



Creating an Autonomy Supportive Environment

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In Association with



SELF DETERMINATION THEORY

Autonomy – the belief that one's actions are self-directed

Competence – the belief that one has the ability to complete a task successfully

Relatedness – the belief that you are a part of a group; a sense of belonging

SDT provides a theoretical framework for the motivations experienced by athletes

*Amotivation,
Extrinsic motivation,
Intrinsic motivation*

Intrinsic motivation is the strongest form of self-determination

INTRINSIC MOTIVATION

- Being motivated intrinsically suggests that there has been a choice made by the participant and they have freely chosen to take part for the pure enjoyment and satisfaction that they gain from participating in that activity. (Peletier et. al, 2002)

WHY IS IT IMPORTANT TO COACHES?

1

Intrinsic Motivation pertains to taking part in a sport for the fun & enjoyment experienced by the participant

2

Taking part in sport for those reasons are seen as the significant determinant to sport persistence and performance (Vallerand & Rosseau, 2001)

3

In a nutshell, if your players are intrinsically motivated to play, they are far more likely to keep playing the game for longer

HOW IS IT DEVELOPED?

Social factors play a key role in influencing players' motivation

Principal to those social factors are the coaches behaviours

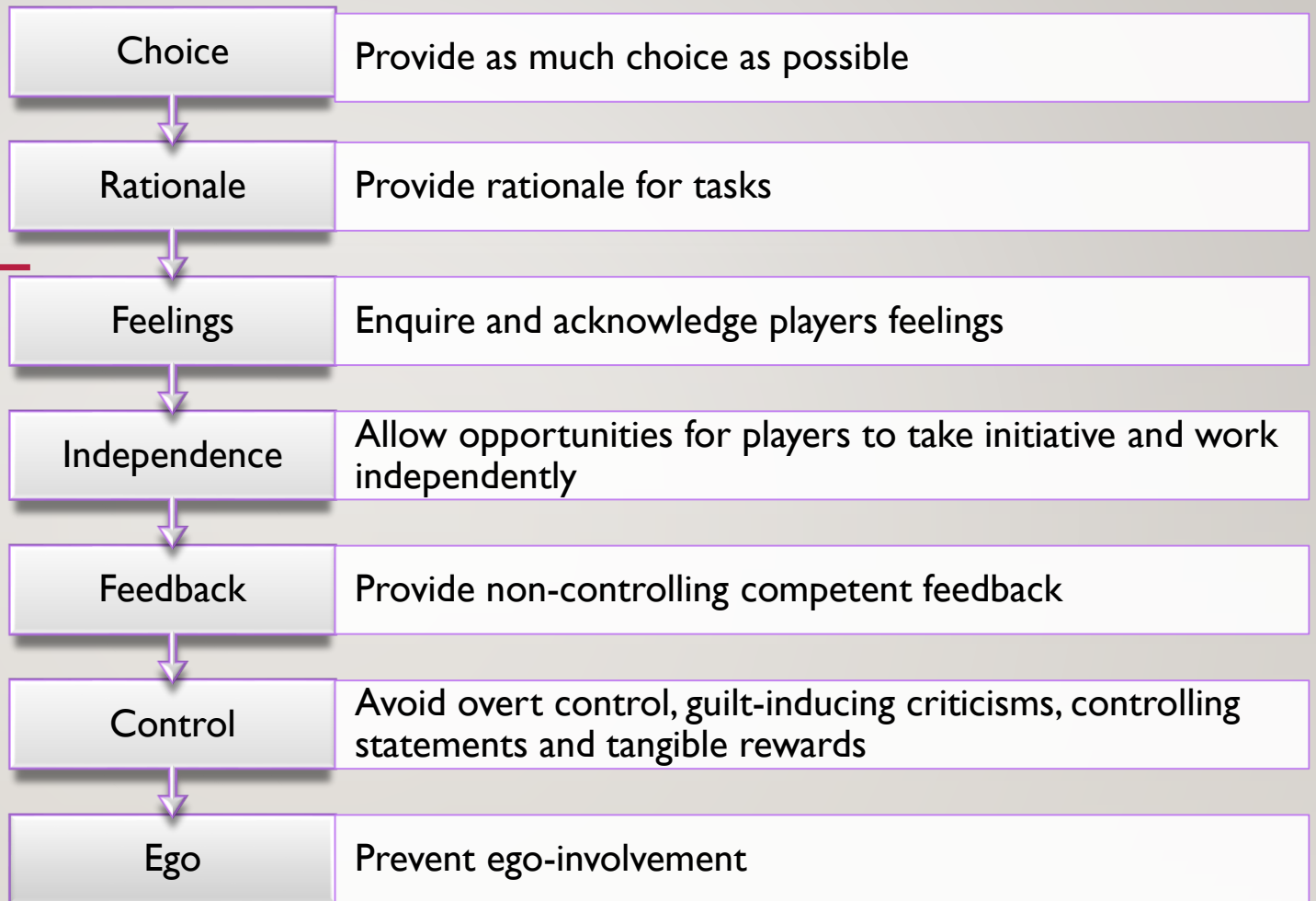
Players' perceptions of the coaches behaviour are crucial to the type of motivation experienced by the player (Mageau & Vallerand, 2003, Portrac, Jones & Cushion, 2007, etc)

AUTONOMY SUPPORT

A coach being autonomy supportive means taking the players perspective on board, acknowledging their feelings and providing pertinent information, opportunities for choice and minimizing pressure and demands.



CREATING AN AUTONOMY SUPPORTIVE ENVIRONMENT



WHAT ARE THE BENEFITS FOR YOUR PLAYERS?

Increased intrinsic
motivation

(Tessier et al., 2013)

Greater investment
of effort

(Froiland, 2010)

Higher levels of
concentration

(Briere et al., 1995)

Improved task
persistence

(Peltier et al., 1995)

Increased
performance levels

(Mallett, 2005)

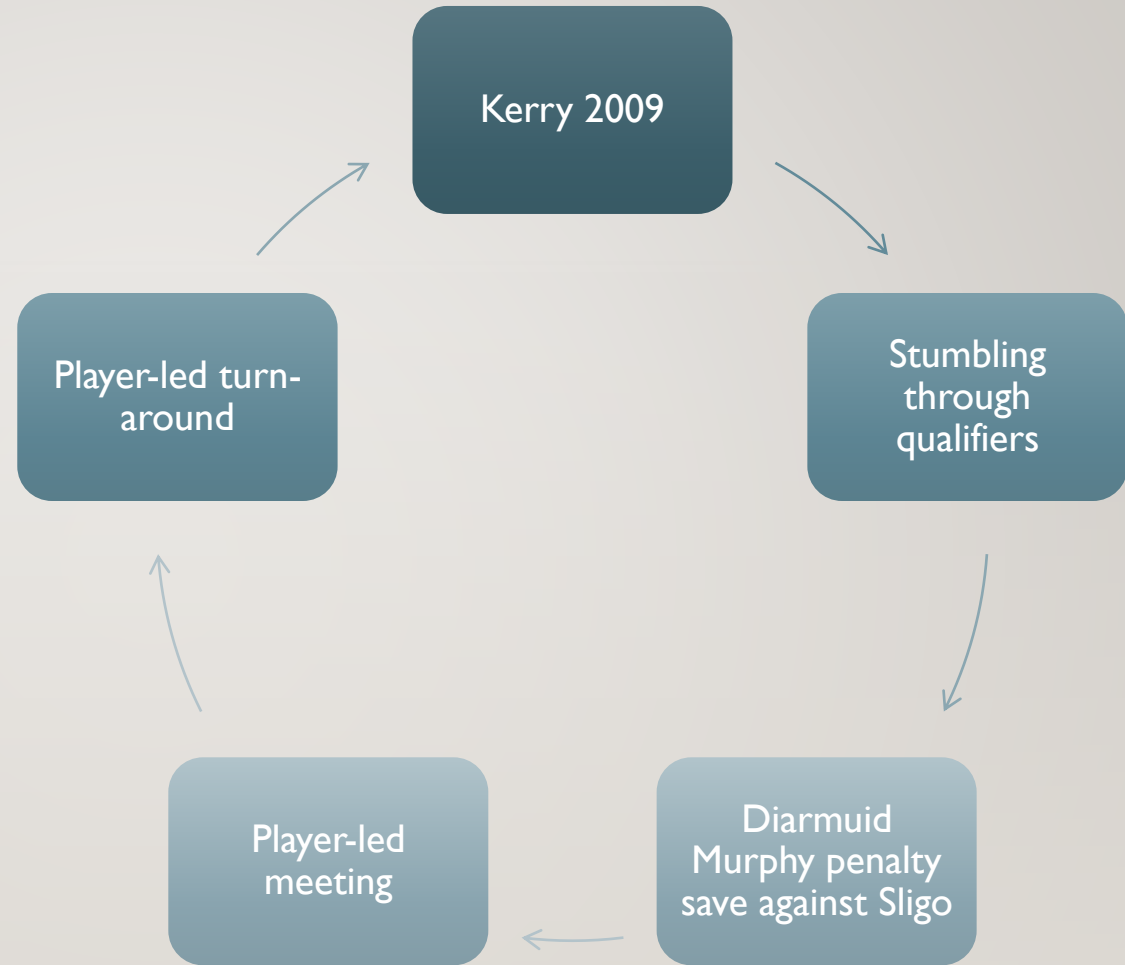
Reduced drop out
& burn out

(Peltier et al., 2001)

PRACTICAL IMPLICATIONS

Include	Include your players in the process (planning, scheduling of training / games, style of play, discipline etc.)
Offer	Offer them choice within sessions and allow them to feel that they are an active participant capable of making their own decisions
Explain	Explain your reasoning for playing certain condition games or doing certain conditioning work
Provide	Provide accurate, succinct feedback
Challenge	Challenge yourself to talk to players about 'real life'.
Set up	Set up a leadership group

PLAYERS TAKING OWNERSHIP



Go raibh míle maith agat