

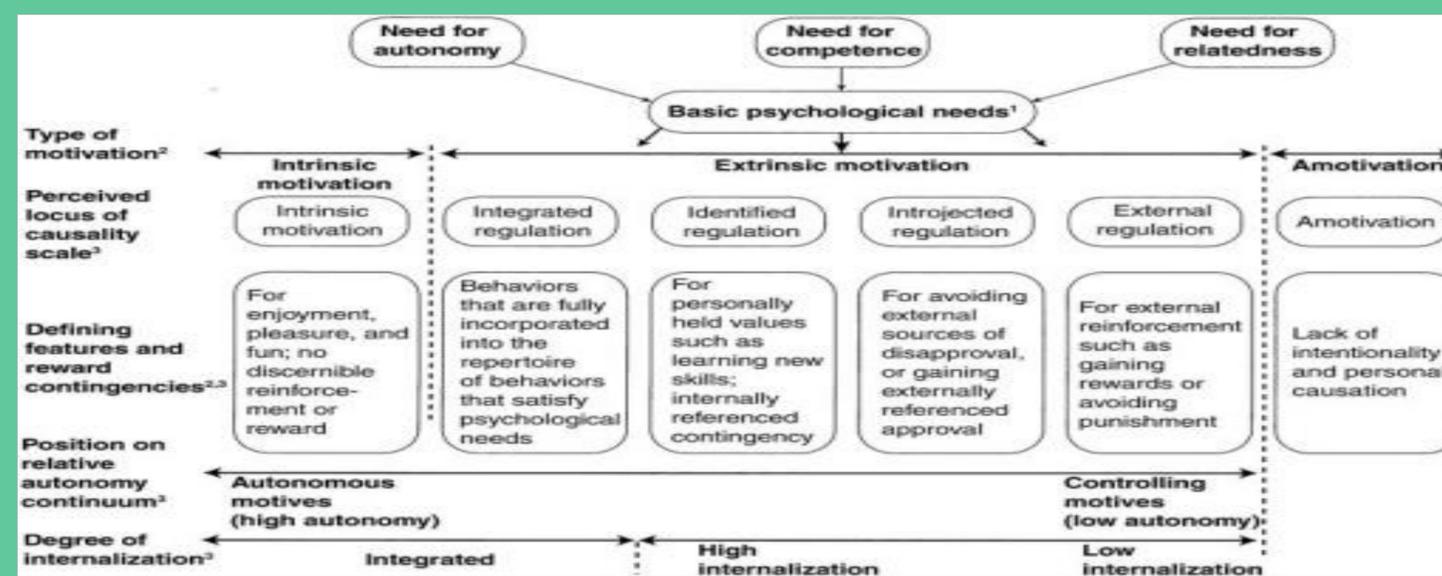
# Applying Self-Determination Theory in Coaching varying levels of Competition

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## Schematic Model of Self-Determination Theory (Ryan & Deci, 2007)



## Introduction

- In order for athletes to be self-determined in their sport they must satisfy the psychological needs of competence, autonomy, and relatedness (Spence & Oades, 2011).
- When athletes engage in their sports without satisfying these three basic psychological needs, their motivation for participating in their respective sports becomes less self-determined and more extrinsically motivated (Hollembeak & Amorose, 2005).
- Coaches are a significant source of reinforcement to these psychological needs in athletes (Spence & Oades, 2011).
- The Self-Determination Theory (SDT; Deci & Ryan, 1985) provides a solid foundation to explain ways in which coaches can intentionally satisfy these psychological needs in their athletes.

## Conclusion

- For youth, competence and relatedness have the best outcomes with coaching. The kids need positive coaching to influence their self-esteem and motivation.
- High School coaching styles should be similar. Controlling coaches negatively affect intrinsic motivation and identified regulation (Isoard-Gauthier, Guillet-Descas, & Lemyre, 2012).
- While autonomy supportive coaching is positively related to the self-determined motivation of high school, collegiate, and professional athletes, there is evidence to support that it may have maladaptive and counterproductive effects on youth athletes because they are not as far developed in the psychological needs of competence and autonomy in their respective sports (Cowan, et al, 2012).

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### YOUTH

- Coaches praising autonomous behaviour of the athletes proved to improve satisfaction in youth (Coatsworth & Conroy, 2009).
- Surprisingly though, this coaching style predicted competence and relatedness need satisfaction, not autonomy need satisfaction (Coatsworth & Conroy, 2009).
- Involving the athletes in the decision making is important for keeping adaptive motivation and positive outcomes (Cowan, Taylor, McEwan & Baker, 2012).
- However, Autonomy supportive coaching in youth athletes can sometimes be counter-productive because the youth have not developed leadership skills yet to control their own behaviours without a controlling based coaching style (Cowan., et al, 2012).

### COLLEGIATE

- Democratic coaching behavior style had a positive impact on autonomy, whereas, autocratic coaching behavior style had a negative effect on autonomy (Hollembeak & Amorose, 2005).
- When pertaining to the coaches decision-making styles, autocratic and democratic styles are different than controlling or autonomy supportive behaviors (Hollembeak & Amorose, 2005).
- Autocratic behavior had a negative effect on the feelings of relatedness (Hollembeak & Amorose, 2005).
- Coaches should be informed about ways to improve the standard of autonomy support for athletes and provide a coaching style that is possible to reinforce the athlete's sense of autonomy and self-regulation (Hodge & Lonsdale, 2011).

### HIGH SCHOOL

- Perceived autonomy supportive coaching has negative outcomes on reduced sense of accomplishment (Isoard-Gauthier, Guillet-Descas, & Lemyre, 2012).
- Autonomy negatively affects external regulation and amotivation (Isoard-Gauthier, Guillet-Descas, & Lemyre, 2012).
- Controlling coaches, not being satisfied with the three basic physiological needs, and being non self-motivated lead to a higher risk of burnout (Isoard-Gauthier, Guillet-Descas, & Lemyre, 2012).
- Autonomy coaching styles lead to less burnouts (Isoard-Gauthier, Guillet-Descas, & Lemyre, 2012).

### PROFESSIONAL

- Athlete burnout was positively related to low levels of athlete autonomy and competence in their respective sports (Lonsdale, Hodge, & Rose, 2009).
- Creating an autonomy-supportive coaching environment is positively related to increased sports performance and overall positive quality of sports participation (Mallet, 2005).
- In professional athletes employing an autocratic or controlling style of coaching has the potential to decrease the psychological needs of relatedness and autonomy in athletes and therefore can have a negative effect on the self-determined motivation of professional athletes (Mallet, 2005).

## Self-Determination Theory (SDT)

- Self-determination is a social cognitive theory of motivation focusing primarily on social factors that influence all the different types of motivation through the psychological needs of autonomy, competence, and relatedness (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000).
- Autonomy is the concept that an individual freely involves themselves in an activity of interest (Spence & Oades, 2011).
- Competence occurs when an individual produces a desired outcome through the use of their own capabilities (Spence & Oades, 2011).
- Relatedness is when an individual feels secure and connected to significant others such as their peers, coaches, and teachers (Spence & Oades, 2011).