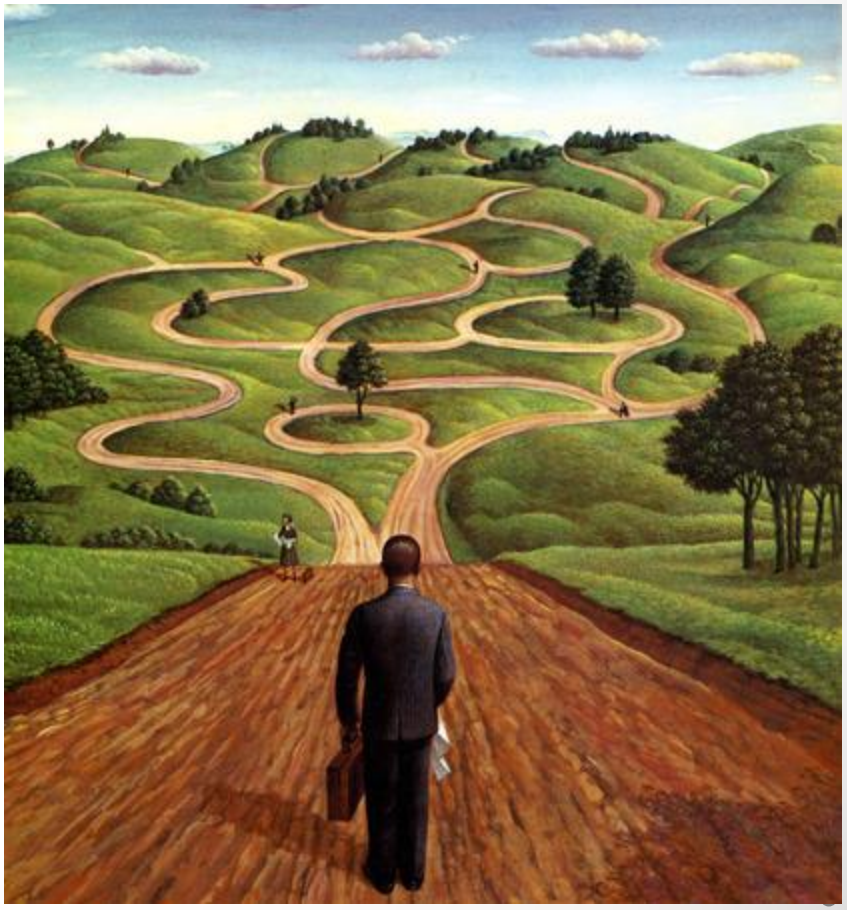
Guide to Improving Athlete Intrinsic Motivation: Creating More Coachable Athletes

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

Today's Path Forward

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



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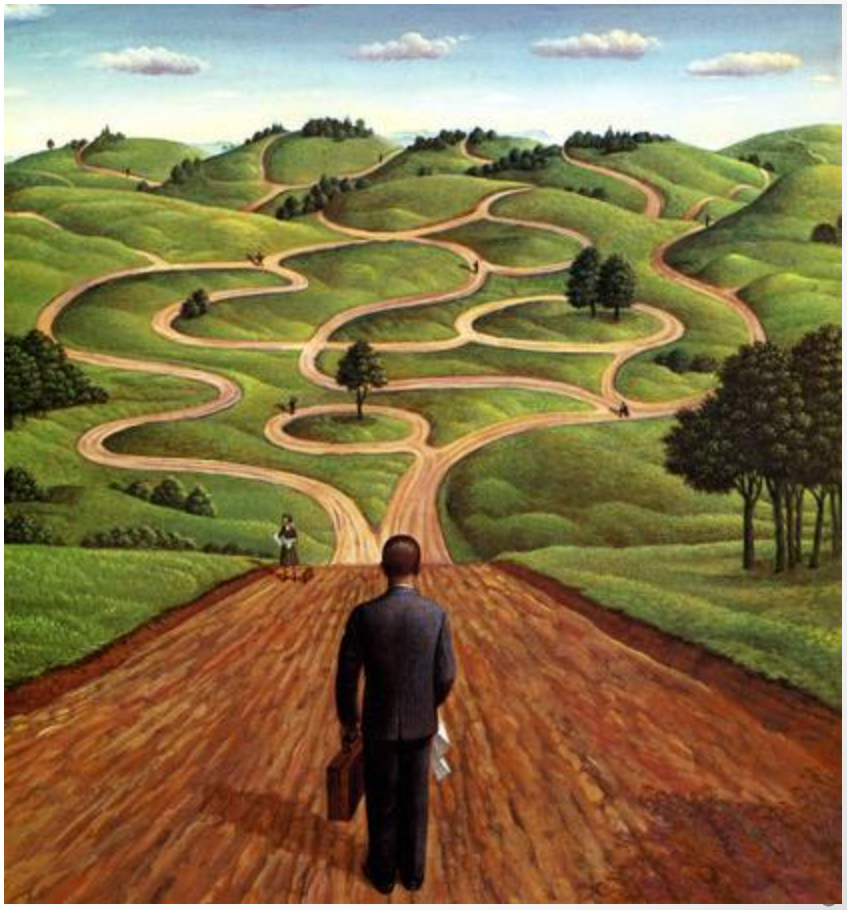
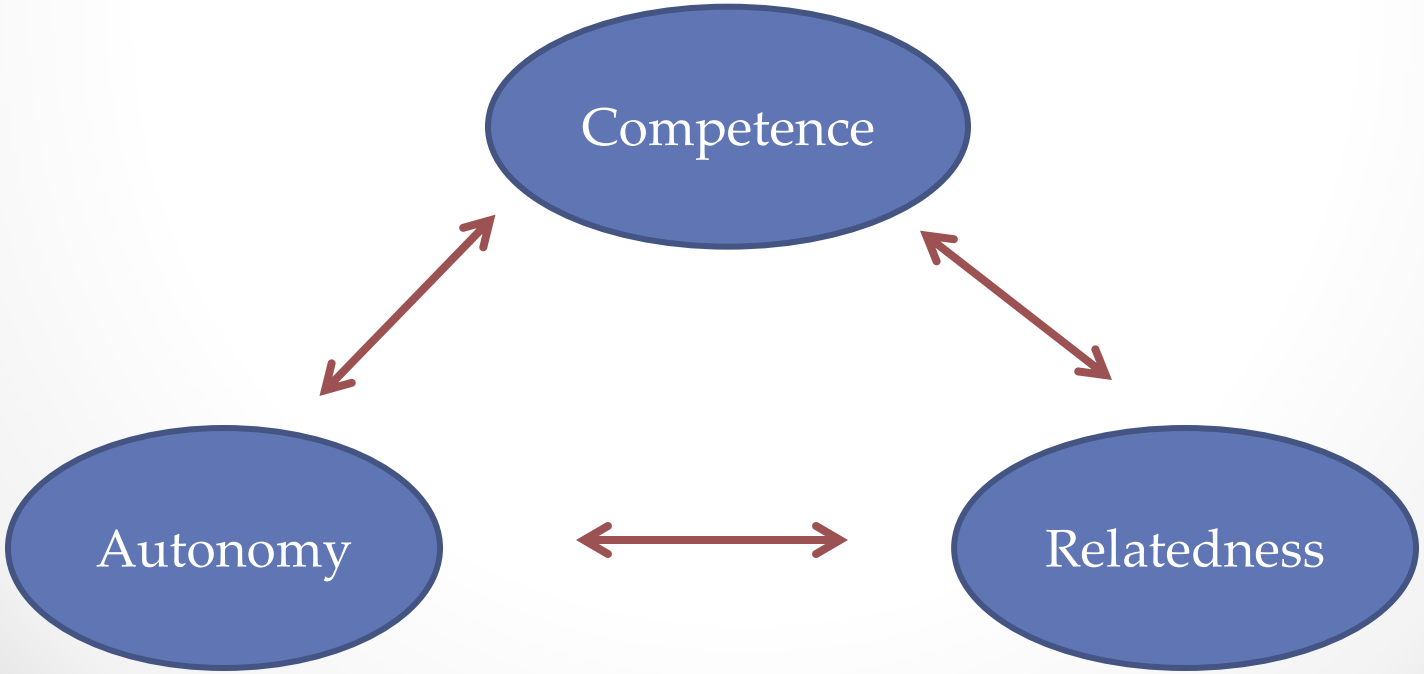
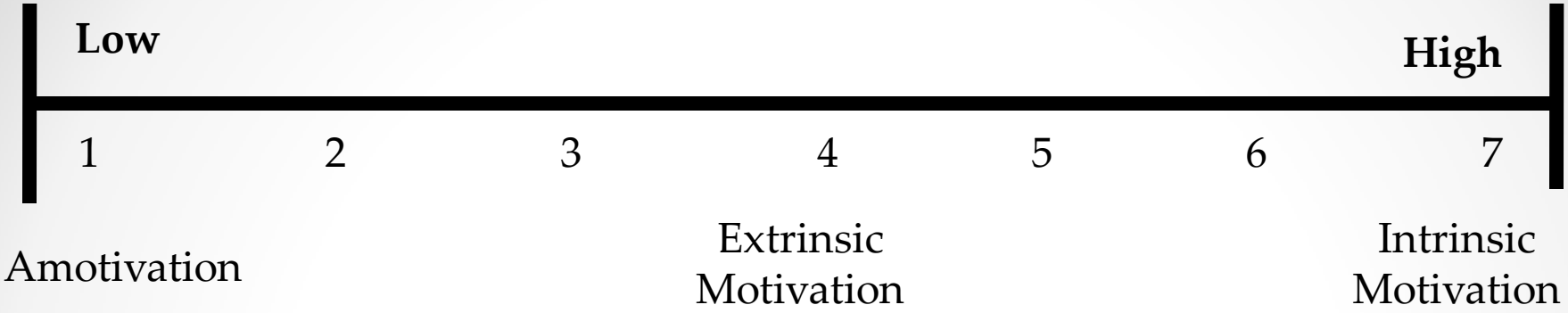


Ryan & Deci: Self-Determination Theory

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



SDT Continuum



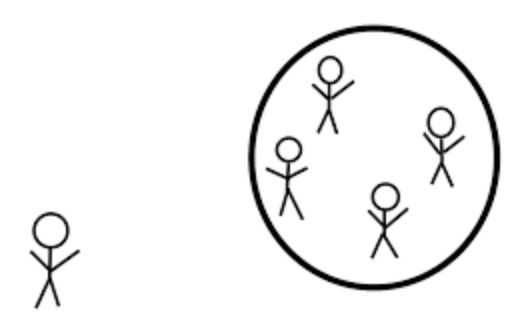
1. Amotivation
2. External Regulation
3. Introjected Regulation
4. Identified Regulation
5. Intrinsic Motivation to Experience Stimulation
6. Intrinsic Motivation to Accomplish
7. Intrinsic Motivation to Know

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.

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



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.

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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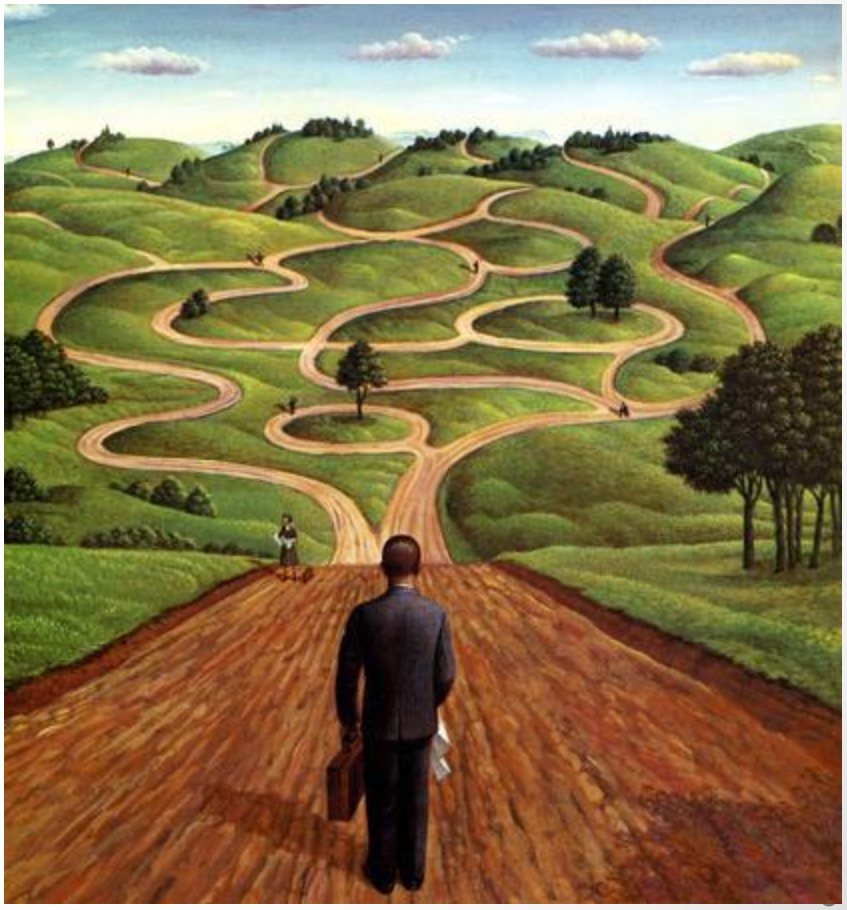
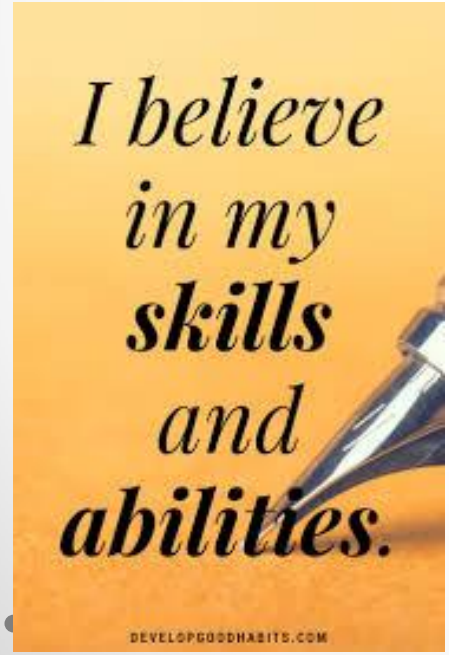
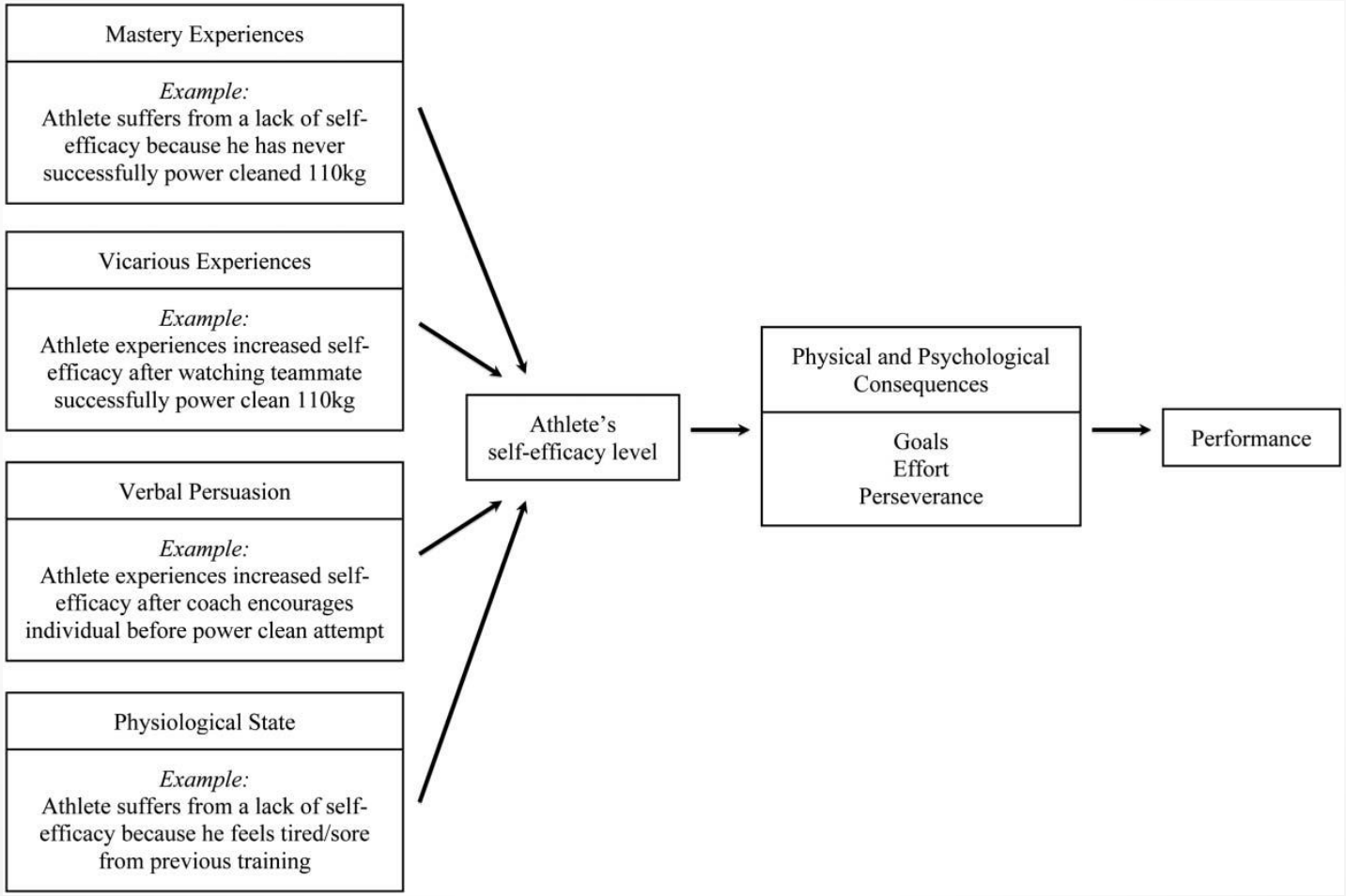


Linking Components

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



Self-Confidence



Gilson, 2015

Self-Confidence in S&C

BUILDING BETTER ATHLETES THROUGH INCREASED SELF-CONFIDENCE

ANDY GILLHAM, PHD, CC-AASP, CSCS

DETERMINING SELF-CONFIDENCE

Look at the triangle in Figure 1. Each number represents a different lift. The "1" could be a barbell back squat, the "2" a barbell front squat, and the "3" a barbell jump squat. The triangle borders represent the limit of an athlete's skill level. The closer the number is to the center of the triangle, the more confidence the athlete has to properly execute the lift. As athletes increase their capacity to execute more lifts, their triangle grows to include more numbers and previously learned ones move closer to the center. With the basic premise of all training programs being the need to provide some level of unique stimuli to prompt training adaptations, the triangle and number analogy serves as a visual to reinforce athlete performance goals and subsequent improvements. Each athlete's triangle will look a bit different, especially across contexts and competitive levels, but using this type of visual can aid coaching in a number of ways.

FIGURE 1. TRIANGLE—VISUAL APPROACH FOR DETERMINING

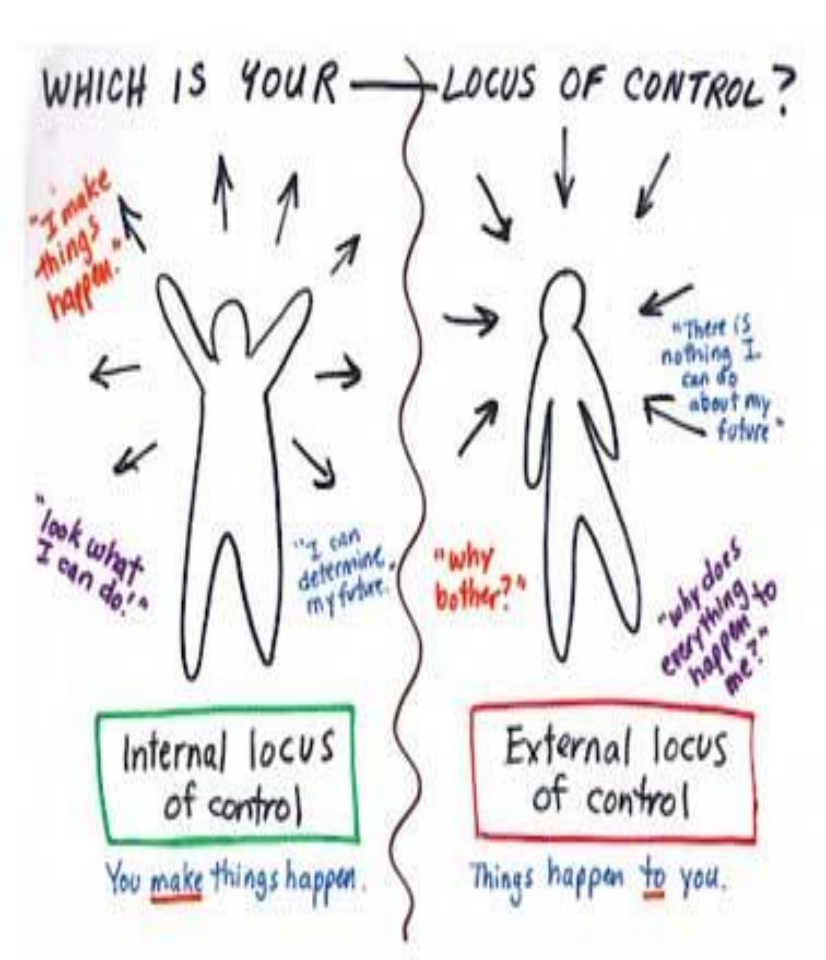
initial data collection stage, this visual approach can be added to a post-season testing protocol leading to multiple benefits. One benefit is that the strength and conditioning staff receives quick feedback from the athletes about how much they have progressed. That feedback can be used to make adjustments for the following season, document the work accomplished by the strength and conditioning staff during the season, and serve as a take-away for the athletes about their improvements.

Self-confidence is consistently viewed as one of the most important mental skills (9). Having a take-away reminder of growth, improvement, and progress is crucial to an athlete's self-confidence. Moreover, self-confidence and anxiety are inversely related meaning that overly anxious athletes can be helped by improving self-confidence, not just by reducing anxiety (3). Recent research has shown that athletes report predominantly positive thoughts and feelings when they achieve

Weiner's (1972) Attribution Model

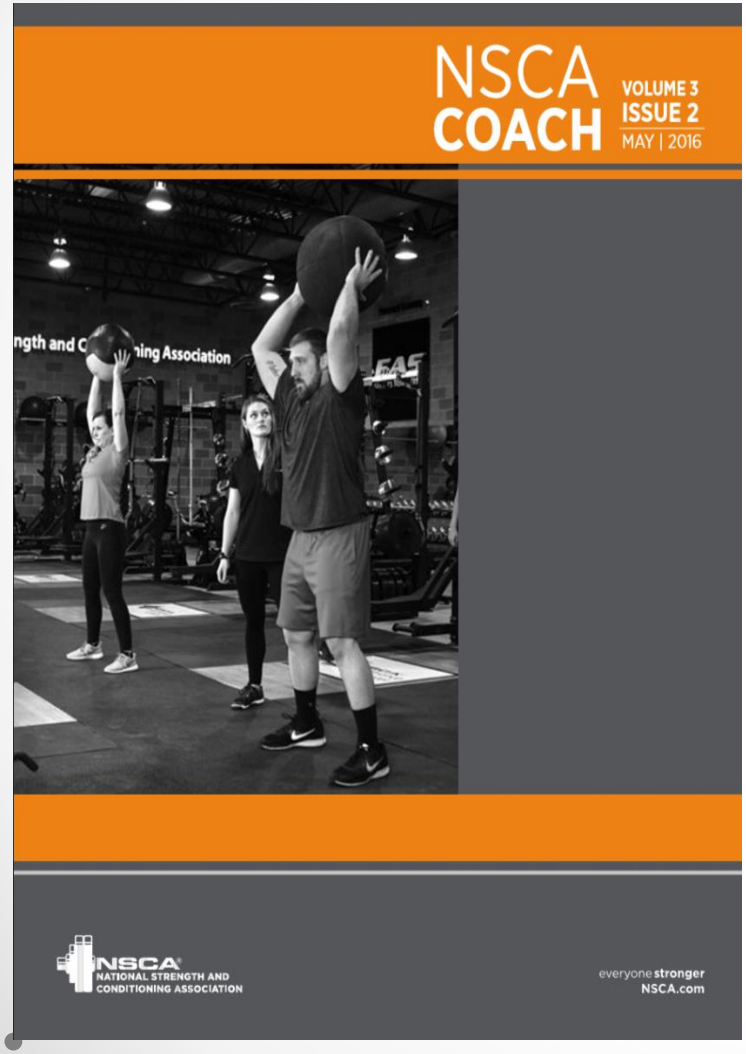
	Internal	External
Stable		
Unstable		

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.

Attributions in S&C



IMPROVING ATTRIBUTION PATTERNS FOR STRENGTH AND CONDITIONING CONTEXTS

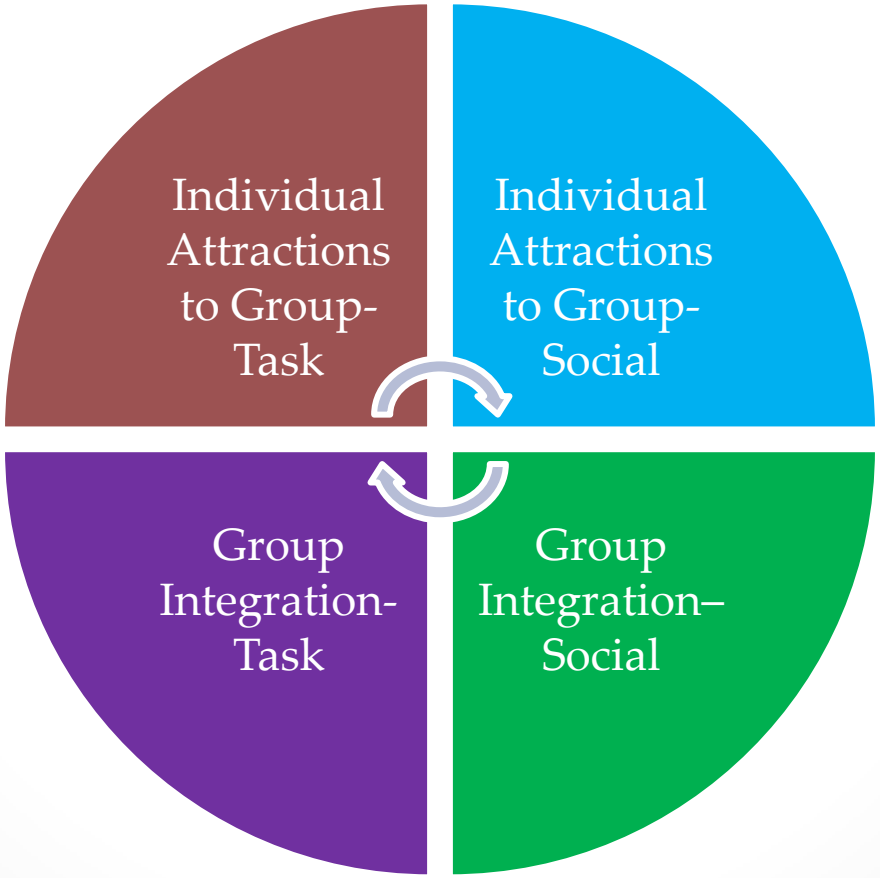
ANDY GILLHAM, PHD, CSCS, CC-AASP

Attributions are the reasons people give to explain why something happened. An athlete executing a successful lift could believe she succeeded due to her own efforts in learning the lift because the lift was easy or because she simply got lucky. The specific attribution pattern adopted by an athlete is crucial to their long-term development and is something that coaches can directly influence. The path to assist athletes in improving their attribution patterns is filled with complexities and internal biases, both on the part of the athlete and the coach (5). Attribution stem from perceived control; the payoff of navigating

ATTRIBUTION BIASES

Adding significant complexity to understanding attribution is that all people suffer from attribution bias, which has been found across contexts (6). The base layer of the bias is that we all tend to attribute successful outcomes to something we did and failure outcomes to some external cause. There are at least two major competing perspectives for why this occurs (6). One perspective asserts this is a self-confidence preservation technique in that we all want to take credit for the things that go well, while looking to blame failures on anyone or anything not ourselves

Cohesion Components



Carron & Brawley, 2008

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.

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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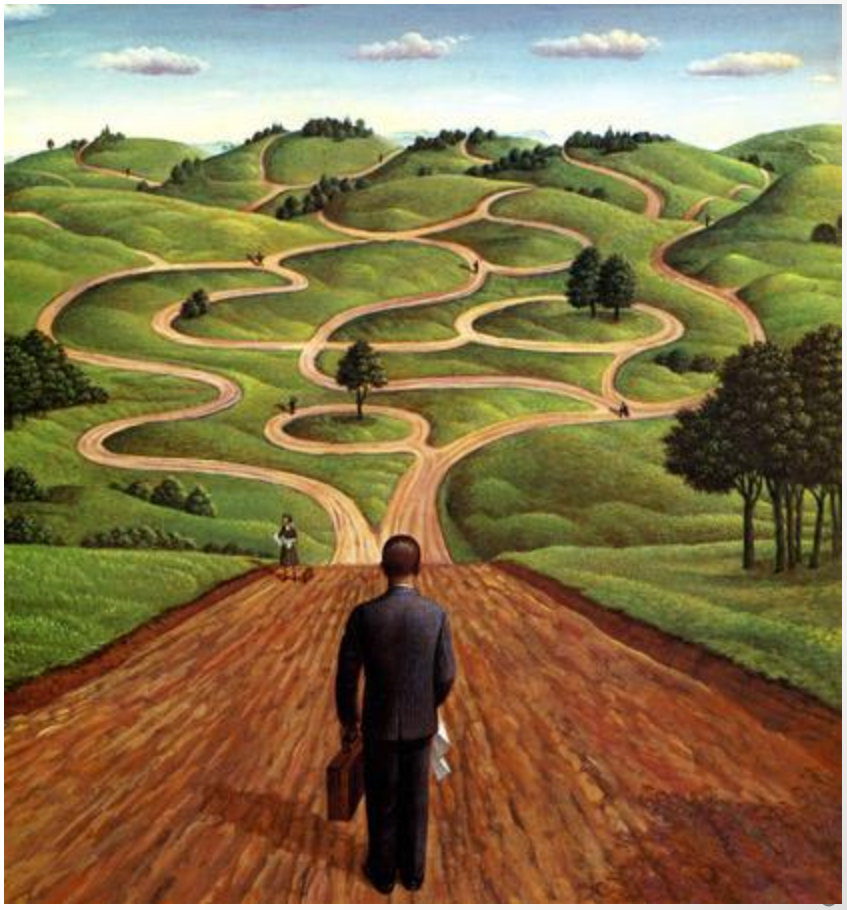
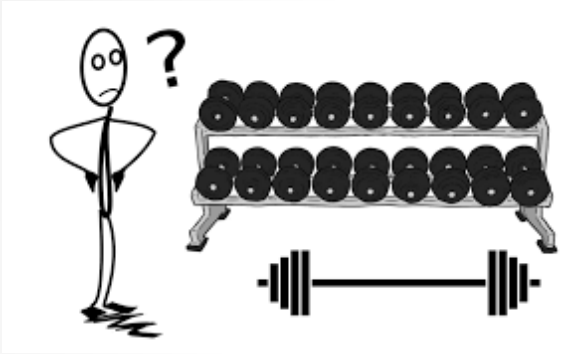


S&C Examples: C? A? R?

Team Roles

S&C Examples: C? A? R?



Questions

- Dr. Andy Gillham, PhD, CSCS,*D, CMPC
- drgillham@gmail.com
- www.Ludusconsulting.biz