

TOWARDS AN INCLUSIVE SOCIETY THROUGH SPORTS

INCLUSIVE SPORT CONFERENCE 2021

DATE & TIME
16 TO 18 MARCH 2021
9AM - 5PM



Host



Co-host



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The Theory of Self-Determination and its Application in Coaching Goalball

By Hansen Bay & Joan Hung



Hansen Bay



- _ National Coach for Goalball
- _ Performance Mindset Coach
- _ Educator, International Paralympic Committee (IPC)
- _ Coach Developer at Singapore Sport Institute (SSI)

Joan Hung



- _ Top Scorer for the Women's National Goalball Team
- _ Goalball Coach
- _ Workshop Leader and Speaker

Overview

- _ What is **Motivation** and the **Self-Determination Theory (SDT)**?
- _ The Self-Determination Theory and the Para-athlete
- _ Putting Theory into Practice
- _ Conclusion

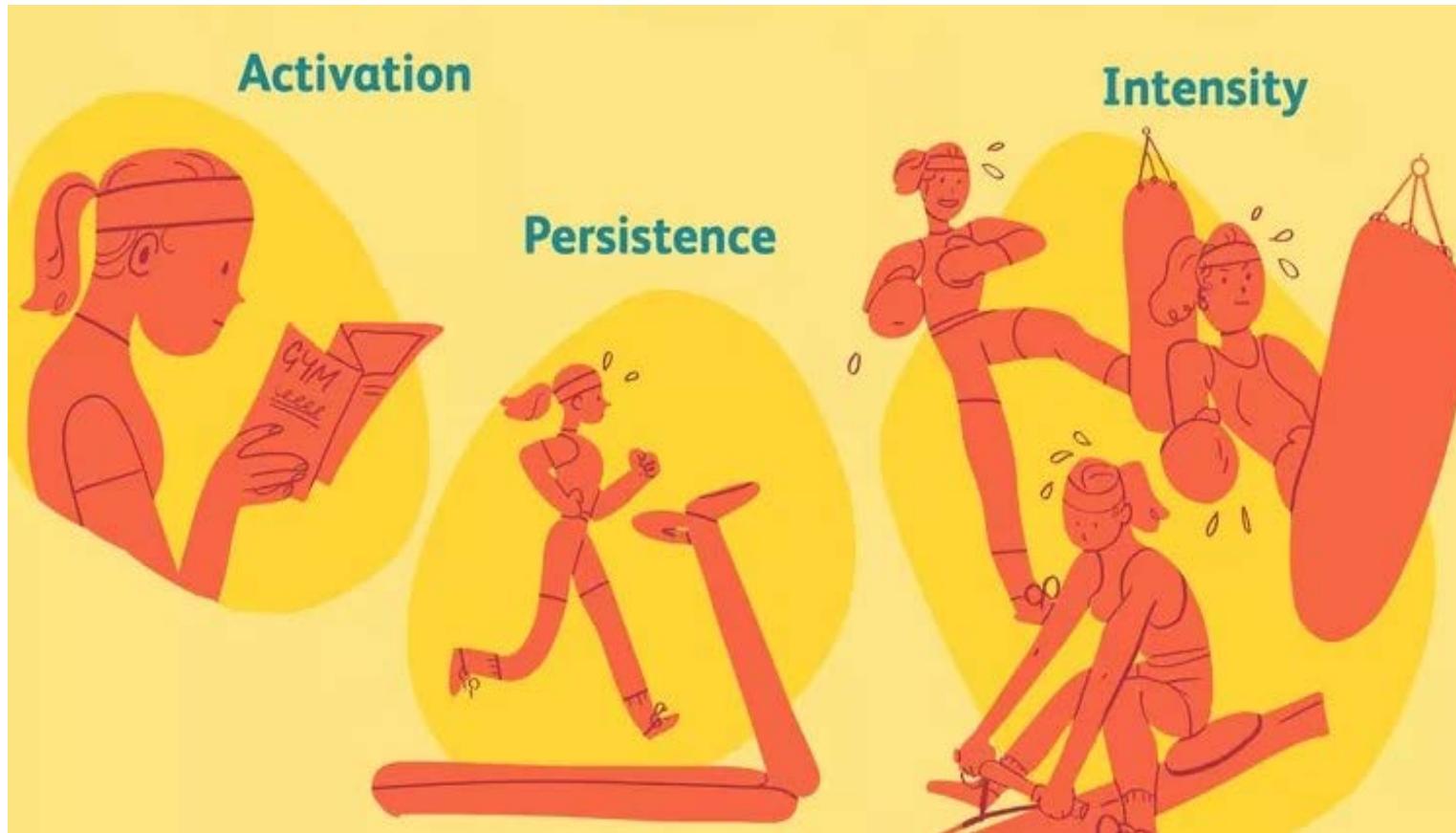
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What is Motivation?



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The Motivation Continuum

Amotivation

“I really suck at Goalball!”

Extrinsic Motivation

“I play Goalball because I want to be recognized.”

Intrinsic Motivation (IM)

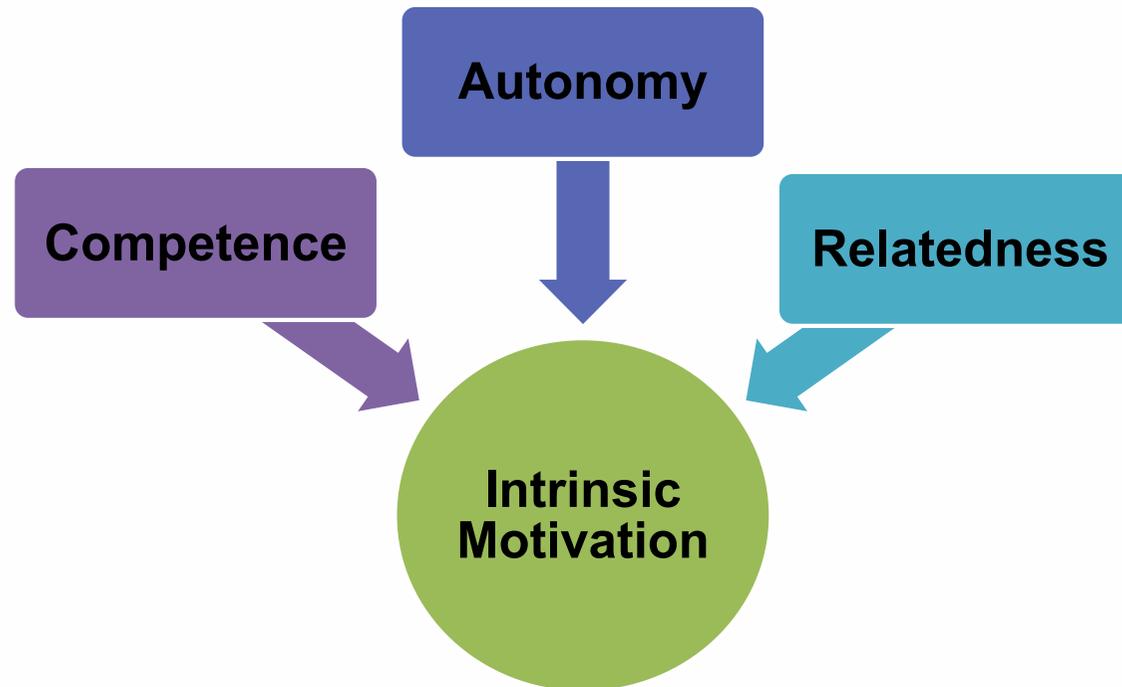
“I just want to get better at a game I love...”

“Why is the distinction between intrinsic and extrinsic motivation important?”

- _ Intrinsic motivation is important because it can lead to increased learning and performance enhancement (Activation – Persistence – Intensity)
- _ Intrinsic motivation is associated with *flow* which is peak intrinsic motivation
- _ Extrinsic motivation can have negative effects on intrinsic motivation
- _ NOTE: No athlete is likely to be entirely intrinsically or extrinsically motivated. They can even be high on both.

The Self-Determination Theory (SDT)

The 3 Psychological Needs Required for Intrinsic Motivation



The Self-Determination Theory (SDT)

The Self Determination Theory (SDT) suggests that all human beings are motivated towards growth and development by three innate and universal psychological needs:

Competence, Autonomy and Relatedness
(Deci & Ryan, 1985; Ryan & Deci, 2000).

The Self-Determination Theory (SDT)

Competency

Reflects how we feel about our actions
Not only internal, competency is also based on
feedback and praise

Pride in Skills

Skills in Control

Happy with
Growth

Competency increases Confidence, Pride, Motivation and
Satisfaction

Ryan and Deci (2008)

The Self-Determination Theory (SDT)

Autonomy

Potentially the most important of the three needs.

The extent to which are behaviors are...

Self Endorsed

Within Control

Freely Chosen

Autonomy increases Enjoyment, Interest, Adherence and Satisfaction

Ryan and Deci (2008)

The Self-Determination Theory (SDT)

Relatedness

How we relate to others and our actions.

Humans are social species, when we feel related, we feel happier

Team Cohesion

Peer Groups

Support Network

Relatedness increases Enjoyment, Effort, Motivation, Coping and Adherence

Ryan and Deci (2008)

Points related to the SDT

- _ These 3 needs are universal (they are needed by people in all cultures and regardless of abilities)
- _ Feelings of competence do not enhance intrinsic motivation unless accompanied by a sense of autonomy
- _ Relatedness also important for intrinsic motivation, at least as a backdrop

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How do the three psychological needs – Competence, Autonomy and Relatedness relate to the para-athlete?

Sharing by Joan Hung



Catastrophic Thinking



Improved self concept,
social awareness,
social reintegration ,
and perception of well
being

Focus on
“What I
CANNOT
do...”



Focus on
“What I **CAN**
do...”

“This transition does not happen by default, it takes a coach to deliberately facilitate the process...”

- Coach Hansen

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How can a coach support Competence, Autonomy and Relatedness?



Behaviors that support Competence and Autonomy



Instead of (controlling behaviors)...

- _ Using mainly directives (Must-s and Should-s),
i.e., **Telling** style of coaching
- _ Constantly providing solutions
- _ Focusing only on the outcome and winning
- _ Standardized practice designs
- _ Only playing stronger players during games.

Try (behaviors that support autonomy and competence)...

- _ **Ask and Listen!** Be responsive to athletes perspectives
- _ Invite athletes to talk and to **formulate their own solutions and show you what they can do**
- _ Encourage and acknowledge **efforts that lead to improvement and** make use of formative assessments
- _ Practice adapted to ability levels
- _ Playtime dictated by both effort and ability

Language that support Competence and Autonomy



Instead of saying...

- _ “You missed the target again”
- _ “You have let yourself down and we lost...”
- _ “Good job and well done!”
- _ “Why do you keep making the same mistakes?”
- _ “You are getting so much faster!”

Try

- _ “What can you do to direct the ball to the left?”
- _ “We lost but we have learnt something useful to help us get better...”
- _ “I see that you’ve learnt to block at the correct timing, well done!”
- _ “I admire your persistence and what can you do differently?”
- _ “I understand that this may seem overwhelming, let’s break it down into smaller tasks.”
- _ “Do you remember how you struggled when you first started, and how much you have improved?”

Relatedness



Person First, Athlete Second

- _ Get to know the athlete as a person
- _ Encourage the athlete to balance sport with other areas of her life.
- _ Provide unconditional respect regardless of performance

Other practices that support Relatedness

- _ A positive environment, where players are “seen” and not ignored (for example, asking how people are doing, or saying hello and goodbye are simple actions to facilitate feelings of relatedness)
- _ Involve parents and caregivers
- _ Provide a support network beyond sports (e.g., buddy system, counsellors and other therapists)

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A Paradigm Shift



“How do I motivate my athletes?”

**“How do I
increase
motivation?”**



**“How do I
direct
motivation?”**

“How can I motivate my athletes?”



“How can I create the conditions which my athletes will motivate themselves?”

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