

Coaching Strategies for Enhancing Motivation and Enjoyment

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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 types of autonomy-supportive behaviors
 - Structure and Involvement

Athlete's Motivation



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

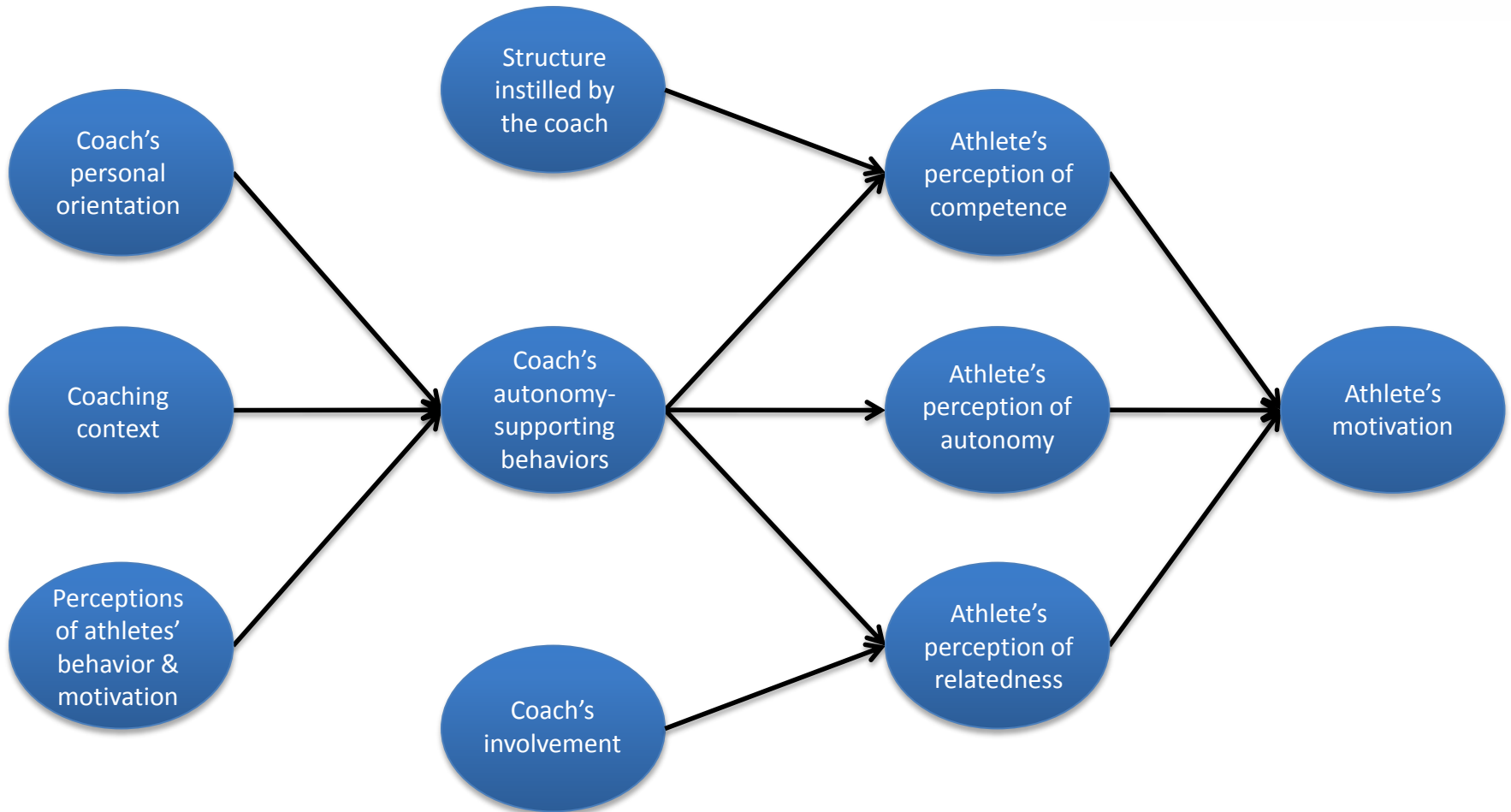
- What is **motivation**?
- What **behaviors** do “motivated” athletes demonstrate?

What is motivation?



- Simply the “**why**” of human behavior
- “An internal state or process that energizes, directs, and maintains goal behavior” (Cahsmore, 2008, p. 287)
- Behaviors associated with motivation:
 - **Choice:** approaching vs. avoiding a challenge
 - **Effort:** quality and quantity of intensity
 - **Persistence:** persist despite obstacles or adversity

The Coach-Athlete Relationship



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

The Continuum of Self-Determination

| | Extrinsic motivation | |
|---|-----------------------------|--|
| Amotivation Lack of motivation. No perceived reason for participation | | Intrinsic motivation Activity is done as an end in itself (learning, accomplishing tasks, and experiencing sensations) |

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

Three Types of Intrinsic Motivation



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

1. To learn

- E.g., “I practice tennis so that I can learn how to hit a kick serve as well as a slice”

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.” “I love feeling strong and powerful when I swim”

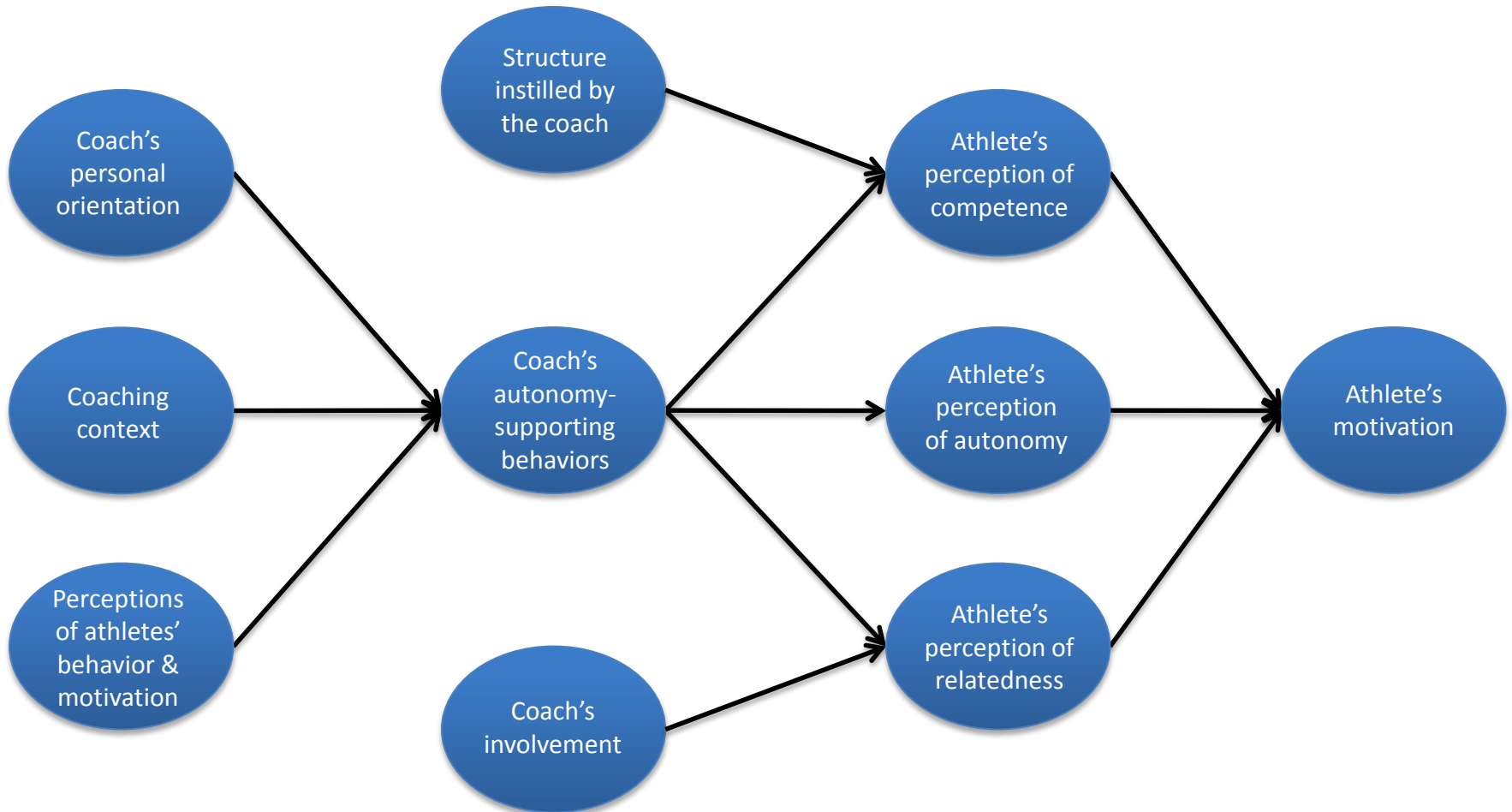
The Continuum of Self-Determination



| | | | | | |
|---|--|---|--|--|---|
| | Extrinsic motivation | | | | |
| Amotivation | External Pressure | Internal Pressure | Personal Goal Achievement | Aligned w/ Personal Values | Intrinsic motivation |
| Lack of motivation. No perceived reason for participation | Activity is done to receive a reward or avoid punishment | Activity is done to avoid negative internalized feelings (guilt, shame) | Activity is freely chosen to help achieve another goal, even w/out enjoyment | Activity is part of a person's identity and value system | Activity is done as an end in itself (learning, accomplishing tasks, and experiencing sensations) |
| Non-self-determined (Have to) | | | Self-determined (Want to) | | |

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

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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 aligned with my own values **AND** the freedom to make choices about my behavior
 - E.g., “Being a good soccer player is important to me” AND “I have choice in how to design my soccer training plan”
- **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.

To summarize so far...



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

the more self-determined **motivation** she/he experiences

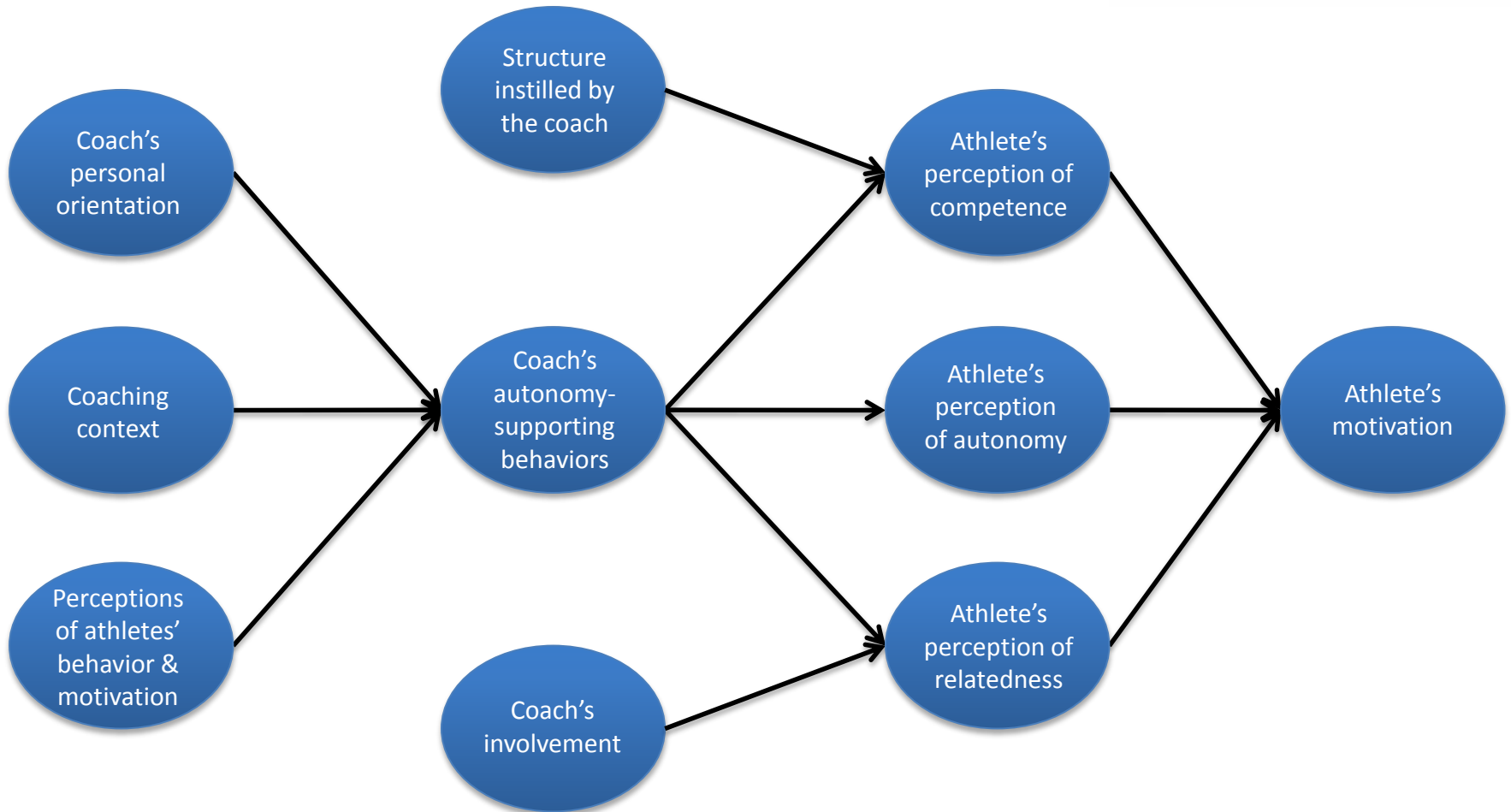
AND

the greater her/his **enthusiasm, effort, and persistence** is

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?**

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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

- Truthful and valid rationale promotes internalization

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 that you have a lot on your plate with tennis and school, and it can be very challenging to stay focused on tennis during practice. Staying focused on the present and what you can control will help you balance all of your demands and perform better in them.”

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

E.g., “I am going to leave 10 minutes at the end of practice for you to work on whatever skills you need or want to improve during that time.”

The 7 Autonomy-Supportive Behaviors



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- 5) Provide non-controlling **competence feedback**
- Avoid **“should”** or **“ought to”** statements that can induce feelings of guilt. Avoid “tough love” statements (“What were you thinking?”)
 - Reinforce behavior that is **under an athlete’s control**
 - Convey **high but realistic** expectations
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The 7 Autonomy-Supportive Behaviors



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6) Avoid **controlling behaviors**

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

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| 6) Avoid controlling behaviors | <ul style="list-style-type: none">• Includes overt control and provision or removal of tangible rewards |
| 7) Prevent ego-involvement in athletes by focusing on the task | <ul style="list-style-type: none">• Ego-involvement: competence is based on normative improvement, beating an opponent• Task-involvement: competence is based on self-referent improvement, mastery, and effort |
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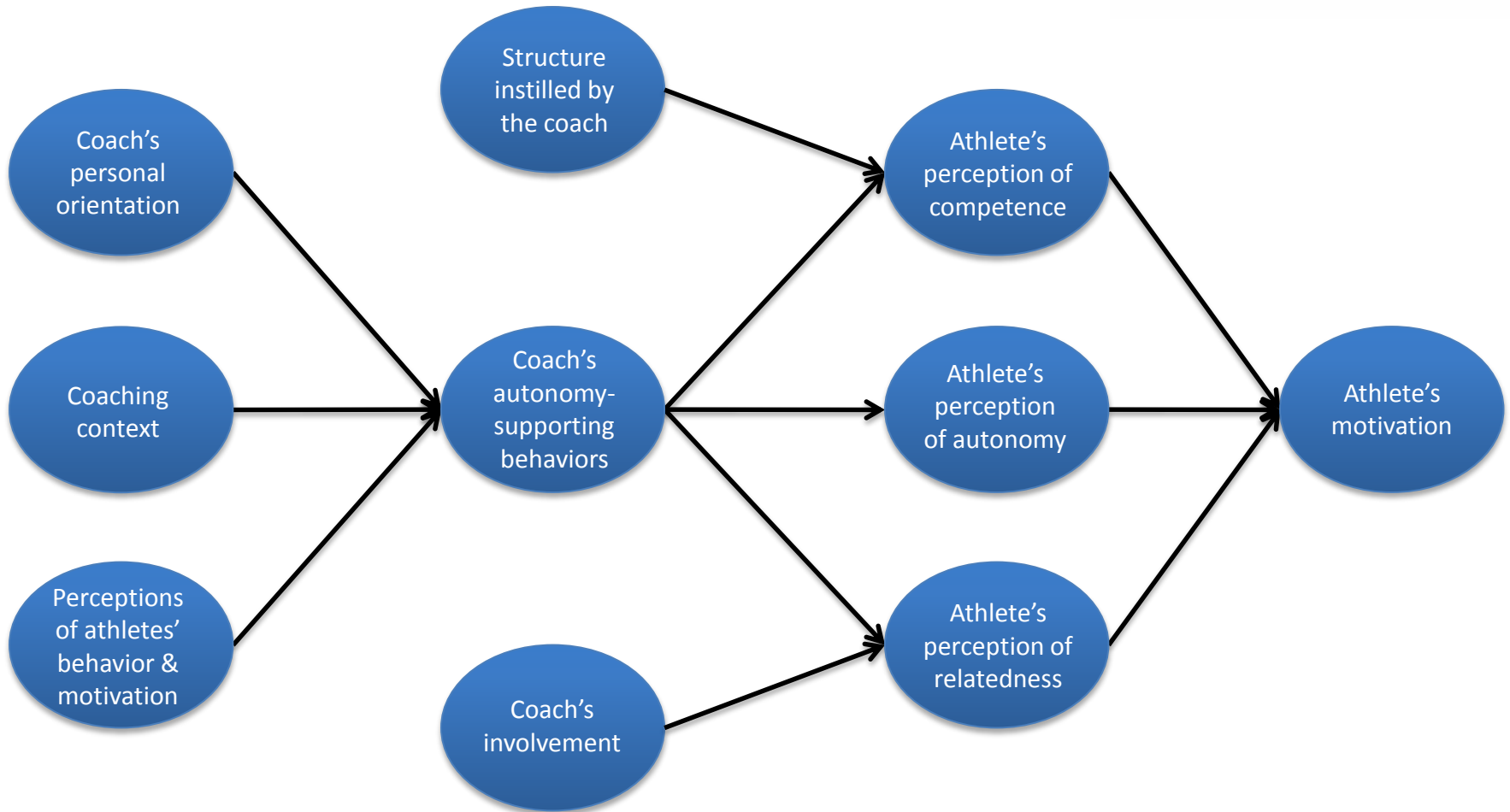
In small groups...



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

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

The Coach-Athlete Relationship



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Providing Structure = Enhancing Competency



Some suggestions:

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“Without coaches’ instructions and structure, athletes lack the necessary information and experience to progress in their discipline.”

(Mageau & Vallerand, 2003, p. 893)

End every practice with an informative and motivational review

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 help build competency
- Demonstrate a **“person first, athlete second”** approach to help build relatedness

Questions?



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