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## Being the Best – When Motivation Counts

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"You can learn new things, but you cannot really change your motor skills"

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

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Tiger Woods was world's best golfer because of ....

- a. ... innate talent
- b. ... practice
- c. ... luck

Innate talent usually is inferred rather than observed!

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Individual differences

```

graph TD
    ID[Individual differences] --> IT[Innate talent]
    ID --> D[Development]
    IT --- N50["≈ 50%"]
    D --- N50
    Scales[NATURE vs. NURTURE]
  
```

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Nature vs. Nurture:  
In daily life, it is actually a matter of belief.

Athletes are born, not made"

Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Fixed mindset ("entity theorist")

Growth mindset ("incremental theorist")

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**Motivation: Key elements**



The psychological forces that determine the **direction** of a person's behavior, a person's level of **intensity or effort**, and a person's level of **persistence**.

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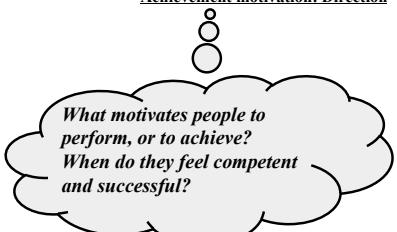
**Direction: What motivates people to play sport?**

- Improving skills
- Learning about yourself: physically, mentally, and emotionally
- Having fun
- Love of the sport
- Having positive interactions with others
- Staying in shape and feeling healthy
- Being involved in competition
- Desire to excel
- etc.

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**Achievement motivation: Direction**



*What motivates people to perform, or to achieve?  
When do they feel competent and successful?*

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**Achievement motivation: Direction**

Directed toward a positive outcome	<b>Approach</b>	Directed away from a negative outcome	<b>Avoidance</b>
			

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**Achievement motivation: Direction**

<b>Other-directed:</b> <i>Performance relative to others.</i>	<b>Mastery</b> ————— <b>Performance</b>
<b>Self-directed:</b> <i>Performance relative to one's past-self.</i>	

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**Achievement motivation: Direction**

<b>Mastery-Approach (MAp)</b> <b>Outperforming yourself</b>	<b>Performance-Approach (PAp)</b> <b>Outperforming others</b>
<b>Mastery-Avoidance (MAv)</b> <b>Not losing to yourself</b>	<b>Performance-Avoidance (PAv)</b> <b>Not losing to others</b>

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### Achievement goals and performance: Meta-analytic findings

1. Across achievement domains (work, education, and sports), approach goals (either mastery or performance) **are associated** positively with performance, whereas avoidance goals (either mastery or performance) are associated negatively with performance.

Van Yperen, N.W., Blaga, M., & Postmes, T. (2014). A meta-analysis of self-reported achievement goals and self-report performance across three achievement domains (work, sports, and education). *PLOS ONE*, 9(4), e93594.

2. Relative to avoidance goals (either mastery or performance), approach goals (either mastery or performance) **enhance** task performance.

Van Yperen, N.W., Blaga, M., & Postmes, T. (2015). A meta-analysis of the impact of situationally induced achievement goals on task performance. *Human Performance*, 28, 165-182.

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### Achievement motivation: Direction

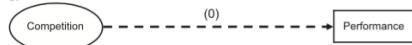
Mastery-Approach (MAp) <b>Outperforming yourself</b>	Performance-Approach (PAp) <b>Outperforming others</b>
Mastery-Avoidance (MAv) <b>Not losing to yourself</b>	Performance-Avoidance (PAv) <b>Not losing to others</b>

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### The relation between competition and performance

a



b



Murayama, K., & Elliot, A.J. (2012). The competition-performance relation: A meta-analytic review and test of the opposing processes model of competition and performance. *Psychological Bulletin*, 138, 1035-1070.

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1988 men's 100m Olympic final (Seoul)



2007 women's 1500m WC final (Helsinki)



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Russian doping scandal: The elite athletes who were allowed to cheat the system

By Andrew McGarry  
Updated Tue at 9:04am



PHOTO: Russian athlete Maria Savinova-Panina has an Olympic gold medal, but the 800m runner faces a lifetime ban from sport because of doping. (AP Photo/Matthias Schrader)

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### Achievement goals and cheating

**What is cheating?**

Cheating entails the *intentional* violation of pre-set rules in order to attain an advantage or credit, or to increase the chance of success.



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### Why do (some) athletes cheat?

- Perceived external pressures to meet high standards of performance
- A desire to excel and to achieve fame
- Fear of failure
- Lack of personal integrity.
- To attain social acceptance
- To keep up with peers
- To further advance in one's career or to make money
- To please others
- etc.

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### Achievement motivation: Direction

Mastery ————— Performance

<b>Other-directed:</b> Cheating may be considered as a viable mean or strategy to reach one's goal to win, or not to lose.
<b>Self-directed:</b> Cheating is likely to be perceived as meaningless.

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### Study 1: Are achievement goals related to cheating behaviors?

**Vignette study:**

- Assessment of individuals' achievement goals.
- Participants were exposed to vignettes, each describing a situation in which the protagonist had the opportunity to cheat.

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For each item, circle either letter "A" or "B"				
In your sport, which goal is most important to you?				
	A	or	B	
1	A To do <i>better</i> than others	or	B Not to do worse than others	
2	A To do <i>better</i> than I did before	or	B Not to do worse than I did before	
3	A To do <i>better</i> than others	or	B To do <i>better</i> than I did before	
4	A Not to do worse than I did before	or	B Not to do worse than others	
5	A Not to do worse than others	or	B To do <i>better</i> than I did before	
6	A Not to do worse than I did before	or	B To do <i>better</i> than others	

= PAp

Van Yperen, N.W. (2006). A novel approach to assessing achievement goals in the context of the 2 x 2 Framework: Identifying distinct profiles of individuals with different dominant achievement goals. *Personality and Social Psychology Bulletin*, 32, 1432-1445.

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5	A Not to do worse than others	or	B To do <i>better</i> than I did before	
6	A Not to do worse than I did before	or	B To do <i>better</i> than others	

= MAV

Van Yperen, N.W. (2006). A novel approach to assessing achievement goals in the context of the 2 x 2 Framework: Identifying distinct profiles of individuals with different dominant achievement goals. *Personality and Social Psychology Bulletin*, 32, 1432-1445.

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### Achievement goals: Prevalence

Domain	PAV	MAP	PAP	MAV	None
Work	26.1%	14.8%	11.4%	34.8%	12.9%
Sport	16.3%	22.4%	12.1%	34.8%	14.4%
Education	23.1%	13.7%	6.8%	48.1%	8.3%

Overall, 21.2% of the participants chose consistently (a specific goal or no dominant goal) across the three domains.

Van Yperen, N.W., Hamstra, M.R.W., & Van der Klaauw, M. (2011). To win, or not to lose, at any cost: The impact of achievement goals on cheating. *British Journal of Management*, 22, S8-S15.

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**Sample vignette:**

*For an academic course, you have to prepare a report, and the deadline for delivery is approaching rapidly. If you fail to make the deadline, you will have to redo the entire course.*

*When you search the internet for inspiration, you find a student's report that meets all requirements. You learn, further, that the student received the highest mark in class for this piece of work. If you copy it, and replace some words and phrases, nobody will ever find out that this work is not your own, and you will probably be rewarded with the highest mark.*

*Are you going to submit this slightly adapted student's report?*

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Domain	Performance	Mastery
Work	~4.2	~3.5
Sports	~3.0	~2.8
Education	~5.2	~4.8
Overall	~4.0	~3.0

Figure 1. Mean cheating intentions within domains and overall and with 95% confidence intervals. Study 1.

Van Yperen, N.W., Hamstra, M.R.W., & Van der Klaauw, M. (2011). To win, or not to lose, at any cost: The impact of achievement goals on cheating. *British Journal of Management*, 22, S8-S15.

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### Study 2: Do achievement goals cause cheating behaviors?

**Experimental study:**

- An achievement goal is imposed on individuals ("Carry out the task with this goal in mind").
- Elaborate on your goal: Describe a situation in which you had the same type of goal, including your thoughts and feelings.

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### Study 2: Do achievement goals cause cheating behaviors?

**GRID task:**

- Start with #70.
- Then find and click the numbers in the GRID upwards in strict order.
- Three trials, 45s each.
- The participants started with a practice session in which they learned that cheating was an option.

84	27	51	78	59	82	13	85	61	55
28	18	92	94	97	10	31	57	29	33
32	96	65	28	88	77	43	66	18	X
76	87	X	35	90	81	91	46	88	00
40	82	89	47	35	17	10	42	82	34
44	67	93	11	87	43	X	54	93	56
53	79	66	22	54	74	58	14	91	02
66	68	99	75	26	15	41	66	20	40
58	85	64	88	39	10	36	45	93	24
83	73	21	23	16	37	25	19	12	63

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### Study 2: Do achievement goals cause cheating behaviors?

Condition	Mean Cheating Score
Performance	~0.85
Mastery	~0.50
Control	~0.65

Figure 2. Mean actual cheating scores in performance versus mastery versus control condition and with 95% confidence intervals. Study 2.

Van Yperen, N.W., Hamstra, M.R.W., & Van der Klaauw, M. (2011). To win, or not to lose, at any cost: The impact of achievement goals on cheating. *British Journal of Management*, 22, S8-S15.

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### Why do (some) athletes cheat?

Former olympic chief Jacques Rogge:  
*"Cheating is embedded in human nature. Therefore, hoping for a drug-free Olympic Games is naïve."*



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### Achievement goals, performance, and cheating

**Conclusions:**

1. Relative to avoidance goals, approach goals lead to better performance (and other favorable outcomes).
2. Relative to mastery goal individuals, performance goal individuals are more likely to cheat.
3. Hence, MAp goals rather than PAp goals should be promoted.
4. Because sport settings are likely to elicit or strengthen performance goals, hoping for a drug-free Olympic Games may be naïve indeed.

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You are going to run a series of 10k: 5 runs, in a group of 24 persons.

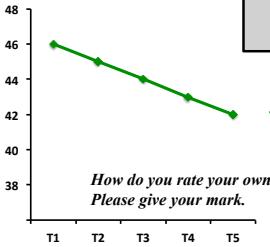


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Your performance (10k run in minutes):

- Significant improvement over time



Run	Performance (min)
T1	46
T2	45
T3	44
T4	43
T5	41

How do you rate your own performance?  
 Please give your mark.

10 (excellent)  
 9  
 2  
 1 (very poor)

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Your performance (10k run in minutes):

- Significant improvement over time
- Significantly worse than others



How do you rate your own performance?  
 Please give your mark.

10 (excellent)  
 9  
 2  
 1 (very poor)

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### Main finding

When self-evaluating one's own performance, social comparison information consistently overpowers temporal comparison information (TOESCI).



Van Yperen, N.W., & Leander, N.P. (2014). The Overpowering Effect of Social Comparison Information (TOESCI): On the misalignment between mastery-based goals and self-evaluation criteria. *Personality and Social Psychology Bulletin*, 40, 676-688.

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**Can TOESCI be overcome?**

Your performance (10k run in minutes):

- Significant improvement over time
- Significantly worse than others

*Considering your goal to do better than you did before!!!*

How do you rate your own performance? Please give your mark.

2  
1 (very poor)

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**Practical implication**

Coaches, supervisors, and teachers need to structurally emphasize mastery-approach goals and explicitly—and perhaps repeatedly—remind their athletes, subordinates, and students to consider their mastery-approach goal when self-evaluating their performances.

Van Yperen, N.W. & Leander, N.P. (2014). The Overpowering Effect of Social Comparison Information (TOESCI): On the misalignment between mastery-based goals and self-evaluation criteria. *Personality and Social Psychology Bulletin*, 40, 676-688.

**MSc Psychology: Talent Development and Creativity**

**KEY FACTS**

- Start programme: 1 September
- Duration: 12 Months
- Language: English
- Tuition fees EU/non-EU: approx. €1,954/€19,500

**COURSE EXAMPLES**

- Talent Development & Creativity in Practice
- Competence and Motivation
- Talent Assessment

**GENERAL INFORMATION**

How can teachers identify and nurture children's talents in the classroom? How do athletes and musicians develop their talent? And how can companies encourage creativity amongst their employees and promote innovation within their organisation?

In any achievement domain, there is an increasing focus on the development, selection and promotion of talent and creativity. In this unique, interdisciplinarily-oriented Master's programme you will gain the expertise to enable you to select, develop, and nurture talent among individuals and organisations across a wide range of domains. You will learn about the theoretical approaches to talent development and creativity, and you will be in contact with different organisations in the worlds of sport, business and education so you

More information  
Programme website  
<http://www.rug.nl/masters/talent-development-and-creativity>  
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