



Motivation: A Self Determination Approach

Mr Dylan Blain





Plan

- What is Motivation
- Intrinsic Motivation
 - Cognitive Evaluation Theory
- Extrinsic Motivation
 - Organismic Integration Theory
- Basic Psychological Needs
 - Need support/thwarting
- The Coaching Climate (Practical Application)

WHAT IS MOTIVATION?

WHAT IS MOTIVATION?

The word 'motivate' means 'to move'

The "why" of participation

Reflected in how pupils behave, think and feel about participation in PE and school sport

QUANTITY OF MOTIVATION

HIGH



LOW



QUANTITY OF MOTIVATION

HIGH



***AT THE MOMENT, DOES THE
PLAYER...***

LOW



PERFORM OK or NOT?

SEEM “INTO IT” or NOT?

QUANTITY OF MOTIVATION

- PERFORMING OK?
- SEEMS “INTO IT”?



QUANTITY OF MOTIVATION

- PERFORMING OK?
- SEEMS “INTO IT”?



Seeing that a participant has high motivation right now only shows us the tip of the iceberg...

... we do not know why the participant is motivated

- **PERFORMING OK?**
- **SEEMS “INTO IT”?**

QUANTITY

*Is how much
motivation a
participant has*



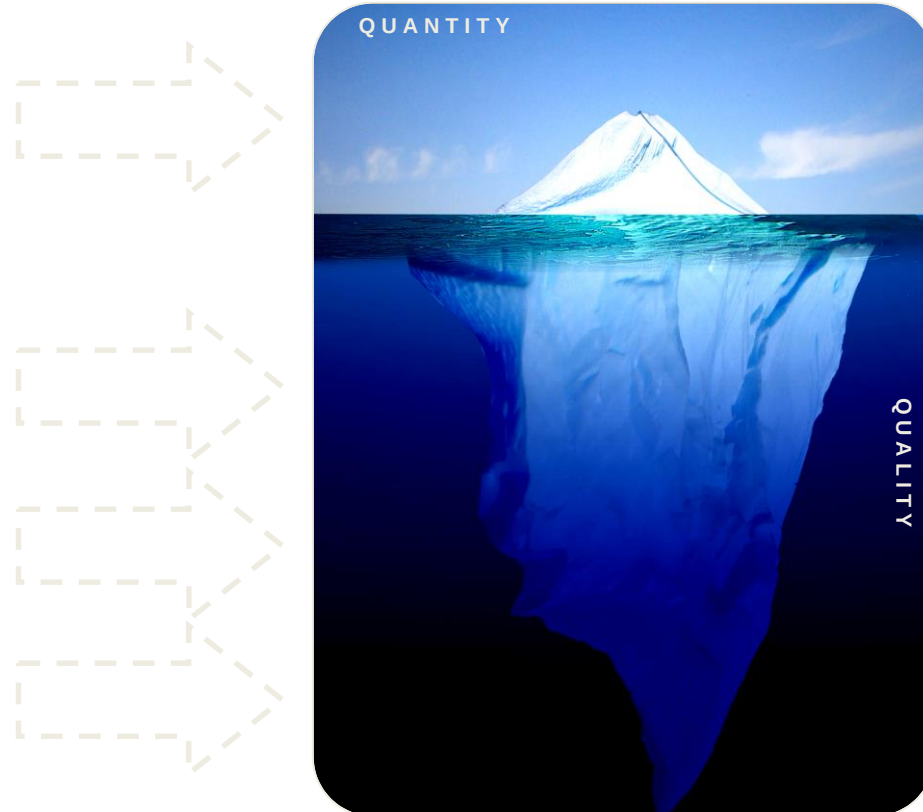
- **PERFORMING OK?**
- **SEEMS “INTO IT”?**

QUANTITY

*Is how much
motivation a
participant has*

QUALITY

*Is the reasons why
the participant is
motivated*



Intrinsic Motivation

- Participating in an activity for its inherent satisfaction (Ryan & Deci, 2000)
 - Interest
 - Spontaneous Enjoyment
 - Occurs in the absence of reward
 - Curiosity
 - Challenging?
 - Couched with innate Psychological Needs

Using Rewards

- Intrinsic Motivation & Extrinsic Rewards
 - Pre-school children (Lepper *et al.*, 1973)
 - Free play with coloured pens
 - Randomly assigned to:
 - » Expected reward condition
 - » Unexpected reward condition
 - » No reward condition
 - By rewarding people for participating in an intrinsically interesting task, subsequent involvement in the task is reduced when the reward is no longer available (Biddle, Mutrie and Gorley, 2015)

Cognitive Evaluation Theory

- Deci (1975), Deci & Ryan (1980; 1985)
- How various external events (and later internal events; Ryan, 1982) enhance or diminish intrinsic motivation

Rewards, feedback,
evaluations, and ways
of communicating



Intrinsic Motivation
(interest, enjoyment,
free persistence)

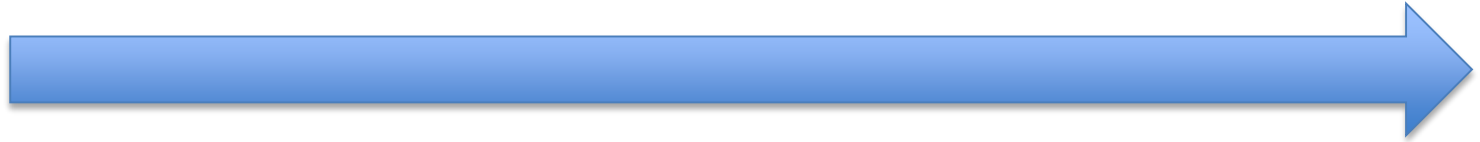
Cognitive Evaluation Theory

- Informational
 - Increase intrinsic motivation
- Controlling
 - Decrease intrinsic motivation

Extrinsic Motivation

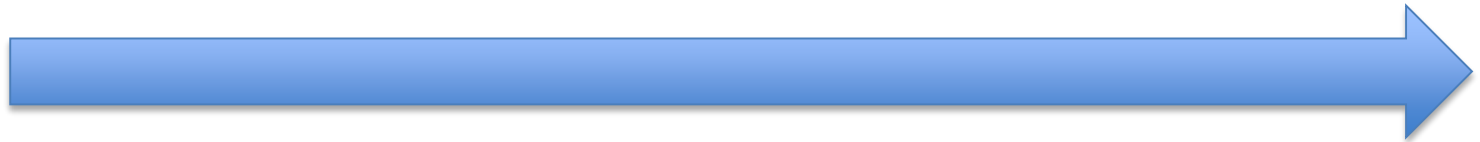
Organismic Integration Theory (Deci & Ryan, 1985)

Extrinsic Motivation



Extrinsic Motivation

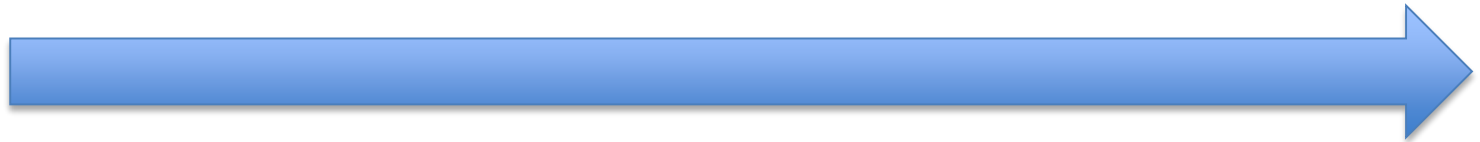
External
Regulation



Extrinsic Motivation

External
Regulation

Introjected
Regulation

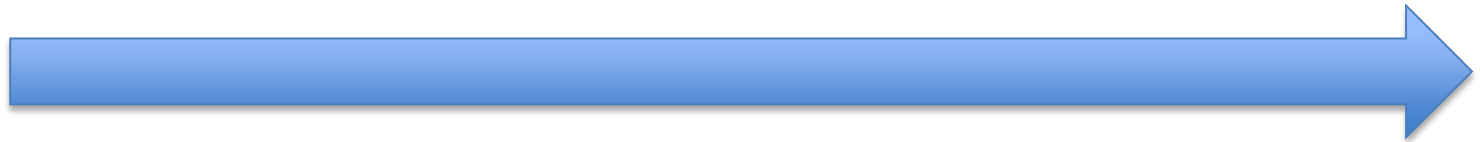


Extrinsic Motivation

External
Regulation

Introjected
Regulation

Identified
Regulation



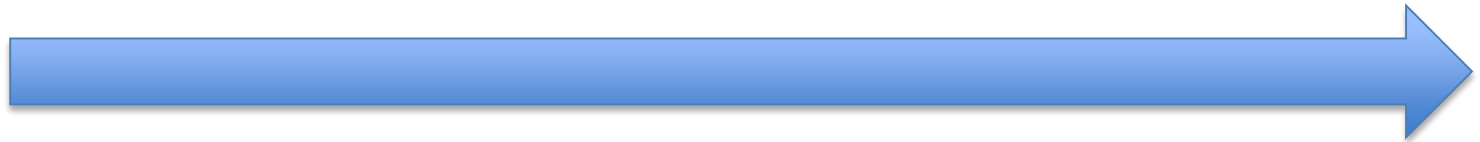
Extrinsic Motivation

External
Regulation

Introjected
Regulation

Identified
Regulation

Integrated
Regulation



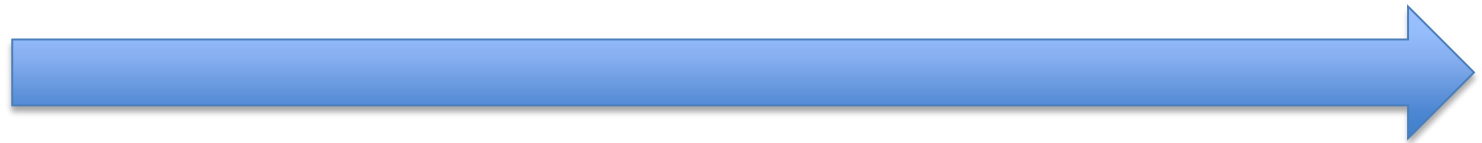
Extrinsic Motivation

External
Regulation

Introjected
Regulation

Identified
Regulation

Integrated
Regulation



Controlled
Motivation

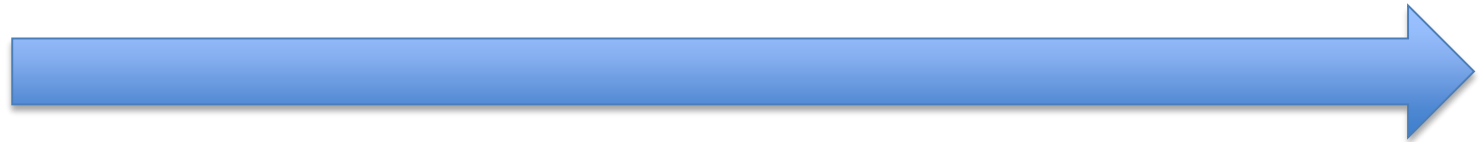
Extrinsic Motivation

External
Regulation

Introjected
Regulation

Identified
Regulation

Integrated
Regulation



Controlled
Motivation

Autonomous
Motivation

Extrinsic Motivation

External
Regulation

Introjected
Regulation

Identified
Regulation

Integrated
Regulation



Controlled
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Controlled
Motivation

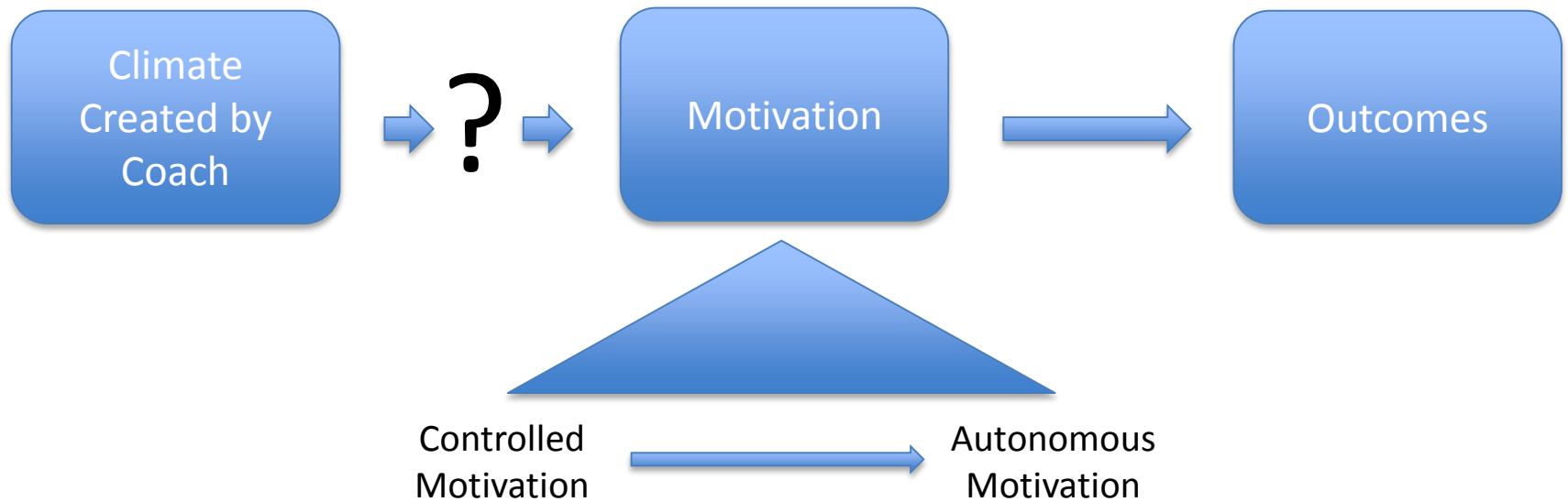
Autonomous
Motivation

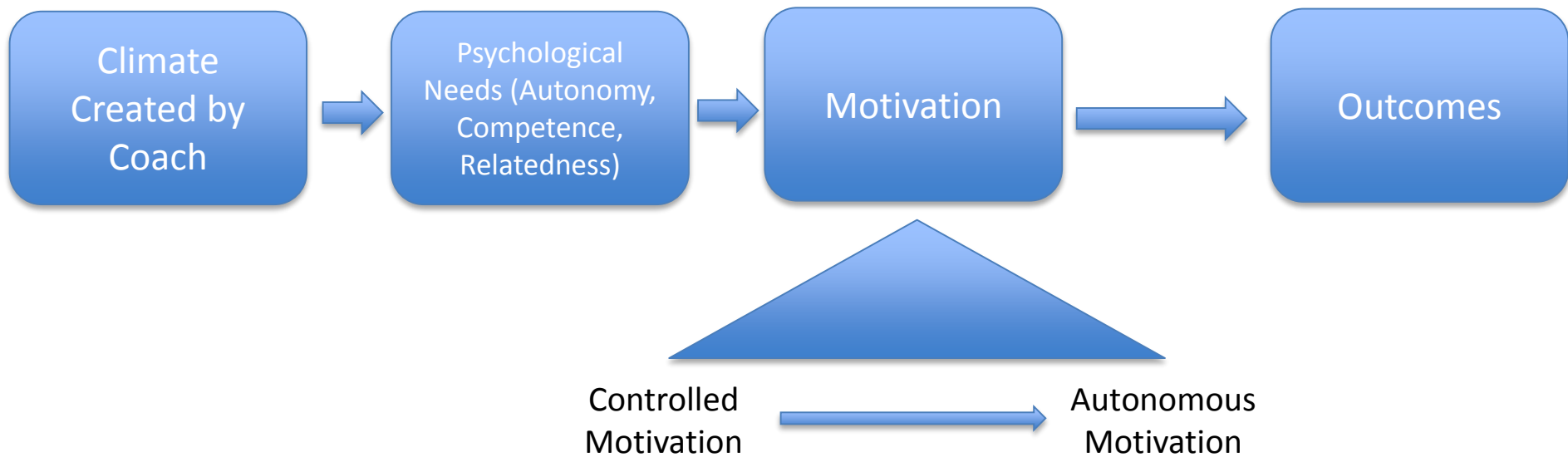
Internalisation

Organismic Integration Theory (Deci
& Ryan, 1985; Ryan & Deci, 2000)

Extrinsic Motivation







Basic Psychological Needs Theory

- Autonomy
- Relatedness
- Competence

Autonomy

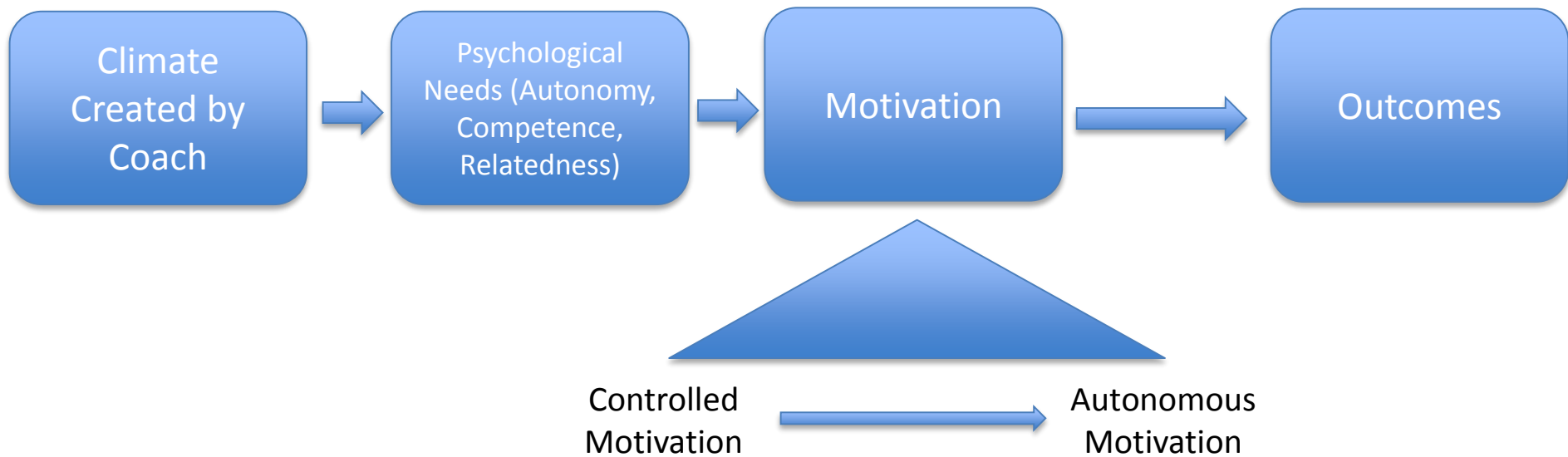
- The need to experience activities as self-endorsed and choicefully enacted

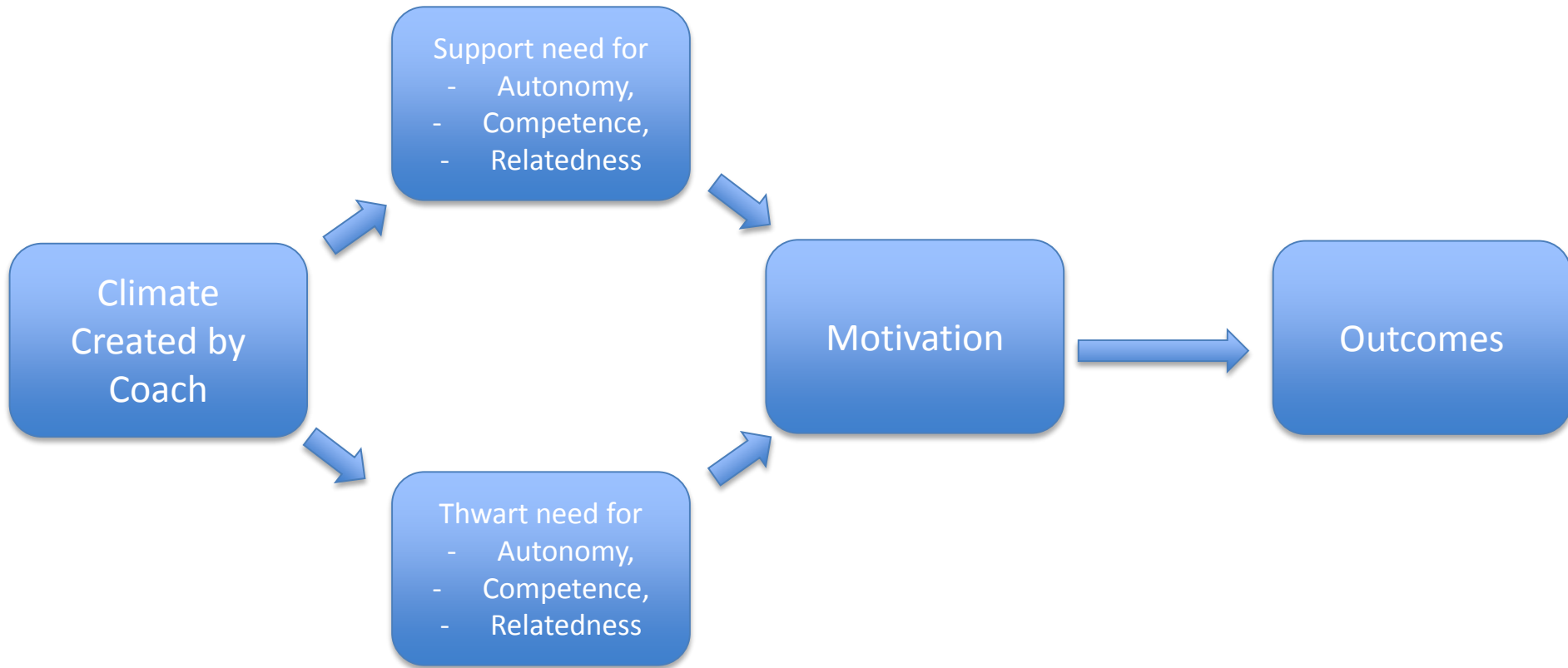
Relatedness

- The need to feel close, connected, and cared for with important others

Competence

- The need to interact effectively within an environment
- How do we know if we are competent?
 - How to judge success?







The Coaching Climate

Coaching Behaviours

1. Selecting a player of the game

3. Providing positive feedback after good performances

2. Only selecting athletes that attend training

4. Using the iPad to film performance in a training/practice session

5. Using differentiated activities within training sessions

6. Fitness testing all athletes

8. Giving all players specific targets to improve on

7. Using a squad rotation system

9. Letting the participant decide what to do in practice

Autonomy
Supportive
Climate



Support need for

- Autonomy,
- Competence,
- Relatedness



Motivation



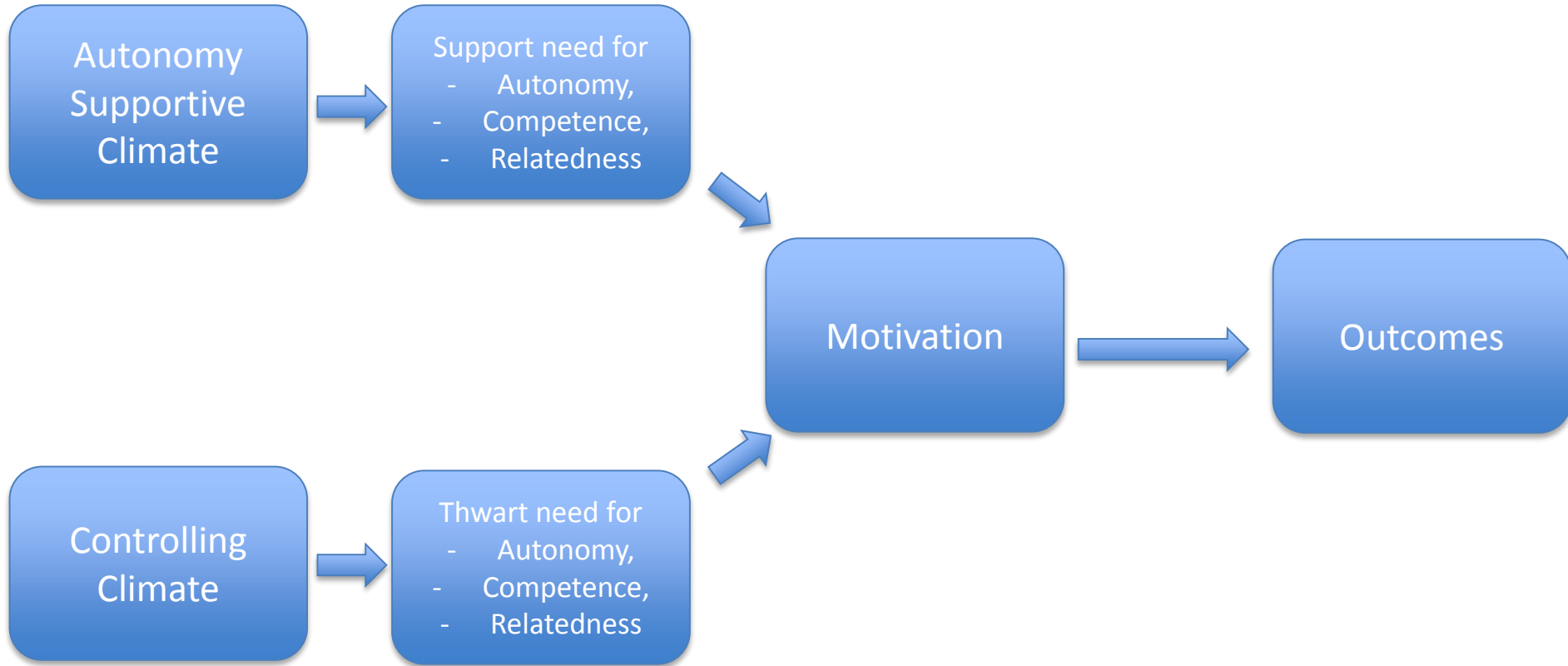
Outcomes

Controlling
Climate



Thwart need for

- Autonomy,
- Competence,
- Relatedness



Coaching Climate

- Autonomy Support v Controlling Climate
- Autonomy Supportive Climate
- TARGET (Ames, 1992; Epstein, ????)
 - Task, Authority, Recognition, Grouping, Evaluation, Time

References

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Image References

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