

# Guide to Improving Athlete Intrinsic Motivation: Creating More Coachable Athletes

Andy Gillham, PhD, CSCS\*D, CMPC  
Ludus Consulting

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## Today's Path Forward

- Self-Determination Theory
- Linking Components
- Examples of C, A, R



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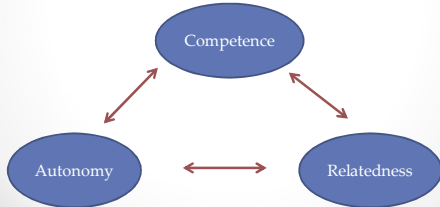
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## Ryan & Deci: Self-Determination Theory

- SDT describes the social factors that will promote intrinsic motivation and internalized forms of extrinsic motivation.



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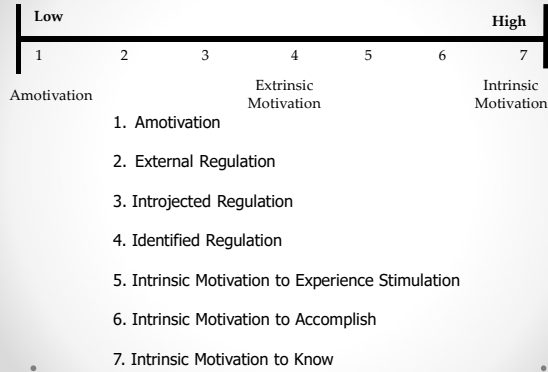
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## SDT Continuum



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## Social Factors for Motivation

- The impact of social factors on motivation is **mediated** by perceptions of competence, autonomy, and relatedness.
  - Competence, Autonomy, & Relatedness are the mechanisms through which motivation is impacted.
- The way individuals interpret social factors depends how they facilitate their needs for competence, autonomy and relatedness.
  - Humans are **naturally** motivated to engage in activities to meet these needs.



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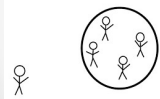
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## Social Factors Reducing IM

- Social factors reducing intrinsic motivation:
  - Competition reduces IM
    - Winning and playing well enhances IM whereas losing and playing poorly lowers IM.
    - Win: **Competence, Autonomy, & Relatedness**
    - Loss: **Competence, Autonomy, & Relatedness**



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## Rewards can improve IM

- **Contingent** Rewards – received for attaining a standard of excellence.
- **Noncontingent** Rewards – no standard of excellence -> reduced IM.
- Contingent rewards normally increase IM because they increase feelings of competence and perhaps autonomy.



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## Perception

- How athletes perceive the reason rewards are given is the key to IM.
- Autonomy is necessary to develop strong competence and relatedness.
  - This is due to attributions (more coming later).
- If rewards are viewed as **controlling**, it lowers feelings of competence and relatedness, **reducing** IM.
- If rewards are viewed as **informational** about competence, autonomy or relatedness, IM is likely to improve.

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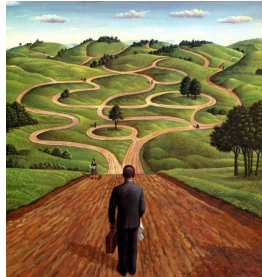
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# Today's Path Forward

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- **Linking Components**
- Examples of C, A, R




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# Linking Components

- Competence -> Self-Confidence
- Autonomy -> Attributions
- Relatedness -> Cohesion



*I believe  
in my  
skills  
and  
abilities.*




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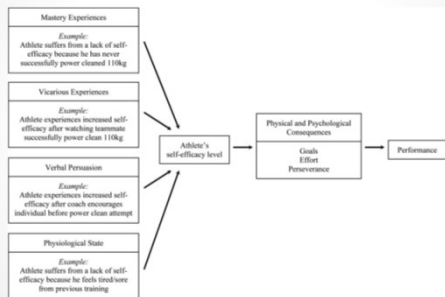
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# Self-Confidence



Gilson, 2015

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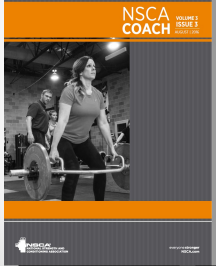
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# Self-Confidence in S&C



## BUILDING BETTER ATHLETES THROUGH INCREASED SELF-CONFIDENCE

ANDY GILMAN, PH.D., CSCS, CCISS

### DETERMINING SELF-CONFIDENCE

Just as the strength coach's job number represents a client's ability, the "1" counts a client's back squat, the "2" represents the client's push-ups, and the "3" represents the client's bench press. The coach's job is to help the client improve their performance in these areas. The coach's job is to help the client improve their performance in these areas. The coach's job is to help the client improve their performance in these areas.

Initial self-confidence is a key factor in the athlete's ability to perform. The coach's job is to help the client improve their performance in these areas. The coach's job is to help the client improve their performance in these areas. The coach's job is to help the client improve their performance in these areas.

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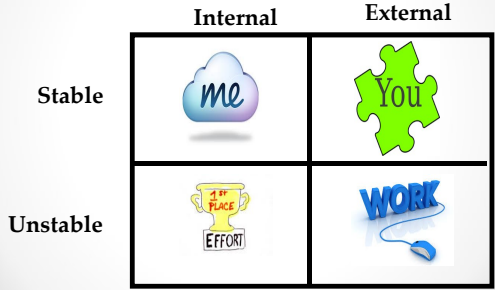
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# Weiner's (1972) Attribution Model




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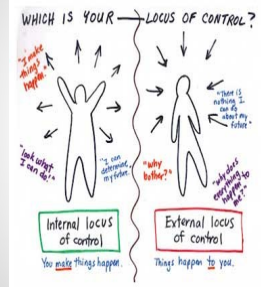
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# Are Attributions Important?



- Motivation is cyclical in nature. Your performance and/or the outcome in a particular situation influences your motivation for future situations.
- Two factors are important for determining future motivation:
  - Consistent success at challenging tasks.
  - Taking credit for your success due to factors you control.

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## Attributions in S&C



IMPROVING ATTRIBUTION PATTERNS FOR STRENGTH AND CONDITIONING CONTEXTS

ANDY GILLMAN, PhD, CSCS, CC-ASP

**A**tributions are the reasons people give to explain why something happened, an athlete's tendency to credit or discredit themselves for the success or failure of their own efforts. Athletes who believe they are successful due to their own efforts will get back to work more quickly to improve the things that got them there. The specific attribution pattern adopted by an athlete is crucial to their development and is a reflection of the coach's and athlete's influence. The path to success depends on improving their attribution patterns to their own competence and effort, both on the part of the athlete and the coach. Coaches who have been successful in the past are those who have attributed their success to their own competence and effort, while those who have failed are those who have attributed their failure to external factors such as injuries or equipment.

**ATTRIBUTION BIASES**  
 Athletes often have a tendency to underestimate their own ability and overestimate the ability of others. This bias is known as the Dunning-Kruger effect. Athletes who are successful in the past are those who have attributed their success to their own competence and effort, while those who have failed are those who have attributed their failure to external factors such as injuries or equipment.

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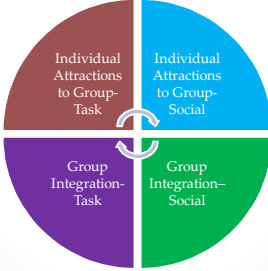
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## Cohesion Components



Carron & Brayley, 2008

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## Team Correlates

- Multiple studies support that elevated levels of cohesion early in a season result in improved performance late in the season.
- Significantly more important for female teams.
- Equally important for coactive and interactive teams.

cohesion performance

# Team





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## Group Norms

- What is a norm?
- Norm for productivity?
- Positive vs. Negative norms.
- Modification of norms depends on 2 factors:
  - Who is wanting to modify?
  - What do they want to modify?



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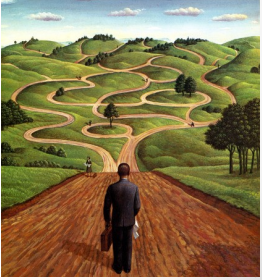

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## S&C Examples: C? A? R?



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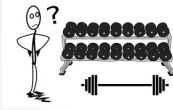
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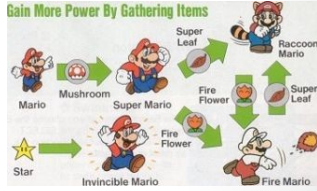
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## S&C Examples: C? A? R?



Be Smart...

**DONT!  
Practice  
BAD  
Technique!**



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## Questions



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