

General information

Course information	This course offers an in-depth study of motivation, which is essential to the understanding of human functioning, and any attempt to guide, change or influence it.
Course code	MA480
Course name	Motivation in Sport
Academic year and semester	First semester, master, fall
Credits	15 ECTS
Course responsible	Siv Gjesdal
Type of examination	4 hour at-school exam without aid

Documents that must be available to the assessor:

Examination questions (if not included in WISEflow)

Course syllabus or program syllabus

Learning outcomes

Which learning outcome descriptions is the examination linked to?

- Demonstrate the ability to reflect on theories of motivation in an in-depth and critical manner.
- Explain the differences between various theories of motivation.
- Use theories of motivation to guide practice, for example informing sports programs and interventions for athletes.

Syllabus/subject matter

The most important aspects related to the exam will be the curriculum and topics directly related to theories, and the explanation of these theories. The other subject matters, such as the ecological perspective and self-regulation is not being tested.

Teaching

The students have been allowed to immerse themselves in one theory through their mandatory assignment, which they also have received feedback on.

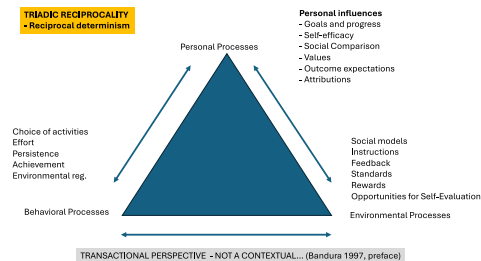
Summary/suggested solutions/assessment criteria

Part A (50 % of the grade)

Part A is made up of several short answer questions, presented below with the correct answers:

1. Briefly explain what Bandura meant by Triadic Reciprocity.

Answer: The student should explain what is presented in the picture below, and also know that this is a representation of how these are three factors that will influence how a person will act.



2. Describe the three basic psychological needs within Self-determination theory, with examples from sport and/or physical activity. with examples of how these may be experienced in sport and/or physical activity.

Answer: The student should be able to explain autonomy (to be the initiator of one's own behavior, different from independence), competence (to meet the perceived expectations of their surroundings, differentiated from normative ability) and relatedness (to feel a sense of belonging and/or connectedness with others, differentiated from physical closeness). A good answer will also reflect the complexity of need satisfaction, for example but not simply defining autonomy satisfaction as being offered choice.

3. Name the two processes described in dual process theory (system 1 and system 2) and outline the key characteristics of these systems.

Answer: System 1 (Automatic Processing); Characteristics: Fast, intuitive, and effortless. Relies on experience and heuristics (mental shortcuts). Operates unconsciously and reacts quickly to stimuli. Example in Sports: An experienced soccer player instinctively positioning themselves to intercept a pass without consciously analyzing the situation.

System 2 (Controlled Processing) Characteristics: Slow, deliberate, and effortful. Involves conscious reasoning and analytical thinking. Used for complex or novel situations requiring problem-solving. Example in Sports: A chess player methodically analyzing all possible moves before making a decision during competition.

4. What is the difference between task goal orientation and ego goal orientation, and how are they related to different outcomes in sport?

Answer: To describe their differences, a definition of task goal orientation (mastery orientation) and ego goal orientation (performance orientation) is necessary. Next, the students should highlight the fundamental differences:

- Task goal orientation: Focuses on personal improvement, skill mastery, and effort. Success is measured relative to one's past performance (undifferentiated concept of ability).

- *Ego goal orientation: Focuses on outperforming others and demonstrating superior ability. Success is measured through social comparison and competition (differentiated concept of ability).*

A good answer would include a precise explanation on how these orientations relate to outcomes:

- *Task-oriented individuals tend to exhibit adaptive outcomes such as persistence, enjoyment, and resilience, even in failure.*
- *Ego-oriented individuals may show maladaptive behaviors, especially when faced with failure, such as anxiety, reduced effort, or withdrawal. However, when paired with high perceived competence, ego orientation can sometimes foster high performance.*

The students can also discuss combinations of high/low task and ego orientations:

- *High Task/High Ego: Can lead to optimal outcomes if individuals have high competence and focus on both mastery and competition.*
- *High Task/Low Ego: Associated with intrinsic motivation, consistent effort, and adaptive coping strategies.*
- *Low Task/High Ego: Can result in maladaptive behaviors, especially when performance is poor.*
- *Low Task/Low Ego: Likely to lead to disengagement and poor motivation.*

5. Explain the two dimensions of Expectancy-Value Theory (EVT). What types of outcomes are associated with these dimensions?

Answer: *The students should write something about the origins of Expectancy-Value Theory, highlighting its roots in explaining motivation, particularly regarding academic performance and gendered life achievement-related choices.*

A definition of expectations of success and subjective task value are required. A definition of expectations of success is “a persons’ belief about how well they think they will do on an upcoming task or in a particular domain, such as sports”. When defining subjective task value, they should elaborate on its four key components:

1. *Intrinsic interest: the inherent enjoyment of the task.*
2. *Attainment value: the importance of the task for one’s sense of identity or personal goals.*
3. *Utility value: the relevance of the task to future plans or aspirations.*
4. *Cost: the perceived negative aspects of engaging in the task, such as effort, time, or lost opportunities.*

Explain how these dimensions influence choices, performance, and effort, supported by examples.

6. Discuss what is meant by *saliency* in the Social Identity Approach, and how the saliency may influence behaviour/motivation. Offer some concrete examples.

Answer: *Saliency refers to a “context-sensitive (self-) categorization process which makes people see themselves as sharing category membership to a greater or lesser extent in a situation”. In other words it speaks to the how “prevalent”/“present” a self-categorization with a group is in a given context.*

Saliency may impact behaviour/motivation in several ways: For example, the more salient group membership is, the more likely a person is to help another person. For example, a Liverpool supporter seeing a person who needs help on the street is more likely to help that person if he/she is wearing a Liverpool shirt than a Man United shirt. Moreover, sometimes saliency could be “stressful”, if for instance playing for a college sport team. Also, people might behave in ways that would otherwise not be deemed as acceptable. For example, a family father might swear, give insults and do gestures as a fan at a football game, but not behave in such ways at a family dinner. Or athletes might behave in certain ways in a locker room, but not behave like that when with family.

It may be easier to behave in ways that follow group norms when with the group vs. when not with the group. For instance, if a college athlete plays for a team that decided not to drink alcohol throughout the season, then it may be easier to “hold this” in social settings with the team rather than in social settings with another friend group.

All questions in part A will be graded based on clarity and precision. A-level questions will precisely define the constructs of interest and show understanding in the examples offered. References will not be a big part of the evaluation in part A, but the inclusion of very relevant references will not be disregarded.

Part B (50 % of the grade)

In part B it is expected that the students show good understanding of the theory that they have decided to base their answer on. This will count for more than knowledge of the context of the case. To reach an A-level in part B it is expected that the students also show some critical reflections (for example, what can the theory not answer) and include some key references in the text. A good average answer (i.e. a C-answer) shows a good overview of the theory, and defines all important aspects related to the theory, yet does lack some critical reflection. An E-answer shows some basic understanding of the theory, by mentioning some aspects, without showing an understanding for what they mean and how they relate to the case.

Use of AI-tools

AI is not relevant here due to it being an in-school exam

Guiding template for content

- We also refer to the [General grade descriptions for higher education](#) (UHR 6 August 2004, rev. 2011), present below. Which we use as a guide when grading exams:

symbol	description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

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- In situations where the two different parts of the exam receive very different grades, part B will be weighted slightly higher due to this part showing more understanding compared to part A.