

ATTRIBUTION

Identify 4 different types of attribution proposed by Weiner's model and give a practical example for each one identified

(4)

Four marks for: (must have practical example for each)	
1	External/extrinsic/environmental/uncontrollable attributions + practical example eg the weather/luck/task difficulty/other players etc.
2	Internal/intrinsic/dispositional/personal/controllable attributions + practical example eg effort/determination/ability etc
3	Stable/unchanging/persistent/enduring attributions + practical example eg task difficulty/opposition/ability etc
4	Unstable/changeable attributions + practical example eg effort /tactics etc.

* Below are some of the reasons which sports coaches gave after their teams lost:

'The pitch did not suit our skilful way of playing; the pitch was too slippery'

'We were unlucky; we played well but it was one of those days'

'We were not good enough; they deserved to win'

'Our players did not seem to be bothered; we just didn't try hard enough'

Using Weiner's attribution model, describe the different types of attribution given by the coaches.

Critically evaluate the effects of each of these attributions on performance in sport. [20]

Answer			
Indicative Content: (Describe the different types of attribution)			
		LOCUS OF CAUSALITY	
		INTERNAL	EXTERNAL
STABILITY	STABLE	ABILITY	TASK DIFFICULTY
DIMENSION	UNSTABLE	EFFORT	LUCK
1. General description of terms	Description of terms used in the model (above) affect motivation or drawing of model to shown attributions. <ul style="list-style-type: none"> stable factors are unchanging and unstable factors are changeable (over the short term) external factors are environmental and internal factors are dispositional/to do with individuals or the team (rather than the environment) 		
2. (statement 1) 'The pitch did not suit our skilful way of playing; the pitch was too slippery' (EXTERNAL/STABLE)	Environmental/external reason/factors other than performer/s <ul style="list-style-type: none"> avoiding personal/dispositional responsibility/uncontrollable task difficulty too high 		
3.	Protecting self esteem <ul style="list-style-type: none"> avoiding blame to feel better as the coach or for team morale protects self esteem/ego/we can't do anything about it so feel ok 		
4.	Stable or unchanging attribution/could be unstable over a period of matches <ul style="list-style-type: none"> we might win next time (on a different/drier pitch) 		
5. (statement 2) 'We were unlucky; we played well but it was one of those days' (EXTERNAL/UNSTABLE)	External reason <ul style="list-style-type: none"> takes away the blame/responsibility cannot easily be challenged sport has elements of chance 		

6.	Keeps motivation high <ul style="list-style-type: none"> encourages sense that next time we might be luckier
7.	Unstable attribution <ul style="list-style-type: none"> changeable
8. (Statement 3) 'We were not good enough; they deserved to win' (INTERNAL/STABLE)	Internal/dispositional reason <ul style="list-style-type: none"> taking the blame assuming responsibility
9.	Encouraging players to recognise that they must work harder or perform better next time <ul style="list-style-type: none"> more training adopt better tactics or strategies
10.	Stable reason if related to ability <ul style="list-style-type: none"> ability difficult to change over short term ability (relatively) uncontrollable
11.	Unstable reason if related to effort <ul style="list-style-type: none"> effort is easily changed effort is controllable
12. (Statement 4) 'Our players did not seem to be bothered; they just didn't try hard enough' (INTERNAL /UNSTABLE)	Internal/dispositional reason <ul style="list-style-type: none"> taking the blame assuming responsibility
13.	Encouraging players to recognise that they must work harder or perform better next time <ul style="list-style-type: none"> more training adopt better tactics or strategies
14.	Unstable reason <ul style="list-style-type: none"> effort is easily changed effort is controllable

Answer	
Critical evaluation (E) of the effects of these attributions could include:	
15. (1) 'The pitch did not suit our skilful way of playing; the pitch was too slippery' (EXTERNAL/STABLE)	Effect could be to keep up morale/motivation (+) <ul style="list-style-type: none"> self-serving bias – protecting self esteem (+) may lead to tactics/different footwear etc being adopted to deal with such conditions (+)
16.	<ul style="list-style-type: none"> but could shield other real reasons (-) could lead to lack of improvement (-)
17. (2) 'We were unlucky; we played well but it was one of those days' (EXTERNAL/UNSTABLE)	Effect could be to keep up morale/motivation (+) <ul style="list-style-type: none"> self-serving bias – protecting self esteem (+) keep team cohesive or no-one is to blame (+)
18.	<ul style="list-style-type: none"> but could shield other real reasons (-) could lead to lack of improvement (-)
19. (3) 'We were not good enough; they deserved to win' (INTERNAL/STABLE)	Effect could be to motivate to try harder (+) <ul style="list-style-type: none"> different training methods adopted (+) high fitness levels worked for (+) could lead to trying to reach mastery orientation (+)
20.	Effect could be to experience learned helplessness or a sense of failure or to de-motivate (-) <ul style="list-style-type: none"> morale of team could go down (-) future matches could be lost or performance deteriorates (-)
21. (4) 'Our players did not seem to be bothered; they just didn't try hard enough' (INTERNAL /UNSTABLE)	Effect could be to motivate to try harder (+) <ul style="list-style-type: none"> different training methods adopted (+) high fitness levels worked for (+) could lead to trying to reach mastery orientation (+)
22.	Effect could be to experience learned helplessness or a sense of failure or to de-motivate (-) <ul style="list-style-type: none"> morale of team could go down (-) future matches could be lost or performance deteriorates (-) Effect could be a deterioration of team cohesion (-) <ul style="list-style-type: none"> individuals might fall out with each other causing disruption/hostility (-)

Answer	
23. Conclusions	<p>That certain attributions are better than others with reasons</p> <ul style="list-style-type: none"> • internal unstable attributions usually better to motivate team members or to avoid learned helplessness
24. Suggestions	<p>Examples of other attributions that could be given that might be helpful</p> <ul style="list-style-type: none"> • specific tactics/areas of play that may be the cause of losing • coach may take some responsibility • use of other observers or technology to show possible and more undisputed causes of losing the game. • other relevant attributions that would lead to greater motivation and improvement in performance
25. Controllability dimension	<p>Weiner's model has been extended or third dimension - to include control as an aspect</p> <ul style="list-style-type: none"> • the degree to which individuals perceive themselves as able to influence events. • When success can be attributed to factors within your own control, motivation is likely to be increased • This reinforces concept of mastery orientation • This reinforces that lack of control can lead to learned helplessness