UNDERSTANDING COACH INTERPERSONAL BEHAVIOUR

COACHING GOALS, PERCEIVED COACHING BARRIERS, AND COACH MOTIVATION

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Susanna, Camille, Lauren, and Nicole for their assistance in collecting the data and coding the coaching goals.

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1. Self-Determination Theory
2. Present Study
3. Methods
4. Results
5. Potential Implications
SELF-DETERMINATION THEORY
SELF-DETERMINATION THEORY


- Assumes humans have innate tendencies to grow and integrate on-going life experiences.

- Three kinds of motivation:
  
  **AMOTIVATION**  
  **EXTRINSIC**  
  **INTRINSIC**

  Low Quality  
  High Quality

(Deci & Ryan, 1985)
SELF-DETERMINATION THEORY

THREE BASIC NEEDS – PSYCHOLOGICAL NUTRIENTS

COMPETENCE

FEELING CAPABLE

RELATEDNESS

SOCIAL SUPPORT

CHOICE

AUTONOMY
SELF-DETERMINATION THEORY

THREE BASIC NEEDS AND MOTIVATION

WHEN THE PSYCHOLOGICAL NEEDS ARE MET...

MOTIVATION QUALITY =

(Deci & Ryan, 2002)
A closer look at athlete motivation

**ENVIRONMENT**

The environment (parents, coach, etc.) supports the athlete’s needs.

**MOTIVATION**

The athlete experiences an increase in their quality of motivation.

**OUTCOME**

The athlete experiences increased persistence, well-being, vitality, etc.

*(Vallerand, 1997)*
Coaches influence their athletes motivation by creating need supportive (or need thwarting) environments.

(Deci & Ryan, 1985)
SELF-DETERMINATION THEORY

MODEL OF COACH-ATHLETE RELATIONSHIPS

Coach Environment → Coach Motivation

COACH BEHAVIOUR/NEED-SUPPORTIVE ENVIRONMENT

Athlete Motivation → Athlete Behaviour

(Mageau & Vallerand, 2003)
SELF-DETERMINATION THEORY

POTENTIAL FACTORS INFLUENCING COACHES

COACH MOTIVATION

Barriers

Supportive environment?

Goals

Intrinsic or extrinsic goals?

Extrinsic Goals: winning, being the best, etc.
Intrinsic Goals: improvement, health, etc.

(Pelletier, et al., 2002; Sebire, et al. 2009)
PRESENT STUDY
1. Determine whether coach motivation is predicted by the content of their goals and their perceptions of the barriers in their coaching environment.

2. Examine whether coach motivation predicts an increase in coaches’ use of need-supportive (relatedness) behaviours with their athletes.

3. Examine the content of the coaches' goals and determine which barriers are the most relevant to them.
STUDY MODEL

INTRINSIC GOALS

COACH MOTIVATION

RELATEDNESS SUPPORT

PERCEIVED BARRIERS
PARTICIPANTS

BASKETBALL COACHES

- **Sample**: 200 youth sport basketball coaches (28 women)
- **Age**: 20 to 73 years (M = 44.88, SD = 9.75)
- **Coaching experience**: 1 to 50 years (M = 11.71, SD = 9.64)
- **Coaching Role**: 136 (68%) head coach, 60 (30%) assistant coach
- **Coach Training**: 189 (92.2%) coaches were NCCP trained
- **Age Groups**: Coached athletes aged 8 – 18
- **Practices**: Majority practice 2 times per week (75%)
- **Tournaments**: Majority participate in 5 tournaments (60%)

*Developmental Coaches*

*(Trudel & Gilbert, 2006)*
METHODOLOGY
STUDY METHODOLOGY

DATA COLLECTION

Coaches completed a 30-minute online questionnaire.

MEASURES

- **Coach Motivation**: Adapted Work Motivation Scale (Tremblay et al., 2009).
- **Relatedness Support**: Interpersonal Behaviours Scale (Beaudry et al., 2008).
- **Perceived Barriers**: Coaching challenges that have been highlighted in previous research.
- **Coaching Goals**: Goals for themselves and their players.
STUDY METHODOLOGY

COACHING GOALS

- Please list any goals that you have set for yourself as a coach that deal with your own development.

- Please list any goals that you have set for your team and players. These could include training, performance, development, and/or outcome goals.

CODING

- The extent the goals had intrinsic and extrinsic content.
- Re-occurring themes were highlighted.
- Three independent coders.
RESULTS
MODEL RESULTS

Intrinsic Coaching Goals

Perceived Coaching Barriers

Coach Motivation

Coach Relatedness Support

Structural Equation Modeling

$X^2_{(73)} = 98.84, p = 0.024, CFI = .931, IFI = .937, RMSEA = .042$
TEAM GOAL - EXAMPLE
“I want my team to be better skilled, to be better team mates, to understand the sense of team - not individuals. I like to see marked improvement from the beginning of the year to the end of the year. I want to have fun at all times.”

COACH GOAL - EXAMPLE
“To learn more about the LTAD and it's implementation in a basketball skills development framework. To learn more about brain health and the impact of deliberate practice. To learn more about nutrition and hydration as it impacts the child athlete and student. To remember the child's definition of "FUN” is the reason kids return to the court the next season.”
## GOAL RESULTS

### CODING RESULTS

**TOTAL GOALS LISTED**

- Player: 484
- Coach: 339

**GOALS LISTED BY COACH**

- Player: 2.40 ($SD = 1.5$)
- Coach: 1.67 ($SD = 1.5$)

### MAIN THEMES

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COACHING BARRIERS

MOST RELEVANT CHALLENGES

1. Finding enough time to get done what is needed to be a coach.
2. Accessing coach learning opportunities.
3. Finding resources for my team.
4. Buy-in from parents.
5. Administrative/organizational skills required to be a coach.
POTENTIAL IMPLICATIONS
POTENTIAL IMPLICATIONS

TRAINING

- Could include a focus on the importance of developing intrinsic goal context for themselves and their athletes.
- Could provide coaches with more tools to overcome the barriers in their coaching environment.
- Could give coaches additional tools for ensuring their own psychological needs are being met while coaching.

COACHING SAMPLE

- Provides insight about a coaching sample that does not typically receive as much attention.


Questions?