

A Change in Team Culture Towards an Autonomy Supportive Working Environment - A Case Study of the Finnish Women's National Ice Hockey Team

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<p>This study presents how the change in team culture has impacted the Finnish Women's National Ice Hockey Team. The structure of the study is based on the self-determination theory, autonomy supportive coaching and change in team culture. The sub chapters' focus on motivation, the coaches' and athletes' role within the autonomy supportive team working environment, autonomous goal setting and transformational leadership. The subchapter for cultural change is focused on the complex on-going process within the Finnish Women's National Ice Hockey Team.</p> <p>The aim of this study is to enlighten how the cultural change has been implemented and whether or not the environment is autonomy supportive in the Finnish Women's National Hockey Team. Participants in this study filled a questionnaire and were interviewed. Interviews were conducted over phone, Skype and Facebook Messenger. The questionnaires structure was built on the self-determination theory. The sample group was 21 persons. Participants consisted of 13 players and 8 staff members. All reached participants were interviewed following the structure of the questionnaire.</p> <p>The results of this study show that the environment in the Finnish Women's National Ice Hockey Team is autonomy supportive. The athletes three basic psychological needs, autonomy, competence and relatedness, are satisfied according to the study result. This can be considered as surprising since the project of change in team culture was so young. A clear structure was expected when striving towards the Finnish Women's National Ice Hockey Teams' set goals, but not a result this relevant to autonomy supportive coaching, where the three basic psychological needs are this clearly satisfied.</p> <p>Because this study presents that the environment is autonomy supportive, further research should be considered regarding athletes' and staff members' well-being. Further research is recommended on players' off-ice training because of the large amount of autonomy players have in the off-ice training.</p>	
Keywords Self-determination theory, autonomy supportive coaching, athlete centred coaching, change in team culture	

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1 Introduction

This study presents how the change in team culture has impacted the Finnish Women's National Ice Hockey Team (FWN). The structure of the study is based on the self-determination theory (SDT), motivation, autonomy supportive coaching and change in team culture. The research in this study is based on the SDT and how the three basic psychological needs, competence, autonomy and relatedness have been satisfied during the process of cultural change going on in the FWN. The research in this case study is also done on autonomy supportive coaching, since recent research shows possible links where an autonomy supportive coaching climate satisfies the three basic psychological needs. This study presents several tools for a more autonomy supportive climate where the three basic psychological needs are satisfied. This thesis presents facts in form of theory that supports the results of the research and research methods.

The hypothesis in this study was that the organizational environment is in transformation towards being autonomy supportive. Since the change in team culture started so soon the environment is not yet on a level that the athletes can be held more accountable. The culture within the team is changing and the process can already be seen in the daily work. The hypothesis was also that the three psychological needs, autonomy, relatedness and competence are not yet fulfilled.

A theory-based questionnaire was developed to work as a structure for interviews that were held after participants returned the theory-based questionnaire. 21 persons within the Finnish Women's National Ice Hockey Team were invited to participate in the study. The represented groups were players (13) on the Finnish Women's National Hockey Team and members of the team management (8). The interviews functioned as support for the determined questions in the questionnaire and were transcribed to text and further analysed with the guidance of theory. Out of 21 questionnaires 20 were returned. One player did not return the questionnaire. 11 players and 7 staff members were interviewed. Out of the 20 participants answering the questionnaire, 18 were interviewed. Two players and one staff member were not reached for the interview, even though several efforts were made to reach these three particular participants. Thus the final sample constituted 20 participants for the questionnaire and 18 for the interviews.

2 Self-determination theory

The theoretical part of the thesis strives to explain the main terms and concepts that connect to phenomenon such as cultural change in sports teams, coaching and athletes' progress in sports. The theories and terms form a broad foundation that helps the reader to understand the structure of the questions in the data collection and data analysis and to interpret the results of this case study. The theoretical part contains of the self-determination theory, internal- and external motivation, autonomy supportive coaching, athlete- and coach centred coaching, transformational leadership and cultural change.

The self-determination theory (SDT) is a theory based on motivation of individuals. The theory emphasizes the type of motivation instead of the amount. SDT considers how well the three basic psychological needs are either supported or neglected. (Deci & Ryan 2008, 182.) Self-determination theory highlights the importance of the environment feeding people's perceptions of the three fundamental psychological needs – autonomy, relatedness and competence. SDT is a theory of motivation that, in sports, focuses on social factors as coach behaviours that influence different motivation patterns through how the coaches' look at autonomy, competence and relatedness. For athletes to become expert performers a competent coach is essential. Developing an environment that satisfies the three psychological needs of athletes is under the coach's' responsibility. Research shows that talent development is dependent on quality coaching. (Mallet 2005, 417, 419.)

SDT assumes that human beings are born with three basic psychological needs: competence (feelings of confidence and efficacy in action), autonomy (feelings that one is the perceived origin or source of one's action) and relatedness (feelings of being connected to others, feeling affection towards and from others), which are innate, universal, and essential for psychological growth. (Alvarez et al. 2009, 139.)

Stebbing et al. (2011, 269) states that satisfaction of the three basic psychological needs helps coaches to create a more autonomy supportive climate for athletes. Since SDT covers all individuals it should be highlighted that both coaches and athletes three psychological needs should be fulfilled. (Mallet 2005, 417, 419.) A coaching environment that fulfils the three basic psychological needs may promote a climate that makes athletes enjoy their performance (Mallet 2005, 428).

The three psychological needs have to be fulfilled when promoting and maintaining mental well-being (Stebbing et al. 2011, 257). Deci & Ryan (2008, 183) states that satisfaction of the three basic

psychological needs leads to better mental well-being. By creating an environment where all three basic psychological needs are satisfied the environment becomes positive and athletes sport experience is improved (Mallet 2005, 428). When athletes feel that the three basic psychological needs are satisfied a motivational climate that is autonomy supportive is created (Alvarez et al. 2009, 146). At the same it is important to feel mentally well for optimal performance in the sports environment (Stebbing et al. 2011, 257). For the athletes' psychological, emotional, personal, social, moral and intellectual development it is important to embrace life skills like leadership, teamwork, decision-making and career planning as a coach. The athletes experience in a sport can be positive or negative, depending on the coach's philosophy and coaching behaviour. (Headly-Cooper 2010, 5, 18.)

2.1 The three basic psychological needs

The fulfilling of the three psychological needs might be more important than people think. All three psychological needs, competence, autonomy and relatedness have to be satisfied for a human being to function and develop optimally. (Stebbing et al. 2011, 256) When individuals sense mastery through effective interaction with their environment the need for competence is fulfilled. Competence is the strongest predictor of mental well-being. (Stebbing et al. 2011, 257, 266.) To master a skill athletes need to raise their own bar to increase the difficulty level when practicing a sport. For increased competence it is important that opportunities for increased difficulty are available. (Rocchi et al. 2017, 16.) However, if athletes feel incompetent in their environment and if they feel a lack of interest in a certain activity the participation in that activity decreases (Mallet 2005, 418). To support athletes feeling of competence coaches can help by emphasizing improvements and to show belief in that the athletes are able to reach their goals (Rocchi et al. 2017, 16). Furthermore Rocchi et al. (2017, 16) states that positive feedback enhances athletes feeling of competence. Competence can be self-determined. That means that intensified feelings of competence are followed up with a sense of choice (Mallet 2005, 424). Rocchi et al. (2017, 16) explain that competence is not supported when athletes doubt that they can improve and if they get a message from others that they are incompetent. Competence is also neglected when mistakes are brought up and when athletes are discouraged not to try more difficult tasks (Rocchi et al. 2017, 16). It is also important to highlight that for an athlete to feel competent the individual needs a structure from guidelines and rules (Mageau & Wallerand 2003,

898).

All individuals are driven to take initiative. The desire for an individual taking initiative and action refers to the need for autonomy. (Stebbing et al. 2011, 256) It is important for individuals to have individual autonomy, being able to make choices for themselves, because the biggest predictor of performance is personal autonomy (Ntoumanis et al. 2014, 226). Rocchi et al. (2017, 16) declare that in sports athletes feel a need for acting through their own interests and values. That need reflects the individual's need for autonomy (Rocchi et al. 2017, 16).

All people feel a desire to feel connected and being supported by others. This refers to the third psychological need, relatedness (Alvarez et al. 2009, 139; Stebbings et al. 2011, 256). In sports a network that supports the athlete is vital (Rocchi et al. 2017, 16). Further Rocchi et al. (2017, 16) enlightens that the athletes need to connect with people involved in the sport to have the needed support. Athletes' feeling of relatedness is supported by being genuinely supportive and caring towards individuals and by showing interest in the athletes' activities. The feeling of relatedness is also strengthened when athletes feel they are liked. The feeling of relatedness is not supported when athletes feel distant and when they get the sense that they are not listened to. Non-supportive actions are also by not being available when athletes need it and by not allowing athletes to participate in certain activities. (Rocchi et al. 2017, 16.) Satisfying the three basic psychological needs; competence, autonomy and relatedness leads to positive outcomes and is necessary for continuous mental growth and well-being (Deci & Ryan 2008, 183; Felton & Jowett 2013, 130; Stebbings et al. 2011, 256).

2.2 Internal- & external motivation

Headly-Cooper (2010, 5) defines personal excellence as following; "The achievement of developmentally appropriate tasks across the length of one's life and the acquisition of personal qualities that contribute to optimal health and well-being".

Success in sports is traditionally measured by external motivation like medal winning results where athletes and coaches produce in technical and tactical ways (Mallet 2005, 417, 418). Furthermore

Mallet (2005, 418) states that most athletes and coaches see high performance as winning. Also Headly-Cooper (2010, 5) summons that performance excellence is seen as a primary focus for coaches and athletes. However it is usually measured by using outcomes such as titles won, Olympic medals, personal bests and world records (Headly-Cooper, 2010, 5). This correlates with Mallets (2005, 418) theory of external motivation. Sports people easily forget that attributes like mental, physical and social well-being are equally important with technical and tactical knowledge (Headly-Cooper 2010, 1, 5).

Hodge et al. (2014, 64) and Stebbings et al. (2011, 255) explains that personal meaning drives people and is related to the satisfaction of the psychological needs for autonomy, competence and relatedness. Having personal meaning in sports is a pursuing factor for individuals (Hodge et al. 2014, 68; Stebbings et al. 2011, 257). When motivation comes from inside a person this internal drive is characterized as the highest level of motivation (Mallet 2005, 418). Internal motivation is a large predictor of better performance and persistence. (Mageau & Wallerand 2003, 899.) Mallet (2005, 418) also presents several researches showing that people driven by internal motivation accomplish to reach higher levels. Compared to people lacking internal motivation individuals with high internal motivation are able to push themselves further, they use positive coping strategies and they are able to put in more effort into their performance, especially when being in stressed situations. (Mallet 2005, 417, 418.)

Coaches should emphasize enjoyment and fun by deliberately creating strategies and opportunities involving enjoyment (Hodge et al. 2014, 68). Real interest in learning, enjoying the processes in different activities, the natural feelings to seek challenges are behaviours associated with internal motivation (Mallet 2005, 418). Using language such as “love of the game” reminds of internal motivation and furthermore if a challenge feels like your own you will rise to it (Hodge et al. 2014, 68, 70).

The opposite of internal motivation is amotivation, which is characterized by the least amount of self-determination. To create an optimal motivational climate understanding of the various conceptions of motivation is required. When the focus is on winning the source of motivation becomes external. There are two types of external motivation within the SDT. The two types are a non-self determined external motivation (Non-SDEM) and self-determined external motivation (SDEM). A basic characteristic for Non-SDEM is when athletes are forced or required to perform an action. When

action is forced athletes might feel guilt if they don't finish the training but they finish it anyway just to please their coaches. Non-SDEM is therefore missing the sense of choice. A basic character for SDEM is when athletes consciously evaluates and accepts different types of training. Athletes might find out that one type of training can help them reach their goals even though they might not want to perform it. Athletes might accept different training if it is consisted by their personal beliefs about fitness and health. Athletes can move from Non-SDEM to SDEM over time if they understand the less enjoyable aspects of the sport. (Mallet 2005, 417, 418.)

3 Autonomy supportive coaching

Autonomy supportive coaching focuses on the learner and learning. When autonomy supportive coaching is used the coach guides the athlete in the right direction for learning more. For an autonomy supportive environment to function controlling behaviours should be avoided. Athletes should take initiative and work independently. Coaches should give non-controlling feedback. When the feedback is providing information and when it is constructed athletes' feel more competent. (Mallet 2005, 423, 424.) For the working climate to be autonomy supportive and support the three basic psychological needs athletes must feel a sense of choice (Felton & Jowett 2013, 136). Autonomy supportive coaching should not be confused with an allowing coaching environment. To reach an autonomy supportive environment all three psychological needs have to be satisfied. Coaches giving freedom to athletes without a structure is an allowing style of coaching, not autonomy supportive coaching. (Felton & Jowett 2013, 136; Mageau & Wallerand 2003, 898.)

Autonomy supportive coaching enhances athletes' performance in a positive way (Stebbing et al. 2011, 256). Autonomy supportive behaviours have a positive effect on the athlete's internal and external motivation. Hodge et al. (2014, 60) cites as following: "In sport, the coach is typically regarded as the most influential significant other in the athlete's sport experience". Mallet (2005, 428) states that autonomy supportive coaching creates an environment where athletes can enjoy while striving for excellence in their performance. Henceforth Hodge et al. (2014, 66) presents a considerable amount of research that shows how effective autonomy supportive coaching is in sports. Recent research shows possible links where an autonomy-supportive coaching climate satisfies the three basic psychological needs (Felton & Jowett 2013, 130; Hodge et al. 2014, 70; Mallet 2005, 428).

According to Mallet (2005, 419) autonomy support is more than just providing a sense of choice for athletes. Athletes' motivation and behaviour is influenced by coaches' values and how the coach is behaving. Several researchers in Hodge et al. (2014, 68) make it clear that the coach creates a motivational climate that is controlled or autonomy-supportive. An autonomy supportive climate is created when the coach tries to avoid total control. By giving criticism that doesn't trigger the feeling of guilt in athletes and by giving athletes a feeling that they have choices to make supports the

autonomy supportive surrounding. The climate is enhanced when different tasks are explained, when feelings are taken into consideration and when opportunities for initiative and independent work are available. (Hodge et al. 2014, 68.)

Feedback that is non-controlling supports the autonomy-supportive climate. For a team to be successful it is important to hand over responsibility to the players and to expect ownership and accountability on and off the performance platform from each member of the team. Positive feedback and democratic coaching behaviours supports players' desires in taking more responsibility. (Hodge et al. 2014, 65, 66.) Stebbings et al. (2011, 257) continues by informing that autonomy supportive coaching leads to better mental well-being. The more confidence players have in making decisions and leading the team the better they are going to play (Hodge et al. 2014, 65).

Mallet (2005, 419, 420) presents several behavioural patterns to provide a larger understanding of autonomy support. The autonomy supportive climate requires that coaches are consistent with several behaviours (Mallet 2005, 419). These behaviours are for example acknowledging and respecting athletes' perspective and feelings, giving opportunity to make choices, limiting the coaches controlling behaviours, letting athletes' take initiative, letting the athletes' do problem solving independently and involve athletes' in the decision making (Mallet 2005, 419, 420). The coaching style explained earlier impacts the athletes' basic psychological need satisfaction and their internal motivation in a positive way (Stebbing et al. 2011, 256).

Stebbing et al. (2011, 266) informs that leaders within the organization should try to create an autonomy supportive environment where coaches feel that they have the opportunity to make decisions. Coaches should be able to have personal input, manage athletes and prepare them and their teams for competition (Stebbing et al. 2011, 266). Autonomy supportive coaching supports the athletes' internal motivation by impacting on the three basic psychological needs (Hodge et al. 2014; Mallet, 2005, 420; Stebbings et al. 2011, 256).

As mentioned above autonomy supportive environment is created when the coaches offer opportunity for input and decision-making provides tasks that are reasonable and acknowledges the athletes' feelings and perspective. It is important to embrace this kind of climate because for optimal psychological growth and development an individual should feel a sense of self and realize its potential as a human being. For coaches it is important to feel well mentally because if so the

coaches are more likely to provide athletes' with choice, responsibility and to participate in open discussions about training and games that on the other hand supports athletes mental growth. (Stebbins et al. 2011, 255, 257, 267.)

For a healthy coach-athlete relationship athletes should be involved in decision-making processes. The processes are important for athletes' development and performance. (Headly-Cooper 2010, 17.) Players and coaches should have a mutual understanding for clear communication (Hodge et al. 2014, 69). Hodge et al. (2014, 68) refers to several researchers by stating that positive psychology principles are reflected by clear focus on strengths of players and the team instead of focusing on reducing weaknesses. Positive psychology principles are also to master a skill or task and to use motivation that is inspiring (Hodge et al. 2014, 68). For a team to be successful open and honest communication is required (Headly-Cooper 2010, 56).

Headly-Cooper (2010, 74) states that effective communication is based on being positive, open and honest and both coaches and players understand the communication. It takes time to develop an understanding of an autonomy-supportive coaching environment. Trust and respect between coaches' and athletes is built over time. A downside with autonomy supportive coaching is that athletes who haven't previously experienced autonomy-supportive coaching might find it challenging to have more freedom and take responsibility (Mallet 2005, 424).

3.1 Coach centred coaching

Athletes' sensing the coach as controlling will result in poor motivation and a higher risk of dropping out (Stebbins et al. 2011, 256). The definition of a coach centred coach in Headly-Coopers (2010, 20) words would be "a coach who controls all aspects of his or her athletes". A coach centred coach denies ownership of the team, tries to make the athletes act and think like robots and does not give athletes any chance of participating in their personal learning and development (Headly-Cooper 2010, 21). Furthermore Headly-Cooper (2010, 20) states that a coach-centred coach is coaching more for himself or herself instead of helping and focusing on that athletes become their best. He/she uses the assigned power as a coach to dominate (Headly-Cooper 2010, 20). This phenomenon is also seen in Stebbings et al. (2011, 256). When the coach is authoritarian - telling athletes what to do - and forcing

athletes to do his/her way the environment becomes more controlled. The environment becomes even more controlled when coaches use criticism and tries to manipulate athletes using concrete rewards. A controlling coach also punishes athletes with e.g. extra repetitions and embarrassment for previous mistakes which forces them to meet the coaches' expectations and demands. (Stebbing et al. 2011, 256) Many coaches decide to use a controlling coaching style because they believe it will bring the best results. Coaches usually are tougher on athletes who have difficult personalities and are not self-determined. For an athlete to feel competent the individual needs a structure from guidelines and rules (Mageau & Wallerand 2003, 898).

In a bad coach-athlete relationship experiences like hurt feelings, minimized time together, little verbal exchanges, tension, avoidance, unfulfilled expectations, poor communication, lack of commitment and dissatisfaction and abuses of power and discomfort have been identified (Headly-Cooper 2010, 5, 18). Furthermore Headly-Cooper (2010, 18) detects that feeling unattached, distant, having competing interests, conflicting goals, lack of understanding and having roles that does not go together can influence the coach-athlete relationship in a negative way.

3.2 Athlete centred coaching

Athlete centred coaching is the opposite of coach centred coaching. Headly-Cooper (2010, 12) declares that athlete centred coaching is considered to be an approach and a philosophy of sport where the athlete is most important and where the structure and decision making progress is created to support the needs, values and objectives of athletes. Headly-Cooper (2010, 12) explains the athlete centred model in following words; "Performance excellence is facilitated by personal experience, rather than achieved at its expense". Athlete centred coaching includes athletes' psychological, social and personal development as well as being active within the coach-athlete relationship. Athletes have an important role contributing to their own growth and at furthermore for the team's development and success. (Headley-Cooper 2011, 18, 19.)

A holistic environment that promotes the athletes progress requires attention on several needs, such as psychological, emotional and nutritional health. Physical, technical and tactical skills should be improved as well. (Headly-Cooper, 2011, 18.) According to Headly-Cooper (2010, 1) the athlete-centred model of sport is dependent on the holistic development and growth of the athlete and these

parts should influence the optimal sport performance. When the coaching is athlete centred the athletes psychological-, social- and physical well-being are of equal importance. The foundation, and the most meaningful interpersonal relationship in sport, of the coaching process is the coach-athlete relationship that determines an athlete's development, satisfaction, self-esteem, confidence and performance. (Headly-Cooper 2010, 13, 17.)

Individuals that can create a positive and supportive environment where practices strengthen their athletes' performance, personal and professional development, are effective coaches. The coach-athlete relationship is based on connection and thoughts, feelings and behaviours, that both athletes and coaches have that are dependent on each other. (Headly-Cooper 2010, 18.) As explained earlier the autonomy supportive coaching has many similar attributes to the athlete centred coaching. This can be identified with the focus on the athlete's well-being and the positive progression aiming to target the athlete as a whole.

3.3 Coaches' role within the athlete centred model

Mallet (2005, 417) defines the coach's role within the athlete centred model: "The coach is central to the development of expertise in sport." Coaches that can create a positive and supportive environment where practices strengthen athletes' performance, personal and professional development are effective coaches (Felton & Jowett 2013, 137; Headly-Cooper 2010, 18). The coach is responsible for developing an athlete's knowledge and abilities so that it is possible for the athlete to reach his/her goals without having the coach there to say what to do. The communication goes both ways, coach to athletes, athletes to coach and athletes to athletes. Open, honest and fair communication based on the athletes needs is very important. (Headley-Cooper 2011, 18.) When the feedback is open and honest focusing on the athletes' needs athletes may become more self-determined. Self-determined motivation is promoted by feedback that provides information about competence and offers a sense of choice. (Mallet 2005, 425.)

Coaches' have to understand that their athletes are developing as individuals. Coaches' should help athletes' to reach their full potential as human beings (Headley-Cooper 2011, 18). An athlete centred coaching style is likely to support a motivational climate that the athletes embrace (Mallet 2005, 423). Coaches should focus on enabling power to the athletes by giving the athletes a chance to talk in

team meetings and during decision-making processes. Coaches should also be aware of how they use their expertise, resources, network, scouting and position with power to provide a positive environment and positive sporting experiences for the athletes (Headly-Cooper 2010, 20).

3.4 Athletes' role within the athlete centred model

Being the best you can be, trying to be better tomorrow, learning from defeats, focusing on everyday details such as team environment, goal setting and doing all the small things right should influence the way performance and development are measured. (Headley-Cooper 2011, 19.) Athletes have an important role contributing to their own growth and the team's development and success. Qualities as trust, honesty, responsibility and accountability are very important for a team's atmosphere. When athletes are given the opportunity for leadership it encourages athletes' development in teamwork, communication and problem solving skills. Athletes who are aware of their training take more responsibility that encourages them not to be dependent on their coach. (Headley-Cooper 2011, 18.)

3.5 Autonomous goal setting

Sport is an achievement-driven environment. Autonomous goals are of personal interest, enjoyment or understood importance. Internal or external pressures and an uncertainty of social approval drive controlled goals. When athletes' goals are autonomous the effort to reach the goals will be higher. Athletes' commitment and persistence will be high when the athlete values and commits to reaching a goal on a personal level. When the goal difficulty and commitment is high the level of performing tasks is largest. Controlled goals are unlikely to lead to persistence when striving for a goal, especially when difficulties are faced, however, controlled goals can also lead to positive intentions towards goal striving. (Ntoumanis et al. 2014, 225, 226.)

When athletes' goal setting is autonomous the athletes see it as a good opportunity for personal excellence and is not threatened to lose self worth. Athletes with controlled goals see the situation the opposite way and when they do it leads to disengagement when striving for the goals. (Mageau & Vallerand 2003, 891, 892; Ntoumanis et al. 2014, 229.)

Reaching goals always has its challenges. The difficulty of goals in sport gets higher over time when athletes try to stay ahead of the competition. It is important though to increase the amount of difficulty while striving towards a goal. Athletes with autonomous motives are better equipped for overcoming challenges when reaching for a goal. These athletes see goals increasing in difficulty as challenging by showing focus and increased persistence on a task. When goals become harder to attain the athletes invest greater behavioural investment while striving for the goal (Mageau & Vallerand 2003, 891; Ntoumanis et al. 2014, 225, 226, 229, 233).

3.6 Transformational leadership – Dual management

According to Hodge et al. (2014, 66) several researchers provide key evidence like motivation that inspires and proper role modelling regarding the effectiveness of transformational leadership in sports coaching. Transformational leadership, or the so called dual-management model, means that coaches try to develop their players into their fullest potential by building relationships with the players based on personal, emotional and inspirational exchanges (Hodge et al. 2014, 65, 71). To reach effective communication two-way openness from coaches to athletes and athletes to athletes is important. Furthermore for effective communication the coaches and athletes should be open, honest and fair. Leadership opportunities encourage athletes' development in teamwork, communication and problem solving skills. (Headley-Cooper 2011, 18, 19; Mallet 2005, 423.)

Hodge et al. (2014, 68) explains that the principles of the dual-management model are similar to autonomy supportive coaching. Autonomy supportive similarities are when the coach offers opportunity for input and decision-making (Mallet 2005, 422; Stebbings et al. 2011, 255). It is important to realize that trust and respect between coaches' and athletes is built over time (Mallet 2005, 424).

To create more autonomy in a team coaches can create a leadership group with leading players on the team to work together with the coaching staff. This creates more accountability for the players and gives more ownership to the team. There are several main principles in transformational leadership; appropriate role modelling, holding each individual accountable, embracing and accepting team goals and expectation on high performance from each individual. These principles are well reflected in a coaching group that has a non-hierarchical structure. (Hodge et al. 2014, 68.)

The study made by Hodge et al. (2014, 65) furthermore presents a shift in management giving players in the New Zealand rugby team All Blacks more ownership of the team's development process through the dual-management model. The head coach of the team changed from being authoritarian to more democratic. His assistant coach changed from being instructional to asking questions. It is notable that some players found it hard to make the change. By adapting to changing circumstances coaches' and the leadership group managed to evolve the dual management model over time. A group consisting of leading players and the coaching group would meet several times during a week. First they would meet to plan the week. Content and intensity of the practices was discussed. Then they would sit down later during the week just to make sure that they are on the same page. It is remarkable that the leadership group started to take more responsibility in creating game plans and presenting them to the rest of the team. The traditional distribution of authority was disregarded and led to a more coherent team that started to take own decisions focusing on its strengths. (Hodge et al. 2014, 65.)

Hodge et al. (2014, 72) suggests that coaches should try to involve athletes in meaningful leadership roles using a version of the dual-management model. Coaches should try to adapt a mind-set for transformational leadership through a focus on individual consideration. They should use motivation that is inspirational, set high expectations on performance, require players to be good role models and emphasize the importance of group goals. The coaches should learn how to be emotionally intelligent by developing intrapersonal and interpersonal capabilities of sensing emotions in one and others. (Hodge et al. 2014, 72; Mallet 2005, 424, 425.)

4 Changing team culture

Mckenna (2013, 309) states that effective cultural change is rare and that club recruiters need a good knowledge of what kind of change is needed and to recruit coaches that are experienced in enacting change that is effective. To be successful the organisational change must appeal to the athlete's feelings (Mckenna 2013, 309). To make the team culture closer to the players, an athlete centred approach is useful (Headly-Cooper 2010, 56). Athletes need a clear picture of the structural changes that helps them in their individual progress. Therefore, it is the coach's' job to help athletes into the new ways of working in the organisation (Mckenna 2013, 310).

Qualities as trust, honesty, responsibility and accountability are very important for team atmosphere (Headley-Cooper 2011, 19). The coaches should bring a clear vision with a purpose to the athletes, where the athletes can identify their strengths complementing the new thoughts. Problems occur when change is made too quickly. Athletes need time to process their feelings when new order is brought before them. Therefore, coaches need to recognize what is working and why it is working before moving on to implement changes (Mckenna 2013, 310).

The change in the Finnish Women's National Hockey (FVN) team culture started with a four-year project in the spring 2015 with Pasi Mustonen as head coach. Mustonen started as head coach for the FVN prior to the season 2014-2015. During the project three World Championships tournaments are played. In the last season of the four-year project at hand winter Olympics are played. (Helsingin Sanomat 2017.) The FVN: s goal is to win a medal in the Olympics. The women's mental environments strengthening gives the working cultures a new spark. (Leijonat 2016.) Mustonen stated that the project is well under way. A new working culture has been created in the FVN where the players get to focus only on training and playing which reflects straight on the athletic performance (Yle Areena 2017). During the World Championships tournament in Plymouth 2017, the FVN made history by beating Canada as the second team ever in a game that is arranged by the IIHF (International Ice Hockey Federation). (Iltalehti 2017.) Going to the World Championships tournament, the FVN was on a 13 game winning streak and without a loss to any European team during the season (Leijonat 2017). After beating Germany in the bronze medal game in the world

championships, the head coach, Pasi Mustonen, commented, "the team was like a piano that played itself. We only had to support the players when they did all the work" (Svenska Yle 2017). The success and the fact that players are more self-driven reflect on the self-determination theory.

The aim of the change in team culture in the Finnish Women's National Hockey Team (FWN) was to create an autonomy supportive environment with the three psychological needs as a theoretical structure (Hodge et al. 2014, 71; Mallet 2005, 428; Mustonen, P 12 Jun 2016; Stebbings et al. 2011, 256). The research shows that personal responsibility and personal autonomous goal setting leads to better performance developing the individual and the team (Ntoumanis et al. 2014, 225; Stebbings et al. 2011, 267). Therefore, the FWN wanted to strengthen the values of the team with all players' everyday actions. The staff members wanted to see players being more accountable taking more responsibility of their own actions and take responsibility of the team's development. The staff members lean on research when creating a culture with high personal engagement where all players' assets will be used. The players were required to show good example in their own and the team's everyday actions. (Mustonen, P 12 Jun 2016.)

The FWN was taking the leadership into a more autonomous style by leaning on the dual-management model (Hodge et al. 2014, 66). The FWN created a leadership group of 7 to 8 players called the players leadership group (PLG). They formed the core team culture. Their task was to create and maintain the team values and to have the other players adhere the values through encouragement and demands by emanating from feedback as stated in Mallet (2005, 424) and Hodge et al. (2014, 70). To make the cultural change easier and to maintain the dual management, the leadership group continuously through their professional abilities of each member in the leadership group supported the PLG. (Mustonen, P 12 Jun 2016.)

5 The aim of this study, its objective, problems and research methods

The main target of this study is to get an insight if the cultural change and development made in the Finnish Women's National Hockey Team (FWN) has created an autonomy supportive working environment. This thesis (Case Study) presents relevant facts in form of theory that supports the results of the analysis. The studied literature creates a broad and detailed basis for the interpretation of the interviews. The theoretical part is structured on subject-specific concepts that clarify the focus of the study. A theory-based questionnaire was developed to work as a structure for the interviews. 21 persons in different positions within the FWN have been formally invited for participation in the study. The represented groups are players on the Finnish Women's National Hockey Team and members of the leadership group. The interviews function as support for the determined questions in the questionnaire and are transcribed to text and further analysed with the guidance of theory. This multi-phased work process has provided an insight in the renewal of the team culture in the FWN.

The questionnaire and the interview questions are produced to guarantee detailed and valid response. The optional questions (agree, somewhat agree, somewhat disagree and disagree) strive to clarify the point of views the different parties in the FWN have on the development of the team culture. To assure valid response, each individual was interviewed to have the opportunity to open up and reason their answers and to share their views in a more detailed way. Therefore, the interview supports the questionnaire. These phases have assured a significant width in the answers and can for that reason be seen as legit.

The theoretical part of the case study was collected to secure a rightful frame of reference. The articles reviewed and used in the study are carefully selected to best explain the fundamental concepts used to reinforce the results gathered. The research methods used include a questionnaire to acquire team members' perceptions of the change process going on in the Finnish Women's National Hockey Team. For further understanding of the individual perceptions, interviews were carried out with each of the reached participants (18). Interviews were semi-structured. The research methods, both the questionnaire and the interview, were planned and constructed in collaboration with the thesis supervisors. Participants were chosen in co-operation with the thesis supervisors. To make the results as valid as possible a mix of experienced leading players, consisting of players within the players leadership group, and young players were invited.

5.1 Data collection - questionnaire

To collect data 13 players and 8 members from the staff were given the opportunity to participate in the study. A formal invitation (appendix 4) was sent to all participants explaining why they are participating in the study. A questionnaire consisting of 28 questions was sent out to all participants (appendix 1). 4 questions were open questions. 24 questions were constructed on a 4-alternative scale consisting the options agree, mostly agree, mostly disagree and disagree. The questionnaire was in Finnish and later translated into English. All questions had to be answered. The same questionnaire was used for players and staff members. Data analysis was done for players and team staff separately (appendix 2 & 3). All players and leaders were contacted after they returned the questionnaire to schedule an interview. Out of 21 questionnaires 20 were returned. One player did not return the questionnaire. Since the study respects the ethical viewpoints the data is anonymous and all contacts have been deleted from the appendix. The contacts were a part of the questionnaire to know whom to contact for interviews.

The purpose of the questionnaire was to measure the engagement from team members on changing team culture and to evaluate the environment on how autonomy supportive it is and if the coaching supports the three psychological needs of the self-determination theory. The questionnaire has been built out of 5 parts; change in team culture, autonomy supportive coaching, relatedness - team cohesion and competence - individual performance and open questions.

5.2 Data collection - Interviews

All the collected data that has provided this thesis with its broad content is ethically managed. Data collection was done anonymously. This means that none of the participants is recognized nor traced through their answers in the interview or the survey. Furthermore, all data was properly removed.

Interviews were accomplished through telephone, Skype and Facebook messenger. Staff members were interviewed both from a personal point of view and from the player's point of view. Players were only focusing on their personal point of view. All interviews were held in Finnish and later translated when transcribed. 11 players and 7 staff members were interviewed. Two players were not reached for the interview. Several efforts to interview the players were done. One of the leaders was not reached for the interview. Efforts were made to reach the staff member.

6 Results

The results are presented and analysed to give a comprehensive picture of the changes in the cultural environment of the Finnish women's national ice hockey team. The results are assessed from both the questionnaire and the individual interviews. The hypothesis is that the environment is on the way of becoming autonomy supportive. The environment is not yet on a level that the athletes can be held more accountable. It is further hypothesized that the environment is under development. The hypothesis is also that the three psychological needs, autonomy, relatedness and competence as stated in the self-determination theory are not fulfilled.

6.1 Results of questionnaires

The results analysed from the questionnaires are presented as a text with figures to show the spread of the answers. All the figures can be read and seen in the appendix (2 & 3). To make the result analysis interesting, the answers showing most relevant results for the study are presented in the subchapter. The most relevant results are the ones that can be related to the aim of the study. The aim of the study is to research if the cultural change and development made in the Finnish Women's National Hockey Team has created an autonomy supportive working environment.

6.1.1 Change in culture

The team members, both players and staff members, agree that a change in culture is important for the Finnish Women's National Hockey Team (FWN). All participants understand what the aim of the culture change is. Most participants think the change in culture was presented and informed in a clear fashion. One player fully disagreed and one staff member somewhat disagreed on clear communication. Most players agreed on that during the process, communication has been clear and understandable. Two players somewhat disagreed. All staff members except one agreed on that the communication has been clear and understandable. Most players felt they have had a good support from the coaching staff during the process. One player somewhat disagreed on having enough support. All staff members agreed on being supported.

All players think the change in team culture helps the Finnish Women's National Hockey Team reach its set goals. As seen in figure 1 all players agreed. Figure 2 shows that all staff members agreed on that change in team culture help the FWN reach its set goals.

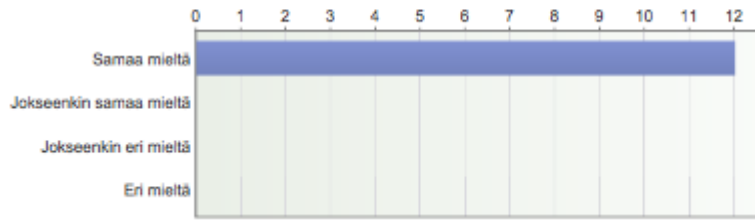


Figure 1. Players' answers on the change in culture helps the team reach the goals set for the team. (n = 12)

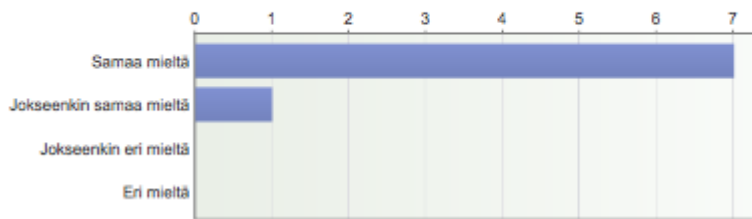


Figure 2. Staff members' answers on the change in culture helps the team reach the goals set for the team. (n = 8)

Most players (figure 3) agreed on that the change in culture forces them outside their comfort zone.

Figure 4 shows that staff members felt they don't have to work outside their comfort zone.

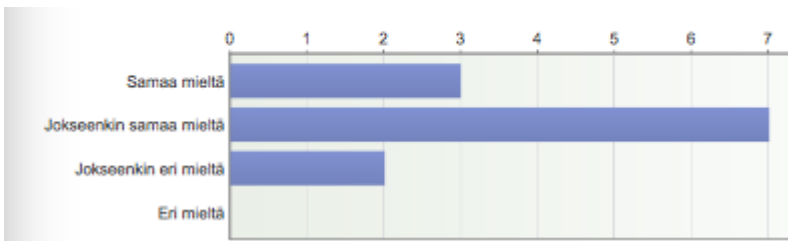


Figure 3. Players' answers on question number 7. The change in culture forces me to act outside my comfort zones. (n = 12)



Figure 4. Staff members' answers on question number 7. The question the change in culture forces me to act outside my comfort zones. (n = 8)

All players agreed that the coaching-staff is leading the change with a good example and that the level of demands was enough. Team leaders thought the coaching-staff leads with good example. One leader somewhat disagreed on the coaching staff's leadership.

6.1.2 Autonomy supportive coaching

All leaders and all players, except one, agreed on that they have a chance to participate in the decision-making processes. Figure 5 show that the players felt they have a possibility to impact their individual development plan. 11 players fully agree that they have a chance to participate in their individual off-ice training and on-ice training as figure 6 & 7 shows. One player somewhat agrees. All players fully agreed that the coaching-staff has made sure the player understand her individual goals and what the player has to do to reach them.

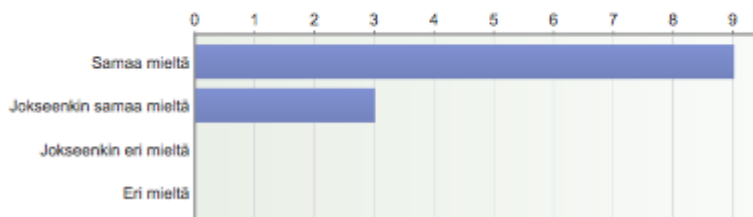


Figure 5. Players' answers if the coaching staff gives them an opportunity to impact their individual development plan. (n = 12)

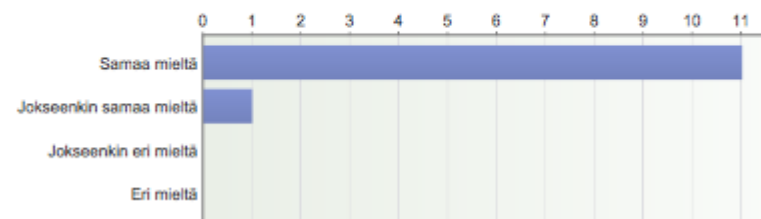


Figure 6. Players' answers if the coaching staff gives them an opportunity to impact their individual off-ice training. (n = 12)

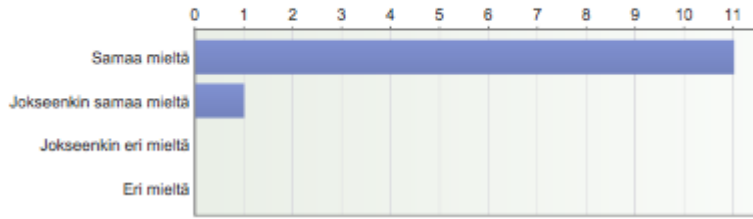


Figure 7. Players' answers if the coaching staff gives them an opportunity to impact their individual on-ice training. (n = 12)

6.1.3 Relatedness - Team cohesion

All participants felt they are an important part of the team (figure 8 & 9).

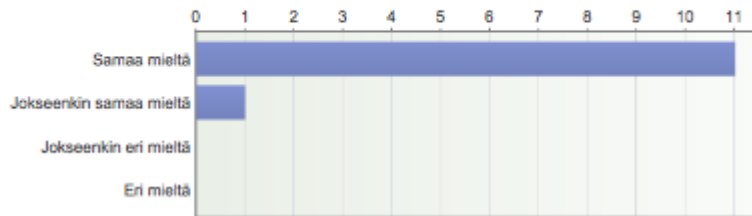


Figure 8. Players' answers on question number 18. I feel I am an important part of the team. (n = 12)

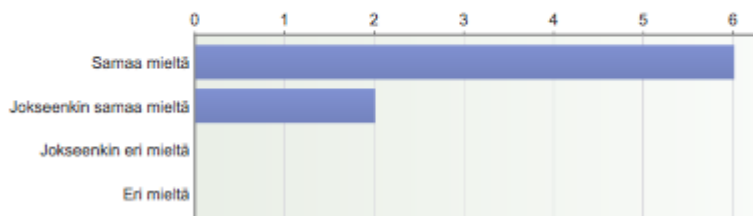


Figure 9. Staff members' answers on question number 18. I feel I am an important part of the team. (n = 8)

All participants agreed that players trust each other. Half of the players and 7 leaders somewhat agreed. The participants also agreed on that the team is united when striving for its goals. 3 players and half of the staff members somewhat agreed. All participants except one player fully agreed on that they fit well into the team (figure 10 & 11). One of the players somewhat agreed.

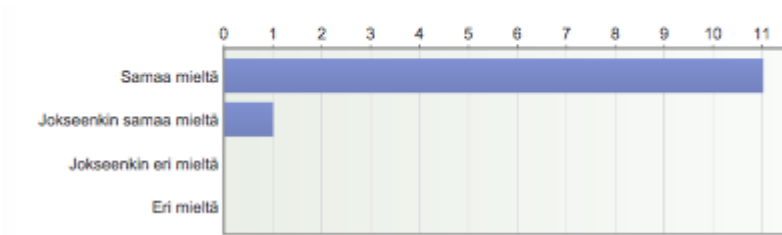


Figure 10. Players' answers on question number 21 how well they have adjusted to the team. (n = 12)

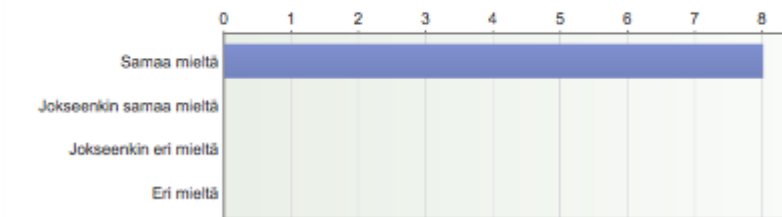


Figure 11. Staff members' answers on question number 21 how well they have adjusted to the team. (n = 8)

6.1.4 Competence - Individual performance

According to the questionnaire the feeling of competence was fulfilled. Figure 12 shows that all players felt that the change in culture increases their performance to compete against the best in the world.

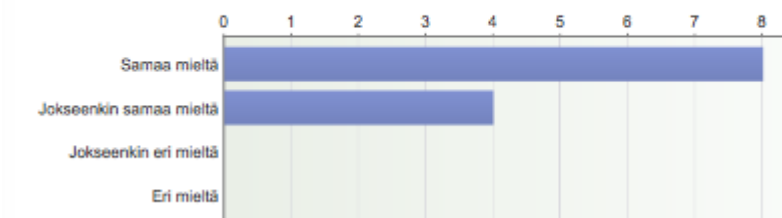


Figure 12. Players' answers on question number 23. The change in team culture helps me to compete better against the best in the world. (n = 12)

The players agreed that the coaching staff supports the awareness of the player's strengths and that the coaching staff utilized the players' strengths (figure 13).

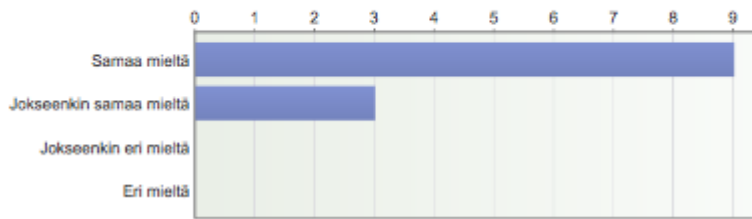


Figure 13. Players' answers on question number 22. The coaching staff supports my strengths and tries to utilize them. (n = 12)

6.1.5 Open questions

Respondents gave the following answers when they were asked to list concrete issues that have been changed in the team culture. Several staff members mentioned that players have been taking more responsibility for themselves after the change in team culture. The staff members also thought that the team is more united. One staff member mentioned that the structure and the composition of roles within the staff were clear.

When asked what changes players perceive after the culture change started, several players commented that the team demands are higher than before. One player commented that the players understand what is demanded for competing against the best in the world and for the team to reach the set goals. According to one player the communication is straighter, whether it is positive or negative. Another player supported by saying that players understand why they get the feedback, and that the communication was more open. The same player added that it felt like players dare to tell how they look at things, more openly. Several players commented that they feel closer to each other and that the environment is more positive. One player commented that more time is focused on the individual. Another player supported the comment by saying that players have more freedom in the off-ice training during camps than before.

All players that commented on the question how it felt when joining the team, that it was perceived easy. Several players commented that they were well accepted and they felt like being a part of the team right away. One player commented that the working culture became very clear from the start. Another said that it felt like she belonged to the team right away.

All respondents in the study were asked how the young players have been brought into the team. One of the more experienced players said that in the old days, the respect had to be earned, and that nothing was given for free. Today she said that everyone is treated equally. The experienced players talk to the juniors and do not set themselves above them. The same player added to the end, that it has been made very easy for the juniors to join the team and that is only up to them to answer the call. Other players supported her. The supporting players said that no player is rejected and players on the team try to be active in getting to know the new players and have them take part in conversations. The experienced players' views were well supported by the juniors', who said that it has felt very easy to join the team. One player said that she has been well accepted and been told of the ways the team works. The staff members thought that the young players are brought into the team well.

The questionnaire also consisted of an open field for free opinions and reflections. Some of the essential answers are clarified as follows. Staff members thought that the change is inevitable and important. One staff member mentioned that the way of working motivates players with ambition. Another staff member said that the culture change is a premise for success.

One of the players considered the thought, that a better person is a better player, as great. She said that the players are each other's environments several days a year, so it matters how they act towards each other. She said that when everyone feels well on the team, it helps to bring out the best of each individual on the ice. Another player said that they are on a very good road. A player, who said that the change in team culture has been very good, supported her. She stated that each day the team is getting closer to the Americans. Finally, one player said that she has started to demand more of herself each day and that her individual goals are higher.

6.2 Results of interviews

The aim with the interviews was to get a deeper insight in how the players and staff members thought. The interviews were based on the questionnaire. Before the interviews, lots of dispersion was expected in the answers. The hypothesis in this study was that the organizational environment is on the way of becoming autonomy supportive and that the three psychological needs, autonomy, relatedness and competence are not yet fulfilled. Surprisingly, the answers were very similar to each

other. Depending on the individual the answers varied in content but when put into perspective the variation was quite low. For the researcher, it indicates that the communication inside the team was very clear. Overall the answers indicate that the climate is autonomy supportive both for players and staff members. The working environment also supports the three basic psychological needs, autonomy, competence and relatedness.

6.2.1 Players' point of view

All players agreed on that the team culture change is important and necessary to reach further success. The answers supported the theory of an autonomy supportive climate and that the three basic psychological needs are satisfied. Athletes need a clear picture of the structural changes that helps them in their individual progress. Therefore, it is the coach's job to help athletes into the new ways of working in the organisation (Mckenna 2013, 210).

6.2.1.1 Change in culture & communication

All players agreed on that the culture change is important. During the interviews it became clear why the change is important. Several players brought forth why a change is needed. One player commented "we need to make a change to have a brighter medal and to challenge Canada and USA in the future". Another player continued by saying that "what we did before hasn't been enough. Since we haven't had success I feel change is necessary. How people act towards each other is why we have to do a change". Another player continued by saying "we have been behind the Americans and if we don't change the culture we can never reach them. I have realized during camps that we all want to reach the first or second spot in the world and that we're not satisfied with being third".

Furthermore players brought up the importance of the environment. One player stated "it is made clear that we are each other's environment and we have an impact on each other when working together. When we speak about it, players start to think about it as more important. For each player being able to give her best you have to be able to be yourself and feel well". Another player continued by saying that "in the earlier years there were players that didn't show up for camps (usually tests) and still they were invited for championships. Now that is not allowed. And that required a change. Doesn't matter who you are, you have to commit to the team rules". The theory backs these statements by saying that athletes feeling of competence require a clear structure and explicit guidelines (Mageau & Wallerand 2003, 898).

Another player commented, "I think it is great that the road we have chosen is that players take more responsibility of their own performance. We have to think more and act. We are the ones' who need to develop. We are developing our game and our players so all extra is left out. We are going towards a smarter path. The main goal is to make us better players".

When asked about information and communication most players were satisfied. One player stated clearly "from the very beginning during our camps we were told by the head coach about the upcoming changes. It became really clear what were happening and how the process was about to look like. We got emails' explaining the change in the team culture, its motive and the requirements. The information has been desirable from the very beginning".

Two players mention the players' leadership group in their statements. The first player stated, "The head coach brought it up that we are doing things differently. We started the players leadership group for a good communication". The second player continued by saying "If I remember correctly the players' leadership group we have was informed and asked how it sounds, and when all agreed on the culture change, the players leadership group brought it forward to the rest of the team. On a camp we went through it with all players. The idea was brought up and then made into doings by examples. On the road there has been more information. Information has been brought up with the players leadership group and then the new information is processed to the team. So we live the process so to say".

Well-communicated information was confirmed from a lot of players. "First we received an email and during the first camp we went through the process. I think there was enough information". Another player's statement is not quite the same, but still she felt enough information was provided. "On a camp the leaders talked about it and after the camp we all received an email about the change in working culture. I received enough information about what is going on". Another player stated "last season's opening camp, the staff presented this process how we can take steps forward towards Canada and USA and challenge them better. We were informed about the cultural change and after the camp we received an email about the change".

One player was not satisfied with the amount of information. She stated "I totally disagree because

since they started the change in the beginning of the season, nothing was informed during the summer. In November we received material explaining what the change in culture is about. I tried to ask the coaches what I could do better they told me to show it with my daily work ethic and daily routines. I felt I couldn't change anything if I don't know what I should do. In December, I received enough information so that I understood what it is all about".

A player not being present at the several camps stated "I was absent at many camps when the main information was given, but I have received a lot of information from the head coach and other players and I feel I understand what it means now". Finally a player said, "The coaching staff wants us players to take more responsibility. I think it couldn't have been brought forth more clear. It is up to the athlete to perform".

The communication during the process has mostly been clear and understandable. One player brought forth the dual-management model inside the team "during meetings and during camps we have been informed about what we are doing. It is not only the head coach informing but also everyone in the staff. The players' leadership group talks with the staff members so we can talk to the players' leadership group, who can talk to the staff". One player brought forth how the players meet without any staff members present: "There has been several meetings with only players present. After games we talk about straight facts. We go through what we do well and what we can improve. The communication is straight and honest". Another player said "we are enforced to be open and honest and that we take care of things right away".

Some players have been disappointed in the communication during the process. One said, "When the process started there was a lot of information. During the process I feel that it hasn't been brought up that much. It seems like it's forgotten sometimes. I think the coaching staff could inform even more what we are doing". Another player said, "I think the communication between the player and the coaching staff could have been clearer, and that the coaching staff could have given more examples of what is required and why". Another player who said, "Sometimes the communication has been a little unclear", backs up her comment. One player even felt the information was vague from the start. "In the beginning there were some small conflicts because of lack in understanding".

According to one player the communication and the information has been good during the process.

"The information regarding the change in the team culture has been clear. The content is presented in the beginning of the team camps and in the end of the camps inquiries are answered. We get reminded of the change of the team culture, its content and the process". The player was backed up by her teammate who said, "I feel there has been some information each camp". Finally a player stated that "I receive enough information and it feels nice that the coach stays in contact". Theory backs the statements saying that open and honest communication is most effective for mutual understanding between players and coaches (Headly-Cooper 2010, 74).

When asked about the support given during the process there were different views. One player stated "when the change started it wasn't a big change for me. We went towards a path where I have been before, so the need for support wasn't that big". Another player who needed more support said, "I mostly disagreed because I haven't received much support. Sometimes I have felt that I need more support especially when I have missed camps". One player had it rough at the start and stated, "I have received a lot of feedback. Especially what I can do better. I feel that since everything has started to work the support has also grown".

There is a lot of satisfaction with the received support from several players. Two players stated, "I have received the support I need" when another said, "I have been a lot in contact with the head coach. A player stated, "I have been well supported during the process". Lastly a player said, "I feel pretty satisfied with the amount of support I have received". One player mentioned the way she has received her support by saying that "we talk by phone on a weekly level and talk about training and goal setting and what I want and need to do better. Being open and honest helps the team in a sense that you feel you can talk about things. I feel I can talk about anything with the leaders".

However, there was some dissatisfaction experienced by some players. One stated that "We have worked with individual goals and I've got plenty of feedback during the process. Though I wish that I had gotten more support. The feedback has been focusing a lot on specific matters".

All players agreed that the change in culture helps the team to reach its set goals. When asked what the goals are and how the change in culture helps, the variation was somewhat small in the answers. One players started by stating that "we players are the ones' doing this change in the team culture and we get to influence it. The responsibility is of great value. The team's goal is a medal in the World

Championships". Her answer was followed by a similar statement from one of her teammates "we have a lot of common goals and you can see it in every practice, off-ice and on your free time. Everyone puts 100 % into it". Another player stated, "The goals are to win a brighter medal and to beat the North American teams". Another player followed up her statement "we want to win a medal in the World Championships and win a gold medal in the Olympics". Finally a player stated "we want to win tournaments as a united team. The change in culture helps in that regard. Anyone can speak open and honest about anything".

Some players put material success aside and focus more on the group and individuals. One player stated, "The fundamental idea that you feel well around the team so that you can get everything out of yourself is good". Another player said, "The level of demands has been raised on all levels. That reflects right on the athleticism. Demands are higher on an individual level and on a team level. It helps a lot for openness that we have clear standards how we work together as a group, both players and staff".

Two players talked about ground rules. One of them states that "we have clear rules and everyone knows how we want to act. Most important is to focus on the game and that each individual is peaking". The second player continued by saying that "if everyone knows the basic rules and how to act in the team, the performance becomes more of a routine and we players don't have to think about unnecessary things. When the rules and ways of acting are clear, all energy can be put into playing".

All players agreed on that the cultural change helps them reach their individual goals. Why the change in culture helps became quite clear. What also became clear is that most of the players have the same long-term goal. Several players stated that their goal is to play first in the World Championships in USA and to play in the Olympics in 2018.

One player stated, "The level of demands is very high. We are not satisfied that we are better than last year. We want to be even better and to get as much out of each individual as possible". Another player follows in the same path; "When a lot is demanded from each individual, it also improves me as an individual and helps me reach my goals". One player said, "I feel the change in culture has made a difference in the practice quality".

One player spoke about the importance of a group with good team spirit. "The feeling of well-being in the group helps me reach my individual goals". Another player said, "I think that new things and new opinions helps me grow as a person and as an athlete".

Most players agreed on that the change in culture forces them outside their comfort zone. One of the players related to the high goal setting the team has. "Our goals are high, so I feel I need to step out of my comfort zone. You don't get far by being in the comfort zone all the time". Another player followed by stating, "the competition and demands are high. So you can't always be working hard with a smile on your face". It was followed up by another player's statement that "at times it hasn't been feeling too great, but when noticing the difference and the development, the complaining has been unnecessary".

One player said, "I like to train hard and be outside my comfort zone". Another player commented "in some trainings I push myself over the limit. I did not fully agree since I feel you shouldn't be in the uncomfortable zone all the time but try to push yourself in certain training sessions". Another player said, "Mostly, I feel I don't have to be outside my comfort zone. There are though some unpleasant things that earlier felt unnatural to do in the team, where I have gained support from the Head coach. I have always liked to train hard so that the demands have been raised, doesn't impact me".

Some players spoke about other things than training. "Mentally I need to challenge myself. Some things I have always done in a certain way and it is hard to adapt when someone brought forth that I can do it another way". Another player stated "No one can force me outside my comfort zone, only me as a player can go there and I always try to force myself to outside my comfort zone on the ice, but off the ice it has been harder". A player who had been struggling with nutrition said "I go outside the comfort zone when you speak about nutrition. That is my biggest challenge".

Finally one player stated, "Not only the culture change drives me to go outside the comfort zone. I know that as a player I need to go outside the comfort zone to develop. I have forced myself to do things I don't like, to become better". It was clear, that the players have a good focus on their personal challenges; they know which areas to improve and push them.

All players agreed on that they understand what the aim of the change in team culture is. "The reason

with the change in culture is to improve the women's national team and to get the most out of each individual." Her teammate explains how to get everything out of each individual. "We are each other's environment so many days a year that we need to be able to impact how we act towards each other and the thought that a better person is a better player shows straight to yourself and to others. If you are a good person and you treat others well, it impacts everyone for better well-being in the group".

Some players spoke about success. "Change is so that we can reach more success". Another player said, "We want to be the best in the world. It's a process towards the Olympics." When speaking about process, some players mention the individual input. "We get everyone to understand what our goals are and understand what it takes to reach them. Mostly it is working on a day to day basis individually". Another player stated, "Players commit to the process, the team values and rules. Players take responsibility to do all things in their daily routines. On a club level there is a certain environment, but the player takes responsibility of developing herself". Finally one player saw the process as something bigger than herself. "We try to create a new thing, that will persist and live on even after the present older and younger players and the current staff members have moved on from the national team scene. We hope that the new working culture will outlive us".

All players agreed on that the coaching staff leads the change by good example. One player said, "The coaching staff reminds us of the culture and talks to us individually". Another added, "It is good that we have basic behaviour codes. And I think the staff shows it pretty well through their actions". The leaders got positive feedback for their participation. "The leaders are always present and they show real interest in what we are doing". They also got good feedback for the open and honest communication. "The coaching staff is very open. You can disagree without being denied right away. Open discussions are held and all answers are well explained". The coaching staff also got credit for developing their ways of acting. "The staff members have developed their ways of informing and are being more clear about what they are looking for and what they are demanding. Everything they do is honest and you can see it". Credit was also given for the consistency. "In the present day they are driving the process well forward. Communication to the players is clearer than it was before. They are consistent in their demands".

One player saw that there could be some improvement. "I think the coaching staff could be even more clear and argument why we do things in a certain way, especially for the group, but also on an

individual level". Another player talked about the feedback the coaching staff is communicating. "There is a lot of negative feedback and it would be encouraging to get more positive feedback. The coaching staff listens to the team and there is room for discussion". This statement is supported in the theory by Hodge et al. (2014, 68) who states that criticism that doesn't trigger the feeling of guilt supports the autonomy supportive surrounding, which means that the feedback can be critical as long as it doesn't trigger the feeling of guilt.

All players fully agreed on that the level of demands is enough. It was well appreciated by the players. "The level of demand has gone forward and is very good right now. Things that need to be changed are communicated very clearly". Another player backed her up. "I think it is higher and higher. More is demanded from the players, especially athleticism". Another player said, "The level of demand is good". Finally one player stated, "We have a good balance".

The demanding level seemed to be very individual. One player said, "I feel as a player that depending on who you are, demands are different". Another player followed up by saying "the level of demands is very high. All individuals have different demands, but they demand these from each individual". One player speaks about different levels on players and a good eye from the coaching side. "It depends on the individual. I think the best players have high demands from the coaching staff to do better. The coaching staff has good eyes if players are tired from a time span of hard practices".

A conclusion can be drawn from this part that players understood why the change in team is well needed. They also felt the change in team culture is needed for more success. Furthermore the changes in team culture help players' reach their goals. The change in team culture has been well communicated. Only a few players mentioned lack in communication. Players have been supported during the project. Some of the players have not been forced outside the comfort zone since they have accepted the ways of working in the team. The players who were not forced outside the comfort zone mentioned that they are aware of hard training and knows they have to force themselves outside the comfort zone. The communication is open and honest. According to the players the coaching staff leads the project by good example and have a demanding level that is high.

6.2.1.2 Autonomy supportive climate

Most players agreed on that they got a chance to participate in the decision-making. When asked in

what ways they are involved, the answers varied from an individual level to team level.

"I think the more experienced players get to be more involved. We have discussions about my goals and when I have been injured coaches ask a lot about how I think. Coaches tell me how they feel, give me options and I get to decide how I proceed". One player said, "I get to participate in my own goal setting. I am asked what to improve and what I do well. I'm happy to stay in the background when it comes to the team's decision making". Another player doesn't put that much time into focusing on the decision-making. "I haven't had the need to impact the decision making. I feel like I can express myself and that my voice is heard". Another player feels the same way. "Even though I'm not fully participating in the decision making I still feel like I can express my opinion and speak with the coaching staff". Finally one player stated "I feel I can express myself to both coaches and teammates. My voice is heard".

Players spoke about the opportunity of decision-making using the players leadership group as a tool. "I belong to the players' leadership group so I get to be involved in what we bring fourth the coaches and what we bring to the team and to discuss about basic things during camps". Another player stated, "I get to choose how I train and what. We have the same thoughts about what I should train and I create a timeline myself. I belong to the leadership group, but I don't know how much I have to give there, so I feel I don't get to impact that much. But I feel that my thoughts are taken into consideration". A player not belonging to the players' leadership group commented "I feel that players that are not in the leadership group get to impact by speaking to the players in the leadership group, if they feel they don't want to go straight to any staff members".

Some players were very straight when talking about decision-making. One player stated, "As a player I don't like when I am strictly told what to do". Another stated "I feel more like the coaching staff gets to participate in my decision making. I am the athlete, so I see the coaching staff as my support group".

All players agreed on that they have an opportunity to impact on their personal development plan. When asked how the process works, one player stated, "In the beginning of the season, we set the individual goals". Another player supported this statement, giving a deeper insight in the process. She also mentions the feedback software that the national team is using. "We did a development plan in the beginning of the season with mental, off-ice and on-ice goals. During the season we have been

updating it. Each week we go through the goals through the feedback software". One player brought forth the three development parts that have been emphasized prior to and during the season. The good communication between athletes and coaches reached the club level. "We have discussed my development plan. I get support from the coaches in my off-ice training and the on-ice game. We have had discussions the whole season about what things are moving forward, and what I can specify and add to my game. On the mental side, I have received a lot of support. I get to work on everything also on club level".

The coaching staff seemed to be very caring. "I think the coaches think a lot about how they can help us players to get better." Another player stated, "The coaching staff always listens to me and asks for my opinion". They also focused on the positive parts of coaching. "First of all awareness in my strengths and areas of improvements. I mostly see the improvement part. They tell me in which areas I am good at. That leads to more positive thinking".

Players seemed to have a lot of individual autonomy. "The coaching staff knows that I train well, and I think my physique has always been good. So I get pretty free hands in my training. I am in charge of my own development. I have a good support group for my training". Another player stated, "We discuss the techniques and tactics. I get to choose with whom I do my off-ice training, the coaching staff accepts my plans". The support in players' autonomy is important. "I plan and then we discuss together. The coaching staff helps and supports me". One of the younger players needs more support from the coaching staff. "I can say what I want to work on, but I am so young that I want to hear what the coaches say. I think the balance is good".

The off-ice training seemed to be very autonomy supportive. "Off-ice, trainers ask me what I want to do and I ask what they are expecting from me and we have put up a plan together how I should train and what". Another player stated, "I have freedom in the off-ice to do what I want". Another player created her own plan where the off-ice trainer worked as support. "I plan the off-ice and send it to the off-ice trainer who gives me feedback and ideas". Players had the opportunity to work on their off-ice training at a club level also. "I say what I want to do and the coach listens to me. I can work on my things on a club level too". Support was given for the ones who need it. "Together with the off-ice coach I go through how I feel and what I should improve and from there create a plan".

Some players even got to work with different coaches than the off-ice coach for the national team. "I get to choose with whom I do my off-ice training, I have a good base from my club team. On the ice I know what to work on and what to improve". Another player stated, "I work with my individual off-ice coach. We get freedom to develop my off ice training. The off-ice trainer knows what I'm doing".

On-ice training seemed to be very individual, especially when working at a club level. All players agreed on that they have an opportunity to impact on their individual on-ice training. One player stated that "since me and the coaches agree on what to do on the ice it helps a lot. So I can hear them and they can help me with things to practice on. Each practice with my club team I think about the things I have to work on. I have told the coaches in my club team what I want to work on so that they can help me". Another player brought forth the tight schedule during camps. "During camps we don't have much time to do personal stuff on the ice. But on my own time especially with my club team I get to work on my individual ice development". Players with a different playing position in their club team made the most out of each opportunity to train on their set goals. "I play a different position in my club team so I use the minutes I have in the end of practices to work on my individual skills".

The coaching staff made it very clear that the players understand their goals and what they have to do to reach them. One player stated, "We understand each other". Another player stated, "It is based on good communication. I get feedback from single games and from tournaments. The coaching staff watches games and stays in touch over phone. So we have good discussions about what is going good and what I could do better. It is nice that the coaching staff shows interest towards us players". Another player backed her statement up by saying that "my individual goal is to improve as a player and get to be a part of the team playing in the World Championships and the Olympic games. I want to be a better player and the coaching staff reminds me of my goals all the time. During the national team camps I get feedback and sometimes the head coach can phone me and give me feedback while I'm playing with my club team. It is up to me to reach my goals". The daily work was brought forth in the following statement; "We have clear goals for me. My level has to be high in the daily routines. I need more power in my legs. I get straight communication if I need to improve something".

One player brought forth the raised awareness. "The coaching staff helps me in knowing what to improve and supports me in my goal setting". Another player spoke about the same stating that "my goal is to be one of the best players with the puck. The coaching staff has helped me understanding

about the game with the puck”.

The raised demand level has taught players lots about mentality and how hard they are actually able to push themselves. One player stated, ”I can challenge myself more than I think. The high demands help me recognize new things about myself. I haven’t improved so I wasn’t at three camps so I needed to train harder. Now it shows. My physique is a lot better now”. Another player stated, ”I’ve had tough times with the raised demands but I’ve learned to get past, so I would say I have learned a lot about my mental side. It hasn’t been easy but we have had a lot of discussions how to get through it”. One player said, ”Before I have been lazy in every way, but when I made it to the national team, the level of demands rose. In the process of developing on an individual level, I have noticed that, I am capable of doing hard stuff”. One player spoke about the balance in taking care of the body after working hard, for a better performance. ”I have learned to push myself further no matter how bad it feels during a hard practice. I have also learned to take care of my body to be able to work out harder”. Lastly one player stated ”I can train harder than I was aware of and I enjoy it”.

Players also spoke about different things than hard training. ”I have learned that nutrition is a big part of my athleticism. Earlier I didn’t think that nutrition plays such a big part”. Another player spoke about leadership. ”Small things like more awareness in my own performance both physically and mentally. Through discussions I will get more aware of how I can improve”. One player talked about change. ”I can always learn when changes are made. I realize that things can work in a different way also. So my vision is more broad”.

A player that disagreed on learning more about herself says that ”I disagree because I don’t feel I have changed that much. I think this kind of hard working culture is nice. Maybe I think more about how others feel better, if I behave in a certain way, but I don’t have many bad days”.

The working environment was autonomy supportive according to players. Players had a lot of freedom in their off-ice training. Players also have freedom in their on-ice training on a club level. The players seemed very driven to take initiative, which refers to autonomy within the three basic psychological needs, and the coaching staff clearly provided options for decision-making (Rocchi et al. 2017, 16).

6.2.1.3 Relatedness

All players felt important inside the team. "Everyone seems to care for each other. First time I came to the team I felt wowed how nice it felt to come into the team. It feels the same for everyone. You feel important in this team". When asked what has causes that feeling, one of the players stated "It is nice to get to know people and talk a to them. On the ice I feel that I am very important and I know my role. I think my role has been basically the same and I have never had this good relation to a coach before. If I talk so straight as I do with our present head coach with another coach, I might get benched so I have been more careful with other coaches".

Other players also mentioned the roles on the team. "All individuals are important. Everyone has a role on the team and takes care of it". Another player said "I feel important because my role is so clear". She gets supported by a teammate saying that "all players agree that whatever happens each player's role is equally important".

The environment created and the coaches' support seemed to help players feel more important. "I've never felt uncertain of my being a part of the national team. I get cheered on the good things and I feel like I am important to the team. Even though I don't play much, I still feel confident and important to the team". "The coach tells me I'm important. My teammates also show me that I'm important by cheering on me, also after I make mistakes". One player said "I haven't had consistency in my games. So sometimes I feel I am no use for the team".

The players agreed on that they trust each other. The reason for this was asked and there were some interesting answers relating to team rules. First a player said, "I feel the trust between players is a lot higher than earlier". Another player said "you can see that players trust each other from how we act on a daily basis". A third player added, "no one speaks bad behind another's back".

There is some work to do still. One player said "depending on who it is, some players jump on the ice even though they aren't told to go yet, so that sends me a signal that that they don't trust other players, but it might as well indicate that they just want to play much". Another said, "I mostly agree because mostly we trust each other, but the competition in the team creates some turbulence".

The good work was however seen in the daily environment and doings. First a player said "the trust

builds up from all small things that happens on and off the ice and that everyone gets along. Everyone have their own strengths” .One player stated, ”It comes from the team spirit that has developed a lot during this season. This season I have seen that players are happier when someone succeeds. Someone doing something well means that the team succeeds”. Her teammate continued by saying ”in games when someone makes a mistake, another player will make up for the mistake. You can talk to the teammates about your personal stuff and know that you will get help. Especially from the more experienced players”. Another player added on ”you can see it in the games. Unnecessary panic is gone and we trust each other that we can win a game even though we are losing”. Finally a player stated, ”Everybody knows that everyone gives their best. We have a common goal so it is easy to pull the same rope”.

All players agreed that the team is united when striving for its goals. What caused the feeling? One player stated ”sometimes we only have players meetings where we talk about everything. We all show that we are striving for the same goal”. Another player added, ”We have our common goals. It comes from small things like cheering on each other. Small things build up to a good feeling and a good flow”. Working together was also brought forth. ”Everyone works after the agreed things and commits to them. That way we succeed”.

Conflicts have been a part of the national team. One player stated, ”We have a united team, but not the best I have seen. We need to solve all conflicts outside the rink and get rid of all drama to reach the ultimate success”. Another player said, ”I think the roles are clear and conflicts are avoided when everyone knows their roles”. Another player added, ”every time I’m with the team, people embrace me and I haven’t seen any conflicts that has been there before”.

One player brought forth some of the work that was done to create better team cohesion. ”When we meet with the players of the national team, the team gets a better cohesion. We develop things in small groups and reflect on them in the big group (with the whole team)”.

Finally some players brought forth the common goal. ”We have the same goal so that brings the team together to fight for that goal”. Another added, ”We are going towards a good way, working together. I feel we stand behind each other”. A third player said, ”Everyone wants to win. We are tired of losing to the American teams”.

All players agreed on that they fit well into the team. According to the players a central part of that has been that they feel they can be themselves. "Everyone can be who they are. We get the best results when no one has to feel unsure about how they act". Another player added on "It is good that whatever comes in front of us, we talk about it and we don't sweep anything under the carpet. I think it helps everyone to be able to be themselves". A third player said, "I can be myself on the team and I don't have to worry if I say something wrong".

Young players also felt well. "It felt like I had been on the team before, that's how well I was introduced to the team. Everyone was very kind to me". Another youngster added, "At the first camp, I knew some players which helped me a lot. The ones I didn't know embraced me. The experienced players accepted me right away". A third player supported by saying "When I joined the team, I was scared for the older players, but they embraced me and it felt great. They asked a lot of questions and they were very nice".

Players felt they are connected with other players that refer to one of the three basic psychological needs, relatedness. The players felt they are supported and affected by each other that also relates to relatedness. (Alvarez et al. 2009, 139; Stebbings et al. 2011, 256.)

6.2.1.4 Competence

All players agreed on that the coaching staff supported their strengths and tried to use them. "Every time we discuss games or upcoming events, we talk about my strengths and by using them I help the team the most". A second player said, "I know my role on the team. Through my role I think the coaches think about how to use my strengths the most". A third player said, "In game situations I get supported in what they want to see me do well. And most of the part they are my strengths". Another player said, "I can play through my strengths. Coaches tell me to play with my strengths".

Some players felt that the high demands focused too much on weaknesses. "I think the coaching staff could be even clearer on what my strengths are. Sometimes we focus too much on weaknesses". Another player said, "The feedback I get tells me that there has been progress. The coaching staff follow my club teams performance and make it clear to me what I still need to improve". Another player felt that the coaching staff has been going towards a good way. "Lately we are going into a

better direction where the good things are emphasized. I feel my strengths are used”.

The fact that players have to improve has seemed to be accepted by the players. “When we have a meeting we talk about what I do good and what I have to improve. I want to remember what I am good at”. Another player said, “I have clear strengths, the game with the puck, so the coaching staff agrees on that part. They remind that they don’t only focus on improvements and weaknesses and that I also should focus on my strengths”. Another player added, “They know who I am and how I play and what my strengths are so I get good tips from coaches what to improve”. The players really needing support seem to get it. “Sometimes I am too negative. They talk about what I do good so I start believing it”.

All players agreed on that the change in culture helps players compete against the best in the world. One player said, “The change in culture supports me to compete against the best in the world”. Another player said, “The cultural change helps because we have the clear rules and ways of acting. So no energy goes away from playing”. Another player added, “When everyone work together we move forward”. Finally a player stated, “When we compete against the best in the world and have a good feeling in the group, we need all pieces to be the best on the ice”.

Specific matters help players forward. One player said, “I’ve gotten tools that help me compete against the best players in the world. I’ve been told directly what I have to improve and what will take me to the next level”. Another player added, “I know that as a player I need to be better at certain things and when I practice I realize that I am better now than I was before”. A third player said, “my physique is better and getting better all the time, so I feel more competent. Also by using my strengths I feel more competent”.

Some players spoke about the level of demands. “When the level of demands is raised on an individual level, you try to be a better athlete in the rink”. Another player added, “When demands are high you do your best and give your all. Never be satisfied”. Finally one player said “I get more out of myself on a daily basis”.

Most players agreed on that the change in culture helps them to reflect on their strengths and areas of improvement. Two players disagreed. They said, “I mostly disagree because I have known my

strengths and improvements for a while already". The other player adds that "I somewhat disagree because I feel that I knew these before". A third player who somewhat agrees said, "I am pretty aware of what my strengths and areas of improvement are. So since the culture change started my game on the ice hasn't been affected".

The straight and honest communication has been accepted. "Open and straight communication has helped me" says one player. "I was told straight forward what I need to improve and was showed several examples without making them sound or look pretty" said another player. A third player said that the change in team culture bringing in higher demands has helped her. "I've been feeling lazy and now that the demands have led to improvement, I feel more excited and strive for further development. The high level of demands helps me further". Another player brought forth the discussion between the players. "We speak openly about things. Players also discuss what to do better". "I have known my strengths and areas of improvements earlier. I think it helps that we have a lot of feedback discussions about what the coaching staff wants and what they demand and especially what they want to see during the games".

One player brought forth that feedback could be involved even more during the season. "We have gone through strengths and areas of improvements with the coaching staff before the season. That helps me to recognize them in the daily work routines. I think we could have gone through them even more during the season and update everything". One player found the joy in challenging herself. "Sometimes I get the feeling that I am good at this when I earlier thought I wasn't that good at it. When I've tried new things I realize that I am good at doing things".

Mallet (2005, 424) presents a choice for continuous development by the use of video analysis. Video information helps athletes to identify their personal performance feeling versus how it actually looks in reality. Various questions from coaches helped athletes to think more critically about their own performance (Mallet 2005, 425). A conclusion drawn from various studies show that video analysis done together with athletes satisfies all three psychological needs (Mallet 2005, 424). One of the more experienced players said, "We have been doing a lot more video for feedback to understand the game better and to create the picture about what we want".

All players agreed that the change in culture has made them more interested in developing

themselves as human beings and players. One player has struggled when it comes to the ways of acting towards others. "I always want to be the best. So now I think more how to be a better person to fit the team. I have never had any difficulties in my club team, but on national team level I need to develop more as a human being to fit the team". Another player felt she was able to develop into a better human being. "I feel that as a human being I can always improve, especially how you behave towards others and how I can help others to be the best they can be". The focus on high demands was appreciated. "The competition is higher and if I don't have interest in developing I won't be at the camps". Another player added "I get to be a part of a group where we are ready to improve and to raise the demands. Also focus on that everyone feels good is important to me. It feels great to be part of this environment".

Some players brought forth the self-improvement. "Everyone has a common goal so that gives me an extra spark" said one. "Some coaches create hope in single individuals. I am more interested in my skating and in my physique" was added. "If I can improve my weaknesses, I can be so much better than I ever thought. My weaknesses can become my strengths," another player adds. Furthermore a player said, "I am as interested as I always have been in learning more about myself, but being on the national team has given me a push to work harder".

Players felt they have confidence that refers to competence in the three psychological needs (Alvarez et al. 2009, 139). Athletes are provided increased difficulty through the high demands of the coaching staff. For a feeling of competence increased difficulty has to be available. It is highlighted that the athlete needs to take action herself for raising the bar. (Rocchi et al. 2017, 16.)

6.2.1.5 Open questions - Young players entry

After comprehensive answers to the open questions, the players were asked how new players were accepted into the team, and especially young players. One player stated "since I joined the team I realized we have a coach, that wants to develop our team and I have seen that we have taken big steps forward. I think the leaders have done a great work. When I joined the team I realized that now I need to start to train hard".

The experienced players enlightened what way they try to involve the new young players in the

working culture. "The young players can be themselves and don't have to be that cautious. The more experienced players ask a lot and create conversations with the young players to make them feel more welcome" is said. Another player said, "The more experienced and older players lead with example and shows how to act and do. They inform the younger players of what to do and why. If one of the younger players is uncertain what to do or why, the older more experienced players show and explain". Support came from another player. "I think young players have it easy to join the team. Everyone is humble and all are equal. When a young player joins the team she might know the young players better. The experienced players help with the practicalities". One player talked about the importance of experienced players showing their presence. "We try to encourage the young players to be part of the group and to be present and ask them if they need help. We also want to support them with small things on and off the ice. We want them to participate in the off-ice training and to be open and honest and to be themselves. We encourage the young players to ask if they don't understand. It feels nice that they have it easy to join the team". One player even felt a little jealous on the youngsters. "The young players have it easy to join the team. When I was young nothing was given out for free, and I think that young players weren't treated like other players. Now all players are treated equally, and to join the team has been made as easy as possible. It is only the young players responsibility to answer the call. I almost feel a little jealous to the young players when thinking back how I was treated. I wish I had it that easy". Finally a player talked about how she tried to act towards new players. "I feel that I've tried to make it as easy as possible for the young players to join. I want to be easy to approach and ask questions. I also want to make sure that the new players understand how things work around the team, what our ways of working are".

The experienced players thoughts were well supported by the new young players. They feel very welcome. One player highlighted the united feeling in the team. "People greeted me the first time I joined the team and I felt very welcome. I felt very comfortable. Age doesn't matter. In my club team there was a lot of cliques. In the national team there isn't. Knowing what the game is, when you join the team is very important and I feel I knew that right away with the national team". Another player expressed her feelings about joining the team. "The more experienced players explained how it works in the national team and I was not left as an outsider. They showed interest how things are and how everything works in the team. It made it easy for me. The coaching staff supported me well and told me what they expect". Lastly one of the younger players stated, "The experienced players introduced themselves and they broke the ice. Then I met the younger players and it made me feel very

welcome. The team captain helped me a lot. I think all young players are introduced as well as me”.

Finally one player felt that she didn't get the information required. "To get the best out of everyone, everyone has to feel good. I think the communication could have been better, because since I joined the team, it took me half a year to understand what it is all about. I think with a better communication we could have spared a lot of problems. I think in our team we have more focus especially on an individual level. So it is pretty quiet in the locker room. It has been tough for me, but I have found my ways to get my focus into the game. When I joined the team, I felt I got many bad looks, but nowadays I feel that I am not so much under the radar. Players didn't talk that much to me about the change in culture. I got all information from the coaches”.

The people surrounding the athlete are important in a team. Players should connect for the support needed. The perception of relatedness is enhanced when people show in a genuine way that they care and like others. (Rocchi et al. 2017, 16.) Therefore the conclusion is that the working environment supports the feeling of relatedness. Players have been taking care of the networking for all young players. A final conclusion is that the team culture is autonomy supportive from the players' perspective and that the culture change s required for success.

6.2.2 Staff members point of view

The staff members were interviewed from two point of views; they're own and the players. All and all the staff members felt that the change in team culture was inevitable. They see it as something that will develop the Finnish Women's National Hockey Team and help to compete better against the best nations in the world. The staff members answers correlates well to the self-determination theory. According to the staff members the climate is autonomy supportive. The environment is autonomy supportive for both leaders and players. The answers indicate that lots of emphasis has been put into relatedness. All staff members are professionals in their areas. Therefore they feel competent. According to the answers competence is one of the largest challenges for the players. Awareness in strengths and areas of improvement is raised. Especially areas of improvement have been brought up as very important phenomena for players to understand.

6.2.2.1 Change in culture & communication

All staff members agreed in the questionnaire that the change in the working culture is important. One of the staff members stated "the change in culture and the way of working is important because we want to create a top-athletic culture where players own their own performance". This statement was supported by research saying that an autonomy supportive environment is created when controlling behaviours are avoided and where athletes take initiative and work independently (Mallet 2005, 423, 424). Another staff member said, "The key to success is to be professional. The demands in the world are so high. Our working culture has to be professional in a way it hasn't been earlier".

Several staff members supported the statements by commenting that the performance has developed into something more athletic and professional. "I think the leadership is equal and more centred on the athleticism," said one of the leaders. Another staff member said, "We finally got a performance that is top athleticism. Players can focus on the most fundamental thing, playing. In the time when some players were involved more than they should, driving their own interests, in the leadership and decision making, things did not work out". Another staff member supported the statements by saying that "from what I've heard and what I've seen the working culture has started to remind me of real athleticism. Before there were lots of small cliques and players were leading the team in a way that wasn't correct".

Staff members seemed to have an urge to help the players focus on playing. "Players feel that the environment hasn't been the most optimal. As a small country with few hockey players and a great urge for success we simply need to dig out the best from each individual. We need the cultural change to get the most out of each individual and the team. A change can help the women's hockey image. The change can be a good example for others". Another staff member stated "we had to change the culture and raise the level of demands and focus on the only real things, training and playing. There were conflicts inside the team and instead of taking care of them, players created more. In the long run this change was inevitable". The research states that for athletes to be able to enjoy their performance and try to be their best, the coaches should try to create an autonomy supportive climate (Mallet 2005, 428).

One of the staff members was speculating about the right way to move forward. "The change in team culture is important for players to be more self-driven and to be able to raise the bar. I did not fully

agree, because I'm thinking about if this was the very best way to go, creating a player's leadership group and so on".

All except one staff member agreed on that the change was informed in a clear way. "We started with creating the players leadership group. We informed the team through the players leadership group. First we went through our planned strategy and what it means and after that we informed the whole team with a written letter. After that we have continued communicating clearly, and we have been talking about it at all events regularly and through doing, we have demanded what we have informed. The demands become real by doing. On the road there have been players that have asked questions and players that don't exactly know what it is we are doing, but the interesting part is that those are the players that were disturbing the working culture before. They have clearly informed that they don't understand what the change in working culture means. We have tried to make it clear what it means to them. How I see it they all know what it means today". Other leaders supported this staff member. "I feel it has been well argued what we are doing and why, from the coaching staff. I also think the deeds have been consistent". Another leader said, "an email was sent out to the whole team. During camps it has been repeated with e.g. lectures, what is going on. I think the communication and start was very smooth". A third leader supported the previous statements by saying that "when we started the project, we informed about it in the beginning of the season. I think we communicated clearly. We went through what we are trying to achieve and what it means for players and coaches".

According to one staff member there was room for improvement though. "I somewhat disagreed because I think the beginning was not clear about what exactly we want to achieve, especially in the daily life. I feel the first info touched mainly the players leadership group. It feels the rest of the team was a little bit unsure what it is". Another staff member continued by saying, "When the project started, I had a feeling that there was a lot of talk about that we are making a change, but the purpose and how was somewhat unclear. I think that we could have opened what the process is about from the start. Now I am sure that everyone is aware what it means that we are making a change in the culture".

The staff members were supporting each other well. They all agreed that they get supported during the change in culture. "The staff members communicate well on how our deeds should show on a daily basis. We discuss what each member can bring to the table. I think we have had lots of

discussions with individual players. We have tried to maintain a good relationship between coaches and players through good conversations. We also use a feedback software for improved communication". The leadership group have clear structure how they work. "We have set rules how we work. We discuss about what will happen. So you can say we have an environment where we discuss a lot. All players get the support from each staff member's expertise". Another leader supported this statement. "I feel we have good conversations and a lot of meetings where we are right at that moment, so communication is open and honest. I think players get well supported". For player support one staff member brought forth the players' leadership group. "I think the players' leadership group is most important that we support them who support the team. The coaching staff has had individual talks with all players".

The change was not a smooth ride. "Some players have said they don't understand what we are doing. Usually it is when conflicts are faced. You can't create your own rules as a player. We have mutual rules. I assume that most players understand and get the support needed, but there are still some that try to go against the mutual rules. I think players have very individual on-going processes and we have created individual support through mentor coaches. All players can create their own summer training schedule. How I see it, players have a great chance of individual support". One leader was somewhat critical. "Some players might feel that they don't get supported, especially the more quiet players. All players who have asked for support have got it from the leadership group". Finally one of the staff members' commented, "A big part of our working culture is that we can talk about different things. We have had good and bad times. Anyways we always discuss".

All leaders agreed that the change in culture helps the team reach its set goals. "We want to have a professional working culture. We want the players to develop and get the most out of them. Players should through the change of culture be more interested in their development and own their development process. The more committed the team is and the more we can give the team responsibility, the more work the individuals will do. So we try to increase the player's commitment". According to Ntoumanis et al. (2014, 226) an athlete's performance is high when the goal difficulty and commitment is high. The commitment should not be seen only when participating in team camps. "Increased performance comes from changing the culture. The routine on a club level is most important. The club culture might not be professional, but the players as individuals can perform as the national team requires".

One of the leaders stated, "we raise the bar and have clear rules so that everyone understands the level of demands. Basically the goal setting comes from the players, so they need to be able to raise the bar. This way the results can get better". Another staff member supported the statement. "A medal is always the goal as well in the World Championships as the Olympics. The clear ways of acting towards each other and clear team rules make the team closer. No one goes in front of someone else. All players are equal".

Staff members agreed that the change in culture helps them reach their individual goals. The staff members were asked if it helps players reach their goals also. According to the comments the environment seemed to be open and honest. "I think the discussions within the staff helps me a lot. We plan together and we are committed. We can also question why we do something in a certain way. I think the change in culture helps players to a clearer picture of how we act towards each other. Players believe in themselves". Another staff member said, "The change in culture gives me more freedom to do things independently. I feel that I get to do my thing. The leadership group has autonomy. Practice is more individualized. We try to focus more on individual needs. Players are involved in the planning. We help players to reach their goals". Ntoumanis et al. who say the biggest predictor of performance is individual autonomy support the statement, and in this case the staff member feels individual autonomy that clearly motivates the staff member more (Ntoumanis et al., 2014, 226).

When asked about going outside the comfort zone the leaders were somewhat united in their answers. "For me it has been very nice to do this. It has been easy to be part of this for me". Another staff member said "I do this as my profession". One of the coaches was forced outside the comfort zone, a new way for a coach who has been more coach centred. "Giving players more responsibility means that some responsibility is taken away from somewhere else, and I feel it is from the coach. I don't know if it is a bad thing. Being used to hold all the threads it makes me feel uncomfortable to give more power to the athletes".

One of the staff members position is quite new. "I feel I have been outside the comfort zone because my position is new. So I try to find the best ways of working for me". When asked about if players are outside their comfort zone, the staff member added, "players are outside the comfort zone because

they have to take more responsibility and think more for themselves". Theory supports the statement. Stebbings et al. (2011, 257) states that for optimal psychological growth and development, an individual should feel a sense of self and realize its potential as a human being. Another staff member said, "The players have been forced outside their comfort zone, especially on their individual development. Almost all players have a long-term goal to play in the Olympics. The bar has been raised. All players know they have to be in a certain physical condition to reach their goals". The challenge has been to have the players go outside their comfort zone on a daily basis. "Players are forced out of the comfort zone because they are challenged to accept the ways of working inside the team even though they might act in a different way in their own clubs", one staff member says. Another staff member added "I think players are challenged to go outside their comfort zone on a daily basis".

The communication has increased after the change in team culture started. "The coaching staff has been communicating a lot what we are looking for and why, and some radical things have been done. The coaching staff has been very strict with the ways of acting. Example of the radical things is when choosing the team". Another staff member added, "It has been discussed a lot in the staff meetings. We have shown a lot of cases. Also several lectures have been arranged. Change requires some slack, because it doesn't happen just like that. We could have driven the change even harder. On some individuals we have needed to do compromises". A third staff member said, "The communication has been clear. The project has even been brought up in the media".

On the more critical side, a staff member said, "the starting information was good, but we easily forget that we should continue informing what it means. Another staff member thought that the start could have been smoother. "In the beginning the communication could have been better. Since we all got on the same page, understanding what we as leaders are talking about the communication has developed". Finally a staff member said, "I somewhat disagreed because the information could have been clearer and more specific information about what is going on could have been shared. I think it could have been good to explain why the certain players belong to the players' leadership group. The communication could be more open and clearer".

When asked what the aim of the change in team cultures was and how the players felt, the staff members were hopeful. "I think the players have understood what we are striving for. I assume and

hope that the message has reached the athletes". Another staff member added what is wanted from the players. "Increased responsibility to the players. Raise the bar. Good relations between athletes and coaches so that matters are easy to take care of". One of the staff members was very clear what they tried to achieve. "We want to take the next step. We want better results". Another leader supported the staff member. "The national team wants to reach international top level (Canada's level). We are gaining and developing being third at the moment".

Most of the staff members' agreed that the coaching staff is leading the change with good example. "The coaches are committed and motivated to do this. They have shown good example". Another member added, "The head coach leads the communication towards the players. The leadership has been very consistent". One of the coaches spoke about the way they lead. "It is hard to say if we lead by good example, but I can say that we lead through examples. If the behaviour is not what we expect, a player will not be included in the team for a while. The player gets another chance for example within a year. There are several players that have gone through this. Is it leading by good example I can't say, but it is very raw". The statement got support from another staff member. "The coaching staff has been patient explaining and justifying why we do things in a certain way. The coaches also have been very consistent in their actions and their communication".

The change has not been easy for everyone. One leader felt that some compromises have had to be made even though the leading is very consistent. "The coaches stand behind their chosen path. Sometimes they need to adapt. Coaches have had to be easier on some players". Another staff member supported by saying that the coaching staff is driving the change very strictly and stand behind their principles. The aim is for the goals. On some individuals we need to loosen the grip a little bit".

One staff member was being more critical on the leadership and the leadership's way of acting. "The actions have been somewhat bouncing. Players have been changed. I think the coaching staff could be more consistent in their actions."

The level of demands was at a good level according to most of the staff members. The leadership group is big and it has its challenges. "Everyone has the responsibility to demand the small to be done well and with good quality. It has been communicated well. The challenge with a large

leadership group is that who demands what and where. We support the head coach who sets the tone for the demands". Another staff member added, "Players do what is agreed. In the staff, we are committed. Everyone is present at all events".

One staff member brought forth the compromises that have been made. "I hope it is on a good level. How everyone feels about the requirement level is a good question. I feel that the players are outside their comfort zone most of the time, but there might be players who gets through everything too easy". Another staff member added that the level of demanding could be even higher. "The level of demands is too low. There are different players in different roles and individuals are different. We think our demands are high, but I think we can be even harder, especially if we want to succeed in the Olympics. I don't think we are quite there yet". One staff member spoke about patience. "The demands are now okay, but we have to raise the bar even further. I think this season the practice quality has been higher. The players daily work is improving all the time". When the athletes' performance, personal development and professional development are developed through a positive and supportive climate, the coaching can be seen as very effective (Headly-Cooper 2010, 18). Support came from another staff member who said "we have to put it into perspective. I think we can raise the bar gradually. We can make it a habit. When we do things, we do them well, especially in the daily life. The idea is that the player starts demanding herself."

The conclusion is that all staff members thought and knew that the change in team culture is important for the Finnish Women's National Hockey Team. The staff members were somewhat more critical than the players regarding the communication. The staff members were very professional and work in their areas of expertise. Staff members thought that the level of demands should be even higher.

6.2.2.2 Autonomy supportive climate

It was well appreciated within the staff, that the environment was autonomy supportive. "Sometimes we have too much autonomy, so I feel definitely that I have a chance to be a part in the decision making". Another staff member added on "It feels very nice that coaches ask about players even though I'm not a part of the coaching staff. It is leadership at its best when they ask for my opinions, and it makes me feel that my opinions matter. I think especially the players' leadership group are involved very much in the decision-making. I have never been on a team where players get to be this

much involved in a process". The high involvement was a straight result from what was tried to achieve. Theory supports the statements. When coaches offer opportunity for input and decision-making and respect the athletes' feelings and perspective, an autonomy supportive environment is created (Stebbing et al. 2011, 255). "We try to create a structure where players have a chance to be involved in the decision making". The statement got support from another staff member. "There is the player's leadership group. We communicate a lot with the players. They have a lot of freedom; they get to decide a lot for themselves about what kind of training they do. The off-ice training is 100% individual". The players leadership group was a central part of the autonomy. "Players get to be heard especially through the players leadership group". There was some concern though. "The players get to be involved through the players' leadership group, but I think there are certain players who might be driving their own interests instead of the team's interests".

All players created an individual development plan before the season started. "All players have to set one mental, one physical and one on-ice goal. Through these goals, a plan has been set together with us coaches". Support from the coaches was essential when executing the plan. "Players create their own development plan in collaboration with the coaches and after that coaches are there to support". Another staff member added, "Players get to decide quite a lot. They have a challenging day-to-day work so they have to be involved in their development to get everything working. We provide the help and support for that. The players get to plan their off-ice and on-ice training". Daily routines became a big part of the autonomy supportive climate. "Players have a lot of choices to make. They have their own diaries, they get to plan their off-ice and to arrange different opportunities in their daily routines". An autonomy supportive climate requires taking initiative and that the athletes do individual work (Mallet 2005, 424). Players got to plan themselves. "No words are put into the player's mouth. They are not told that they have to do things exactly one way. To me it seems that players get a lot of responsibility in their personal development on and off the ice".

Some staff members speculated about the development plans within the staff. "I don't have a personal development plan and I think it could be good to create one". Another staff member had a clear plan. "I have my own plan with different educations and I try to create a good network". Another staff member said "personally I have some things in my head and on paper that I want to do well, and we have talked about doing an official development plan for coaches."

All staff members agreed on that the coaches have made clear that they understand what their goals are and what it takes to reach them, according to the questionnaire and in the interview. The roles were very clear inside the staff. The staff members also thought that players know their individual goals and what they have to do to reach them. "From a player's perspective I fully agree. No player will come to the Championships not knowing what is expected from that player". Another staff member added, "My goal is clear what the coaching staff expects from me. The players are reminded especially if they don't follow their plans".

The staff members have had some experiences during the cultural change. One staff members stated "I have learned that a player is, to some degree able to change. I believe that personality can't change, but a person can. I have also learned to give more accountability to the players in their development". Another staff member talked about the players. "I have learned what it takes in the world to succeed and what the international top athleticism is. I believe players have learned new things about themselves, especially in skills and their daily routines". Another staff member has learned about his own thinking. "I have learned that if the people around you don't perform as well as they could, I get angry. I have a very low tolerance, when working at a level this high, for someone who isn't 100 % into the doing, doesn't matter what role they have on the team".

According to the staff members comments the working environment was autonomy supportive where all the three basic psychological needs are satisfied. Athletes were offered autonomy especially in the off-ice training. Other autonomy supportive options are the development plan containing of physical, technical and mental areas.

6.2.2.3 Relatedness

All staff members felt important to the team. "I feel like I'm a big part of the staff. Everyone have own roles. I believe players also feel that they are a part of the team and that feeling has grown". Another staff member supported the statement by highlighting the feedback software. "Players give feedback to us and this is one of the basic questions. Through the feedback we have learned that most players feel they are important to the team". One of the staff members said that the feeling of being important doesn't only come from the staff members. "Players show appreciation and that makes me feel valuable".

All staff members agreed according to the questionnaire that the players trust each other, and that the trust comes from the change in culture. "The trust has grown. The ways of working has set, especially in the core group". Hard work was required. "I think trust has been born. The more we work on it, the more they feel that they can trust each other". The cliques inside the team have been disappearing. "You can see it in the team spirit. There are no cliques that prove that they trust each other. They feel they can be themselves". Finally one staff member added, "Especially younger players trust each other". Even though the trust was a lot better, there were still lots of work to do. "Before the Olympics, I think we will have a team that trust each other 100 %. Right now we are not quite there yet".

The team seemed to be more united when striving for its goals. The staff has been using a feedback software to gather information. "We have gathered feedback with a software and the feedback has been good. Doing things together strengthens the team. Success and failures strengthens the team. I think that after we individualized the training, focusing on the needs of the athlete, they feel more appreciated and cared for". Another staff member added "this year the team is very united. And you can see it especially when playing". A goal that everyone followed could be seen. "I think you can see the commitment when there is a common goal. Players work harder on a day to day basis". One of the staff members brought forth the goal setting. "The team's goals are to win a brighter medal than bronze and to win a medal in the Olympics. We need mutual hard trainings where we face the physiological fact ensuring that the players understand what it takes to get through it, and how a player can help other players to get through hard trainings and be mentally stronger". Again the staff thought there are things to work on. "Some players still lack in faith in total pro-athleticism. When all players want to achieve that they will trust each other".

The staff was large. The roles were very clear. All staff members agreed that they have adapted well to the team. "As a team leader I have accepted that there are different persons in the staff, I dare to be myself and I need to do my job. From what I have heard, it is easy to join the team and that it is nice to be on the team. Through the feedback software we have gained information that we still have to work on the team spirit". The open culture made it easy for the staff members. "The staff is very open so it is easy to bring up stuff. I can be myself".

The conclusion is that staff members' perception was the working environment is supporting relatedness of the three basic psychological needs. The staff members thought the players have

some work to do on professionalism to reach more success.

6.2.2.4 Competence

The high demands showed in the ways the coaching staff has been working. "We set expectations and goals for each player before camps and championships. Players have been very positive with the way we explain the strengths of each player and why they are on the team". Even though the staff has focused on strengths, weaknesses have to be brought forth for development. "We try to focus on the strengths. But with this culture we have to focus on tackling the weaknesses. In the long run we have to focus on what doesn't work and to correct the faults. During the championships we try to enforce all players strengths for a good self-confidence". Staff members felt they supported the players well. "We need to support players strengths but still improve the weaknesses". Awareness in strengths was enforced. "We have tried to enforce success when a player does something good. We also have the players think about their strengths to be more aware". The players got the support they need. "Players are supported in finding and playing with their strengths".

All staff members agreed that the change in culture helps the team compete against the best nations/teams in the world. Players were challenged. "We raise the bar and need to figure out how to challenge the players more. And I think this helps the players to compete harder" The players are brought into the process. "Getting players more involved in the process, giving them more individual acknowledgment, going outside the comfort zone and raising the level of demands help us to compete harder". The communication between coaches and players was essential. "Trust between players and the staff can lead to something great". Working together was also emphasized. "We are challenging the best teams in the world. The players are more dedicated and working better together. It makes success possible. This is a development that is going the right direction". Finally, the players' responsibility was brought forth. One staff member said the key for reaching the Canadian and American teams is the daily work. Another staff member stated, "The players' daily routines and work ethics are the key elements in a tough rivalry against the best in the world".

When speaking about strengths and areas of improvement the players' leadership group was mentioned. "Players have a good channel to bring their matters forward to the coaches now. It helps them to think more about what to improve". Making players think was important. "We have tried to raise the awareness and I think many players have learned more about themselves". It was added,

"We have made the players think more. That has raised their self-knowledge". One staff member added, "They have to learn a lot about themselves".

Staff members felt both players and staff members were challenged by the change in working culture. "I think the way we are going is the way I want to go in my coaching. The environment is more autonomy supportive, giving players more freedom and responsibility. I think players have become more self-driven". One staff member added, "They (players) have always been interested in themselves. I think it is the human nature to be interested in oneself. It is hard to say, but when the demands are higher, you can't keep up unless you are willing to put in more effort. I hope that the players are willing to learn more about themselves". Another staff member supported the statement. "Players need to take responsibility for themselves if they want to be on the team". One staff member hoped that the way of working was a source of inspiration for the players. "I hope we have lighted a spark in the players".

The conclusion is that the team staff looked for opportunities to help players reach their best. Coaches were there to support players and help them, especially in awareness in strengths and areas of improvement. For further success the daily work and routines are crucial.

6.2.2.5 Open questions

The staff members were very excited about the change in team culture. "We started the process last season. Now we have been doing this for a couple of years. If we get to continue the same road, I think we can reach something in about two years. I think the Olympic games are too close for some older players to change direction in their behaviour. I think we are running out of time before the Olympics, but we are on a good road". Theory supports the statement. It takes time to develop an understanding of an autonomy-supportive coaching environment. Trust and respect between coaches and athletes is built over time. (Mallet 2005, 424.) The team staff had faith in that this way will work in the future. "I believe like a rock that this is the right way to go and that we will leave a permanent print. I hope the next leadership group will continue on this path and that the change is permanent and that the performance will be top athleticism in the women's national hockey team. It hasn't been like that before. For that, there are a lot of reasons, but the change has been rough and it means that some of the best players have been put to the side and new players are brought in. I think this is the best way to raise the level of the national team and now we have to continue doing it systematically in the

future. Everyone coming into the team has to know what it takes to be in the team.” The staff members also thought the project should be continued. ”The aim and goal for this process is great. It should be continued”. Another staff member explained the reason. ”We try to have players leave a mark in the national team and to make it a nice place to grow. I hope this can be a good example to other teams on how to act”.

6.3 Conclusion

The change in team culture was welcomed in the Finnish Women's National Hockey Team. Players had an understanding why the change in team culture is needed. All staff members thought that the change in team culture is important for the Finnish Women's National Hockey Team. The players agreed that change in team culture is needed for success. The change in team culture has been well communicated. Only a few players mentioned lack in communication. The staff members were somewhat more critical than the players regarding the communication. Staff members thought that the level of demands should be even higher.

The working environment was autonomy supportive. Players had a lot of freedom in their on-ice and off-ice training. The players seemed very driven to take initiative, which refers to autonomy within the three basic psychological needs (Rocchi et al. 2017, 16). The coaching staff provided options for decision-making. Autonomy supportive options are the development plan containing of physical, technical and mental areas.

Players felt they were connected with other players that refer to relatedness of the three basic psychological needs. The players were supported and affected by each other that also correlate to relatedness. (Alvarez et al. 2009, 139; Stebbings et al. 2011, 256.) Staff members' perception was the working environment was supporting relatedness of the three basic psychological needs. The staff members felt the players have some work to do on professionalism athleticism to reach more success.

Players were confident that refers to competence in the three psychological needs (Alvarez et al. 2009, 139). Players were provided increased difficulty through the high standard of demands of the coaching staff. The athletes' were taking action raising their own level. (Rocchi et al. 2017, 16.) The

team staff supported players to reach their best. Coaches worked on players' awareness in strengths and areas of improvement. Team staff thought the daily routines are a huge part of being more competent.

The final conclusion of the research is that the culture change in the Finnish Women's National Hockey Team is necessary. The working environment is autonomy supportive and that change in culture satisfies the three basic psychological needs, autonomy, relatedness and competence. It is notable that the environment satisfied the three basic needs both for the staff members and the players. All participants in the research felt they have personal autonomy. It is notable that the dual-management model used in the FWN has been very successful in both the players' and staff members' perspective.

7 Discussion

The thesis aim is to survey the cultural changes in the Finnish Women's National Ice Hockey Team and has succeeded to present results of high value for further studies. The theoretical part supports the interview questions that aim to illuminate the focus of the data collected. The structure of the study was built on a narrow theoretical approach. Even though the amount is narrow, the sources have similar conclusions. This provides a powerful sense of legitimacy that confirms the theory. The sample size for the questionnaire is very small but bearing in mind that this was a case study the amount of interviews done can be considered reasonably relevant increasing the validity of this study. This thesis' focus was directed on a very specific target, the Finnish Women's National Ice Hockey Team.

As a researcher I have learned to process and gather research material in an ethical way. The research presents a broad view on theories similar to each other. The research in this study has been focused on the self-determination theory and how the three psychological needs, competence, autonomy and relatedness have been satisfied (Stebbins et al. 2011, 256). The research in this case study was focusing on autonomy supportive coaching. Research provided links where the autonomy-supportive coaching climate satisfies the three basic psychological needs (Hodge et al. 2014, 71; Mageau & Wallerand 2003, 898). Theories similar to each other were presented to provide a deeper depth into the research.

It is interesting that the questions regarding sharing information became very focused where both players and leaders highlighted the importance of communication. Communication has not been defined nor researched in a deeper way during this study. Communication plays a bigger part than was hypothesized from the start. Another interesting aspect is how well the communication works inside the team. The dispersion in the questionnaire and interviews was altogether very small in respect to the hypothesis. By leaving out questions about communication, the answers would have been more focused on the three basic psychological needs.

The hypothesis was that the environment is on the way of becoming autonomy supportive. Additionally the environment is not yet on a level that the athletes can be held more accountable, but is in a development phase. The hypothesis was also that the three psychological needs, autonomy, relatedness and competence are not fulfilled. It seems however that the environment satisfies all

three psychological needs and that the players are highly accountable. This means that the environment was autonomy supportive (Stebbing et al. 2011, 269). Based on the interviews the conclusion was as follows. Players understood why the change in team culture is well needed. They also felt the change in team culture is needed for more success. The players also felt the change in team culture helped them reach their goals. The change in team culture has been well communicated. The communication was open and honest. Only a few players mentioned lack in communication. Players have been supported during the project. Some of the players have not been forced outside the comfort zone since they have accepted the level of demands and the ways of working within the team. The players who were not forced outside the comfort zone mentioned that they are aware of hard training and knows they have to force themselves outside the comfort zone. According to the players the coaching staff lead the project by good example and had a demanding level that is high. Staff members felt the change in team culture was important for the Finnish Women's National Hockey Team. The staff members were somewhat more critical than the players regarding the communication. Staff members thought that the level of demands should be even higher. Within the daily coaching effective communication is required, especially when driving a change in team culture. The communication should be open, straight and honest within the leadership group and also between coaches and athletes. When the staff members have the same vision and are supported by each other the communication towards the players will be successful.

The working environment was autonomy supportive according to players. Players had a lot of freedom in their off-ice training. Players also had freedom in their on-ice training on a club level. The players seemed very driven to take initiative. According to the staff members the working environment was autonomy supportive. Athletes were offered autonomy especially in the off-ice training. Other autonomy supportive options were the development plan containing of physical, technical and mental areas. In practice this information will support coaches in giving more options, freedom and sense of choice for athletes. With rather small changes the working environment becomes autonomy supportive. As an example the goal setting containing of one mental, physical and technical goal works as an autonomy supportive tool. Coaches should not be afraid of giving responsibility to their athletes. The dual-management model can be a highly effective tool in providing options for athletes and involve them in the decision making process. It is important to highlight that autonomy is not the same as an allowing environment. A good structure is therefore required.

Players felt they were connected with other players that refer to one of the three basic psychological needs, relatedness. The players felt they are supported and affected by each other. According to the staff members, the working environment was supporting relatedness of the three basic psychological needs. The staff members thought the players have some work to do on professionalism to reach further success. In practice relatedness is very simple, but hard to attain. Team bonding on a simple level is crucial. For the feeling of relatedness coaches should think about the basic behavioural patterns like taking others into consideration. The players should think how they act towards each other and realize they create a working environment where everyone is taken into consideration.

Athletes are provided increased difficulty through the high demands of the coaching staff. For a feeling of competence increased difficulty has to be available. It is highlighted that the athlete needs to take action herself for raising the bar. The team staff looked for opportunities to help players reach their best. Coaches supported players. Awareness in strengths and areas of improvement was emphasized. According to staff members' success required hard daily work. For coaches it is very easy to focus on what to do better and what to improve. For the feeling of competence the strengths should be emphasized. It doesn't mean no critical feedback should be provided. Critical feedback that doesn't trigger the feeling of guilt is fine. In practice coaches should focus on finding the balance between critical and positive feedback.

Players had opportunity to impact their individual plans, especially their off-ice training. Players also impacted on the decision making through the dual-management model (Hodge et al. 2014, 68). The result is very surprising when taken into consideration that the project is young (Helsingin Sanomat, 2017). It requires time to adapt into an autonomy supportive environment (Mallet 2005, 424). The results speak for themselves in this study. The environment supports the three basic human needs that lead to better success. Since the result was this clear, even though the group sample was small, the result in this study can work as a practical example for coaches in any sport who want to create a more autonomy supportive climate where the three basic psychological needs are satisfied.

For further research it would be interesting to make studies about players well-being after changing to an autonomy supportive environment, because the three psychological needs have to be fulfilled for optimal mental well-being (Stebbing et al. 2011, 257). The conclusion can be drawn that since this project proves this change in team culture to satisfy the three basic psychological needs, further

studies should be made about athletes and staff members' well-being. Further research about team culture is also encouraged. Further research about autonomy supportive off-ice training in the Finnish Women's National Hockey Team is also encouraged because of the clear freedom players' have in creating their individual off-ice training.

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Appendices

Appendix 1. Questionnaire

Neutral

Suomen Naisten Jääkiekko Maajoukkueen toimintakulttuurin uudistaminen - Case study

1. Yhteystiedot

Etunimi

Sukunimi

Sähköposti

Puhelin

Seura

Toimintakulttuurin muutos

2. Toimintakulttuurin muuttaminen on tärkeää naisten jääkiekkomaajoukkueelle

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

3. Toimintakulttuurin uudistamisprosessi sekä tiedotettiin että perusteltiin joukkueelle selkeästi

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

4. Olen saanut henkilökohtaista tukea valmennusryhmältä toimintakulttuurin uudistamisen aikana

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

5. Toimintakulttuurin muuttaminen auttaa joukkuetta saavuttamaan joukkueelle asetetut tavoitteet

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

6. Toimintakulttuurin muuttaminen auttaa minua saavuttamaan omia tavoitteitani

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

7. Toimintakulttuurin muuttaminen pakottaa minut toimimaan epämukavuusalueillani

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

8. Viestintä toimintakulttuurin uudistamisen aikana on ollut selkeää ja ymmärrettävää

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

9. Olen ymmärtänyt mitä toimintakulttuurin muutoksella yritetään saavuttaa

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

10. Valmennusjohto johtaa muutosta esimerkillisesti

- Samaa mieltä
- Jokseenkin samaa mieltä

- Jokseenkin eri mieltä
- Eri mieltä

11. Valmennuksen vaatimustaso on riittävä

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

Urheilijajälkeinen valmennus

12. Valmennus antaa minulle mahdollisuuden osallistua päätöksentekoon

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

13. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen kehityssuunnitelmaani

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

14. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen oheisharjoitteluuni

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

15. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen jääharjoitteluuni

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

16. Valmennusjohto on tehnyt selväksi että ymmärrän henkilökohtaiset tavoitteeni ja mitä minun täytyy tehdä saavuttaakseni nämä

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

17. Olen oppinut itsestäni uusia piirteitä muutosprosessin aikana

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

Joukkuehenki

18. Tunnen olevani tärkeä osa joukkuetta

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

19. Pelaajat luottavat toisiinsa

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

20. Joukkueemme on yhtenäinen pyrkiessään saavuttamaan tavoitteensa

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

21. Olen sopeutunut hyvin joukkueeseen



- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

Henkilökohtainen kilpailutaso

22. Valmennus tukee omien vahvuksieni tiedostamista ja niiden hyväksikäyttöä

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

23. Toimintakulttuuriin muutos auttaa minua kilpailemaan paremmin maailman parhaita vastaan

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

24. Toimintakulttuuriin uudistamisen jälkeen olen pystynyt tunnistamaan paremmin vahvuksiani ja kehityskohteitani

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

25. Toimintakulttuurin uudistamisen jälkeen olen entistä kiinnostuneempi kehittämään itseäni sekä pelaajana että ihmisenä

- Samaa mieltä
- Jokseenkin samaa mieltä
- Jokseenkin eri mieltä
- Eri mieltä

Avoimet kysymykset

26. Mitä konkreettisia asioita olet huomannut muutosprosessin aikana muuttuneen?

27. Jos olet joukkueeseen prosessin aikana liittynyt pelaaja: Miltä on tuntunut tulla joukkueeseen sisään?

28. Millä tavalla uudet nuoremmat pelaajat on otettu vastaan?

29. Tähän voit kirjoittaa vapaasti omia mielipiteitä toimintakulttuurin uudistamisesta

Appendix 2. Questionnaire result players

Suomen Naisten Jääkiekko Maajoukkueen toimintakulttuurin uudistaminen - Case Study

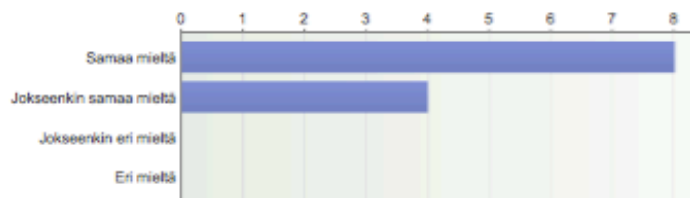
1. Yhteystiedot

Vastaaajien määrä: 12



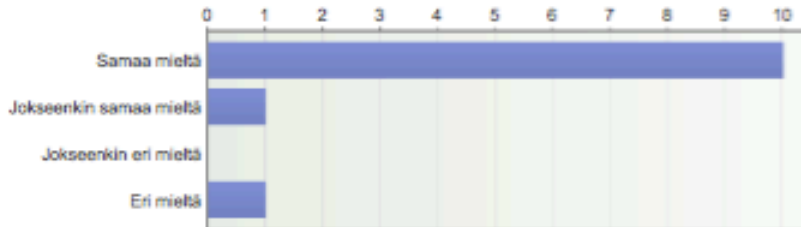
2. Toimintakulttuurin muuttaminen on tärkeää naisten jääkiekkomaajoukkueelle

Vastaaajien määrä: 12



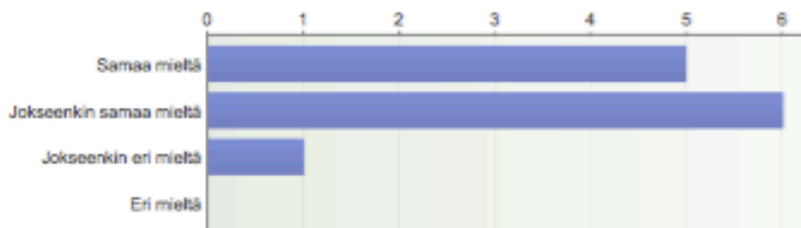
3. Toimintakulttuurin uudistamisprosessi sekä tiedotettiin että perusteltiin joukkueelle selkeästi

Vastaajien määrä: 12



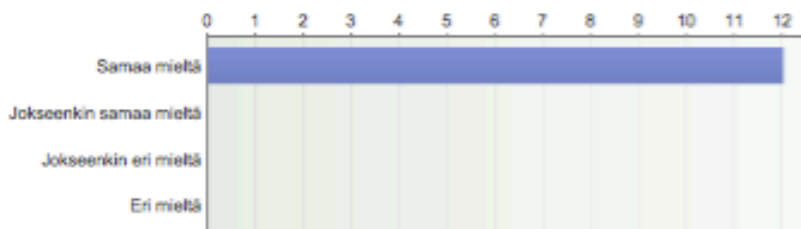
4. Olen saanut henkilökohtaista tukea valmennusryhmältä toimintakulttuurin uudistamisen aikana

Vastaajien määrä: 12



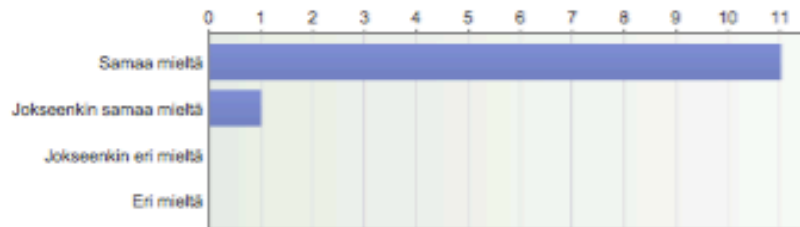
5. Toimintakulttuurin muuttaminen auttaa joukkuetta saavuttamaan joukkueelle asetetut tavoitteet

Vastaajien määrä: 12



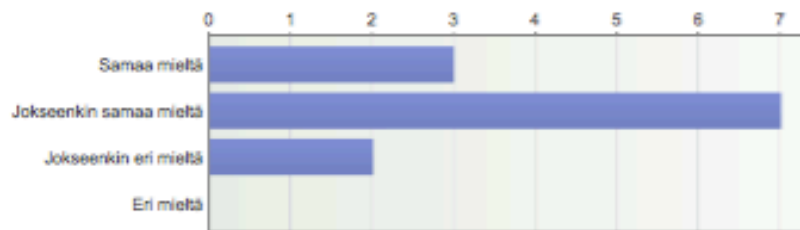
6. Toimintakulttuurin muuttaminen auttaa minua saavuttamaan omia tavoitteitani

Vastaajien määrä: 12



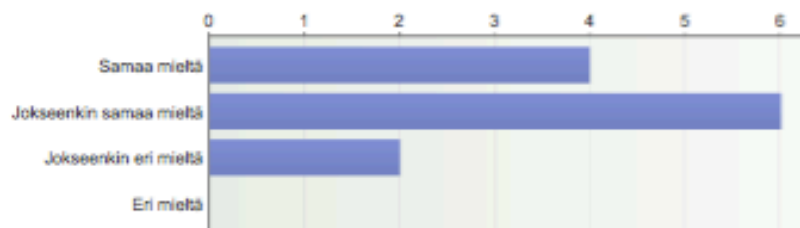
7. Toimintakulttuurin muuttaminen pakottaa minut toimimaan epämukavuusalueillani

Vastaajien määrä: 12



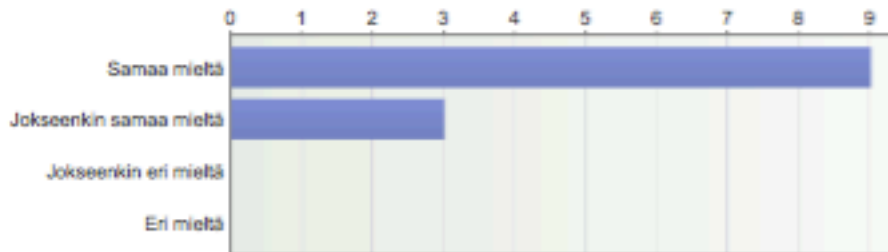
8. Viestintä toimintakulttuurin uudistamisen aikana on ollut selkeää ja ymmärrettävää

Vastaajien määrä: 12



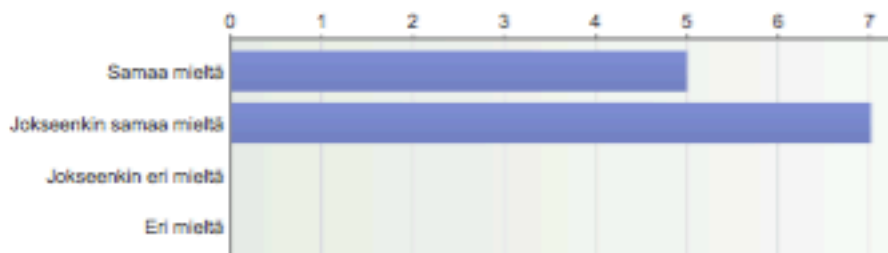
9. Olen ymmärtänyt mitä toimintakulttuurin muutoksella yritetään saavuttaa

Vastaajien määrä: 12



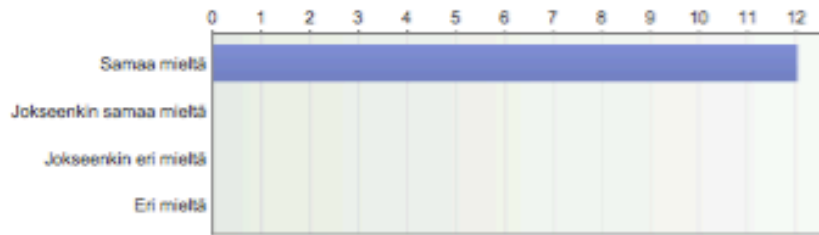
10. Valmennusjohto johtaa muutosta esimerkillisesti

Vastaajien määrä: 12



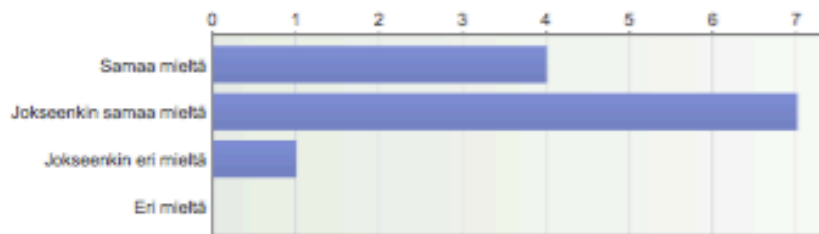
11. Valmennuksen vaatimustaso on riittävä

Vastaajien määrä: 12



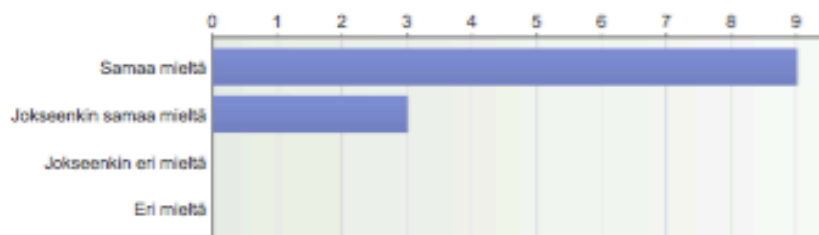
12. Valmennus antaa minulle mahdollisuuden osallistua päätöksentekoon

Vastaajien määrä: 12



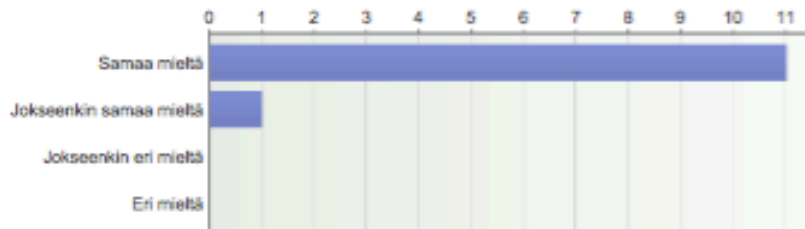
13. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen kehityssuunnitelmaani

Vastaajien määrä: 12



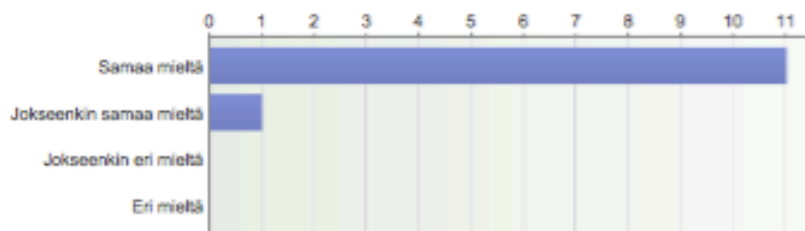
14. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen oheisharjoitteluuni

Vastaajien määrä: 12



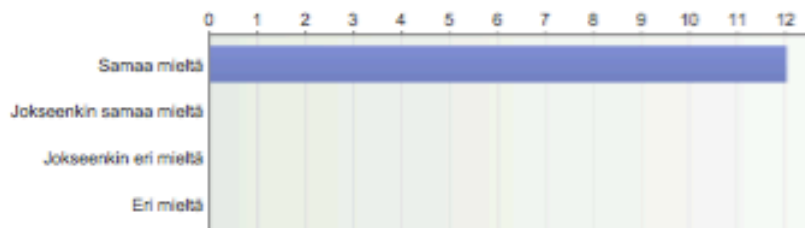
15. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen jääharjoitteluuni

Vastaajien määrä: 12



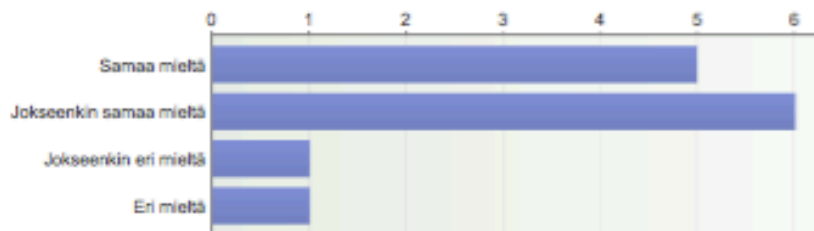
16. Valmennusjohto on tehnyt selväksi että ymmärrän henkilökohtaiset tavoitteeni ja mitä minun täytyy tehdä saavuttaakseni nämä

Vastaajien määrä: 12



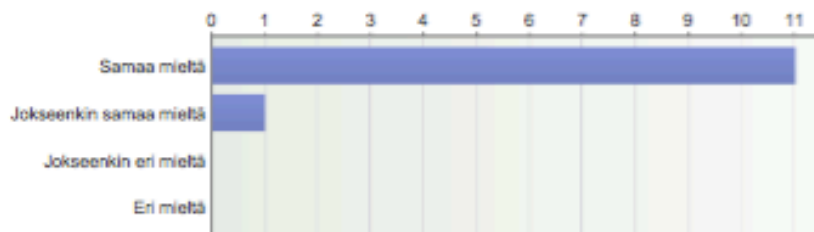
17. Olen oppinut itsestäni uusia piirteitä muutosprosessin aikana

Vastaajien määrä: 12



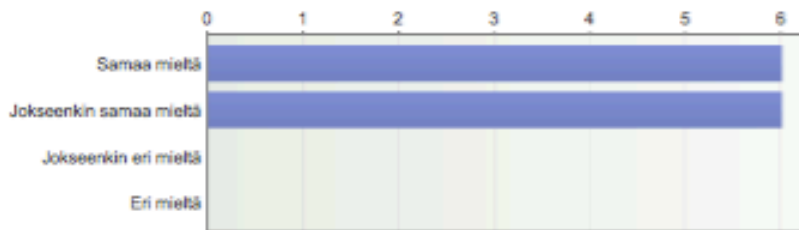
18. Tunnen olevani tärkeä osa joukkuetta

Vastaajien määrä: 12



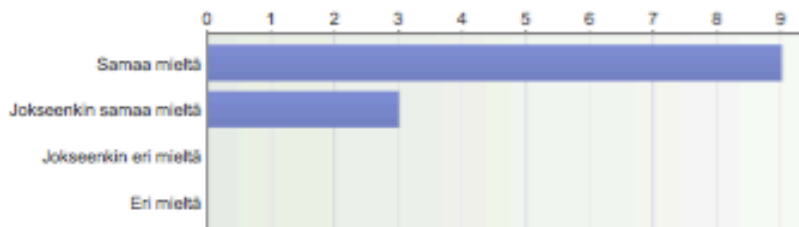
19. Pelaajat luottavat toisiinsa

Vastaajien määrä: 12



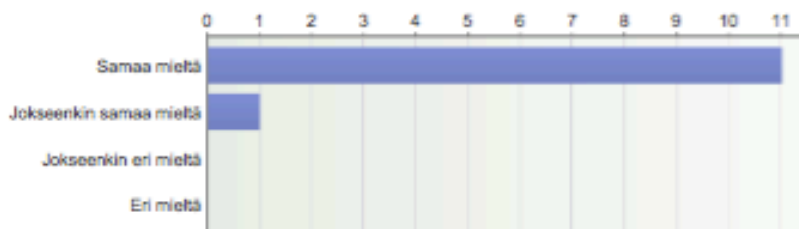
20. Joukkueemme on yhtenäinen pyrkiessään saavuttamaan tavoitteensa

Vastaajien määrä: 12



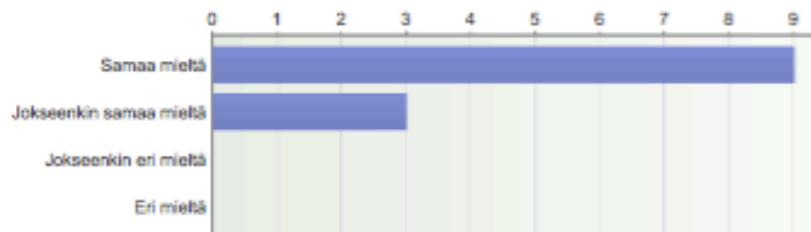
21. Olen sopeutunut hyvin joukkueeseen

Vastaajien määrä: 12



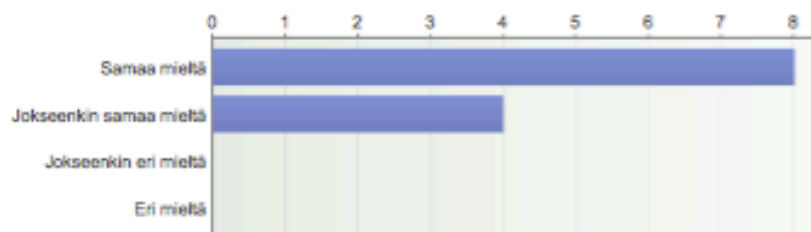
22. Valmennus tukee omien vahvuksieni tiedostamista ja niiden hyväksikäyttöä

Vastaajien määrä: 12



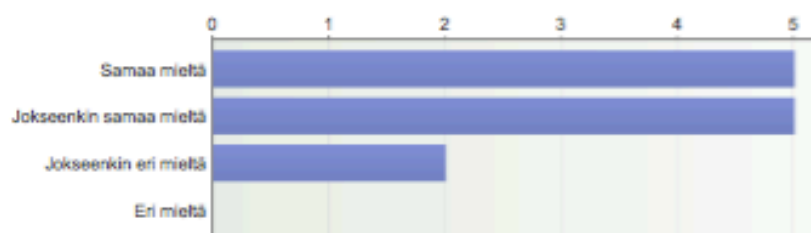
23. Toimintakulttuuriin muutos auttaa minua kilpailemaan paremmin maailman parhaita vastaan

Vastaajien määrä: 12



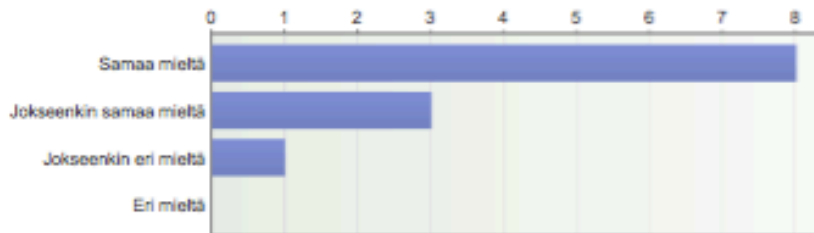
24. Toimintakulttuuriin uudistamisen jälkeen olen pystynyt tunnistamaan paremmin vahvuksiani ja kehityskohteitani

Vastaajien määrä: 12



25. Toimintakulttuurin uudistamisen jälkeen olen entistä kiinnostuneempi kehittämään itseäni sekä pelaajana että ihmisenä

Vastaajien määrä: 12



26. Mitä konkreettisia asioita olet huomannut muutosprosessin aikana muuttuneen?

Vastaajien määrä: 12

- Keskitytään enemmän yksilöihin
- Pelaajilta vaaditaan enemmän ja ammatillisempaa toimintaa niin kaukalossa ja sen ulkopuolella. Esimerkiksi loppu- ja alkuverryttelyt, sekä jäällä pienten asioiden oikein tekeminen (stop-start eikä silja linejä)
- Joukkueen jäsenet ajattelevat miten käyttäytyvät toisiaan kohtaan; yleinen toisen auttaminen lisääntynyt, kannustus/tukeminen lisääntynyt. Ollaan positiivisempia. Jos huono hetki, ei pilata muiden fiilistä. Turha "valitus" vähentynyt (sellaisiin asioihin puuttuminen, mihin ei voi vaikuttaa). Ollaan avoimia, myös kehitettävistä asioista puhutaan suoraan.
- Vaatimustaso on korkealla ja asioista puhutaan avoimesti oli ne sitte negatiivisia tai positiivisia.
- Palaute otetaan paremmin vastaan...enään ei napista selän takana vaan ymmärretään että palauteita annetaan jotta oltaisiin parempia ja opittaisiin virheistä. Avoimuus yleisesti on parempaa. Ja myös pelaajat uskaltavat tuoda omia näkemyksiään esiin entistä paremmin. Tuntuu että pelaajat ovat nostaneet myös keskenään vaatimustason korkealle.
-
- Vaatimustasoa on nostettu ja valmentajat seuraavat myös arkitekemistä tarkemmin.
- Vaatimustaso kaikessa tekemisessä on noussut. Leireillä mahdollisuus tehdä melkolla paljon omaa oheisharjoittelua.
- Pelaajat miettivät enemmän mitä sanovat ja esim. kopissa on paljon hiljaisempaa ennen otteluita ja niiden aikana. Pelaajat myös kiinnittivät enemmän huomiota pienten asioiden ja yksityiskohtien hoitamiseen.
- Se että me kaikki olemme lähentyneet ja samalla olemme samaa mieltä kaikesta ja tavoitteista!
- Pelaajilta vaaditaan enemmän kun aiemmin. Joukkueella selkeät tavoitteet.
- Pelaajat tietävät mitä vaaditaan, jotta voi kilpaila maailman parhaita vastaan ja jotta joukkue saavuttaisi tavoitteensa. Pelaajat luottavat enemmän toisiinsa ja siihen, että muutkin tekevät kaikkensa tavoitteiden eteen. Sitä kautta myös joukkue on tiivistynyt ja itseluottamus on kasvanut.



27. Jos olet joukkueeseen prosessin aikana liittynyt pelaaja: Miltä on tuntunut tulla joukkueeseen sisään?

Vastaajien määrä: 12

- Oli helppo tulla. Tuntui siltä kuin olisi ollut aikaisemmin mukana jo joukkueessa.
-
- Olen ollut mukana alusta asti. Minusta tämä on hyvä juttu ja varmasti tehnyt uusien pelaajien liittymisen joukkueeseen helpommaksi.
- Pääsi heti mukaan eikä tuntunut ulkopuoliselta.
-
- Kaikki on ottanut hyvin vastaan ja toimintakulttuuri on tullut selväksi.. tunnen olevani tärkeä pelaaja joukkueelle..
- Helppo oli tulla, tunsin heti kuuluvani joukkueeseen
- Olen ollut mukana alusta asti
- Tavallaan olen, mutta vanhana "konkarina" joukkueeseen tuleminen menee jo rutinilla. Nykyään tosin mietin itse paljon enemmän mitä sanon kopissa / joukkueen keskuudessa ja jätän enemmän asioita sanomatta.
- Helppoa! Ottavat niin hyvin mukaan.
- Olen ollut paljon loukkaantuneena niin olen ollut pois pitkiä pätkiä pois joukkueesta mutta kaikki on ollut selvästi informoitua koko ajan ja on ollut helppo tulla mukaan joukkueen tapahtumiin.
- Olen tullut aikaisemmin, mutta mielestäni uudet ovat ottaneet heti asian omakseen, sillä he ottavat mallia kokeneemmista eivätkä tiedä muuta tapaa. Näin toimintakulttuuri siirtyy automaattisesti eteenpäin.

28. Millä tavalla uudet nuoremmat pelaajat on otettu vastaan?

Vastaajien määrä: 12

- Hyvin kun itsekkin olen sellainen.
- Heitä ei syrjitä vaan koitetaan aktiivisesti tutustua ja ottaa mukaan keskusteluihin
- Ollaan ystävällisiä, autetaan jos on tarvetta, kerrotaan miten toimitaan missäkin tilanteissa. Hiljaisempia pelaajia otetaan mukaan juttuun, ollaan kiinnostuneita.
- Hyvin.
-
- Hyvin, ainakin mun mielestä.. ei mitään erityistä kohtelua yms. Ihan normaalisti
- Todella hyvin otettu mukaan ja kerrottu toimintatavoista
- Mielestäni joukkueeseen on helppo tulla, itse kuulun kokeneeseen kaartiin ja yritän huomioida uudet tulokkaat ja kertoa, miten on ollut tapana toimia ja ottaa mukaan juttuihin..
- Paremmin kuin ennen. Kun itse hyppäsin 15-vuotiaana mukaan, niin junnut olivat junnuja ja "nokkimis" järjestyksessä aina viimeisiä, eikä meillä ollut mitään sananvaltaa. Kaikki arvostus joukkueen sisällä piti ansaita ja mitään ei tullut ilmaiseksi. Nykyään kaikkia kohdellaan samanarvoisesti ja vanhemmat pelaajat juttelevat myös junnuille, eivätkä vain katso alaspäin. Nykypäivänä junnujen mukaantulo on tehty erittäin helpoksi, nyt se on vain heistä itsestään kinni miten pääsevät mukaan.
- Todella hyvin. Minusta en ole huomannut mitään semmoista että uudet pelaajat olisivat yhtään ujoja. Tuntuu siltä että on erittäin helppoa päästä joukkueeseen!
- Hyvin mielestäni. Ilmapiiri on hyvä joukkueess ja sinne on mielestäni helppo tulla myös nuorempien pelaajien.
- Uudet ovat tulleet ryminällä mukaan ja näyttäneet positivistia ja ennakkoluulotonta tekemistä, joten heidät on ollut helppo ottaa vastaan ja osaksi joukkuetta.

29. Tähän voit kirjoittaa vapaasti omia mielipiteitä toimintakulttuurin uudistamisesta

Vastaajien määrä: 12

- Todella hyvällä suunnalla ollaan!
- Aiku oli tahmeaa ainakin kommunikoinnin puolesta, mutta mielestäni nyt pelaajat ovat enemmän sitoutuneita kehittämään ennen kaikkea itseään jotta joukkuekin kehittyy. MYös joukkueen yhteishenki on parantunut tiettyjen yhteisten ohjelharjoitusten kautta
- Ajatus parempi ihminen, parempi pelaaja on hieno. Olemme toistemme ympäristö aika monta päivää kauden aikana, niin tottakal sillä on välillä minkälaisia ihmisiä olemme toisillemme. Kun jokaisella on yleisesti hyvä olla joukkueessa ,niin se varmasti auttaa saamaan parhaan esille myös jäällä.
- Mun mielestä hyvä asia.
- Olen tosi onnellinen että saan olla osana tällaista projektia. Ehdottomasti paras aikakausi maajoukkueessa. Innostuneisuus ja rehellisyys näkyy jokainen päivä tekemisessä.
-
- Vaatimustason nosto on ollut erittäin hyvä, pistää pelaajat oikeasti miettimään, että ovatko valmiita tähän projektiin.
- Ei lisättävää
- Aluksi vain sanottiin että toimintakulttuuri muutetaan, mutta ainakaan minulla ei ollut mitään hajua mitä sillä tarkoitetaan. Aina vain sanottiin vain että toiminnan pitää muuttua ja ei sovi joukkueen uuteen kulttuuriin. On kuitenkin vaikea muuttaa omaa toimintaa, jos ei ikinä kerrota konkreettisesti pelaajalle, mitä hän tekee väärin ja mihin halutaan muutosta. Vasta sitten kun sain selviä esimerkkejä siitä, että mitä teen väärin ja missä mättää niin pystyin muuttamaan omaa toimintaani. Eli sils olisin toivonut parempaa kommunikointia ja selviä konkreettisia esimerkkejä, että missä mättää. Nyt vain sanottiin että teet väärin, mutta ei kerrottu mitä vasta kuin kuukausien päästä. Olisi sils ollut parempi jos heti alussa olisi kerrottu kaikille selvät sävelet, että mitä tämä tarkoittaa ja mitä se jokaiselta vaatii.
- Minusta se on erittäin hyvä tapa, koska olemme päivä päivältä lähempänä amerikkalaisia !!
- Muutos on saanut minut vaatimaan itseltäni enemmän arjessa. Henkilökohtaiset tavoitteeni ovat nousseet.
- Kulttuurin muuttaminen on ollut hyvä asia ja se piti jossain vaiheessa tehdä, jos ja kun halutaan muuttaa "pronssikulttuuri" kirkaammaksi. Muutoksen ajankohta oli hyvä, koska joukkueessa tapahtui pientä nuorennusleikkausta samaan aikaan ja silloin uudet pääsivät heti uuteen kulttuuriin. Lisäksi olympialaisiin oli vielä aikaa, joten se saadaan sitä ennen arkipäiväksi.

Appendix 3. Questionnaire result staff members

Suomen Naisten Jääkiekko Maajoukkueen toimintakulttuurin uudistaminen - Case Study

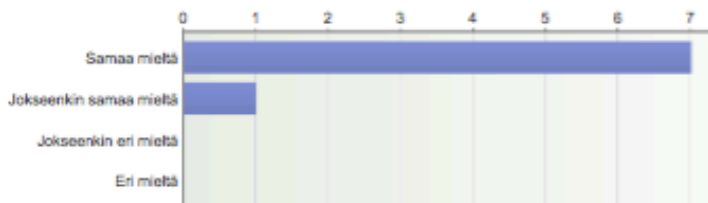
1. Yhteystiedot

Vastaajien määrä: 8



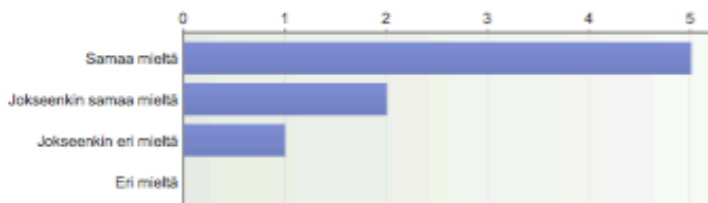
2. Toimintakulttuurin muuttaminen on tärkeää naisten jääkiekkomaajoukkueelle

Vastaajien määrä: 8



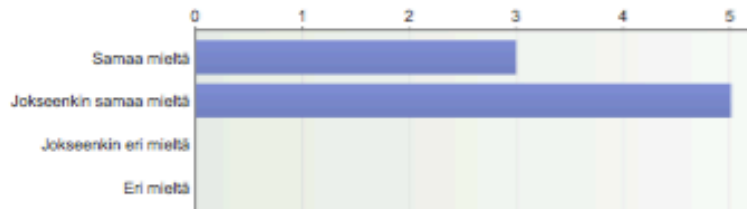
3. Toimintakulttuurin uudistamisprosessi sekä tiedotettiin että perusteltiin joukkueelle selkeästi

Vastaajien määrä: 8



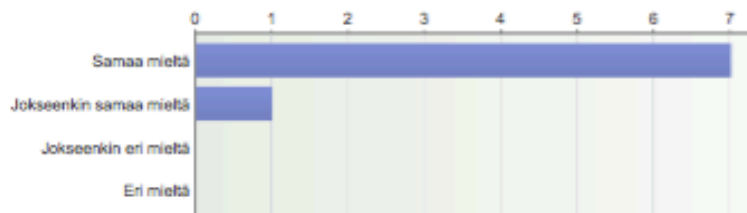
4. Olen saanut henkilökohtaista tukea valmennusryhmältä toimintakulttuurin uudistamisen aikana

Vastaajien määrä: 8



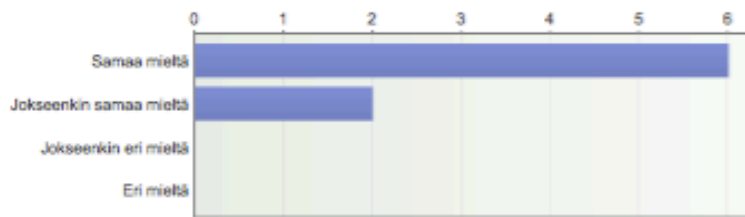
5. Toimintakulttuurin muuttaminen auttaa joukkuetta saavuttamaan joukkueelle asetetut tavoitteet

Vastaajien määrä: 8



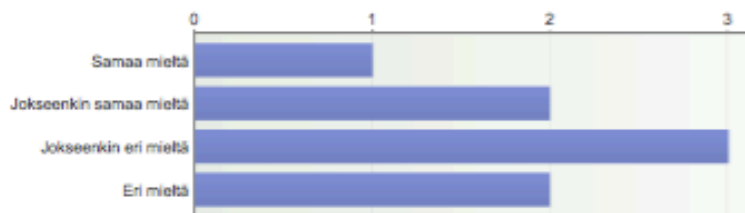
6. Toimintakulttuurin muuttaminen auttaa minua saavuttamaan omia tavoitteitani

Vastaajien määrä: 8



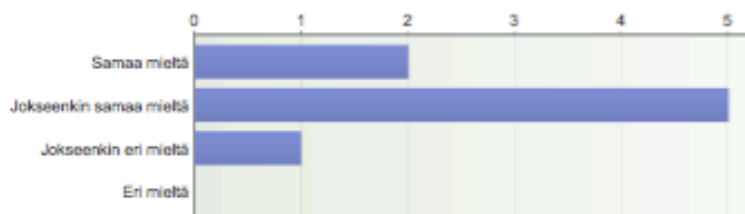
7. Toimintakulttuurin muuttaminen pakottaa minut toimimaan epämukavuusalueillani

Vastaajien määrä: 8



8. Viestintä toimintakulttuurin uudistamisen aikana on ollut selkeää ja ymmärrettävää

Vastaajien määrä: 8



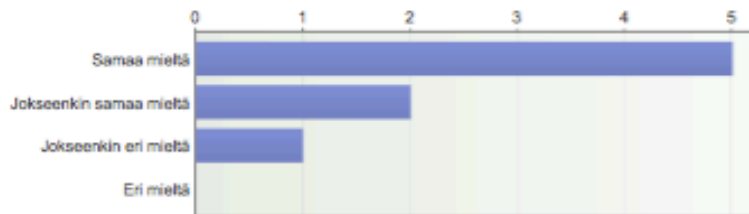
9. Olen ymmärtänyt mitä toimintakulttuurin muutoksella yritetään saavuttaa

Vastaajien määrä: 8



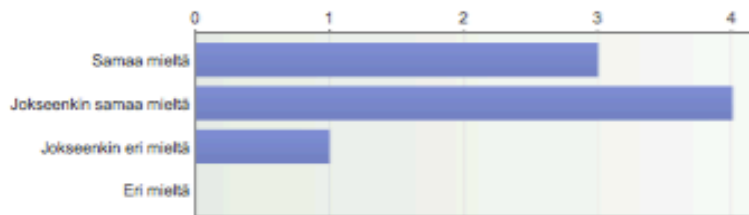
10. Valmennusjohto johtaa muutosta esimerkillisesti

Vastaajien määrä: 8



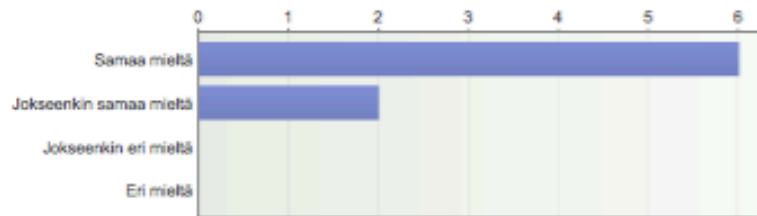
11. Valmennuksen vaatimustaso on riittävä

Vastaajien määrä: 8



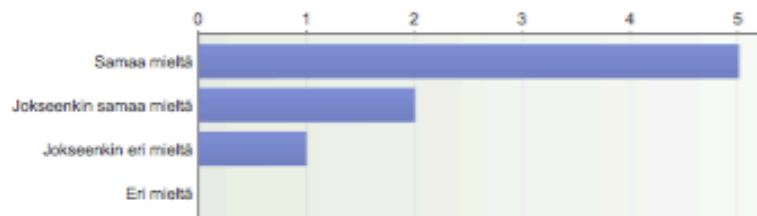
12. Valmennus antaa minulle mahdollisuuden osallistua päätöksentekoon

Vastaajien määrä: 8



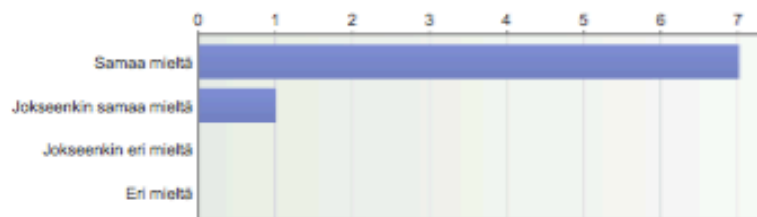
13. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen kehityssuunnitelmaani

Vastaajien määrä: 8



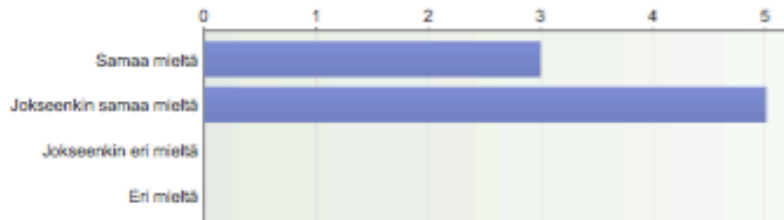
14. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen oheisharjoitteluuni

Vastaajien määrä: 8



15. Valmennus antaa minulle mahdollisuuden vaikuttaa henkilökohtaiseen jääharjoitteluuni

Vastaajien määrä: 8



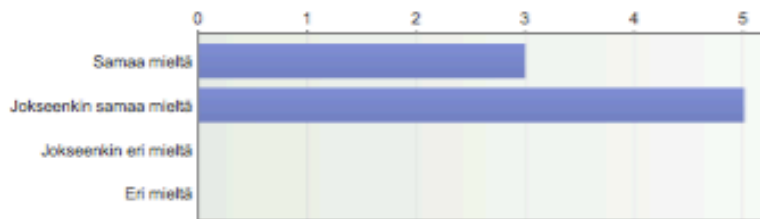
16. Valmennusjohto on tehnyt selväksi että ymmärrän henkilökohtaiset tavoitteeni ja mitä minun täytyy tehdä saavuttaakseni nämä

Vastaajien määrä: 8



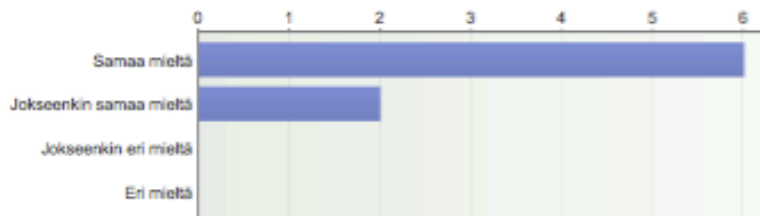
17. Olen oppinut itsestäni uusia piirteitä muutosprosessin aikana

Vastaajien määrä: 8



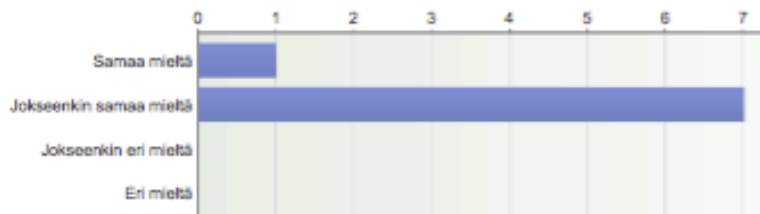
18. Tunnen olevani tärkeä osa joukkuetta

Vastaajien määrä: 8



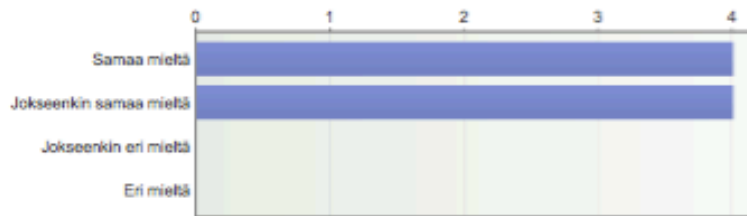
19. Pelaajat luottavat toisiinsa

Vastaajien määrä: 8



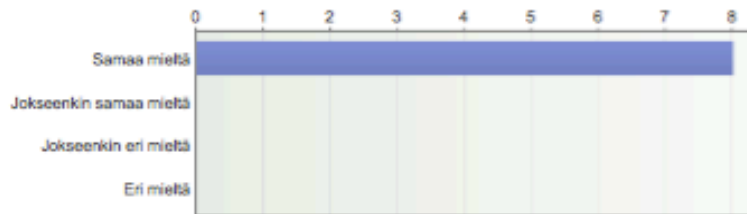
20. Joukkueemme on yhtenäinen pyrkiessään saavuttamaan tavoitteensa

Vastaajien määrä: 8



21. Olen sopeutunut hyvin joukkueeseen

Vastaajien määrä: 8



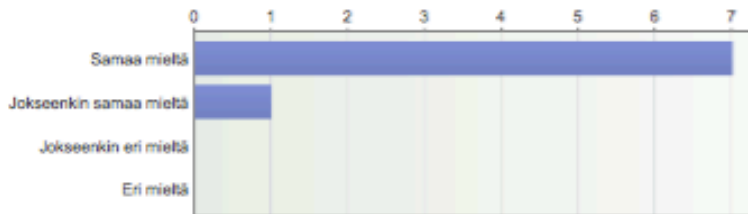
22. Valmennus tukee omien vahvuksieni tiedostamista ja niiden hyväksikäyttöä

Vastaajien määrä: 8



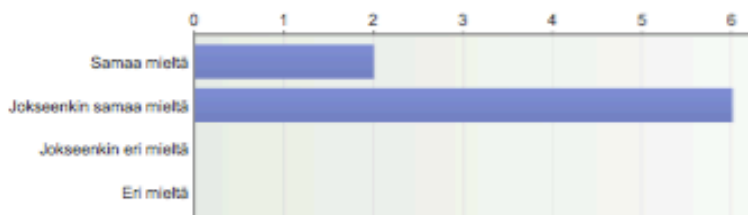
23. Toimintakulttuuriin muutos auttaa minua kilpailemaan paremmin maailman parhaita vastaan

Vastaajien määrä: 8



24. Toimintakulttuuriin uudistamisen jälkeen olen pystynyt tunnistamaan paremmin vahvuuksiani ja kehityskohteitani

Vastaajien määrä: 8



25. Toimintakulttuurin uudistamisen jälkeen olen entistä kiinnostuneempi kehittämään itseäni sekä pelaajana että ihmisenä

Vastaajien määrä: 8



26. Mitä konkreettisia asioita olet huomannut muutosprosessin aikana muuttuneen?

Vastaajien määrä: 8

- Johtoryhmän jäsenenä aamaan aikaan Pasin kanssa aloittaneena olen elänyt jatkuvassa muutosprosessissa, joten muutosta vaikea havaita.
- Joukkueen yhteiset säännöt ovat konkreettisesti esillä ja näiden mukaan toimitaan. Toimintatavat ovat ammattimaistuneet ja yhteishenki parantunut.
- Pelaajien oli aluksi vaikea omaksua toimintakulttuurin tuomaa muutosta arjessa. Pelaajat ovat joutuneet kantamaan enemmän vastuuta omista asioistaan.
- Avoimuus ja toiminnan läpinäkyvyys
Tasapuolisuus. Tasa-arvoista huippu-urheilu ei aina ole mutta tasapuolisesti ovat mukana olevat huomioitu
Vaikuttamismahdollisuudet toimintaan
Henkilökohtaiset tavoiteasettelut tapahtumissa ja niiden välillä sekä toimenpiteitä asioiden edistämiseksi
Toiminta on jatkuvaa ja kokonaisvaltaista, eikä ajoitu vain leirien ajaksi
Toiminnan johto pysynyt kuitenkin valmennuksella, mikä on tärkeä asia
Vastuun ottaminen toiminnasta ja omasta tekemisestä
- Positiivinen, rento ilmapiiri joukkueen sisällä (pelaajat) ja mielestäni johtoryhmässä selkeät roolit ja työnjako.
- Pelaajat pystyvät paremmin keskittymään pääasiaan eli itsensä kehittämiseen urheilijoina.
Joukkue on yhtenäisempi kuin aikaisemmin.
Sisäiset kriisit ovat vähentyneet.
Energiahukka on minimoitunut.
- Entistä selkeämmin luokitellut tavoitteet ja niihin liittyvät toimenpiteet.. vahvempi pelaajien osallistaminen päätöksenteossa (esim. Seitsikko)..
Konkreettisten työkalujen etsiminen (videot, henk.kohtaiset valmentajat, jne.)..
Pelaajavalinnat liittyen yhteisiin arvoihin..
Selkeät roolitukset, odotuksineen.
- Pelaajat ovat ottaneet entistä enemmän vastuuta omasta toiminnastaan. Toiminta on ammattimaistunut.
Pelaajien kuulumisuuden tunne ryhmään on lisääntynyt ja uusien pelaajien on ollut helpompi tulla joukkueeseen mukaan.

27. Jos olet joukkueeseen prosessin aikana liittynyt pelaaja: Miltä on tuntunut tulla joukkueeseen sisään?

Vastaaajien määrä: 8

- -
- -
- En ole.
- En ole liittynyt prosessin aikana
- Tulin johtoryhmän jäseneksi (joukkueenjohtaja) tällä kaudella ja aikaisemmin olen hoitanut ilton toimihenkilönä joukkueen varaukset / matkustamisen / kutsut leireille useita vuosia. Mielestäni joukkueenjohtajan ilmapäiri on keskustelevalle ja asioista voi / saa sanoa, jos eri mieltä tai joku asia häiritsee. Suoraviivaista kommunikointia.
- En ole (valmentaja)
- En ole
- en ole pelaaja

28. Millä tavalla uudet nuoremmat pelaajat on otettu vastaan?

Vastaaajien määrä: 8

- Käsitteäkseni hyvin.
- Erittäin hyvin.
- Nuoret pelaajat ovat päässeet mielestäni erittäin hyvin sisään joukkueeseen ja jos jotain ongelmia on ollut niin ne on pystytty heti käsittelemään joukkueen sisällä.
- Ymmärrykseni ja havaintojeni mukaan hyvin
- Mielestäni uudet pelaajat ovat "ipahtaneet" ryhmään sujuvasti. En ole huomannut mitään kiusaamista / vähättelyä.
- Joukkueeseen on helppo tulla uutena.
- Mielestäni entistä helpompi tulla. Tätä tukee myös entistä vahvempi nuorten maajoukkuepolku sekä vahvistunut Kuortaneen toiminta, joka opettanut jo pelaajat vahvasti mitä heiltä odotetaan.
- Nuoremmilta pelaajilta saatujen tietojen mukaan heidät on otettu hyvin vastaan

29. Tähän voit kirjoittaa vapaasti omia mielipiteitä toimintakulttuurin uudistamisesta

Vastaaajien määrä: 8

- Tavoite toimintakulttuurin muutosprosessissa on tärkeä. Ehkä havittavissa tässä kohtaa, että yksi olympiadi on liian lyhyt aika kokonismuutoksen tekemiseksi, vaikka ilman muuta suunta on hyvä.
- Ehdottomasti positiivinen ja välttämätönkin asia.
- Mielestäni idea ja ajatus toimintakulttuurin muuttamisesta on ollut ja on hyvä. Käytännön asteella olen ehkä ollut hieman pettynyt siihen kuinka pelaajat ovat ostaneet ajatukset ja ideat sekä kantaneet sen tuoman vastuun.
- Aikunfo oli mielestäni hyvä ja riittävä. Pelaajien johtoryhmä haki muotoaan aluksi ja välillä tuntui että siinä oli ns. vapaamatkustajia. Alun jälkeen mielestäni tuli jonkinlainen suvantovaihe. Onneksi toimintaa jatkettiin ja johtoryhmä on osoittanut luottamusta. He ovat vieneet asioita muiden yksittäisten pelaajien auttamiseksi ja myös koko joukkueen toimintaan.
Päävalmentaja on toiminut linjakkaasti toimintakulttuurin mukaan ja pitänyt asiaa esillä. Vieläkin toimintakulttuurissa on tekemistä, mutta mielestäni suunta on oikea ja kulttuuri on rakentunut aikataulussa. Muutos ei tapahdu hetkessä. Asiaa tulee siis pitää yllä konkreettisesti tapahtumasta toiseen ja myös tapahtumien välillä
- Olen ollut mukana naisten maajoukkue toiminnassa vuosia. Pidän tätä toimintakulttuurin uudistamista ehdottomana edellytyksenä menestykselle.
- Muutos on ollut välttämätön. Vastimustasoa on pystytty nostamaan kansainvälistä menestystä mahdollistavaksi.
Rootit joukkueen toiminnassa ovat selkiytyneet: valmentajat valmentavat, pelaajat pelaavat, huolto huoltaa. Pelaajat on osallistettu toiminnan suunnittelussa (PUL), valmennus on urheilijälähtöisempää m-j-tapahtumien



yhteydessä.

Tapamme toimia motivoi kunnianhimoisia pelaajia.

- Alku on hyvä ja edelleen jatkuvasti työ on kesken. Näin ollen kulttuuria tulee tukea ja vahvistaa sekä toimia rehellisesti vahvalla arvopohjalla
- Toimintakulttuurin uudistamiseen on ollut selkeä tarve

Appendix 4. Formal invitation letter

Nimeni on Martin Andler, olen Haaga-Helian kolmannen vuoden Sports & Leisure Management opiskelija. Opinnäytetyöni koskee Suomen Naisten Jääkiekko Maajoukkueen toimintakulttuurin uudistamista (case study). Ohjaajina opinnäytetyössäni toimivat Pasi Mustonen ja Markus Arvaja.

<https://www.webpolsurveys.com/S/BD54577705EADDD4.par>

Sinut on valittu haastatteluun koskien Suomen Naisten Jääkiekko Maajoukkueen toimintakulttuurin uudistamista. Toimintakulttuuri tarkoittaa tapaa ja tyyliä, jolla tietyssä ympäristössä toimitaan. Toimintakulttuuriin kuuluvat kaikki joukkueen toiminta- ja käyttäytymismallit, viralliset ja epäviralliset säännöt sekä arvot, asenteet ja periaatteet. Toimintakulttuurin uudistamisesta tehdään tutkimus (case study) Suomen naiskiekkoilun edistämiseksi ja kehittämiseksi. Haastattelu koostuu kahdesta osasta. Ensimmäisessä osassa täytät oheisen kyselyn netissä. Vastaamiseen menee noin 10 minuuttia. Palautettuasi kyselyn Sinuun otetaan yhteyttä jossa sovitaan Skype-/puheluhaastattelu. Haastattelussa käydään läpi vastaukset. Pääset myös tarkentamaan ja laajentamaan vastauksiasi. Haastattelun kokonaiskesto on 15-20 minuuttia. Haastattelu nauhoitetaan. Haastatteluun on valittu sekä pelaajia että johtoryhmän jäseniä. On äärimmäisen tärkeää että vastaat kysymyksiin avoimesti ja rehellisesti. Kaikki antamasi tiedot ja vastaukset ovat täysin luottamuksellisia. Nimesi ei tulla käyttämään tutkimuksessa, eikä muussa yhteydessä.

Netissä täydennettävän kyselyn deadline on pe 10.3. ja haastattelut pyritään tekemään 22.3. mennessä.

Och samma på svenska

Jag är Martin Andler. Jag studerar mitt tredje år på Haaga-Helias Sports & Leisure Management program. Mitt examensarbete gäller förnyandet av arbetskulturen i det Finska Damlandslaget i Ishockey (case study). Pasi Mustonen och Markus Arvaja fungerar som handledare under mitt examensarbete.

Du har blivit utvald för intervju angående förnyelsen av arbetskulturen i det Finska Damlandslaget i Ishockey. Arbetskultur betyder i detta fall sättet och stilen man uppträder på i specifika omgivningar. Till arbetskulturen hör alla lagets uppträdande- och uppförandemodeller, officiella samt inofficiella regler, värdesättningar, attityder och principer. Det görs en studie om förnyandet av kulturen (case study) för befrämjandet och utvecklandet av den Finska Damishockeyn. Intervjun består av två delar. I den första delen fyller du i den bifogade blanketten. Besvarandet tar ca 10 minuter. Efter att ha returnerat blanketten kommer du att kontaktas. En Skype-/telefonintervju kommer att bestämmas för en tid som passar Dig. I denna intervju kommer vi att gå igenom svaren. Du får också möjligheten att specificera och utvidga dina svar. Längden på intervjun är ca 15-20 min. Intervjun kommer att bandas in. Både spelare och ledare från det Finska Damlandslaget kommer att intervjuas. Det är oerhört viktigt att Dina svar är ärliga och uppriktiga. Därför kommer all information och alla svar att vara konfidentiella. Ditt namn kommer inte att användas i studien eller i andra sammanhang.