



Self determination as related to Motivation

Prof. Jolly Roy PhD

Professor(Sport Psychology)
Principal (Faculty of Sport and Exercise Science)
Centre for Sports Science(CSS)
Sri Ramachandra Institute of Higher education and Research(SRIHER)
(Deemed University)
Chennai



Introduction



Motivation



- Foundation of sport performance.

It is complex

It is multifaceted



What is typically done to motivate our athletes?

Motivational **talks**

You tube clips

Motivational **quotes**

Motivational **books**

Past athletes **sharing**

Pep talks

Awards , Reward, Praise, Stars

Does this help?

Sometimes it does....but not always.



What is the unifying concept of motivation?

- Self determination gives a meaning to the overall concept of motivation.

(Deci and Ryan(1991) ;Deci, Vallerand,Pelletier,and Ryan(1991))



Contents



Part 1

1. Why some of your **athletes have no impact** despite all your efforts **to sustain their motivation.**
2. (**Field assessments**) Behaviour /conversation assessments that can indicate the different level in which your athlete is (examples)
3. Adaptation **strategies** that coaches can follow.
(A case)

Part 2

4. **How** can coaches draw **social support** from **within** oneself to keep **yourself motivated** and **determined.**



Are there assessments?

1. Laboratory assessments: (sport psychologist)

Sport Motivation Scale (Pelletier et al, 1995)

Relative Autonomy Index (Vallerand & Losier 1999)
using formula

Sport Motivation Scale-6 (Mallett et al, 2007)

Behaviour regulation in sports
questionnaire (Lonsdale et al, 2008)

2. Field assessments: (coaches)

Conversation/statements
On field behaviour patterns.

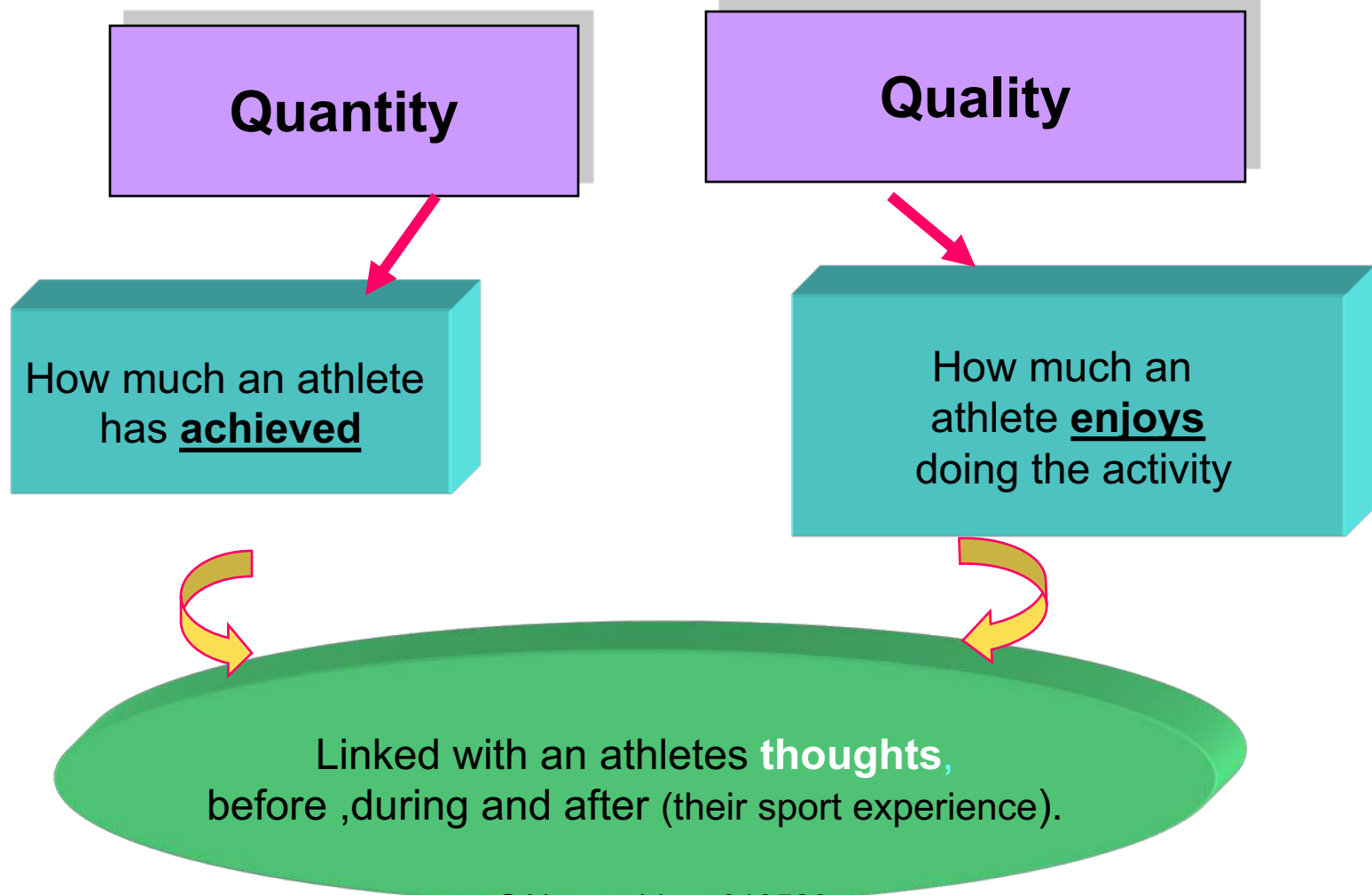


Part 1: Self determination and Motivation



What are the factors to be considered?

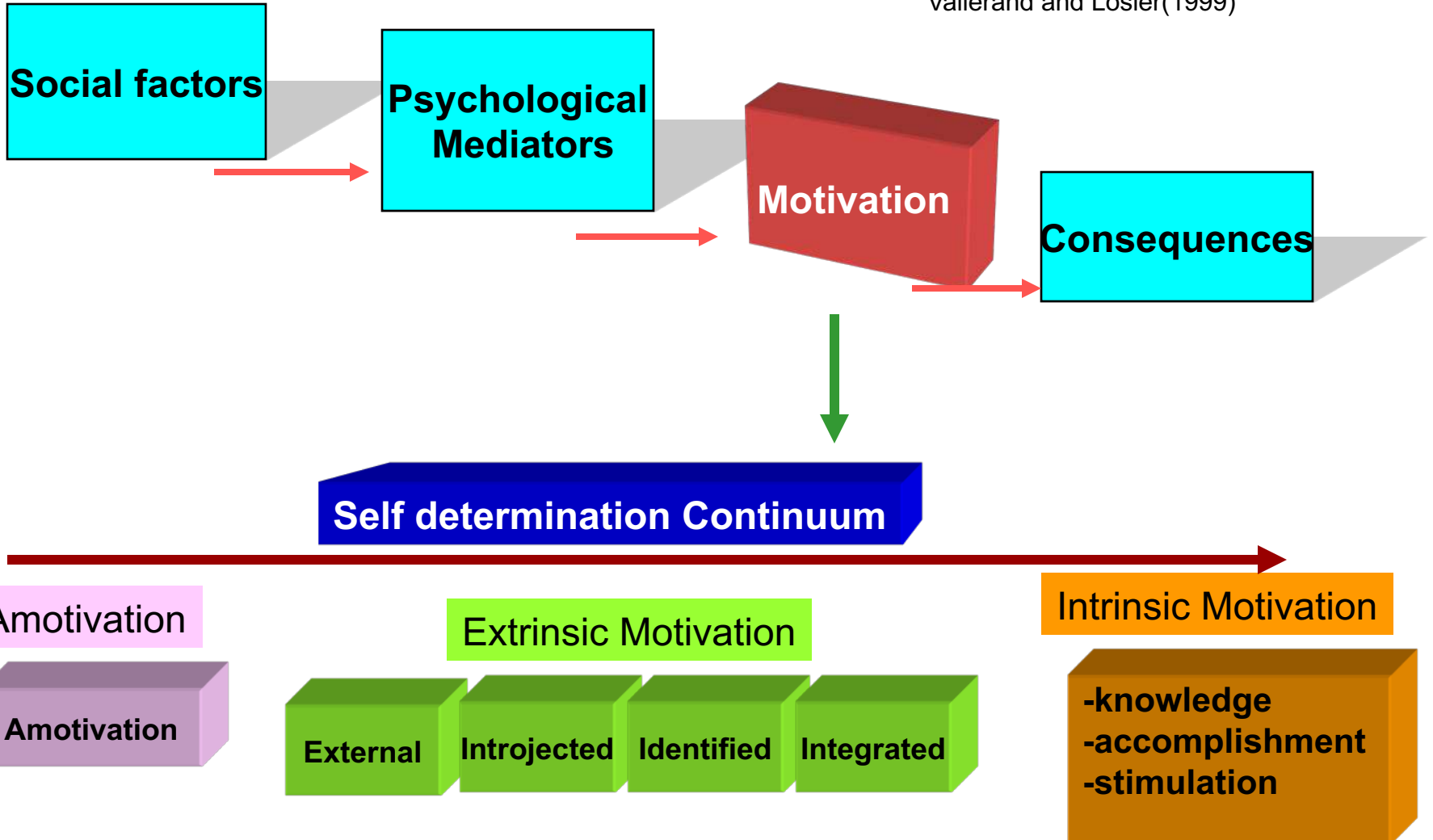
- Motivation has....





Integrated theory of motivation

Vallerand and Losier(1999)





Amotivation



Field Assessment from conversation (Examples)

- Behaviors are neither internally nor externally based.



- *“ I just go for practice.”*

Usually rare among competitive athletes

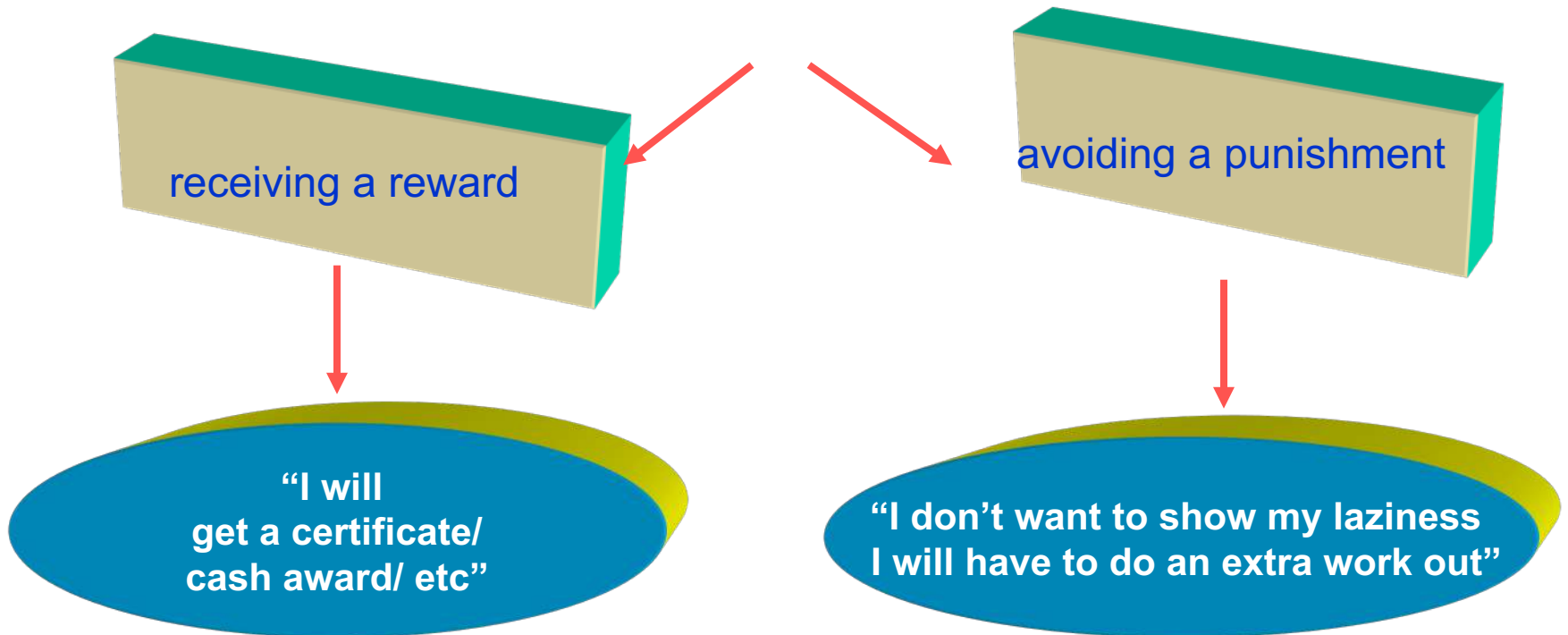




Extrinsic motivation: external regulation



- An athlete behaves in a particular way for

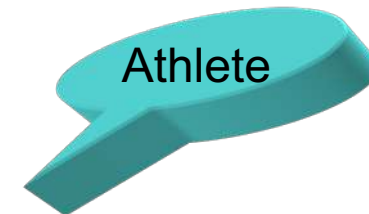


In both the situation, the behaviors don't lead towards self determination.



Extrinsic motivation: Introjected Regulation

- Motive is partially internalized or regulated.
- “*I am doing this to please my parents*”.





Extrinsic motivation: Identified Regulation

- Activity not perceived as interesting.
- It is instrumental to achieve another goal.

Athlete

- “ *I am doing this to stay in the team though its my off day*”



Extrinsic motivation: **Integrated Regulation**

- The athlete's behavior is integrated.
- Personal value is attached and the activity is done of free will.

"I have to do this activity"





Intrinsic motivation.



- Fully integrated regulation
- Comes from within.
- “I want to learn the new technique” (knowledge)
- “I want to practice and gain mastery” (Accomplishment)
- “I am excited about my hits/run/smash” (experiencing stimulation)





Passion in sports_(Vallarand)

Harmonious passion

Which is **autonomous** in nature and **leads** the person to engage in an activity.

Obsessive passion

Which is **controlling** in nature and **drives** a person to engage in an activity.



Field assessment: Behaviour patterns

- Motivation can be inferred from behavioral patterns.



- 1) Tries hard
- 2) Seeks challenges
- 3) Persist in adversity
- 4) Shows consistency



What steps was followed?





Outcome of psychological support

Meaningful Effort.

Training longer hours.

Set challenges for self

Trying out variations.

Showing consistency

Purposeful discussions

Performance accomplishment



Part 1 Summary

- Why motivation impacts athletes differently?
(The science behind)
- How can coaches understand athletes' motivation level from behavior and conversation?
(If your team does not have access to sport psychologist)



Part 2

Social Support for Self Motivation (for coaches)



Social support for motivation



Emotional Support



Informational Support



Esteem Support



Tangible Support





Exercise 1 –Emotional support

Step 1

List down

- a) What is within your control (e.g., My thoughts, my actions, my helping attitude, my dedication, personal conflicts....)

- b) What is beyond your control (e.g., Personal freedom due to government orders, restrictions , job risk, new adjustments)



Exercise 1- Emotional support

Step 2

Analyse and reflect

-Focus on what you can control,

-Identify if you could get your thoughts and actions to be more productive,

-Reflect if your focus is more on 'beyond control factors,'

-Reason out yourself and redirect this to more productive thoughts.

Go on....add more variants....



Exercise 1- Emotional support

Step 2

Response

-You would notice that the **inner strength** in you is gradually evolving to give that emotional strength that you were looking from others.

-Your mind is able to **flush out unwanted worries**, apprehensions, and fears.

-You think more rationally.



Exercise 2 –Informational support

Step 1

List down

- a) The guidance and the directions you received.(e.g.
Coaching directions ,online support, upgrading skills...)
- b)How strictly did you adhere to these? (e.g., Always, Most often, less frequently, seldom...)



Step 2

Analyse and reflect

While you give the directions to the athletes, have you strictly followed the information support?(If not, there is no need to feel guilty.)

This is an **opportunity to make the change.**

It can begin now.

Experience the **joy of rediscovering** new ways of life.



Exercise 2 – Informational support

Step 2

Response

- You would experience an **inner happiness**
- It drives you to enhance your **passion** for your chosen profession.



Exercise 3 –Esteem support

Step 1

List down

a) What are the new learning experiences?(e.g. Obedience, patience, values, collective .)

b) How did you navigate successfully through this new circumstances? (e.g., Overcoming barriers, using personal resources)



Exercise 3 –Esteem support



Step 2

Analyse and reflect

Did you ever think that you had so much potential?

What new skill did you identify that makes you feel more worthy than before? (Overcoming barriers? Risk taking ability? Rising to the occasion? Technical? Technology use?)

Go on....add more variants....

I.



Exercise 3 –Esteem support



Step 2

Response

- Experience that **challenges** are worth it .
- Stress is a part of everyday life and you have the **drive to deal** with it.
- Discovered the **courage** within you and **learned new pathways** through barriers.
- You feel more **worthy** as an individual.



Exercise 4 –Tangible support

Step 1

List down

a)The help and support you extended to your athletes

(e.g. coaching support,
physical support,
financial support(however small),
help in document work,
planning the assessment/program/training)



Exercise 4 –Tangible support

Step 2

Analyse and reflect

The inner happiness you got when your athletes were thankful,

- The smile on their faces.
- Recollect the **proud moments of your services.**
- Understand your **sacrifices, effort** etc.
- Go on....add more variants....



Exercise 4 –Tangible support

Step 2

Response

- It is in 'giving' that you get the fuel to move.
- What can I contribute than on what will I get?
- A new life satisfaction in growing within you.
- Believe in your values and philosophy of life.



Take home message for coaches



-Engage in simple mental exercises for self – supported motivation .

Push yourself....because no one may do it for you.





Thankyou for your kind attention