

Engagement process for athletes, coaches, and stakeholders

1. Main objective of the teaching unit

The module contributes to the fulfillment of the educational goals of the Euromental project, by providing the knowledge and the competences related to the athlete and coaches engagement and the strategies to promote and foster an environment to improve the motivational processes and the engagement quality.

At the end of the class, the student will have to demonstrate the acquisition of:

1. Knowledge and understanding of different theories and studies about motivation processes and engagement.
2. Knowledge about and ability to explain antecedents, moderators, and mediators of athletes and coaches engagement.
3. Knowledge and understanding of strategies to develop a positive environment to develop athletes and coaches engagement.
4. Ability to develop and implement strategies to improve engagement in a real context.
5. Ability to analyze and evaluate the strategies that they are implementing.
6. Knowledge and understanding of using different instruments or tools to measure antecedents, moderators, mediators and consequences.

2. Contents

1. Introduction: Engagement athletes and coaches consequences

2. Theories:

- Self-Determination Theory in sport
- Achievement Goal Theory
- Expectation –Value Model
- Exchange social model

3. Antecedents: external or environmental factors

- Coaches
- Family

- Peers
- Organization

4. Strategies / Scenarios:

- Coaches
- Family
- Peers
- Organization

5. Instruments:

- Consequences: Engagement and Burnout.
- Motivational Process: Motivation / Basic Psychological Needs
- Antecedents: Coaches /Family/Peers/Organization

3. Recommended bibliography

Ryan, R. M. et Deci, E. L. (2017). Self-determination theory. Basic psychological needs in motivation, development and wellness. New York, NY: Guilford Press

The recommended bibliography is provided at the end of the teaching unit presentations.

4. Teaching methods

50 % of the courses will be in presence and practical, 50% of the course will be at distance (80% synchronous and 20% asynchronous).

The course contents are presented through lessons in the lecture hall, taking advantage of power point slides (made available to the students), reading and discussion of scientific articles, and videos.