LEARNING OBJECTIVES

- Identify and discuss the gaps in conventional wisdom around motivation
- Discuss self-determination theory and our basic psychological needs
- Discuss the role that motivation plays on motor learning
- Discuss a systematic approach to optimizing an athletes autonomy, competence, and relatedness
motivation:
The reason or reasons one has for acting or behaving in a particular way

What do we typically think about when we hear the word ‘Motivation’?
What do all these forms of motivation have in common?

Externally Regulated

Is Being Motivated the Same as Being Motivated?

Probably Not
Gym Is Empty

Motivator Is Gone...
Just Us...

How sustainable and effective is this form of motivation?
What is missing?

Role of Environment

Role of Individual

I Knew It!
01 MOTIVATION
+ Self Determination Theory
Within social-cognitive theory, SDT proposes that intrinsic motivation emerges in accordance with the fulfillment of psychological needs.

SDT emphasizes the “role of the environment (i.e. coach/trainer) in fueling people’s perceptions of self-determined autonomy, competence, and relatedness”

(Deci & Ryan, 1985; Mallett, 2005)
SELF-DETERMINATION THEORY

**Autonomy (Control)**
The opportunity to govern one’s self; freedom from unwanted external control and influence; self-directed

**Competence**
The ability and belief in one’s ability to successfully or efficiently perform a task; self-efficacy

**Relatedness**
The connection one has with others; shared empathy and the ability to understand another person’s point of view

**Basic Psychological Needs**
- **Autonomy**
- **Competence**
- **Relatedness**

**Extrinsic Motivation**
- **Integrative Regulation**
  - Integrated behaviors satisfying a psychological need
- **Identified Regulation**
  - Behaviors based on identified value to individual
- **Introjected Regulation**
  - Behaviors based on avoiding external disapproval or gaining approval
- **External Regulation**
  - Behaviors based on avoiding external punishment or gaining rewards

**Intrinsic Motivation**
- Enjoyment, pleasure, and fun
  - No rewards

**Amotivation**
- Lack of personal intention or causation

(Ryan & Deci, 2007)
How do I influence one’s Self-Determination as a coach?
Controlling Behaviors:
“Pressure to think, feel, or behave in specified ways, thereby ignoring the person’s needs and feelings...Power-assertive...Pressure to comply.”

(A mageau & Vallerand, 2003, p. 886)

Autonomy-Supportive Behaviors:
“Takes the other’s perspective, acknowledges the other’s feelings, and provides the other with pertinent information and opportunities for choice, while minimizing the use of pressure and demands.”

(A mageau & Vallerand, 2003, p. 886)
IN SUMMARY

- Motivation emerges when the basic psychological needs for autonomy, competence, and relatedness are fulfilled
- Motivation is multidimensional and changes based on the task, situation, and environment
- Coaches can affect motivation through developing controlling or autonomy-supportive environments

CHECK FOR LEARNING

- List the 3 basic psychological needs and any important characteristics of each
- List the 6 zones of motivation, important characteristics, and which zones are self-determined forms of motivation
- Reflect on your clients/athlete and list an example goal that falls into each on the 5 primary zones of motivation
Should motivation just ... motivate ... or is there something else?

MOTOR LEARNING

Self-Determination Theory
More Effort and Persistence

Perform Better

(Mageau & Vallerand, 2003)
Concentration

Providing clients with controlled choice over a specific practice variable has been shown to improve motor learning and skill acquisition.
When given the opportunity to control feedback, clients will request feedback less often the more they perform a task (Chiviacowsky et al., 2008).

When given the opportunity to control feedback, clients will request feedback <30% of the time (as low as 7%) (Chiviacowsky et al., 2008; Janell et al., 1995/1997).
Clients will request feedback after successful trials more often than they will request feedback after poor trials (Chiviacowsky & Wulf, 2002/2007).

Providing clients with controlled choice over progressions and difficulty has been shown to improve motor learning and skill acquisition (Wulf & Toole, 1999; Keetch & Lee, 2007; Andrieux et al., 2012).
IN SUMMARY

- Practice is individualized to the client
  - (i.e. Feedback, Demonstrations, & Progressions)

- Clients can request feedback after ‘good reps’

- Clients extract more information from model demonstrations

- Self-control leads to higher motivation, active involvement in the learning process, and ‘deeper’ information processing

(Wulf, 2007)

CHECK FOR LEARNING

- Write down the characteristics of those with higher levels of autonomy, competence, and relatedness

- Write down 3-5 sentences discussing the importance of choice within the context of the training environment
How do I apply this principle in my setting?

MOTIVATIONAL ENVIRONMENT

- Autonomy
- Competence
- Relatedness
motivation; movement; monto:
Share the Latin Root movere, meaning to move

“Humans are more than neutral processors of information, and evidence suggests that learning is optimized by practice conditions that account for motivational factors.”

(Lewthwaite & Wulf, 2012, p. 173)
AUTONOMY
Provide controlled choice as often as possible

Provide a rational for programming elements and any training limitations
Acknowledge the client’s feelings and perspectives relative to the training process

Empower clients to take initiative within and outside of the training process
Avoid excessively controlling behaviors as the coach or trainer

(Mageau & Vallerand, 2003)
Purposeful struggle engages the client while preserving their sense of competence.

Survival Zone
<50% Success

“Sweet Spot”
50-80% Success

Comfort Zone
>80% Success

(Chiviacowsky et al., 2012; Coyle, 2012)

CHALLENGE POINT HYPOTHESIS

(Guadagnoli & Lee, 2004)

Beginner

Intermediate

Skilled

Expert

Optimal Task Difficulty

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Positive feedback drives motor learning and motivation

(Nieuwenhuis et al., 2005; West et al., 2005)

Reinforce the good more often than correcting the bad

(Chiviacowsky & Wulf, 2002/2007)
“Great job getting under the bar John”

VS.

“Great job John”

Provide feedback on the ‘Process’ over the ‘Person’

(Kamins & Dweck, 1999)

- Provide Rationale
- Provide Choice
- Ask Questions
- Non-Controlling Language

(Mouratidis et al., 2008/2010)
Group training environments create the strongest opportunity for relatedness
Create individual challenge within the context of a unified group effort...create a common bond

When possible create opportunities for individuals to PR and rally the team around their effort.
Create a culture where individual and team success are one.

When possible provide clients with the opportunity to interact within the context of training.
Client interaction will result in peer coaching and observational learning.

Create natural opportunities for clients to be social, share success, and discuss limitations.
Give clients a stage to be heard... Start and finish every session with a message... “Who’s Got The Breakdown?”

We will rise higher as a team than we will as individuals.
CHECK FOR LEARNING

- List 3-5 strategies that you can employ to improve autonomy, competence, and relatedness within the context of training (Note: Try and come up with 2-3 additional strategies beyond what was presented)

CONCLUSION

“Focus on the process to get to your goals, but focus on your goals to get through the process”
Optimizing the motivational climate involves a balance of contribution from the coach and the client/athlete.

Autonomy-supportive environments enrich athletes and help them to feel “self-determined” in their development of competence and relatedness.
Developing environments that drive relatedness act as a protective agent over an athlete’s competence and affirms their use of autonomy.

In the end...

“It is not about motivating the athlete/client, rather, it is about creating an environment that allows the athlete/client to motivate themselves”
APPENDIX

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<table>
<thead>
<tr>
<th>Autonomy-supportive behaviours</th>
<th>Supporting references</th>
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<tbody>
<tr>
<td>• Acknowledge the other person’s feelings and perspectives</td>
<td>Koestner et al. (1984), Deci et al. (1994, 1998)</td>
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<tr>
<td>• Provide athletes with opportunities for initiative taking and independent work</td>
<td>Grofmanik et al. (1984), Brawer and Vallerand (1985), Deci et al. (1989), Boggiano et al. (1995), Boggiano (1998)</td>
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<tr>
<td>• Avoid controlling behaviours</td>
<td>Hoffman (1970), Lepper and Greene (1973), Pittman et al. (1980), Bronstad (1980)</td>
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<td>– avoid tangible rewards for interesting tasks</td>
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