

Creating a good working environment

Taru Lintunen, PhD

Faculty of Sport and Health Sciences, University of Jyväskylä, Finland

Tekes

Vertical Accelerator, Helsinki 10.5.2017

IMPACT 

**What did you leave
behind this
morning/this week?**

FiDiPro - the Finland Distinguished Professor Programme

Motivation Theory- and Evidence-Based Interventions to Increase Physical Activity: **IMPAct**

Martin Hagger, PhD, Curtin University and
University of Jyväskylä

Taru Lintunen, PhD, University of Jyväskylä

Juho Polet, University of Jyväskylä



Project webpages: <http://fidiproimpact.com>

työnantaja suomesta en: x fidipro x

Secure | <https://www.fidiproimpact.com>

INCREASING MOTIVATION FOR PHYSICAL ACTIVITY
IMPACT

FIDIPRO Finland Distinguished Professor Programme

HOME MISSION AIMS PEOPLE RESEARCH PARTNERS LINKS MEDIA SUOMEKSI

News

Finnish Ministry of Education and Culture finances our research project *Using Physical Education to Promote out-of-School Physical Activity in Lower Secondary School Students: A Randomized Controlled Intervention Based on Behavioural Theory* between 2017 - 2019.



University of Jyväskylä
Faculty of Sport and Health Sciences

Current Research

Hagger, M. (manuscript). Imagery, Mental Simulations, and Mental Contrasting: A manual for Changing Behaviour. University of Jyväskylä, Jyväskylä, Finland.

Hagger, M. S., Chan, D. K. C., Protogerou, C., & Chatzisarantis, N. L. D. (2016). Using meta-analytic path analysis to test theoretical predictions in health behavior: An illustration based on meta-analyses of the theory of planned behavior. *Preventive Medicine*, 89, 154-161. doi: 10.1016/j.ypmed.2016.05.020

Hagger, M. S. (2017). Health behaviour and the reflective-impulsive model. In R. Deutsch, B.

14:48
9.5.2017

5/10/2017

Contents



- Self-determination theory: Motivation, well-being and basic psychological needs
- How to promote motivation and work well-being with use of social and emotional skills and effective communication

Self-determination theory - SDT

- Self-determination theory concerns with human motivation, personality, and optimal functioning.
- Theory posits *three universal psychological needs* (autonomy, competence, and relatedness) and suggests that these must be ongoingly satisfied for people to maintain optimal performance and well-being.

(Ryan & Deci, 2017)

Intrinsic and Extrinsic Motivation

Intrinsic motivation: “doing of an activity for its inherent satisfactions rather than for some separable consequences”

Extrinsic motivation: “a construct that pertains whenever an activity is done in order to attain some separable outcome.”

(Ryan & Deci, 2000)



Three basic needs

- The need for **competence** means the desire to control and master the environment and outcome. We want to know how things will turn out and what the results are of our actions.
- The need for **relatedness** deals with the desire to interact with, be connected to, and experience caring for other people. Our actions and daily activities involve other people and through this, we seek the feeling of belongingness.
- The need for **autonomy** concerns with the urge to be causal agents and to act in harmony with our integrated self. To be autonomous does not mean to be independent. It means having a sense of free will when doing something or acting out of our own interests and values.

Work

- Work is perhaps the most dominant domain in most adult's lives.
- Workers have highly varied experiences, some find work fulfilling, others see it as time to be endured.
- It is optimally an opportunity to feel the inherent satisfactions of autonomy, competence, and connectic
- When these are supported, both high quality performance and wellness are the result
- When they are neglected, alienation is the result, with many costs to organisations.



(Meyer & Gagne, 2008; Shuck, Zigarmi, & Owen, 2015)

Employees have a need to feel



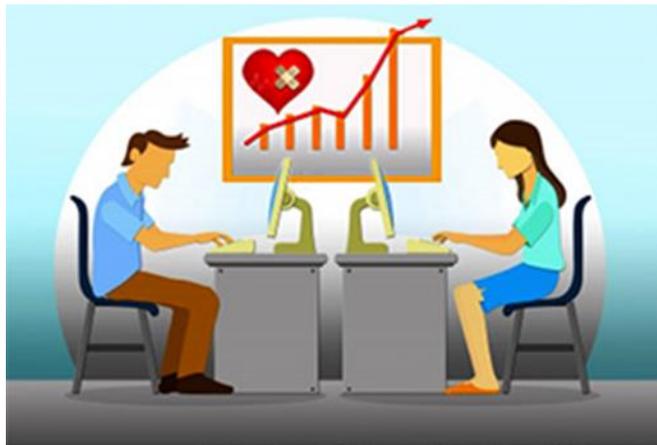
- Competence
- Autonomy
- Relatedness

(Ryan & Deci, 2017)

- Work environment and social interactions at work can either support or thwart these needs.
- They predict indicators of wellness and vitality.
- If there is psychological support for these satisfactions, people's curiosity, creativity, productivity, and compassion are most robustly expressed.

- Over the last 40 years, research has continued to show support for SDT. Intrinsic motivation helps people perform work-related tasks efficiently and effectively (McDaniel, 2011).
- Autonomous motivation should be the key factor to promote, as it more likely increases flexible thinking, high-quality learning, and problem solving (McDaniel, 2011).
- Employees also have great work satisfaction when fostering their intrinsic motivation (McDaniel, 2011).

Support of good working environment with social and emotional learning (SEL)



5/10/2017 image courtesy of digitalart, supakitmod / FreeDigitalPhotos.net

I Message Sentence Starters

- I want ...
- I feel ...
- I would appreciate it if ...
- I think ...
- I need ...
- I expect ...
- I wish ...
- I understood you to say ...
- I thought you said ...
- It was my understanding that ...
- I guess I misheard. Please ...
- I would like it very much if ...

What is SEL?

**ARE YOU
LISTENING?**

- The *process* through which acquire *the skills* to recognize and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Elias & al. 1997)
- These skills provide the *foundation* for academic achievement, maintenance of good health, resilience, and civic engagement in a society (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

SEL becomes apparent in the interaction with the person and the environment:

- In the atmosphere of the group or team
- In the participant's boldness and willingness to express their thoughts, emotions, and needs, make suggestions, give feedback
- Both individual skills and psychologically safe and secure, empowering, learning and sport environment

Why SEL in Organisations?

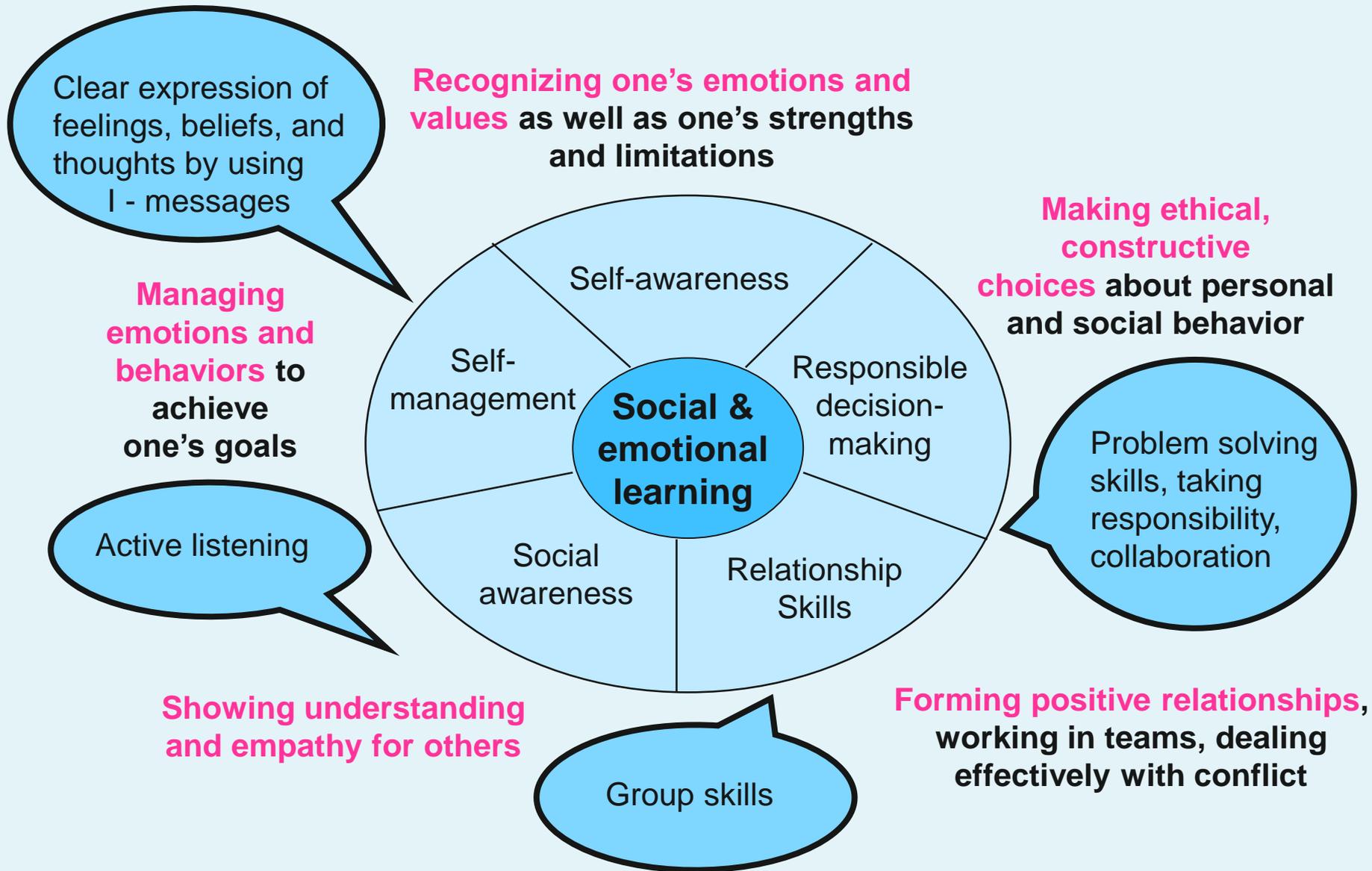
- * Helps create a supportive and inspiring work atmosphere
- * Supports basic needs satisfaction and intrinsic motivation
- * Tools to cope with stress



Effects of SEL interventions



- * In sport and physical education contexts interventions have resulted in increases in social responsibility, goal knowledge, and social interests and enhanced knowledge about life skills (Danish & Nellen, 1997; Goudas & Giannoudis, 2008; Kuusela, 2005; Hellison & Walsh, 2002).
- * In addition, life skills training has resulted in an improvement in sport skills, denoting that when life skills training is appropriately embedded in sport or physical education training, learning does not take place at the expense of learning sport skills (Gould & Carson, 2008).



(CASEL; Lintunen & Gould, 2014)

VALUE OF RESPECTING ME AND YOU

- Philosophy of well-being
- The central value in Thomas Gordon's theory and teaching is **me and you**. We live in a society where there are lots of competing, putting in order, winning and losing.
- The primary idea is that **me and you** attitude is possible **instead of me or you**. It helps people to understand each other and solve their problems so that both can have their needs met.

<http://www.gordontraining.com/> Leader Effectiveness Training (L.E.T.)

Websites to visit

- www.casel.org/



Collaborative for Academic, Social, and Emotional Learning

- www.thomasgordon.com/



5/10/2017

Teaching Personal and Social Responsibility (TPSR) model

<http://www.tpsr-alliance.org/>
<http://beyondtheball.org/>





Kiitos!

INCREASING MOTIVATION
FOR PHYSICAL ACTIVITY



IMPACT

www.fidiproimpact.com

References

- Lintunen, T. (2017- in press). Tunne- ja vuorovaikutusoppiminen ja motivaatio. Teoksessa: Nurmi, J-E. & Salmela-Aro, K. (Toim.) Mikä meitä liikuttaa – Motivaatiopsykologian perusteet. Jyväskylä: PS-kustannus.
- Lintunen, T., & Gould, D. (2014). Developing Social and Emotional Skills. In: A. Papaioannou and D. Hackfort (eds.) *Fundamental Concepts in Sport and Exercise Psychology*. London: Routledge. pp. 619-633.
- Rovio, E., Arvinen-Barrow, M., Weigand, D.A., Eskola, J., & Lintunen, T. (2012). Using Team Building Methods with an Ice Hockey Team: An Action Research Case Study. *The Sport Psychologist*, 26, 4, 584-603.
- Talvio, M., Lonka, K., Komulainen, E., Kuusela, M., & Lintunen, T. (2012). The Development of the Dealing with Challenging Interaction (DCI) Method to Evaluate Teachers' Social Interaction Skills. *Procedia - Social and Behavioral Sciences*, 69, 621–630.
- Rovio, E., Arvinen-Barrow, M., Weigand, A. D., Eskola, J., and Lintunen, T. (2010). Team building in sport: A narrative review of the program effectiveness, current methods, and theoretical underpinnings. *Athletic Insight* 11, 2, 21-38.
- Rovio, E., Eskola J., Gould, D., & Lintunen, T. (2009). Linking theory to practice – Lessons learned in setting specific goals in a junior ice hockey team. *Athletic Insight, The Online Journal of Sport Psychology*, 11, 2, July, 2009.
- Lintunen, T., & Kuusela, M. (2007) Social and Emotional Learning in Physical Education. In J. Liukkonen, Y. Vanden Auweele, W. Vereijken, D. Alfermann, & Y. Theodorakis. (Eds.). *Psychology for Physical Educators*. (pp. 75-83). Champaign, IL: Human Kinetics.