

Coaching Strategies for Enhancing Self-Determined Motivation, Enjoyment, and Success Worksheet

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Athlete's Motivation - Gaining Awareness

What is motivation?

What behaviors do "motivated" athletes demonstrate?

How do you motivate the athletes on your team?

The Continuum of Self-Determination

The Continuum of Self-Determination



In what ways do athletes demonstrate...

• external regulation? _____

• introjected regulation? _____

• identified regulation? _____

• integrated regulation? _____

	Extrinsic motivation				
Amotivation Lack of contingency between behavior and outcome	External regulation Activity is done to receive a reward or avoid punishment	Introjected regulation Activity is done to avoid negative internalized feelings	Identified regulation Activity is freely chosen to help achieve another goal	Integrated regulation Activity is part of a person's identity	Intrinsic motivation Activity is done as an end in itself
Non-self-determined			Self-determined		

From Deci & Ryan (1985). *Intrinsic Motivation and Self-determination in Human Behavior*.

How can you start to develop more self-determined forms of extrinsic motivation?

Basic Psychological Needs

What are ways that athletes express the need for...

1.) **competence** (the need to perceive my behavior as effective in a given situation)?

2.) **autonomy** (the need to perceive that my actions are in accordance with my own values AND the freedom to make choices about my behavior)?

3.) **relatedness** (the need to feel securely connected to and understood by others)?

Autonomy-Supportive Behaviors

The 7 Autonomy-Supportive Behaviors



1) Provide **choice** within specific rules and limits

E.g., "We can wear these 3 uniforms... which one would you prefer?" Or "Which one of these 3 drills would you like to do today?"

2) Provide a **rationale** for tasks and limits

- Internalization vs. Compliance

E.g., "We condition at the end of practice when you're tired so that in the game, you'll feel stronger than the athletes on the other team."

3) Acknowledge the player's **feelings** and **perspectives**

E.g., "I understand you don't enjoy waking up at 6am for workouts, and neither do I! Since we often tee off at 6am, it is important to train our bodies to be ready at that time..."

4) Provide athletes with opportunities for **initiative-taking** and **independent work**

E.g., "We only have one hour of ice time this morning. The rink will be open for two hours this evening if you want to come back and practice on your own..."

The 7 Autonomy-Supportive Behaviors



5) Provide non-controlling **competence feedback**

- Avoid "should" or "ought to" statements that can induce feelings of guilt
- Reinforce behavior that is **under an athlete's control**
- Convey **high but realistic** expectations

6) Avoid **controlling behaviors**

- Includes **overt control** and provision or removal of **tangible rewards**

7) Prevent **ego-involvement** in athletes

- **Ego-involvement:** competence is based on normative improvement, beating an opponent
- **Task-involvement:** competence is based on self-referent improvement, mastery, and effort

What are 2-3 ways that you already support autonomy in the athletes you work with?

- 1.) _____
- 2.) _____
- 3.) _____

What are 2-3 new ways you can provide further autonomy support with the athletes you work with?

- 1.) _____
- 2.) _____
- 3.) _____

5-Point Implementation Plan

For the athletes/teams you work with, develop 1-2 strategies for each of the main motivational components we've discussed:

1. Continuum of motivation
2. Basic psychological needs
3. Coach autonomy-support
4. Structure of sport environment
5. Involvement with athletes

1. Continuum of motivation

a.) _____

b.) _____

2. Basic psychological needs

a.) _____

b.) _____

3. Coach autonomy-support

a.) _____

b.) _____

4. Structure of sport environment

a.) _____

b.) _____

5. Involvement with athletes

a.) _____

b.) _____