itself.
- And then use rewards such as praise as *extrinsic motivation*.
- Or set targets or goals for each session which are *achievable* and *give satisfaction* when reached.
- Longer term give badges, prizes, praise from coach, gold medals, adulation in the press.

14) Using figure 11.10 on page 160, explain drive reduction theory.

4 marks

**Answer:**

- This theory explains why it is sometimes necessary to vary or renew the need to learn.
- To stimulate motivation.
  
- The theory says that the *need to learn* a skill, or to achieve mastery inspires *motivation*.
- The *drive to succeed* at the task.
- This leads to the performer *achieving* the desired outcome (action).
- Which in turn leads to a *reduction in drive* (motivation) to achieve the *same outcome*.
- Which is therefore *harder* to be motivated towards.