



US-P840

JOURNAL OF  
**SPORT &**  
**EXERCISE**  
PSYCHOLOGY

001945 JOURNAL OF SPORT AND EXERCISE PSYCHOLOGY  
1999 VOLUME 21 SUPPLEMENT  
SISAC  
0895-2779(1999)21+;1-B  
61677876



VOLUME 21 SUPPLEMENT 1999

**New Directions upon Achievement Goals Theory in Sport: Development and predictive validity of the Approach and Avoidance Achievement in Sport Questionnaire (AAASQ)**  
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This research reports the development and predictive validity of the Approach and Avoidance Achievement in Sport Questionnaire or AAASQ. Traditionally, goal orientation research in sport domain (e.g., Duda, 1989; Roberts et al., 1998), has focused on 2 approach goals: task (or mastery) and ego (or performance-approach) orientation goals. Based on Elliott's advances (e.g., Elliott, 1997) a third scale was included to assess the goal of avoiding the demonstration of lack of ability (or performance-avoid goal). In two studies ( $N = 175$ ,  $M$  age = 14.5 and  $N = 222$ ,  $M$  age = 15.2, respectively) psychometric development of a 15 items version for 3 subscales was shown to be satisfactory, including adequate factorial structure assessed by exploratory and confirmatory factor analysis (CFA), and good internal and test-retest reliability. In terms of the predictive validity of the AAASQ, a third study ( $N = 182$ ,  $M$  age = 14.1) indicated that Mastery goals facilitated intrinsic motivation in sport. Performance-Approach scale was positively associated with perceived competence in sport, and Performance-Avoid goals predicted self-handicapping strategies and were negatively associated with intrinsic motivation in sport.

**Examining the Stages of Exercise Change Algorithm in Police Officers**

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Although the stages of change (SOC) construct from the Transtheoretical model has been used extensively to identify individual's motivational readiness to exercise, concurrent validity has yet to be fully established (Wyse et al., 1995). Investigations using more objective measures of exercise are required to provided additional support for the validity of the SOC. The purpose of the present study was to examine the concurrent validity of the SOC (Norman et al., 1998) using both objective and self-report parameters of exercise participation. Data from 45 police officers ( $M$  age = 30.59) were collected on physiological (aerobic capacity) and behavioral (Leisure Time Exercise Questionnaire, LTEQ; Godin & Shephard, 1985) parameters of exercise participation. Results revealed that 22 participants were in the maintenance stage, 13 in the action stage, and 10 in the preparation stage. One way ANOVA revealed significant differences for aerobic capacity and GLTEQ scores,  $p$ 's < .02 (Bonferroni tests,  $p$  < .02). Post hoc analysis revealed that participants in the preparation stage had significantly lower LTEQ scores than participants in the action and maintenance stage; and that participants in the action stage had significantly lower scores than participants in the maintenance stage. Similarly, participants in the preparation stage had significantly lower aerobic capacity ( $VO_2$  sub max) compared to participants in the action stage. Potential explanations which may contribute to the results are examined and future research directions are presented.

**Peer Modeling and Interaction: Effects of Skill Level and Gender on Self-efficacy and Achievement in a Cooperative Motor Learning Context**

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The present study examined the influence of model skill level and gender on students' self-efficacy and achievement in a cooperative motor learning context and explored the relations between self-efficacy and states of achievement goals. Twelfth graders ( $N = 48$ ) were assigned to groups in a 2 x 3 (Gender x Model Skill Level: novice vs. medium level vs. mastery) factorial design to learn a swimming skill. Procedure included (a) self-evaluation of perceived form scores, (b) observation of the model, (c) self-efficacy questionnaires, (d) training session with the model, (e) immediate posttest, (f) states of achievement goals questionnaire (Thill & Crevoisier, 1994), and (g) delayed posttest. ANOVAs indicated mastery models led to the highest self-efficacy, number of observational behaviors, number of relevant feedback, form scores and performance. Boys scored higher for self-efficacy, external standards of goal involvement, physical engagement, form scores and performance, whereas girls scored higher on self-referenced standards and verbalizations. In addition, boys' self-referenced goals correlated negatively to self-efficacy, physical engagement, form scores and performance, whereas external standards correlated positively to self-efficacy. Results contribute to define an optimal challenge modeling for this particular motor task and show learning strategies vary as a function of gender. They also suggest relations between goals and self-efficacy in sports settings sometimes differ from academic contexts (e.g., Schunk & Swartz, 1993).

**Studying Coach-Athlete Interaction as a Situated Action: An Illustration Within Elite French Archery**

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The purpose of this study was to analyze the temporal and contextual organization of coach-athlete interaction in elite archery competition settings. In light of the "course of action" theory (Theureau, 1992), action was conceived as situated, self-organized and was studied at the level where it is significant for the actor. One expert archery coach and four elite athletes were observed and videotaped during two competitions. Verbal data during self-confrontation interviews immediately after the competitions were also collected. Data processing consisted in (i) transcribing coach's and athletes' actions, communications and self-confrontation data, (ii) decomposing action into meaningful units, (iii) identifying coherence and similarities between sequences, (iv) examining the coordination between coach and athlete courses of action. The coach's action was characterized by responses to athletes' needs and to situational constraints (i.e., respect of athletes' autonomy, analysis of performance decrements, "emergency" interventions). The athletes' action was characterized by using the coach as a resource, seeking help or choosing among the coach's instructions. The coach and athlete collective action was characterized by either an immediate compatibility within the dyad thanks to shared perceptions, or mediate compatibility constructed through negotiation. The alternation of individual and collective work, the on-site building of a mutual referential transcending individual perspectives, and the role of temporal constraints are discussed.