

2014 GATEWAY TO SUCCESS
AAHPERD NATIONAL CONVENTION & EXPO
APRIL 1-3 • ST. LOUIS, MISSOURI

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

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Workshop Overview

Thanks for joining us!

- **Motivation**... what is it?
- Self-determination theory – **focus on the athlete**
 - Types of motivation
 - Basic psychological needs
- Self-determination theory – **focus on the coach**
 - 7 classes of autonomy-supportive behaviors
 - Structure and Involvement
- 5-Point **Implementation Plan**

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Athlete's Motivation

In small groups (2-3 people), please discuss the following questions:

- What is **motivation**?
- What **behaviors** do “motivated” athletes demonstrate?
- How do **you** motivate the athletes on your team?

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What is motivation?

- Simply the **“why”** of human behavior
- More specifically, “...an internal state or process that energizes, directs, and maintains goal behavior” (Cahsmore, 2008, p. 287)
 - Has both **cognitive** and **affective** components
- Motivation has both **quantity** and **quality**
 - **Quantity**: approach versus avoidance of a behavior
 - **Quality**: different forms of motivation have more optimal psychological and behavioral outcomes

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The Coach-Athlete Relationship

From Mageau & Vallerand (2003). The coach-athlete relationship: A motivational model.


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The Continuum of Self-Determination

	Extrinsic motivation		
Amotivation			Intrinsic motivation
Lack of contingency between behavior and outcome			Activity is done as an end in itself

From Deci & Ryan (1985). Intrinsic motivation and self-determination in human behavior.

Three Types of Intrinsic Motivation



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Intrinsic motivation: to do an activity **for its own sake** or the **pleasure** it provides

- 1. To learn**
 - E.g., "I practice golfing so that I can learn how to hit a fade as well as a draw"
- 2. To accomplish tasks**
 - E.g., "I practice juggling the soccer ball to see how many touches I can get before the ball hits the ground"
- 3. To experience sensations**
 - E.g., "I swim because I enjoy the feeling of cool water rushing over my body when I'm moving fast"


Intrinsic Motivation at it's Finest



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The Continuum of Self-Determination




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	Extrinsic motivation					
Amotivation	External regulation	Introjected regulation	Identified regulation	Integrated regulation	Intrinsic motivation	
Lack of contingency between behavior and outcome					Activity is done as an end in itself	

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Four Types of Extrinsic Motivation



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- 1. External regulation**
 - A behavior is done to obtain an **external reward** or **avoid punishment**
- 2. Introjected regulation**
 - A behavior is dictated by **self-imposed pressure** to avoid negative feelings (e.g. guilt) or experience positive ones (e.g., pride)
- 3. Identified regulation**
 - A behavior is done not for enjoyment, but to help a person **achieve a related personal goal**
- 4. Integrated regulation**
 - A behavior is done to **confirm one's sense of self**

The Continuum of Self-Determination




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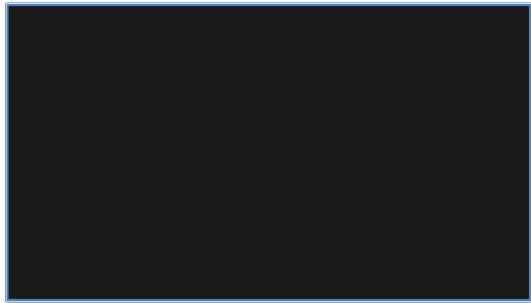
	Extrinsic motivation					
Amotivation	External regulation	Introjected regulation	Identified regulation	Integrated regulation	Intrinsic motivation	
Lack of contingency between behavior and outcome	Activity is done to receive a reward or avoid punishment	Activity is done to avoid negative internalized feelings	Activity is freely chosen to help achieve another goal	Activity is part of a person's identity	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.

What type of extrinsic motivation is this???



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The continuum of self-determination

In small groups (2-3 people), please discuss the following questions:

- What are ways that athletes demonstrate...
 - ...external regulation?
 - ...introjected regulation?
 - ...identified regulation?
 - ...integrated regulation?
- How can you start to develop more self-determined forms of extrinsic motivation from non-self-determined forms?

The Coach-Athlete Relationship

From Mageau & Vallerand (2003). The coach-athlete relationship: A motivational model.

Basic Psychological Needs (Deci & Ryan, 2000)

All people have three **basic psychological needs**:

- **Competence**: the need to perceive my behavior as effective in a given situation
 - E.g., "I can shoot free throws and jump-shots well"
- **Autonomy**: the need to perceive that my actions are in accordance with my own values **AND** the freedom to make choices about my behavior
 - E.g., "Being a good gymnast is important to me" **AND** "I have choice in about how to design my floor routine"
- **Relatedness**: the need to feel securely connected to and understood by others
 - E.g., "My coaches, teammates, and parents support my involvement in tennis"

From Deci & Ryan (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination theory of behavior.

Basic Psychological Needs (Deci & Ryan, 2000)

In small groups (2-3 people), please discuss the following questions:

- What are ways that athletes express the need for...
 - ...competence?
 - ...autonomy?
 - ...relatedness?

To summarize so far...

The more an athlete's **basic psychological needs** are fulfilled...

- the more self-determined **motivation** she/he should experience **AND**
- the greater her/his **enthusiasm, effort, and persistence** should be

The overall goal: help each athlete meet her/his needs of **autonomy, relatedness, and competence**

- This will facilitate **intrinsic motivation** and **self-determined extrinsic motivation?**
- The challenge is **HOW?**

The Coach-Athlete Relationship

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Autonomy Support...
What is it?

The technical definition

– "...an individual in a position of authority [e.g., a coach] taking the other's [e.g. the athlete's] perspective, **acknowledging her/his feelings**, and providing her/him with other pertinent information and **opportunities for choice**, while **minimizing the use of pressures and demands**."

(Black & Deci, 2000)

What does that actually mean?

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?"

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2) Provide a rationale for tasks and limits <ul style="list-style-type: none"> • 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."

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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..."


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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	<ul style="list-style-type: none"> • 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
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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**

The 7 Autonomy-Supportive Behaviors



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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

Autonomy Supportive or Not?




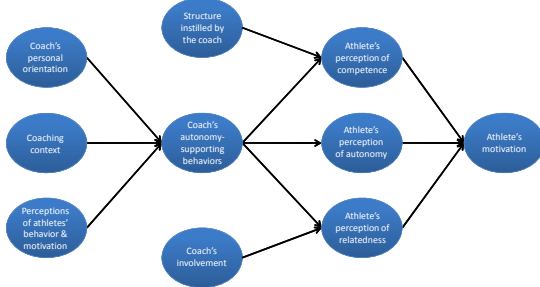

In small groups...



In small groups (2-3 people), please discuss the following questions:


- What are 2-3 ways that you **already support autonomy** in the athletes you work with?
- What are 2-3 **new ways you can provide further autonomy support** to the athletes you work with?

The Coach-Athlete Relationship

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Providing Structure = Enhancing Competency



Some suggestions:

- Present information the same way each day**

“Without coaches’ instructions and structure, athletes lack the necessary information and experience to progress in their discipline.”
 (Mageau & Vallerand, 2003, p. 893)

- Plan something unstructured each week**

- Builds excitement, “what will happen next?” feeling into routine

Being Involved = Enhancing Readiness



Some suggestions:

“Without their coaches’ support and involvement, athletes cannot feel connected.”

(Mageau & Vallerand, 2003, p. 893)

– Enjoyment and creativity facilitate excellence

To Summarize



- An athlete’s needs for autonomy, relatedness, and competency can be fostered through the **coach-athlete relationship**
- Maximize the ways that you engage in **autonomy-supporting behaviors**
- **Structure** the environment to assist with competency
- **“Person first, athlete second”** to assist with relatedness

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

Ask questions... we’re happy to help!

Questions?



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