

## **Haugesund Ishockeyklubb – Learning diary of junior coaching in Norway**

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<p>This thesis was created as a learning diary of ten weeks where the author worked as a junior head of coaching in Norway. Firstly, the nature of the work was analysed then proceeding into to the actual diary.</p> <p>After analysing the work, the thesis then proceeds into 10-week diary which is highlights of coaching and leading a junior organisation in Norway. It tells week to week basis what problems were faced and how those problems were solved. Also, it investigates work that has been done in daily work life where every day has a different objective to achieve. Those objectives are then analysed after every day to see if the objectives were achieved or not. It also goes into analysing the work in a weekly basis by reflecting the key issues faced, and tasks that were handled. Then it provides solutions or models to those problems.</p> <p>In discussion section, the areas which developed the most are being analysed, what was learned when making this kind of diary, what things were discovered during writing this thesis, what kind of models in weekly analysis were discovered and what kind of continuum possibilities this thesis offered.</p>	
<b>Keywords</b> Leadership, coaching, reflection, analysing	

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# 1 Introduction

My professional career began last August when bags were packed and long drive to Norway was made. This is a totally new environment and challenge. As noted, I moved to Norway to work as a junior head of coaching. My job includes supervising the teams assigned to me which are hockey/skating school, U8/9, U11, U13, HTG and the girl's hockey team. I oversee the bigger overall player development pathway which my subordinates then follow in their coaching. Educating them is also a big part of the job. Educating happens mainly in two different ways; having lectures and analysing their performance from time to time. I also work as communicative line between the board and the coaches who work in our club. I also coach in the U11 team as a head coach, on the HTG ices and in hockey/skating school.

The environment here is in its infancy as the club is only 9 years old. It creates certain difficulties. But the facilities are in mint condition, my office being in the rink (on the ice).

What comes to the academic frame of reference, I chose "Menestyvä joukkue" by Parviainen & Parviainen (2017) and "Coaching Objectives for Developing Athletes' Outcomes" by Coté & Gilbert (2009) as for my main book and publication to be implemented in my thesis. Parviainen & Parviainen (2017) was an easy choice because it contains a lot of information about leadership, communicating and implementing those aspects in sports organisations. Models such as "Problem solving through discussing" were implemented, when I had a problem with hockey/skating school for example. This book contains also lots of models for leadership to use to develop the organisation that you work in. From Coté & Gilbert (2009) I chose this publication to be used in this thesis since they have been such a ground-breaking duo influencing the field of coaching, so it wasn't an easy decision not to use all of their ideas throughout this thesis. Nevertheless, I chose this publication because it is one of my absolute favourites, which is why I have utilized it doing this thesis. Their work contains models and information that every coach should familiarize themselves with. We touched their subjects in school and I have been fascinated ever since.

Professional glossary:

Off-ice

On-ice

Drill

Edgework

Dribbling

U11

HTG

Hockey/skating school

## **2 Description of current work**

### **2.1 Analysis of current job**

Conducting practices and managing games

Coaching the U11 team means I that I'll be the head coach of that team. I make the practice plans to make sure longevity in the process of development. Plan the ice practices in a manner that they enhance multi-skill development and that the practices have purpose to develop in short-, medium- and long-term. I also manage the games where my purpose is to maximise the learning and feeling of success.

With HTG, my job is to coach 16-year olds on the ice. With HTG we mainly have skills practices on the ice. The goal is to make them wiser and more skilled ice hockey players. Some testing is also included to this.

Skill ices sole purpose is to hone players overall skills. These ices are for kids who are motivated enough to volunteer to come outside of their normal practice hours.

Vision and strategy

This means that I decide what sort of direction I want to take this organisation. I decide what is the bigger picture. I also decide what are the focus points which are to be practiced. (Lara-Bercial, North, Hämäläinen, Oltmanns, Minkhorst & Petrovic (2017, 29-33). Then the coaches who are my subordinates execute within those lines. Usually the big lines are pretty general, so that the coaches who work within those have a sense of autonomy but still have the lines to create safety for them. My main vision is to make this organisation into more professional one. Although it takes some time to change mindsets, my plan is to slowly imbed the idea of professionalism. Starting with coaching and the parents. Tell them what professionalism is and how we are going to pursue it.

That big picture also consists of my own vision where I want to take this organisation as well as where they are in that spectrum and a strategy how they can help me as well as help themselves to achieve this vision. My vision for the club is to make it more professional and develop athletes at the same time. So, everybody who works under my command knows how to make it professional and what are the things that are required to make the athletes better.

## Coach the coaches

My job is also to teach and educate the coaches I have as my subordinates.

I need to find the latest information of the things that are done on the ice. Then I need to translate that information into a form I can first understand it and then I can pass that knowledge to my subordinates. Part of this is to read and react. I need to make my professional opinion on what kind of adjustments my subordinates need to make. I need to make insightful analysis about their actions on the field and then make them to analyse those actions from an objective viewpoint. Mostly coaching the coaches includes a post-action decision, so that they can increase the probability of reaching the objectives we have conducted.

## Building relationships

Per Lara-Bercial et al., (2017, 29-33) stated that in building relationship I should establish and have an ethical view of the athletes, parents as well as managers and that I should understand the culture where I'm working with. I came open minded and ready to adapt into the culture which prevails here. Although I knew that the culture isn't that different on what we have back in Finland there is still couple things that are different. I also need to build relationship between the board, subordinates, parents and managers we have here. Educating those stakeholders is a big part of my job.

## Reflect and learn

I need to reflect on whether how is everything that is done by subordinates in the lines that I have given to them. This overlaps somewhat with coaching the coaches, since in coaching the coaches, the reflection part is a key to make them better. I must also reflect if the learning needs have been altered but this happens seldomly since the progress with athletes are often marathon not a sprint. But reflect and learn is also a big part of my own development. Big part of my job is to reflect my decisions and learn from those decisions. The mistakes I make and what I can learn from those mistakes. As well as successes. If I excel in something, how can I make it even better to enhance the development of athletes even more.

I have had to acquire about leadership and human resources before I came here. I had a plan that what sort of leader I wanted to be and how I wanted to manage things around here, but this has evolved a bit during my stay here. The most decisive thing that has

evolved my mindset has been basically the culture that is here. It is very different that I have grown in, so it means I cannot use the same things I would have used back home. But I was prepared to this, because one thing I have learned since I started coaching is that even though you plan something it is almost guaranteed that I does not go as planned.

What comes to my professional assessment, I think I am currently at the point of skilled performer. Which means that I have deep knowledge about my job and my execution is on satisfactory level, but I would want it to be on the next level which is experienced expert which requires that I can ever develop the models I use, and I can guide as well as teach others at the same time. In my job I need to already guide and teach others, so I have kind of mixed feelings which category I should have chosen. It is my job description to educate others, and I can do that already but I'm maybe not in the level to implement new models which then I'm able to modify to be suitable to be used within the organisation. But to cut some slack from myself I know it's my first job as a leader, so it means that I don't have everything sorted out and I don't have a good model to execute in every problem situation. Because I haven't seen all the problem situations yet. I think I'm getting there because I kind of threw myself into lion's den, head first. I also know that this year goes in the terms of me trying to figure out the job and what challenges it brings, and how to solve those challenges. But because this organisation isn't that big, the challenges it brings aren't that big in size. And to solve those issues I do not need to put too much effort but still those situations are stressful and some of the situations do go into my sleep.

What comes to my professional development, I think I'm on a right path. I know that coaching requires a lot of leadership and that aspect can't be overlooked. I know that I'm young to be in this kind of position because normally in any organisation the leader is usually, quite old or otherwise very experienced in their field. But I know that this is a good opportunity to take many tools and different models to future jobs with me. My personal development is going to take huge leaps forwards, especially in the leadership aspect. But also, my coaching is going to go forward. This is my first year as a head coach for a team where I get to decide everything. It is also an age group where I haven't coached before, so I get good revisit into a place I haven't visited before. I need to think everything from 11-year olds stand point of view which is new thing to me. How do I brake things into little pieces, so that they understand everything in smaller picture but then how to transform this knowledge into bigger picture? Definitely a thing I personally need to develop more in this break down part, but I think I'm going to be solid in it as the year goes along. This also helps my overall development if I think little bit into future. I need this knowledge to become better coach. Also, a thing I need develop more in my position is to problem

solve. These things happen mostly in the organisation. I need more solid models and plans to solve everyday problems the organisation faces which needs my attention. Of course, there is some problems that doesn't need me to be solved. Those are then board's problems to solve. But if it has something to do with the sports part of the organisation I'm automatically in the equation. But this thesis is making me think different type of models I can then implement and rely if I get problems. I have taken huge steps forwards whilst making this because I have had to find new models to work with.

## 2.2 Stakeholders at work place

Stakeholders at my current work place (Figure 1) basically consist of two different groups. The board who is main governing body of the organisation. The board consists people with various jobs within the organisation. There is 8 people in the board and they oversee economics, player signings, sponsors, disciplinary, sport selection and the usage of facilities. The head of board is the main boss of mine, but I am seldom in contact with her, since her job is more in the governing part of club, and she has the last word in every decision made. Then there is my boss, who I am in contact with if not daily then almost every other day, who is in charge of the sport selection taking place within the club. Then there is the head of the men's team who is also in charge of the U16 team's decision making, where he draws the bigger guidelines that the U16 team must follow. He is basically on the same level that I am within the matrix of the club. We talk every day and he is the person who I work closest with. Then there is me, and my responsibility is to draw the bigger guidelines for everybody U13 and under. There we have eight coaches who are answer to me and likewise. The most important communication link is definitively between me, the head coach of men's team and sports selection section of the club. We make the overall guidelines for everyone to follow and we use the most time observing things happening on the ice.

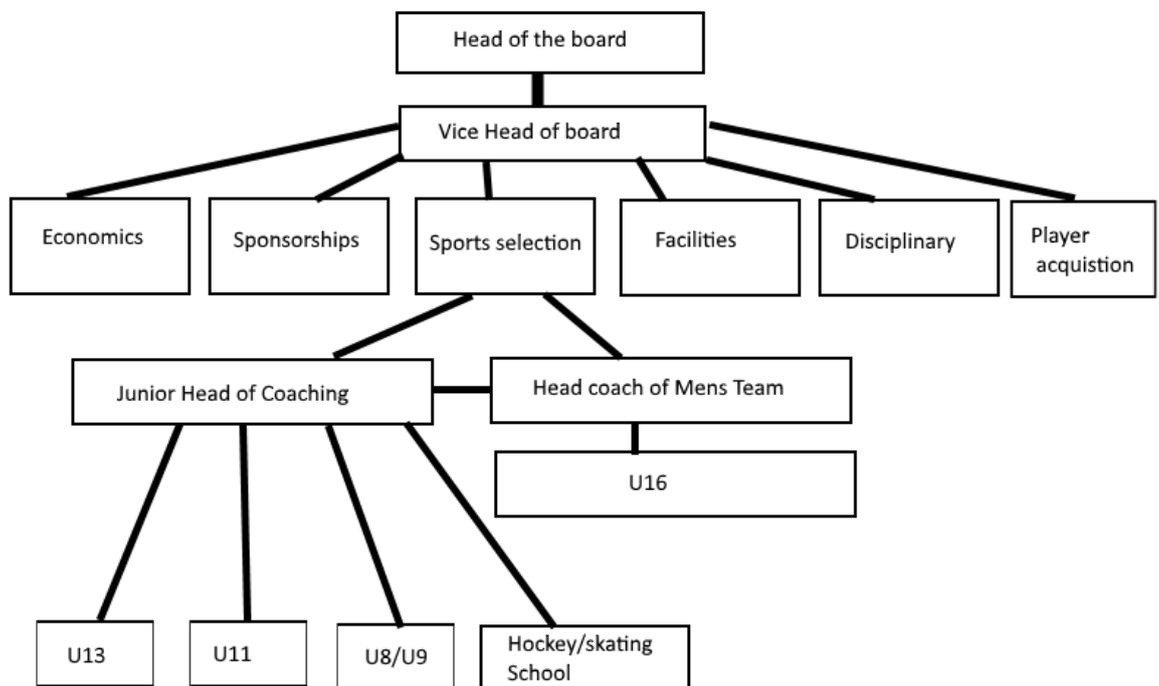


Figure 1: Structure of the stakeholders within the organisational matrix

### **2.3 Communication at workplace**

Communication at my workplace consists mainly on two different methods. The more frequently used method is one to one discussion to ensure subordinates professional growth. In these discussions we go through their practices down to detail to make them think different variations and other possibilities they could use to improve their practice hours as much as possible. We also discuss about the things he/she needs to develop or focus in for the next time. This happens with peers also. We go through the things we see involving the club that we need to consider and maybe change next time we have one on one discussions with the subordinates. From time to time I also discuss with the players' parents but that happens solely on one on one basis.

The other type of communication happens with bigger groups in form of meetings. Once a month we gather to discuss the problem areas we need to focus on and what good everyone has done in their respective teams. This is also to increase the professionalism in general level, so that everybody understands the importance of evaluating their own process. The meetings in my part happens with all the coaching staff that is involved in the club but also from time to time with the board, so that I bring the message bottom to up to the ones who decide about the things that concern the club. It also works other way around, so if the board has a certain message or point of emphasis, I can bring to my subordinates and peers.

One of the challenges that the communication brings is that I have to ensure that I do not act as a broken telephone, meaning that I do not mix up the message that I deliver either to my peers, subordinates or to the board. So, that everybody gets the same message in a form it was intended.

Other problem I face with the communication is that I sometimes wonder whether I get taken seriously and do the others accept my authority because of my young age working

within the spectrum? Especially in one on one situations I need to really establish my authority to make sure that others listen and take serious note on the things that I say

### 3 The diary

#### 2.3 Week 1

20.8

I set goals for today that I get as wide scope of the organisation as I possibly can with talking to my peers. Second goal of the day is to get to know the do's and do nots within this club.

So, it is the first day at new job, so I wanted to get a good look around on what is happening and what sort of things need my primary focus. I did a quite good scope before I came to this new job, but it is always different to talk beforehand than to be at the site. I started the day with some interviews with the people I work with. It was unformal because I did not want to seem too pushy or too aggressive to put my co-workers into uncomfortable situation. I had basic questions on how the things are run here. The questions were: *What is the best thing about the club, what areas need a work on and what would they do if they got all the power for one day.* With this inquiry I got a pretty good insight on where we are as a club/company. Nonetheless, I understand that this is a young organisation, so it is hard to even demand for professionalism or to see it, when everything is still in its infancy. The reason for the lack of consistent way of working is that there are only 3 full time workers, which includes me, and everything else is run by people who volunteer. From this point forward, it is my task to make it into more professional one and make this hockey club a viable and recognizable athlete factory.

To say the least, I think my goal for the day got achieved. At least it got me thinking about the things involved with the club. I also got a clearer view on the things that need my immediate focus and what are the things that can be dealt with later. I developed in scoping the organisation and what to do differently next time.

21.8

Goal for today is to continue to scope the organisation and get to know my HTG group.

I continued to talk with different people within the organisation. Just one on one conversations with equipment manager and couple of the parents, to name a few, as I try to map out still the things that need my primary focus. This time the conversations were even more unformal as I just tried to shift normal conversation to point where I can get all the

things I wanted to know. I also got to know the players a little. We had an off-ice practice and there I mapped out their problem areas. We did a workout which involved coordination ladders and some stickhandling. That was a workout I have never tried out before, but it came out as success.

I think for today I reached my goal and I got even wider spectrum of the things. I also got to know my new players and what qualities they are lacking especially on the off-ice department. I tried to develop with the language and on the scoping abilities that new leader needs about his new working environment and I am pretty sure that I developed with those attributes quite well during the day.

## 22.8

Goal for the day is to get to know my new team which is the U11 team and get them used to the things that we are going to do during practice. Also, my daily goal is to oversee the practices that my subordinates are doing. As well as to look little bit what other age groups are doing on the ice.

I would say that we had a nice thing going with the kids today. First off ice and then on the ice. On the off-ice we did some hockey specific walking with some basic athleticism enhancing movements and then tried to do little bit of coordination with coordination ladders.

To say the least, I think I achieved my goals for the day pretty good. Although I encountered a pretty severe problem with communicating. I was told that the local kids here would speak Swedish since they have been accustomed by watching and reading it on the television, but the reality was far from it. I had to spend tremendous portion of the ice time just to explain simple things. But at least I got to know some of my players which was one of the main goals for the day. After our ice session I followed U13 practices which is also in my responsibility area. But did not have that much time to discuss with my subordinate, but we agreed on a meeting for the next week. I also got a little glimpse of the ice session U9 had and that was not all too impressive. It seems that this team needs a huge portion of my time to be devoted to have everything run smoothly. But all in all, I reached my goals for the day, so I am pleased with that.

Development for the day was non-existent because I had to battle with the language barrier issue, although from professional stand point of view just by watching other people coach their practices, I sort of developed myself because I always try to think better ways to do the same things that they are doing on the ice. But, with my new position, which I

have never been to, where I can share the information I have acquired with my subordinates. Now it is my responsibility to help them to develop as they go. I think that is something that could have been needed when I was starting to coach. That someone would have been there to judge my competence and my ways of doing things when I am on the ice with the kids. But developing this skill, where I can “judge” and then correct the coaches, this early here is going to be advantageous for the future for me also. I get to help the others, but I am also going to help myself develop because it made me think what things I could have done better and what are my own problem areas that I need to work on in the future to improve as a coach.

## 23.8

Goal for the day; have a great ice session with my team and get to know the grassroots instructors, have a chat with them and get a good overall view on what is happening on those grassroots ice practices. Also, I started new power skating/skills ice session with various kids. Today I taught them the ways we do things on the ice and hopefully get development on the ice. Moreover, I can develop also myself because I must think and break down simplest things into little pieces and then teach them to the kids who have probably never done those kind of skill practices before.

I also encountered linguistic difficulties with the kids today. The overall level of the kids is not too impressive, but the things that we did are not that hard either. Even the smallest things are hard for them to grasp although I am speaking with a language in which their language is based on. So that is one disappointing factor about the day and for the next week I need to figure out a way how I can effectively communicate with the kids on the ice.

Despite all this, the skills ice session was a success. It is voluntary ice session, but we had a good amount of kids on the ice. And what is the most important thing is that they are there because they want to learn new things and they want become better hockey players. Which then eases my job drastically. We had a good hour of edge work and learning how to crossover to maximize the skating speed and power on a south to north direction. I think it was a huge success and the kids seemed to like it. And when I asked, they said that they are coming back the next time which is the most positive thing that a coach can hear. It is reassuring that they want come back to learn new skills and develop as hockey players.

The grassroots project on the other hand seemed okay to me. I created a plan for the future because the hockey/skating school has pretty impossible number of kids on the ice at the same time. So, I planned that we need to evolve as we keep going deeper and deeper into the season, if we get more sign ups. I also had a discussion with the instructors. I did it in a pretty unformal manner again because I wanted to create a sensation that I am there to listen to them as a leader and not to be too intimidating. I was not too happy with the way that the conversations went because of the things that the instructors unravelled to me. So, I guess that I am going to have many sleepless nights because of the grassroots project.

As of the goals for the day I am not too satisfied with the result on either of them. There seems to be some huge things to focus on. Grassroots needs my immediate attention organising-wise and leadership-wise, but I think time will tell the truth on how the things are going and how it should be running on the ice. With the skill/power skating ice feel I developed the most. As I said before, I need to really think how to break down every ice practice into little pieces. Also, a good challenge for me is to come up with a way to make the drills challenging for better players but at the same time easy enough for the players who are not that skilful. So, that both ends of the spectrum will still come to practice and that everybody develops on the ice. It really challenges me as coach and as a leader on the ice to make such practices work and that I know the details and I am able to coach these specifics to the athletes.

Weekly:

I think I developed in organisational management side. I have never done scoping through a real company and now that I got to do it I acquired new skills considering the future. Also, I received good things on the conversation part. I think from now on if I am in this sort of situation, I am going to use this unformal style. I think the peer comes easier out of his/her shell and opens about things that trouble them. I think this is the way to "fish" out information from subordinates. Of course, if we talk about serious things such as disciplinary actions then it is necessary to do the old school interrogation setup. But the major thing I have solve during the week was just to get to know all the things that need my immediate attention and coaching my own youth team.

Grassroots project is also a thing that produced some grey hair on my back and head. They had general problems with organising the ice practices, but I had to make decision that we must evolve as we go, because the grassroots here is little bit different than back home in Finland. In Finland every year starts x number of players of the same birth year

and they move them as a team from grassroots to age specific teams but in here we have from 2-year olds up to 9 and 10-year old players. So, organising the ice practices are a bit challenging compared to Finland. But I think with proper overseeing and evaluation of the process I can solve this problem. This is to say that when I have all my peers and subordinates on the same page, I am able to make sure that organising is done correctly, so that everyone who participates to grassroots will have gained the most from every single ice session.

Other problem I encountered during the week was the language. I was given an impression that every kid would speak Swedish or at least understand it, but the reality was pretty much different. It depended on the child but most of the things that we did were too difficult for them to grasp. Therefore, for the weeks to come I need to setup a system in which I can instruct the kids in a manner that they understand me. Of course, my language will also enhance in time, but it is problematic that I cannot keep the kids on the same page with me and I cannot go too deep in the details. So, for the next week I probably will make the practices on the paper and hang it on the locker room wall or I will ask someone to make me a list of all of the Norwegian hockey specific words that I think I would need during my practices. That will probably make feel more comfortable and make the life of the kids' little bit easier.

Because of globalization and development of fast-changing knowledge economy requires people to upgrade their tool-box throughout their adulthood to cope with modernism both in their private and in working life. Nowadays the most important skill is to learn and adapt to needed skill and training (OECD, 2007, 1). Lifelong learning (LLL) is the key I found to help me with the language barrier to readjust my own thinking process and mentality. Lifelong learning essentially means that learning should happen in all points and phases of life (Green, A., 2002, 611-626).

So, motivated by the idea of lifelong learning I dug into to possible models that could help my issue with the communications and I found great model that helped me to understand the building blocks of a language, and more specifically how to approach one. Communication in foreign language is broken into three different elements of linguistics; competence, communication competence and intercultural competence (Vaiuciuniene & Gedvilas., 2015, 106). And then the three of these aspects are divided into subsections as seen in Figure 2, which when mastered is considered to be able to communicate in foreign language.

I also looked other possibilities here, but the lifelong learning seemed like the most suitable one and the concept changing my thinking from one dimensional just go-go attitude to a more open and readier one. LLL then helped me to research into different models where I picked this Competence of communicating in foreign language.

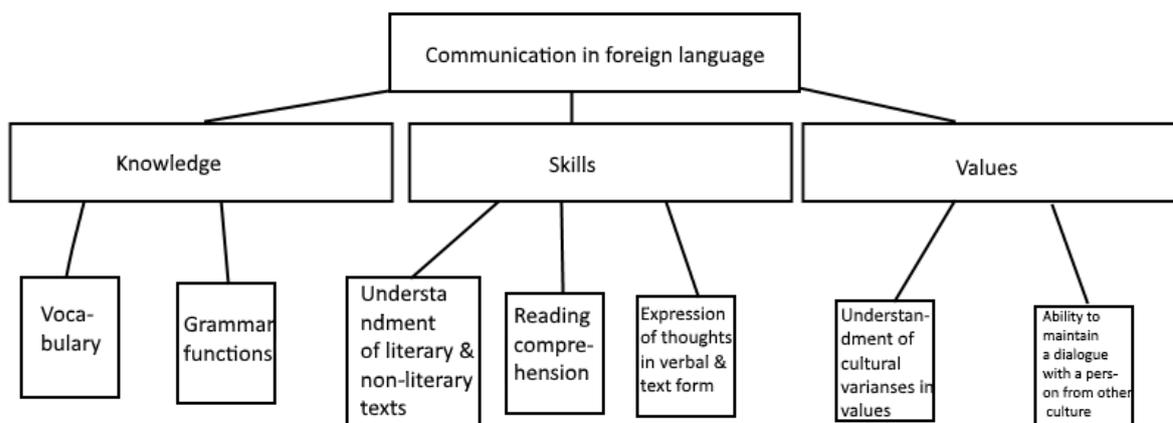


Figure 2. Communication in foreign language (Modified from Vaiciuniene & Gedvilas 2015)

## 2.4 Week 2

27.8

I started the week with a goal in mind that I try to have one on one meetings with my subordinates about the changes I want them to make. Also, I tried to improve my Norwegian with the kids.

The conversations with my subordinates went well because I think I have good group around me. They are very open to my suggestions and they work within the lines I set to them. We went over their quality standards on the ice. We made few adjustments about the way they coach on the ice. Meaning that they are more involved in the coaching process and that they are not just running the drills because it is so inefficient to run just drills on the ice. It is a waste of everybody's time, both the players and the coaches. No one gets anything out of it and the parents pay big sums of money so that their kids would get proper guidance and coaching throughout their sport careers. Therefore, we went over how we can bring quality into ice and how to focus into little details that matter. We had a very fruitful conversation, my subordinates challenge me also which is also good, so that I do not stay too much in my comfort zone. This ensures that I, as a leader and as a coach, can develop even further. My toolbox gets even bigger and the learning never stops. Just like I learned and accepted Life-long learning (Green, A., 2002, 611-626) last week.

Although I had a good conversation with my peers, I feel that I neglected the kids because the communication is still hard. Even though I try to explain everything in my pirate Swedish it is hard to be understood because the kids do not know the hockey terminology in Swedish and neither do I in Norwegian. So, I must show everything myself which in some cases is not always a bad idea, but we waste so much time to get even the simplest things done. So, I am in desperate need of an assistant coach who can communicate fluently with kids. But I already started to talk with the parents and asked who would be willing to commit to the coaching process. Maybe I will get some assistance from there. Regardless of all this nonsense I still get the job done and kids are developing in rapid speed. Adults often think that kids cannot learn hard things but what I have discovered is that by being consistent they will eventually catch your message and do even the hardest things properly.

I learned today that I must be consistent with the kids. It is an everyday obstacle with them. I need to give them enough repetitions and guide them through the basics. Meaning that I must break everything into little pieces in order to get them to understand the bigger picture and therefore develop as human beings and as a hockey players/athlete. But consistency is definitely the key here. I also got good experience in educating my subordinates, but I would still like to see more effort from them. This is to say that they should get more into little details and challenge me to explain and guide them through how to properly coach the kids on certain little things.

28.8

Not much happening on Tuesdays because I only have morning ice but my goal for today is to teach the HTG guys some new edge work techniques and have fun on the ice. I think one should never forget to have fun on the ice. One's job becomes boring and dull if one cannot have little fun every day or at least some days.

The ice practice went well. I taught the guys new techniques and we had nice "flow" on the ice the whole the time. What really stood out for me was that the guys are willing to learn, and they have good focus on the things we do, which makes my job little easier to do. Give me 15 players who have a good mindset, they are coachable, and they have willingness to work and I will make them professional players. That is probably a good project to consider in the future. But as for now I like what I see, even though they are not the most skilled bunch on the ice in technique-wise, but which they compensate with hard work. Good quote here would be: "Hard work beats talent if the talent does not work hard".  
– Tim Notke

Today was not the best day for my own development since all the things we did on the ice were things that I have done over and over again with other athletes. Although, I could have tried to toss something new in to the mix, I have a good formula that I like to stick to and maybe add something new next time we are on the ice.

29.8

Today's main goal is to observe the other age groups practice to see if my subordinates made any changes to their coaching style in regards of the style how they give feedback and present themselves on the ice. Other objective for the day is that I want to have good flow with my U11 team on the ice.

It is great to see when someone listens to you and really puts in the effort on trying to change their habits. In a way to get out of their safe zone and try to put in the hours of developing themselves to develop some else. I feel very satisfied with how the things have started here, proud is probably the feeling I feel now because I really see that we are making steps in to right direction. One of my main goals for this season was to make this young organisation into a more professional one and as for now, I think that we are making progress. Of course, we have long ways to go if I compare the professionalism to for example Finnish ice hockey organisations, but at the same time the same amount of money and effort is not put to ice hockey here. The drills the other coaches did were impressive in terms of quality and they got a good thing going on.

With my team I think we achieved the goal I set for the day. We had good flow as we did the same things that we had done before but with more attention to details. And in two weeks I can already see improvement on the kids which motivates me even more. Coordination, what we have been focusing on in the off-ice training is getting in to them and it translates directly into their on-ice performance. Skating is becoming more and more easy for the kids. But we have also skated a lot because they need it desperately. I made a season plan after the first ice practice which has emphasis mainly on skating. Also, from the stories I heard from the last season they had game where they lost with 30 goal deficit, so I made a goal to myself that by the end of the season we will beat this team. It is ambitious, I know, but I think that we have the real possibility to do it if the kids develop at the same rate that they are developing now. But I will not tell this goal to the kids. That is only a meter for myself, to prove to myself that I have the knowledge and the skills to turn

their team's future projection in to other direction. Although I trust myself and to my expertise that this is very plausible goal, it is definitively not an easy one. But of course, we do it within the limitations of the kid's possibilities.

The main goal which was to see the changes in the other coaches was a huge success and we are on the right track for sure. I am very confident now on the fact that I am doing something right as for the professionalism I am after. We still have long ways to go but it has been a very positive start.

30.8

Full day of action. Goal for the day is to make good quality practice for power/skills ice. Have good practice with U11 and get things going in the right direction with the hockey/skating school.

Skills ice session was good. We had good amount of kids on the ice again and we went more specifically in to the basics of edge work and enhanced the basic of crossovers. Then we did the full repetitions on crossovers because I felt confident that the kids were ready even though we have touched the subject of crossovers quite briefly. But I must keep it interesting to older kids and I strongly believe in that the younger kids learn by watching the older kids doing the repetitions if they really pay attention. And voilà, at the end of the practise also the younger kids were able to do full repetitions on the crossover skating. It is actually fascinating that the kids learn so fast. Especially when there are older kids to show how things work assisted by me to help them to remember the basics. U11 practices were okay-ish. There were things that I could have explained better, but I think I am getting through to the kids now since I made list which the natives translated to me, so I can work with the kids in their own language. Of course, mixed in with little bit of English and Finnish. But that is a thing I really need to focus on and practice on my own. The skating/hockey school was a bit of a mess. Mainly because I have only briefly touched the subject of teaching little kids to skate. We had it properly organised now, but I definitively need to read some material on how to teach very young kids how to skate. Differentiation is the key here but the size of the groups and the variety of the ages on the ice are a big difficulty

I think I reached my goals in the most parts, except on the hockey/skating school. That's a thing I need to devote more time into. I need to read material in order to learn age appropriate things to teach to kids. Learn to skate manuals for example. But I grade the ice

practice 8 out of 10. I am pleased because of the work we have put in, in order to make this a successful hockey program.

31.8

Nothing happening today because my HTG group is in a school trip, so they did not make the practice, therefore I took the day off to recharge my batteries and to write my thesis.

2.9

I went on game trip with U13 and the goal for the day is to see the players on our team, get to know them and what are the things to work on the ice sessions. I also wanted to scout the level of the teams that play in Norway.

Games were a blowout. Our team won both games and to say the least the teams were unfair. We should have done new teams combining players from each team, but it is what it is. I got a good insight on the general level of the hockey that is played in here and I was not that impressed.

But reached the goals I set for the day. Got a good insight on what I am dealing with here. Got couple of new ideas what I am going to implement into my training sessions in the skill/skating ices. Just a couple of general things that the athletes here do not seem to have a grasp on. For example, passing from skating to name one.

Weekly:

My personal development was on the educational side this week. I had the conversations with my peers/subordinates and we got some fruitful things underway, but I would still like to see more from them. In a sense that they would challenge me even more, so I would learn how to mentor and guide them through the problems that they encounter.

Leadership is also something I got a good touch in. It also revolved around the mentoring and I think that I took pretty big steps forward on both of those aspects. Especially on the mentoring part. It sure was pretty different to coach the coaches and it got me interested in this kind of work. Meaning that I think, and I know that I have lots to offer to them if they are willing to make the effort of reaching out to me. It also made me think about all the little details that need to be accounted when coaching the coaches in order to make them able to coach those things to their respective athletes.

Also, during the week, I had to think that how I differentiate practices to a group which has different variety of athletes. Age-wise but also in skill-wise. I had to go back to the roots on what different things hockey consist of. Both off-ice and on-ice. I revisited the very fundamentals of different movements and how to break them in to pieces so that a 3-year-old would understand what I am looking for from them.

Scoping and evaluating were also a big part of my week. I had to scope again through the coaching staff and things that they do on the ice as well as evaluating the progress and the level where our club is at the moment. I think the combination of these two are a good thing to take with me in to the future. It is always a good thing to know these kinds of things because you never know when you need to utilize them.

During the week I had to face the issues involving the hockey/skating school. The major issue there is that the group size is big and that the ages vary so much. So, differentiating is a huge issue there which I need to address effectively and immediately. I also had the linguistical issue with the kids, but I got it solved mostly because I had a paper where I have all the hockey specific words translated. That is a good start but there are still long ways to go with the language and I need to make this one of my priorities. One thing I also had a minor issue with was the breakdown of specific skills that are necessary for ice hockey. It tested properly my own professionalism, but I think that with proper planning and with correct thinking process beforehand I am able to conquer this problem quite easily. Because I trust on my own hockey specific knowledge and professionalism that much.

#### Perceived investment employee development (PIED)

The investment that employer have on their employees represent higher commitment and motivation towards the organisation (Ichniowski, Shaw & Prennushi, 1997, 291–313). Perceived investment employee development is a model to assess the organisations workers and help them to obtain new skills and competencies that will help them to move within the organisation or move to other positions in other organisations. In sense that organisation wants to develop their workers capabilities and professional growth to keep them interested and devoted to the company they work in (Wayne et al., 1997). To have Perceived Investment Employee Development model within, the organisation improves employees' picture about the employer and increases their positive feelings towards the organisation (Lee & Bruvold, 2003, 291–313).

A great model (Figure 3) that I found suitable for my situation and what I try to do in my position to help my subordinates to develop and that they would stick with coaching, especially that they would stick with this organisation and would not leave for another place. By teaching them everything I know about ice hockey I hope to hook them to coaching but it also takes little bit from my subordinates to commit their free time on the little specifics of ice hockey which they can then translate in to their coaching. With the model I have in hand I hope to achieve a passion of my employees, the same one that got me into coaching in the first place.

Although I could have given my employees more this time, I think patience is the key to solve this equation. But with the model I am using now to keep them in the organisation, I hope that we get to a point that I do not have much more to teach them. That I have shared my knowledge to in the most extent. And I chose this model because it is transferable from business world to sport organisations to use.

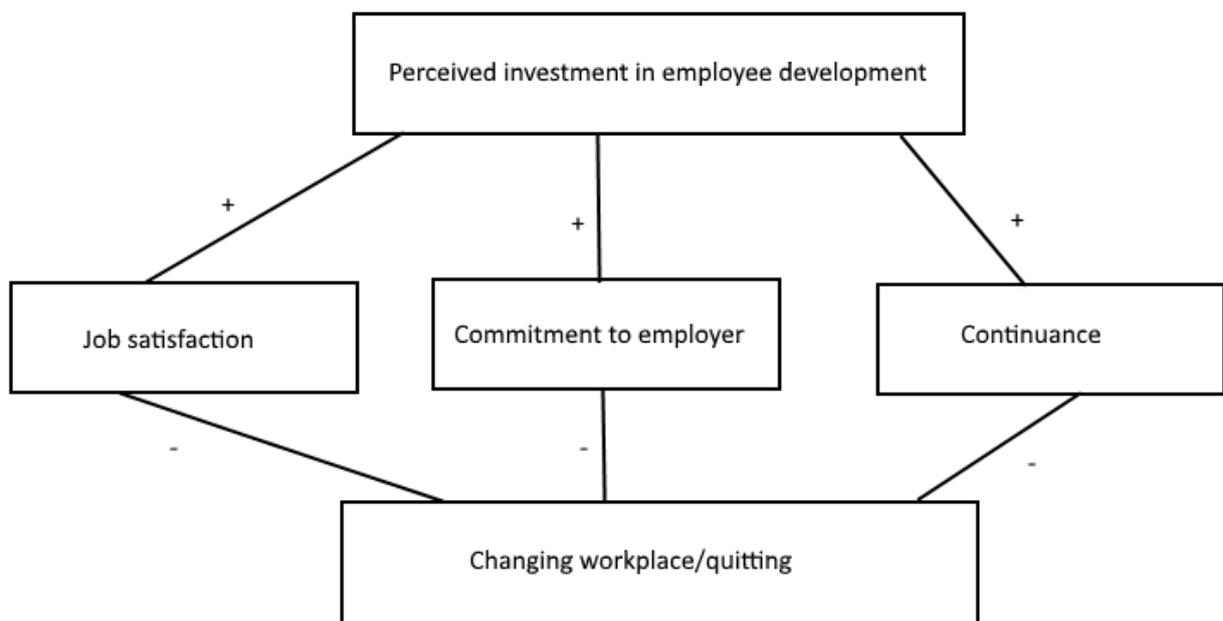


Figure 3. Perceived Investment Development model (Modified from Lee & Bruvold, 2003)

## 2.5 Week 3

3.9

My goals for this Monday are to have a practice with my team in a way that they understand me properly and that I am able to lead them in a professional manner. Which does not seem like much of a goal but talking in a different language, that you have had very little practice of, is quite challenging. In addition, with leading in that language, I face obstacles to say the least.

Day went okay linguistically, and I seem to be making more and more progress on the language part. I have tried to study hockey vocabulary for two weeks now and I got the basics covered but it is still not that natural which bothers me. Maybe I must think about some sort of language course to attend to. The leadership part comes naturally to me on the ice because I think that I am sort of a leadership-oriented in my personal character. Therefore, leading a team which has younger kids than I am usually comes easy to me. But I think that the leadership gets even better as I get more used to the language and I feel comfortable speaking it.

For the day I would say that I reached my goals, but I faced another issue, which comes in with the practice hours we have on Mondays. The kids come straight from school and have a very little nutrition in them. This affects their focus and the energy levels which are quite low and things other than the ones I am teaching seem to be more interesting to the kids. I think that I must do something about that, maybe get them some food like fruits etc. to keep the kids nourished before the going on the ice so that they would concentrate more. Although I cannot do everything, I maybe must educate their parents on how to properly feed the kids. What sort of snacks they should pack for them etc.

4.9

Not much happening on Tuesday's other than the ice practice with HTG. On the ice we will go through covering the puck while keeping the legs moving and shooting from skating, although those are simple things it seems that the basics have been neglected here for many years. I think it is hard to change the habits that they have but I try to explain every step, in order for them to understand and that they would start the thought process in changing those habits.

As I thought the shooting from skating was extremely difficult. And as expected they have never ever done anything like that so, we are facing a mountain here. I think that overall the session we had was very fruitful and they learned the basic rhythm of the legs on how to shoot from skating, but it is whole another ball game to transfer that in to game setup. Also squaring the puck with body in order to cover it seemed to be a really hard concept to understand. I showed clips of their repetitions to them, but it was hard for them to grasp the idea. Although I did not think that it would come straight to them, I would have wished that they would have started the process of thinking about the things that we did. But only the time will tell if the things we are going through are going to get transferred into game situation and it is funny to see next weekend how they are managing the game situations to begin with, even though it is their first exhibition game of the year. My hopes are high at least with two of the four athletes that I am working with.

For the day I am not too satisfied how the practice went. I tried to go through the things we did by breaking every single little thing for them. But somehow, I cannot get them to start the thought process, why and especially when to use the skills that we are practicing. That is a thing that I must think about more. How do I reach these kids? Maybe I need to more specific when I explain the things or maybe I must show them the things from professional games so that they will get the idea that the things we do are really useful.

## 5.9

Wednesday, so the only thing I have in my agenda is the practice with my kids, but I am also going observe the practises my peers are having. I am going to have a little discussion with them. But I do not like to seem too pushy with weekly observing and talking with the coaches that are my subordinates, so that they get too uncomfortable and that they do not get a feeling of incompetence. However, it must be noted that this hockey program is in that state that it needs every bit of help from everybody that it can get.

My training went ok, although I am getting really frustrated with the fact that the things my kids have done in previous seasons has been completely useless. The basics in every aspect have been neglected. They can hardly skate, pass or shoot. Therefore, we have been focusing on the skating and passing. Now also, with little addition to the basic laws of the game such as, back checking when we loose puck and how to find open space. I know it is unfair to compare the things here to back home, but it is staggering how many things these kids here do not yet know. I am eager to go to harder things already, but their abilities just do not give in to that. Some of the guys skills are sufficient enough but most of theirs are not. That really frustrates me.

For the goals of the day, I observed other practices and had little discussions with my subordinates. I am satisfied about the fact that they have listened. Now they are coaching within the drills and not just running them. They are giving personal feedback and giving enough repetitions to kids to try the new things. Next thing to discuss with them is the actual things that they do on the ice. The structure of the practices and what things should be focused on the practices. They should also present some sort of plan for the year that they try to follow. Just to keep me in the loop and that they would have something to rely on when they get demotivated and lost during season.

6.9

Full day of action again. First, I have skills ice, then my own practice and then hockey/skating school. My daily objective is on the hockey/skating school which has been the reason of my sleepless nights. Again.

First two of the practices went as expected and then came hockey school. Again, same issues, too little instructors on the ice and spread of the kids on the ice is hard. I have been discussing with my mentor about the issues I have with the hockey school. I addressed this issue also with the board and we set a date to next Monday. We will have an emergency meeting regarding the hockey school with the board members, included with some of the instructors that have been there for a long time. Since it is the main recruiting tool for this the hockey program, because the city has denied the possibility to advertise in schools and kindergartens, it needs to be in a strong standing in order to have many kids, developing them and then moving them to age specific teams.

Goals and focus points of the day were not reached. It really upsets me if I am being honest. It also frustrates me because my hands are sort of tied because the hockey school needs more instructors. One of the biggest issues is that the general population here does not know how to skate, so I cannot involve any parents to come on the ice with us to make the ice practices work. But in the next week's meeting we need things to get sorted.

8.9

Saturdays are for skills ices and there my only and main goal is to make the kids better skills-wise.

The ices went well, and I am really satisfied that there are many people who want to come on the ice with me to learn skills with various drills. The main thing is that the kids want to come there because they want to develop, not because their parents tell them to. Which might be the case with some of the kids e.g. in my team. That is the main reason that I want to do these extra ices pro bono.

The goal for the day was somewhat reached. I feel like their skills increased, although it was just one practice. It is a small sample size, but we did some things that were completely new for them and they seemed to pick them up. Other thing to be found out later is whether or not it translates in to their game later.

## 9.9

Girls hockey day. Main goal is to have fun with the girls that come and have couple of girls to sign up for our club's new incomer which is girl's hockey team.

I think the day was success although I was not really in a mood of having fun with the kids. Our men's teams team building night could have been one of the reasons for that. But I also realised that I am not myself when I am with little kids. Although I like kids, I am not the most enthusiastic person with them. Of course, the language is one thing but because of the language I cannot even impersonate enthusiastic. This makes me feel that I am not too comfortable with them. I am more of adolescence type of guy maybe because I have worked with them for a long time. Maybe this is good practice for me also because I must work with kids this much, but I still see myself working with young adults and with adults.

But all and all, I am happy how the day turned out. We got a couple of new sign-ups for the girl's hockey team which is really good for the sport but also for hockey program in general. It creates a positive cycle for the hockey program in general because those two hopefully recruit couple of their friends to try out hockey and if they stay with the sport maybe their kids will be involved with ice hockey in the years to come.

Weekly:

I developed this week on the leadership aspect. With the conversations I had, and the things revolving around that. I think one cannot develop enough as a leader but at the same time it is quite hard to come from a position of a second-hand leader as of assistant

coach in to a setup where you are the supreme leader of almost everything and everybody. You have to have all the strings in your hands at the same time and all of those strings need to be pulled enough at the same time in order to develop them. How to devote your time to the different strings on weekly basis is really challenging and a thing that needs my utter most attention all the time. Because, if I do not have all the aspects or strings in my firm grip everything falls apart and the hockey programs projection is downwards when it should be up and beyond all the time.

Also, a thing that I developed during the week is to work with kids. How to trigger them and how to engage them in a fun but educating way? I really needed to go to my roots and think about everything I learned during school time about those things with hitting few articles and books in addition. So, the personal growth is ensured, and I get more of a good basics because I sort of skipped that part because I went into adolescence phase straight in my coaching career. So, I get a good oversight of everything that should be done during the process of first coming to sport and then developing into an athlete. I get good overall knowledge of every phase during that process. I take this knowledge as a good personal development on being a good hockey coach.

I had the same problems I have had during all the weeks. Hockey/skating school is the biggest problem I face here apart from the language. Although we have taken steps to make this thing to workout it really has not and that is why I called in an emergency meeting concerning hockey/skating school. So maybe we are wiser next week, and we get the instructor issue sorted because we are so under staffed on the ice all the time. Furthermore, I figured out that I do not have that good of knowledge on things how to teach little kids to skate and so on, but after little bit of studying and really thinking every practice through, I think that I am able to sort that thing quite easily.

The model I chose (Figure 4) when I read through some material to develop further was to this easy ten step program in self-growth. If I want to address my issues within the organisation and to become better leader I must grow personally. And this starts with having growth mindset. If you think everything around you is set to stone, you create bad habit of proving everything yourself –a fixed mindset (Dweck, 2006, 3). So, by being open, reflecting, listening and watching one can develop their mindset and, also develop personally in your flaws thus be successful in what you do. While most of the people know that planning helps to achieve wanted outcome, most of the people are too afraid to execute their plans (Jain, Apple & Ellis, 2015, 42). Following from this, I need to create a good plan on how to develop and how to have those strings in my hand. Also, how to devote my time and to be

too afraid of following my plan. A vision is determined as who and what one wants to become, it requires understanding values, goals and how to reach desired goals (Jain et al., 2015, 43). By updating my vision of where I want to see this club to go is next on my plate. My original vision was to make this hockey program into more professional one but reading through this model I think I must make it little bit more specific one. Self-assessment or reflecting is one of the most important elements of self-growth because that's the key to oversee your project and way to evaluate your progress (Jain et al., 2015). But it cannot be mixed into self-judgment. Because if the evaluation is based on self-judgment it distorts the focus from the next objective (Beyerlein, Holmes, & Apple, 2007, 1087-1101). Grit is the capacity within one to strive for greatness and success in long term (Shechtman, DeBarger, Dornsife, Rosier & Yarnall, 2013, 7). Grit is passion for meeting the challenges which enables you to try after you fail (Duckworth, Peterson, Matthews, & Kelly, 2007, 1087-1101). I need to be consistent – gritty, if I want to have all the strings to be pulled into right direction and I need to travel to place of uncomfortableness to achieve this.

1. Growth mindset
2. Plan
3. Develop or update vision
4. Reflect
5. Grit - go outside of your comfort zone

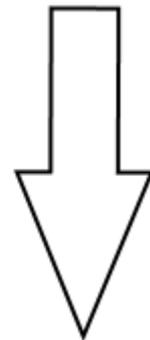


Figure 4. Growth mindset (modified from Jain et al., 2015)

## 2.6 Week 4

10.9

As discussed before, today's main goal is definitively the meeting with board members and instructors about the hockey/skating school and use the learned model to lead, communicate and make things work.

Meeting was a quite a success. We got good discussion going on about the hockey/skating school. And we decided to divide the rink in to four different zones. A thing that I wanted already from the start, but I did not have the instructor resources available that time. We also distinguished clear plans for each zone and when to move the kids from

zone to zone and ultimately how and when to move them in to U8/U9 team. From my point of view the plans look promising but, plan is only a plan, so we have to see it in the action. Given the fact that it has not worked that well in the past few weeks, makes me little sceptical about this whole thing, but I got to cross my fingers so that the things will work out as planned.

I reached my goals for the day. We got the plan set and now we need to just implement it in to real life scenario. I am really happy about the day in general and we got the work done and I learned the fact that things need to be addressed immediately to get the wheels turning into right direction but as this is a new hockey program I maybe had little bit biased in the thought process about the hockey school, although it is the main recruiting tool that the clubs has.

#### 11.9

Today's main objective is to teach to HTG kid's new techniques on the ice and deepen their professionalism in a sense that they start to analyse their own performance.

As mentioned, one big theme on our ices with HTG kids has been the analysing their own performance to deepen their understanding of the concept that they do on the ice. So, I film their performances and they get to watch them, but only time to time in order to keep the ice running smoothly. We go through them and after that we have a small walkthrough of the correct repetition. But that is not always easy task because they are not used to it, since they have never done it before. It is certainly a slow process, but I want them to become better hockey players and individuals who can judge and analyse their own performance on the ice but also off the ice.

We got through the technique part and we are making a great progress although we are not in a state that I would be satisfied with, but I do not think that we reach that level ever this season because they are lacking the fundamentals. Nevertheless, they are getting pretty good at analysing their own performances, which I am really pleased to see, and I think that I also improve daily in explaining them the things that I want to see on the ice. But the model I use is definitively the one I am going to stick for now.

#### 12.9

Only my U11's practice today. The goal is to go through passing in motion and for my personal goal is to make them realise that the motion and passing to motion as well as receiving pass in motion is vital key in order to play ice hockey.

The ice went okay, but I have a fundamental problem with the simplest of drills with them. They are also an age group where all the basics have been neglected. So, we cannot go through things that U11 are supposed to go at these stages which is extremely problematic. On the side note though my language skills are getting better or the kids are starting to understand my Finnish Swedish because that is also a part of the problem. Also, the culture creates huge problems in educative sense because they have really hard times on focusing and I cannot really do the things that I would do back home in Finland. Also leading a team that has these young athletes is uncharted territory for me, so I cannot use the same vocabulary that I have been using the past years with the 15-17year olds. Also, we have gone far with off-ice practices that I introduced to my team. Main focus has been on the general athletic abilities, coordination and on the hockey specific warm-ups with some games that translate to the ice. Progress on these has been tremendous and one can really see the difference, especially on the coordination part.

Although it was really hard for the kids, we went minor steps forward to be more solid hockey team. We got really nice passing chains from motion to motion which I am really pleased to see. But the fact that they lose the concentration when I am speaking is really disturbing and a thing that I need to study. Basically, I must put the work hours in my free time to learn few tips or tricks to get their undivided attention on the ice.

13.9

Make or break day. The day I have been waiting this week. One and only goal for the day is to see if the changes we made on the emergency meeting on Monday were correct and that we have some sort of system on the ice now.

What a huge break through. The ice was more than I could have ever dreamt of. Things went smoothly, we had different stages concerning kids' personal level and they all had fun but also at the same time they were challenged to the limits of their skills. I do not know when I have got this much satisfaction out of little kid's hockey. It was a thing of beauty! A model that needs to be implemented throughout the whole system. This system hopefully creates better players to age group teams targeted mostly to U8/U9 teams. If this system gets good enough, we get the fundamentals to level that's required of the kids this age, I am even happier than I was before. It must be noted though that this is only the

beginning, merely a start, but the path is correct now for the hockey/skating school which has different aged and level of players. Definitely a thing that I am going to take with me when I move to elsewhere and I am doing the same job. Still, we need to put in more effort to the hockey/skating school program to fine tune it and especially I need to revisit my own youth by thinking the things that where I started, to have correct things done at correct age and level. So, I need to hit the books and talk to people to get a good oversight on how I can improve my own station to make them even better skaters and so on.

I and we definitively reached our goals for the day. We and especially I did not break under the pressure. Which was a huge confidence boost to me, but also to the team of on-ice instructors we have. As said this a good starting point and we need to progress from this point, aim for the stars and not to settle to nothing but the best.

14.9

Friday after a tremendous Thursday. Today's goal is to focus on the analysing part on the ice to make the athletes to think and not only to perform.

We got a good buzz going on the ice. I think that, we as a group are making a progress also in the analysing part. The HTG guys are getting more into analysing and they even downloaded their own phone apps where I can send their repetitions to be analysed at home. I think it is amazing to see how they are following with keen eye what we are doing, but I would like them to question more the things that we do on the ice. That is also a big part of the analysing part. With questions they challenge me, but they also challenge their own analysing skills which is a thing I would like to see happening more on the ice. But we must take baby steps forwards in order to make them more wiser hockey players and individuals in every sense. It is not easy task to make them to think themselves when they have years and years just followed instruction and performed to please the coach. But I am very optimistic because they have developed tremendously in only four weeks' time.

I am really happy although the goal was not that big for today but the progress the kids have made in such a short period of time is really impressive. For the day I have a good feeling and I reached my minor goal. Just as I was taught at the University, that it is the minor goals on the steps that leads to sky and beyond. We are climbing slowly but surely to the top, hopefully. And I really hope that they have the same feeling that I do. Although they probably do not realise it themselves, in the opinion of an objective watcher they have given good effort.

Gameday for my subordinate. My only job and goal for the day is to observe and give feedback to my subordinate. Also, a little analysing of my HTG athletes and how they are performing on the ice in a game situation.

I was not that impressed. In a sense that there was not that much of game and I was pretty disappointed of my subordinate who does not need that much of guidance with the coaching, since he is experienced coach, but that my HTG guys were not that impressive on the ice. They did not do a single thing that we had practiced. So, we are back in square one, and I must start with same mantra of things that they need to focus on. Only one good repetition which led to goal but that was slim victory in the pile of things I must get back to in the next session. Also, I discovered thing in the mental side with one of the players which is extremely alarming and that is a thing I need to address the next time we are on the ice together. It is eye opening thing to see your athletes on a practice setup and then again in the game situation. How things can change that much within days. It seemed that they had forgotten everything that I had taught them. It was disappointing and de-motivating to watch, but also refurbishing fact to me that I have be more consistent and that I have to even more specific with the details. It made my hunger grow even more.

Goals of the day were achieved but the observing part revealed some terrible truths that I do not like, but as said, I need to revisit these things next week and have a serious talk with the athlete. Lot on the plate for the next week but all manageable things to do.

Weekly:

This week had positive things and some negative ones. A good thing with the grassroots was then devastated by the performance of this one athlete, who showed alarming personality traits. But I definitively developed on the leadership and in organizing parts which came straight from the hockey school. They hockey/skating school was the biggest problem in the start of the week that I had to address and the later in the week a bigger problem emerged. I got through this week's problems by addressing the problems we had on the hand immediately.

Thinking back this week as a whole and the problems we had with the hockey/skating school, I made a correct decision to call in the meeting. Also using the model (Figure 5) that I used was definitively the right decision to also include my subordinates and peers to

make things work in the way that we wanted it to work. I included my peers and subordinates in the decision making so, that they would feel more included in the process and that they would get the feeling that they are also part of the process in every way. Even though talking through the wanted model the time used in it might be longer the action then might happen even faster (Parviainen & Parviainen, 2017, 29). Compared to the traditional commanding style way of leading where I would have told them what to do. Giving orders is based on command and control to show power, authority and control over people (Andersson & Andersson, 2010, 2). We got a fruitful conversation where everybody got to say what they had in mind and then shared the idea how we should organize the practices as well as the developmental model. We are used to make decisions in a rush and have trouble in seeing them in action (Parviainen & Parviainen, 2017, 30). I could have also used the commanding style here, but my work as making this organisation into more professional one is to make sure that I develop the individuals here who are going possibly stay longer here than I am going to. To ensure their development I chose this model.

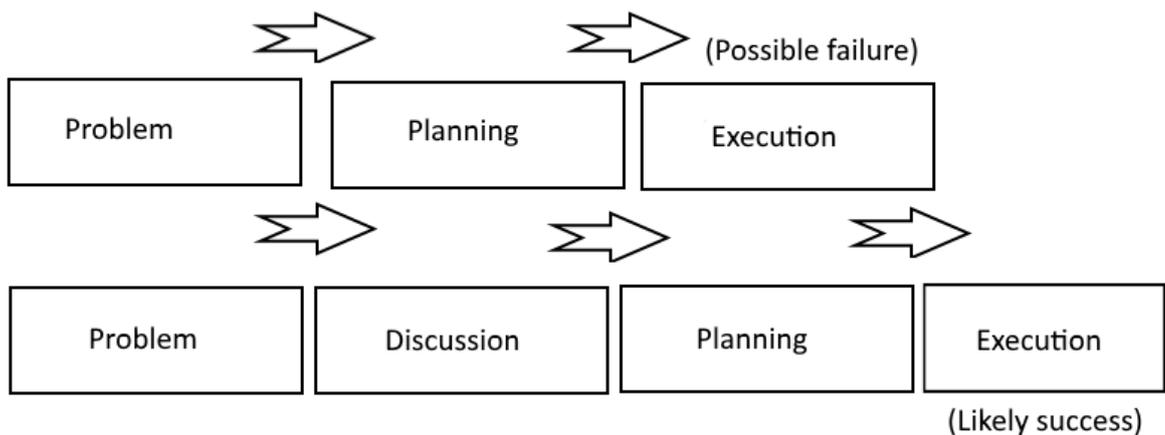


Figure 5. Problem solving through discussing (Modified from Parviainen & Parviainen 2017)

## 2.7 Week 5

17.9

Main goal for the day is to go through working with edges with the U11 kids.

We went through the edge work and they are progressing with skating tremendously in my opinion. Although, we are not there yet we are on good track with this one and if one would have been watching the day we started and would have come to rink now to watch

the practices they would see tremendous progress with skating. I am very pleased with that but still we are not there.

I think the goals for the day were achieved, but I cannot be too satisfied because that will stop the progress. So, with skating we have to still put in the hours which is good for the kids, but kind of bums me out because that is a time, we could use for doing something else.

18.9

Today's main goal is definitively a discussion with one of the HTG athletes. How one acts in a game situation, the body language he signals with and what are the next steps from there for him if he wants to achieve his goals. So, the fundamental goal is to make him a better person and to realise what it takes.

I think we had a good discussion. Like I told to the group beforehand that I am going to be straight and honest, so that they don't start doing conclusion themselves. So, I told him straight and honestly how I saw the situation he is in. In that he has to start act differently if he wants to achieve his goals as a professional ice hockey player. But, mostly how he acts with difficult situations and how all of this is transferrable to real life. And that being the leading players of his team, there is at least 10 players who look up to him and that in his position. Meaning that he must understand the difficulty and the demands of leadership if he wants to excel as professional athlete. As said, I talked to him straight and honestly what are the traits in his personality and in his game that needs to be honed. He agreed in most parts and I could see that he had thought these things before, but only time will tell if everything we talked got through to him.

As for my personal growth for the day, I think I developed in confrontation and in trying to make person into a better one. Although it is hard for the third party to develop one's personal traits, I think that if he really started to think the things, we went through he will certainly develop not only as a person but as an athlete also.

19.9

Wednesday and it is practice time for the U11. My goal for the day is to go through passing in motion. Since the theme that we have had with the team has been solely on the skating and the passing given the fact they have been neglected with those basics.

Really frustrating day. The kids cannot really grasp with the concepts that we go through. We do not have the language issue anymore, but they maybe do not understand the basic laws of the game since the game has not been here for long, so they do not understand big picture of the things just because game is not imbedded in to them from the time they were young. Maybe.

We got through the basic's, but I am not too satisfied with the goal for the day because we are not making the progress in the rate, I would want them to. But maybe I have too high expectations on my own expertise or the kids cannot focus long enough for the things that we go through. Still we are making progress which is good sign, but the workload we have ahead is huge. Maybe I have to more consistent and just keep working the basics.

20.9

This Thursday's main goal is to make sure that the work we setup last week for hockey/skating school was not a fluke. So, that we have a good continuum for the future hockey/skating schools to come.

It really seems that the changes we made last week were successful. We have proper model for making the kids to go from the hockey/skating school to the clubs age specific teams. A model that we use is not that fancy we just divided more people into smaller zones and got some few new instructors.

This was probably the best thing that could have happened to this hockey school. Now we are organized and structured on the ice. The kids feel competent and get self-confident when they move from zone 1 to zone 2 and to the zone 3 etc. So, the model that really is here is to emphasize the point that the kids will be rewarded for their development. I am not sure if that is the right model for the kids, but it is the only one we can work with. Given the fact that the age differentiation is huge on the ice and that we have only limited resources on the ice with kids.

I would say that for the day I reached my goal and I am satisfied in the work that we have put in for the hockey school. Although one cannot be too satisfied but have to work with it to hone it out to the perfection to make sure we get good cycle going on and we can produce good players to club to use later on.

Time to see if the talk I had with the one of the HTG athletes were fruitful or not because like I said to him it is all up to him to make the progress and he must try to change if he really wants to be a professional athlete.

I would say that it did not go as planned, at all. He got on to ice and seemed to be really out of order. He did everything with half speed and did not focus at all. He was there just to ruin everybody else's practice, so I had to throw him out from the ice. Since I do not tolerate childish actions on the ice because they all are old enough to speak up for themselves if they cannot practice.

After the ice had to have a new one on one discussion with him to see if the real talk we had last time was troubling him or if there was something else on his mind. We had good fifteen minutes of discussion and we set ground rules for being on the ice, how we act there and what kind of person is coachable. He then told me what was troubling his mind. All in all we both left the rink with positive thoughts for the future and now I really hope that I do not have to be the bad guy and throw him out from the practices ever again but as I told to him, I will if I must.

Weekly:

This week I feel like I developed on the 4c's (confidence, competence, connection and character) for the athletes that I looked up few weeks ago and then revisited after I saw his performance on the game and then had the discussion with him. Helpful model that I can use more in the future to make my athletes more complete persons as well as more complete athletes.

The discussions I had with the HTG athlete were really my biggest challenges for the week, but I think I managed through them with flying colours although only the future can tell if the things, we went through were helpful for him or not. When writing this a thought that I must use this with other athletes also arises because the season is long, and we are on the rink twice a week to practice early in the morning. Maybe only time will tell if other HTG athletes will have same sort of personality traits that will call for action to stop them to do these things, but as said only time will tell the absolute truth.

Sport is a good tool to promote athlete's personal growth on aspects such as confidence, connection with others and character. Therefore with coaches' actions with athletes, one

has a chance to influence on the athlete's psychological growth. (Horn, 2008, 239-267). Coaches therefore need knowledge in a healthy mix of professional, intrapersonal and interpersonal knowledge (Côté & Gilbert, 2009, 310). Effective coaches in any level will need lot of professional, intrapersonal and interpersonal knowledge, but there will be variations in contexts because of different requirements in athletes' confidence, competence, connection and character. (Côté & Gilbert, 2009, 315) Coaches must also be aware of the athlete's changes in different spectrums of their lives from childhood to adulthood (Côté & Gilbert, 2009, 315).

Figure 6 shows the model of creating complete young adolescents throughout the sport they are involved in and is one of the steps out of four that coach can have their influence in that I found was helpful.

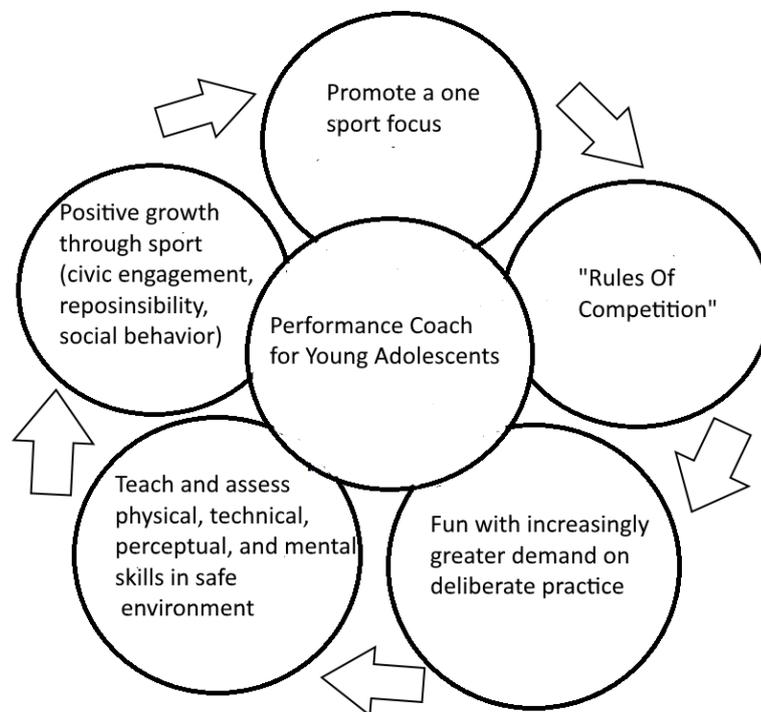


Figure 6. Performance Coach for young Adolescents (Modified from Côté & Gilbert, 2009)

## 2.8 Week 6

24.9

Today's main goal is to teach the kids how to play one against one starting from neutral zone and what kinds of things they must take in account regarding that type of defensive game.

I say we got through everything that we need to cover in that area. We went through stick defending, looking to chest and few other things that helps them majorly to defend against opposition. By the looks of it, everything went smoothly, and we got some good defending going on which I hope will translate in to their game directly. Because last game we had the defensive game was non-existent. So, I decided that we will start to go through the basics which also has been neglected but I like that we are making huge progress every ice. Or at least it seems like it. Although, we could do everything even better and we could be doing things that are proper for that age group, but reality is that we cannot, so we must work with the assets we have available to us.

I am quite satisfied how things went today on the ice. We definitively reached our goals and the kids had nice concentration throughout the whole ice session. I also like how we are making progress on the actual game part. There is starting to be things I imagined in my head before the season started. The kids are actually starting to play the game, meaning that they make plays and they think what they are doing on the ice.

25.9

HTG ice and we are going to do some dribbling because we are under staffed on the ice today and the goal is to have fun and develop at the same time. Because I think that most of the coaches just want to develop and they make the kids work hard every day, and I do not say that it is not necessary but often they forget the fun stuff which should also be included in addition to hard work.

We did some old-fashioned Russian style dribbling. We taped two pucks on the stick and had a nice hour of high intensity dribbling going on. We went through the basics like always and we have also covered basics of dribbling few times earlier. But I was pretty surprised how they handled the old Russian way since they have never done it before.

We had an hour of solid fun dribbling and then had few games afterwards. Guys had a solid smile on their faces all the time, so I'd say that today's goal was achieved.

26.9

Today's main goal is to reinforce the things we learned about the one on one defensive game on Monday. Go through everything again and the make sure that those things are also visible in game situations.

On ice we had nice atmosphere. We used little bit more time on the one-on-one defensive game than we used on Monday, just because I wanted to emphasise the key points once more. And looking into the future I think we must use little bit more time with this one also. Although we made progress on this ice also and the basics are getting through to them, we need to hone little details little bit more. Because in ice hockey those little things are everything that really matters.

I would say that today's objectives and goals were achieved on a goodish level. I could have performed better than I did, but you are not on your A-game every single day. A fact that needs to be acknowledged by everyone that is involved in coaching.

27.9

Hockey/skating school day. Today's main objective/goal is to move the kids I have had in my zone to the next to make them to join clubs age specific teams and, also to start a new project with new incomers who come to my zone. To have fun but also develop at the same time.

I started with the kids I received from the zone two same way I started with the kids who just departure from my zone. I used pretty much the same drills I used with the kids who I just had because they seemed to do the trick with them. But this new model we have is being very fruitful. We have very good percent of kids who are now on the zone two, who previously have never been standing on skates before. So, at this point I would rate this program already success. We just need few more signups to have even more people on the zone one every single week.

Today was just as success as the other weeks has been after we made the changes in hockey/skating school. The kids have fun which is the ultimate objective for every single ice session. That they have so much fun learning and skating that they want to come back every week to our practices.

28.9

Friday and the main goals for the day are to go through attack small angles with HTG guys and to have a discussion with the head coach of newly established girl's hockey team. Also, to teach her little basics about coaching. Few tips to do and to avoid which would have helped me through the early years of my career.

Small angle attacking and using small angles in attacking went through pretty okay and we got again good discussion going on. I really like their attitude now and one can really see that they are investing time in thinking the things we are going through.

The meeting with the head coach of girl's hockey was pretty one sided though. It was pretty one-sided monolog. She just listened and looked at me when I explained things which was somewhat disturbing to say the least. It would have been more fruitful if she would have been more invested in the discussion we had. Maybe she took the coaching job with some alternative motive other than really making the kids better. Who knows? I maybe have to discuss with her little bit more about her fundamental values of why she is a coach in the first place and what are her motives to be a coach.

But all in all, I would say that today's goals were achieved. I made the head coach of the girl's hockey team to setup a yearly plan to assist her in her coaching and we set a new date to go through with her. Although the conversation, if I can call it that, went well enough in a sense that I got to say everything I had to say. I do not know she got anything out of it, but we will talk more next week so I get a better picture then. I also made her to plan the girl's hockey day we are going to have next week. So, set her to the hot seat immediately to push her little bit out her comfort zone so she would develop as a coach but also as a leader and as a person in general.

Weekly:

I am becoming more and more a solid leader. I am really happy to see this happening because that was one of my main concerns before I came here. How can I handle the pressure? But it seems that I am taking it quite well and I also get to implement now the things I planned I would do before I came here. Because my main objective has been, and still is, to make this organisation into a more professional one. With educating new coaches and influencing their minds on coaching and how the little things are done I can take a head start into making them more professional. More specifically, I can teach how the things are done correctly, and I can already see the transformation in the players that we have in our junior teams. Coaches are getting better and with that the players are reaching new heights which they probably would have ever reached.

This week I did not have a problem per say, but the meeting with the head coach of the girl's hockey team was little underwhelming. I would have wanted more out of her, but in her defence, she is young and un-experienced, so I sort of understand where she is coming from. I may seem intimidating person to deal with because I think she has not worked in any company or organisation before, so she cannot act naturally in front of me. She is lacking in general experience in working. But I think she is going to need a lot of guidance for the rest of the year. Because she is unpolished and un-experienced. Positive thing about this situation is that I am able to influence in her thinking process in a huge way. I can "brainwash" her into thinking about coaching in a certain way. I do not see this being a huge problem here in Norway in general, because there is not a lot of people who think the same way about things as I do. But that means I must spend hours and hours with her. Frankly I take this as a challenge for me to make her a rock-solid coach who is professional and who thinks out of the box, especially compared to general population of coaches here in Norway. Although, I have to be little careful, so that I do not make her as my mirror image, but to giving her my expertise about hockey stuff and to steer her into right direction, so that she would then start to think with her own brains - which is quite over-rated skill in 21<sup>st</sup> century.

Professionals are known for their specialized knowledge, they have also made a commitment on improving their skills and attributes in various ways (Porcupile, 2015, 1). Porcupile (2015, 3) also describes that professionals have a special set of skills or knowledge which they keep up-to-date so that they can master their profession. This type of thinking I would like to have within the organisation. Everybody would be committed, they would improve their skills to become better coaches and better persons eventually. That is what I required from her and this is a common theme I have had here. With one-on-one discussion, being on the ice and giving feedback to other coaches. Because I want this hockey program to go forward and I want to make good coaches. Hopefully my professionalism catches to them and they start devoting their time as much as I am. Of course, their contract does not oblige them to, but some effort would be nice.

To enhance professionalism, I will use the five-step program (Figure 7) when I work my peers and subordinates. My first issue is to make sure that I share my professional knowledge to my subordinates and peers. Then by giving more support and advices I need to make sure that they expertise even more. Then we must make these two steps into automation. Meaning that they would start to enhance their professional knowledge and then even further expertise those skills. Step 4 overlaps little bit with step 3 but we must make sure that everybody takes these steps consistently. They go up and down the

steps to evolve as coaches and then finally I have to make sure that they are accountable of their professionalism.



Figure 7. Five steps to enhance professionalism (Modified from Porcupile, 2015)

### 3.7 Week 7

#### 1.10

Today's main goal is to go through one on one defensive game in our own zone with my U11 kids.

I was not too satisfied with the level of concentration the kids had. I understand that it is sometimes hard for the kids to concentrate when they come straight from the school to the rink and they must maintain focused mindset for the whole hour we are on the ice. I probably have to think something to address this issue. Maybe make the practices easier in a sense that there are more things being done that does not require that much of concentration. Simple things they can just execute without thinking too much.

For the goal of the day, I would say that we failed to reach our objective. The kids were all over the place and we did not get too many good repetitions in. We must continue this on Wednesday with better success rate than we did today, if we want to make progress with the team.

#### 2.10

More on the attacking from small angle with the HTG athletes. I gave the guys a little homework to analyse one NHL player on their small angle attacking and the objective for the day is to test their knowledge. To see what kinds of things they found out from the clips.

I was impressed. They did very good job on the analysing part. I hope that by analysing this they are going to translate this knowledge in to their game. Although this was not a formal test, I told to the guys that this is part of their mid-term number. A way to test their “hockey knowledge” and to trick them to do a good job in their analyses. Even though I do not even get to grade them.

The analysis part was more than good so, I would say that every objective was achieved as long as they take them to games. Because that’s the only reason I make them to analyse, to see positive change in their game to make them more creative and wiser hockey players.

### 3.10

Today’s main goal is to get to know the motives of coaching for the head coach of girl’s hockey team and, go through of her season plan also, helping her with planning phase and provide her with some tips about coaching.

All in all the meeting we had went well. She had prepared a seasonal plan where she had separated every month into four themes which each theme represents a week of her practices. Maybe my instructions were little bit unclear to her, I do not know, but she had done lousy job with the plan. She had the idea going there but you could see that she had done it little bit so and so. So, we had to start to from the scratch and re-do it together. We did it step by step for two months, I explained what the main focuses that should be in the beginning, what things to avoid and what sort of things she must take into account when making such plan. We also set the same ground rules that I have with my other teams. Structure, planning and quality in every practice. Although I do not immediately demand quality because she must get comfortable first with the position, she is in but further along the season we will get involved with the quality part also. I know there are some people who see red with the decision that I made to not to demand quality immediately. I can argue that statement with facts that when I first started coaching there was not that much a quality involved in it and the quality came after years of practice and studying into the fact. Also, she has no coaching education, yet at least, so, she probably has no clue what are

the main focus areas and what sort of quality she needs to demand. So, she is totally dependable on me educating her and providing the mentoring she needs to develop. And when she is comfortable and educated enough, I think I can start to demand certain quality aspects out of her.

As a summary, I think the discussion we had went well, although I cannot say that I was too pleased with the materials she provided me. But there is certainly a huge workload waiting for me and her. We will talk little more next week also, and she will provide more accurate and properly made early plan.

#### 4.10

Today's main goal is to go little deeper with the edge work with hockey/skating school group and hopefully move couple of kids to next zone.

The practice went well, and we had lots of fun with the kids. I have been having the same type of model for my practice for few weeks now and I have come to conclusion that it is the best one to use in this kind of setup. The structure of the practice is also pretty much the same every single time. It is maybe boring for the kids, but it gets the job done and it is very easy to organise every single time.

I would say that the goal for the day was reached in the edge work but sort of failed in moving aspect. I was maybe little bit too ambitious with the other objective because the develop is not that fast but on the other hand we need to the kids from zone to zone little bit faster, so that we can get more of the kids to join the age group teams in the club.

#### 5.10

Today's main goal is to teach how to read proper shooting angles and trying to go through of switching angles when shooting and how the goalie will react to it.

The ice went well and got through all the key points that I wanted to present to the guys. They were quite receptive this morning. Maybe incoming holiday week got something to do with it. But to sum up we went through switching the angles when shooting. Both pulling in and pushing back. We got some fruitful conversations going on and the guys enjoyed themselves. I mean, who does not like shooting pucks?

Today's goals were achieved but the real story comes when they try to convert the skill into a game situation. That usually tells the whole story and of course it is difficult. But this time want them to really try to do it. Because they have been very invested in our practices for the past few weeks and I hope that we are finally making a breakthrough. That they start to think the things we go through and then implement them into a game situation.

#### 6.10

Skills ices today and the main objective is to push the edges. Meaning that I am taking the guys in the very limits of their abilities. This week we are going to do it on the inside edge and next week we are going to push edge on the outside edge.

I would say that the ice went well, and we really did push the edges like I promised before. I personally like these power skating/skills ices. I get to share my absolute knowledge which I have been developing for couple of years now. And to see that the kids enjoy the things we are doing on the ice so, they keep coming back every time and soon enough they see that they are leaping gigantic steps forward. Although, it is mostly skating that we do on these practices but in my books that is the most essential skill a hockey player has. Especially on the junior levels, they get so much out of skating that they can almost solely compete with that skill.

In my opinion I reached the goal for the day. We went through the things I planned, hopefully developed at the same time and had lots of fun.

#### Weekly:

I developed on the leadership aspect. Because I had to have the conversation again and mentor how to do the season plan again this week. We must continue from this next week also because, the things we had planned to go through with the head coach of the girl's hockey team was done with left hand. Because I must have my hands on every single soup that is stirred throughout the whole club. I must have the latest knowledge on most of the things that is practiced in my responsibility teams, so I can correct the coaches and then they can share their knowledge to kids.

Coming back to the head coach of the girl's hockey team, that was my biggest problem throughout the week. How can we get more depth in to her planning, how to do it properly and what things she must change coming into next week's meeting? I hope now that I reached her on a level that she took most of my advices and she starts to work on those things so, that we can move on to next problem area she has which is the quality part. But I cannot move in to that if she does not have the basic idea behind in her coaching process. Just like I go piece by piece through the things with my kids on the ice, I must do the same thing with her. Baby steps. When she gets the flame bursting inside of her about her finding out things by herself, then we can move into more advanced stuff and we can really start to speak about true hockey. But before that I must make sure that the development is constant and that I am really close to her to make her feel comfortable since she has never been in such a position. Thus, I think I must have some sort of self-confidence practices with her. Also, group leading stuff would not be too far-fetched with her. I solved this week's problem by just demanding. I explained that the plan must be properly thought out and that I wouldn't want to see haphazardly made plans.

Regarding this week's problem I wanted to research about creating an environment of excellence. Because I think that making her re-do the seasonal plan several times was a good example of that. People who thrive for excellence are people who put great demand on themselves to have an impact and they understand that it is not about the end but the means (Ojeme, 2013, 1). I understand that putting too much pressure on my subordinates and demanding more and more whole the time will eventually drive them into a state of burnout. Demands at job refers to physical, social or organizational aspects of the job that demands constant physical or mental work which is why they are often affiliated physiological or psychological costs such as fatigue. (Demerouti, Bakker, Nachreiner, Schaufeli, 2001, 501.) But I strongly believe that they still need pushing in to some extent. Because, just like in coaching athletes, the everyday level of demand is the key that will drive them for forward and I believe that the case is same with my subordinates, after all it is my job to coach the coaches. I did some research about new leaders and what are the dos and do nots and I found that I am doing quite good job already. The four prototypes of leadership introduced by Baumrind (1991, 62) is the thing I took to me. Very simple figure (Figure 8) which I can use to reflect my own behaviour as a leader in different types of situations. It is not the latest model, but it is a good demonstration of a thing that is very relatable, and it is an effective tool. So, what I want to do is to position myself into the middle of the pie. That's how I'll get the most out of my subordinates. At least that would be the dream scenario. Sometimes I have to move within the pieces of the pie depending on the subordinate I am dealing with and also what kind of thing I want out of them. What is the

urgency or importance of the thing I want them to execute? With the problem concerning the season plan for example I was first at the centre of the pie but as the result were bad, I had to move more into the authoritarian side of the pie to get the results.

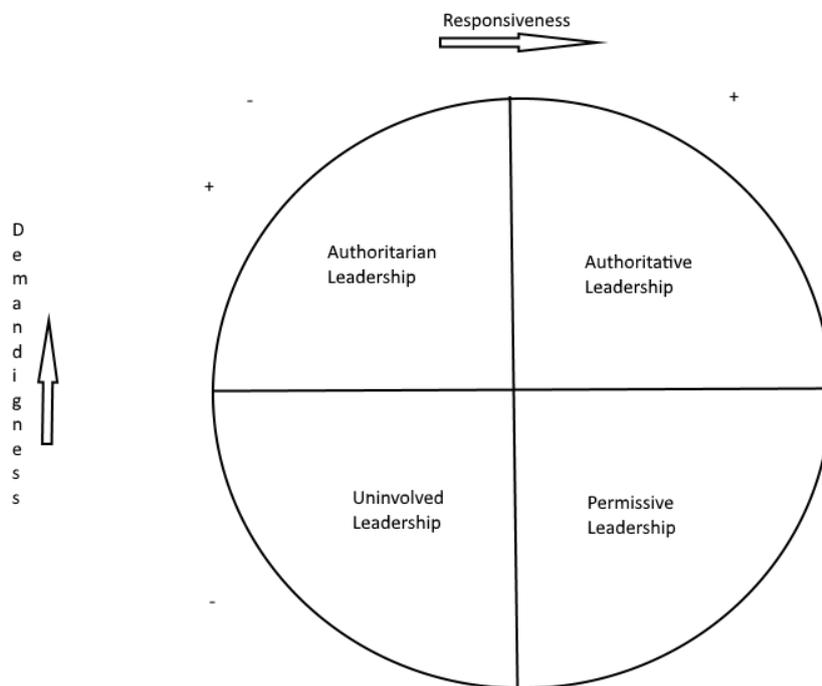


Figure 8. Leadership behaviour in different environments (Modified from Baumrind, 1991)

## 2.9 Week 8

### 8.10

Vacation week from school so, it is going to be quiet for the whole week also the office of the club is on vacation for the week. But today's main goal is to work little skating with the kids I have on the ice and then have little longer game section at the end of the practice to have fun.

We did some inside edge and outside drills to start the practice. We worked out for solid twenty minutes and then moved into the game part. I would say that we have some ways to go with the actual game of ice hockey, but we are making little baby steps to reach that.

Today's goal was achieved with success. We worked out and then had fun as well as de-veloped at the same time. What more I can ask for? This week's start was positive and left me with good vibes, it is good to continue from here forwards.

9.10

Goal for the day is to shoot a lot of pucks. From different angles and different positions and to go through once more how to shoot directly from skating as well we are going to bring up the importance of adjusting blade position before shooting.

Although the kids have vacation from school, the athletes from HTG decided that they wanted to practice at 8.00am. What a great sign of character from them! Even though they could have stayed home and slept, they decided that they want to develop. I must admit that I got little tears in my eyes when they asked me to come and run an ice session. To me, it shows that they want to learn things from me and that they the “flame” burning inside of them. One of the most important aspects an athlete can have. I think that if athlete does not have fire inside, they are not motivated nor desire to develop and that they just come to the rink to have or because their parents drove them there. But all in all, the ice went just as planned. We had an hour of solid workout with shooting. Switching angles, going through the blade placement and the rhythm of the feet. We also had good discussion once again going on about the things that we are doing. And in which sort of situations the things that we practice are usable as well as most effective.

I am happy with how this Tuesday turned out. We got good practice and the guys showed true character and showed up even on vacation to practice. Like I said before, this was a huge thing to me on a personal level. This reassures me and even motivates me to develop personally as well as professionally just to provide the guys even more useful stuff.

10.10

Certainly, today's main objective is to go through the re-done practice plan of the girl's hockey team and to make sure that it is rock solid now. In addition, we are going to go through little bit of coaching tips and some presenting skills. Mainly how to present yourself as a leader in front of a group.

The plan was good now. Really thought out and thorough. I was extremely pleased of the end result she had made and hopefully she now realises that I do not let hastily made plans or practices through my fingers. I also explained her that, and why I do not let anything through the fingers. One of the main reasons is that we have limited hours on the ice with every team and we do not want to waste expensive and limited time we have. We also went through some simple exercises regarding leading a group and how to act in front of such. Just basics. How to talk, where to look when talking and what is the posture

like you are talking. Basically, how to modify body language in to such that the kids see that you are running the show and what things to avoid at all cost.

Goals for the day were achieved with moderate to satisfactory success. I could have been more decisive when teaching the leadership and body language stuff. Although I have some experience working in a school as a teacher, the things we went through did not come that naturally to me in a presenting manner. Maybe I should get more experience in teaching something else than hockey. Because I am maybe too much in my comfort zone when teaching the hockey stuff so, I maybe must drive myself out of my comfort zone more. I should probably try to have more of these sorts of presentations and teaching sessions so, can get more comfortable with them and when doing these the next time I could do them to the perfection.

11.10

Last practice of the week with the U11 kids. Today we are having so many missing that we are going to devote the whole hour just to play games.

Kind of hidden meaning inside of this practice since the kids are not that good in playing the actual game and with no possibility to use outdoor rinks to sharpen their playing skills, we are going to use this hour to do just that. I have been also battling with the idea of just devoting one practice a week or once every two weeks, just to play games. I think they really need it to teach them how to play the game, but they also need the personal skill practices, a lot! But this dilemma is driving me crazy, so I probably must do some sort of decisions soon, so that we are not just drifting aimlessly and doing some bits here some bits there. The game argument is extremely relevant because they do not have the possibility to use outdoor rinks to develop like I had in my youth. Also, if we would have game day every now and then it would promote the fun aspect of the sport also. Because after all the kids come to the rink to have fun and to play ice hockey. But we are running into season head first, and there they can play a lot of games. We play more games with the U11 team this season than the men's team does in the second division. Because of that I am little bit concerned about the thing that if we have game ices once or twice in a month, are they going to burn out? And can they then switch from the practice situation back to the game situation. Can the kids handle the switching of the mentality back and forth? On the other hand, the kids' personal hockey skills are lacking. For bunch of reasons which I have opened about previously in this thesis. So, is it beneficial to them just to do skills with some games at the end every single time? Does the structure become too monotonic? But then, can they translate the skills that we are practicing to the game situations? There

is certainly a lot of question marks in the air and I probably must reach out to my mentor to help me to make my decision. Or he can at least tell me his opinion and what would he do in my situation. Because I sort of know the answer but this is a double-edged sword I am having here. Mostly because the facilities do not give in the opportunity for the kids just to come in and set games going and neither does the climate.

But for the most part, today was from the objective's standpoint a good one. We sure did have a ton of fun. Including me, because I took part in the games. I should not underestimate the importance of the ice we just had. Good workout and they hopefully learned something from me showing them few tricks on the ice. Although they probably do not have as refined perception skills as some of the kid's I have been working with but nonetheless I hope they got few tools for their belt.

Weekly:

I had few problems I had to solve this week. Both basically personal battles I was having. The main one was about the controversy I had with the playing ice. Should I introduce it to the kids as part of the practice plan, I have and how does their personal hockey skills take a hit if we do not do them as much as we have now. I tried to solve this with my mentor who is always within a phone call away - and for the people reading this, I will give a free advice to get a mentor whatever your profession is. By having a mentor, I have been able to talk about everyday problems, discussed ideas and I have a got a ton of new ideas how to execute different things. We reached a solution that I could try it once or twice and then see how it is transferrable to the game and how they change the mindset coming from such a practice's into game situations. Because that was my main concern: are the kids able to switch mindsets between games and practices which involves a lot of games? Maybe I am being too critical on the matter but a viable concern before I see it actually happening. I probably have to take just a leap of faith here and trust my intuition that it is going to work. That it is just a matter of me demanding for my kids to go full throttle on practice so that the minds set would then transfer into game situations. Although I have had the mentality that I want to make this organisation, and especially this team, into more professional. I guess this then another professionalism issue. Meaning that they have to have the mental capacity to shift their mind set from one to another. I tried searching on matter online, but I could not find anything that would help me. I guess nobody who lives in a country which does not have a possibility for outdoor rinks have not actually thought about the idea. It would be interesting idea for some to make a research about. I think that this point forward I have to gather bits and pieces from internet to make a whole sized

idea on how it really affects the kids not being able to go outdoor rink and is it even possible to replace it with “fun games session”.

A model I tried to implement here and what I found fascinating was the bounded rationality model. Although this model is not the latest and most high-tech model, I think it suits my situation and it helped me to make my decision regarding the issue on hand. Bounded rationality model was first introduced by Simon’s (1979, 493-513). Essentially it means that a rational leader does not always have the most efficient way to deal with a certain problem. The leader must think on his/her feet to make a decision which isn’t always optimal because of the lack of information he/she might have. Full rational human being who knows solutions to all mathematical problems and can process all computations regardless how they hard those problems are, is only a character from stories (Selten, 1999, 3) The problem is to make them better players, but I do not have a ready answer to this problem because of the lack of ice time and the lack of outdoor rinks and I do not know whether I should devote one ice per week just to play games to mimic the conditions which are uniquely happening on the outdoor rinks. If I then start to crack the case, I must identify the problem, identify the criteria’s I have for the eventual decision to make sense. Then I can move to phase where I try to identify the alternatives and by applying rationality within these limits, I must make a decision which is satisfying to me. Meaning that the decision I make is both satisfying and sufficing (Figure 9). Based on bounded rational model I must now make the decision, which more advantageous for the kids.

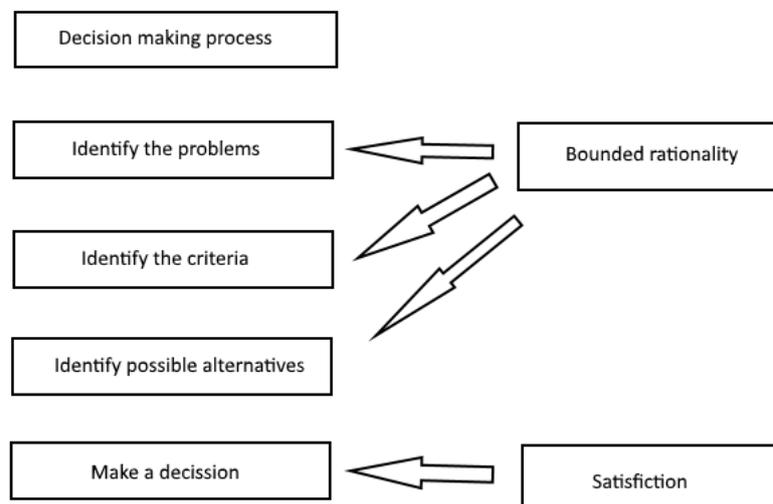


Figure 9. Bounded rationality model (Modified from Kamki, 2016)

### 3.9 Week 9

15.10

A new week starts with U11 practices and the main goal for the days is to teach how to play 2 on 2 situations as well as 3 on 2. Main goal behind that is to make clear to the kids how to give support and when. Also, defensively how to play such situations.

The practice was a disaster. The focus of the kid's was way off so, the practice was waste of time. Both mine and the kids. Although, I tried to explain to kids how the things went, we took brakes and tried walkthrough aspect I wanted to teach them. Maybe it was too hard for the kids or maybe it was just the focusing part, but we had little to none progress. These were also vital things to teach to the kids because we are having a season opener this Saturday against the best team of the league whom this team lost last year with thirty goal deficits. So, we maybe must continue from this on Wednesday because I want us to be game ready when the puck drops on Saturday.

The goals for the day were not achieved in any standards. Today was so much of a hassle that I had to waste my time in keeping the kids in order. Because of that I was not too happy with how the ice went. But new week continues, and I cannot stay dwelling on these and I as well as the team must move on, so that we keep up with the progress.

16.10

Today we will go through pushing the edges and goal scoring from different angles with the HTG guys with little bit of versatility skating added to it. And as usual we will also analyse the things we are doing, and I am teaching how each of the things are applied into game situations.

Today was a good day. We went through everything with a success, we pushed the edges to the max and goal scoring is getting more and more natural for them. The guys were doing excellent job on the ice and one can really see the progress they have taken in just 9 weeks. Since we started, they have got more experienced in analysing their own repetitions and others repetitions as well. Despite all of this they have long ways to go if they want to achieve their goals, we set out in the first practice. Nonetheless, we are on a right track and I am sure that this year they are making they are bigger and bigger steps forward. If I take some credit, they will probably develop more than they have ever in such a

short period of time. Still it takes lot of hours and even more repetitions to achieve everything they have set for themselves. Still, I would want few more things from the guys. I think they are not practicing enough on their own. Meaning that the club has set up free ices for the kids to use but I rarely see my HTG guys there, but neither do they go to the gym on their own. That is maybe a thing I must address with the kids later on. I must question their true motives to be ice hockey players and challenge them a little, so that they would – hopefully- get a spark on practicing on their own. And explain that every good player used more time practicing on their own than they used with a coach doing organized drills.

But all in all, I think that today's goals were achieved. Although the progress is slow, we are taking the right steps towards their goals. But little more passion on practicing on their own wouldn't harm the process.

17.10

Time to continue with 2 on 2 and 3 on 2 with my own team. Today's goal is now to go through the things again to hone their decision making on these specific situations which happen often in games. Hopefully today we will have 20 focused kids, ready to learn about these things. Also, I will introduce a new off-ice thing today, which is to do coordination ladders but with stick and ball added to it. Reason behind this to enhance their coordinative skills but also to add a new trigger which directly transferrable to on ice.

Ice today was way better than Monday. We actually made some progress with the kids on the game specific situations. We had some really good repetitions and we had some poorer ones in there too. Nonetheless, we made progress and the kids seemed to pick up thing or two. I hope that these things will then get transferred in to season opener we have on Saturday and I am quite sure that they will transfer these skills into the game situation, at least some of them will. But maybe we are little wiser after Saturday's games.

Goals were achieved with moderate satisfactory level today. I am quite pleased how they picked themselves up compared to Monday although they could have razor sharp focus every day to ease their everyday progress.

18.10

Game preparing practices. Actually, a thing I have been waiting for a long time now. Because if we are honest, I personally live and die for the games. Although with kids these ages I am not really concerned about the result of the games. But I am concerned about the things we have practiced and do those things show in our games. Today we are continuing with even strength and odd man situations with the kids and the goal is to hone those aspects in to a form that they could use them in practices.

Practice was buzzing. You could see that it is game preparation practice. Kids had laser sharp focus and they did everything as told. Actually, funny to see how into games the kids really are. How their behaviour changes so drastically before games. How they demand from one and other on the ice. From a coach's stand point of view that's a welcome turn to be honest. Because not too often they are this focused and ready to work. And work we did. We got nice things going on the ice. We got good repetitions after another. We worked hard but did not forget the fun aspect either.

For the days objectives I think we achieved them. Now it is time to see how those are transferred into the games we are having.

19.10

Today I am giving a presentation on the skating technique for the coaches. Goal for the day is to have a good educational session with my peers and subordinates and teach them the do's and do nots of skating technique. What sort of things they must look at to correct the kids on the ice and what tips they can give?

I think the educational hour went well. My presenting was good, I was not nervous at all and we had discussion at the end. A solid hour to say the least. I explained most the things I personally use when teaching skating. These things are pretty dear to me because I have had to learn them myself by watching videos and talking with experts in the field of skating. I hope that after this everybody who was present is going to take at least one or few things into their coaching and implement them when working with the kids. All and all I am pretty satisfied how things turned out. Objectives were achieved for the day and I think that everybody present started to think about skating technique. At least they had that look in their eyes that they started to think. I sincerely hope that they will now use their expertise that they got and furthermore that they will get the urge to learn more about these things.

Long awaited game day. Today's main objectives is to have fun while playing and more importantly to see what kind of progress we have made in 9 weeks of time. Also, a thing to me to look out for is that what things are visible in our game and what could be the next thing to teach to the kids.

I was amazed. A team they had lost last year with thirty goals was on the same level as us. We played two solid games and first game we lost only with one goal deficit. The second one we with 3 goals but at least it was not 30 goals. I hope that everybody who were on the ice realised that they are making progress and that they have a chance to compete against every team that plays in this series. There were also good things happening in our games. Stick defending was on point. A thing that we practice for quite a lot past few weeks. There was skating, good passing plays, and time to time some good puck support. Although, we have to go more in depth with puck support next week to get them to a level where they are always ready to give puck support no matter the situation. But I think we are on a good track. These games were really assuring for the kids but more to me that we are doing correct things and that the kids are developing. We just must be consistent and grind week in week out in order to be better and better hockey team.

Weekly:

This week was a good one. Not much happening besides the games and the lecture I held to my peers and subordinates. But by far the biggest problem to me was the presenting part. How do I get myself in to order to give a solid presentation providing vital information? Am I ready to share my knowledge to others? Although I know these things, I got little self-doubts that am I really that expert after all. I kind of lost my self-confidence. But still sometimes you must put yourself into uncomfortable situations where you just have to take the bull by its horns and fight against all of your inner voices which tells you to do the opposite. I think these kinds of situations then grows and moulds you into the person you're going to be. Even though I sometimes get intimidated by these situations, I then enjoy the feeling of accomplishment what I get after I have put myself into the line of fire. I definitively think that's how you eventually stop getting nervous, as the stage where you perform gets bigger and bigger. But that is how I solved my problem this week. I relied on my expertise of the matter I was presenting about and then after a while it started roll forwards naturally. Although I knew I would have my subject covered, I was maybe nervous that would I get understood in a way I wanted. This kind of position is still very new to me and that gives also extra jitters to begin with, so I make ridiculous thoughts in my head.

What do the others think? How is the presentation? I understand that those are things I create myself in my head by overthinking everything but in the moment, it gets inevitable to think those thoughts. After the presentation I stopped for a while to think about those mental hurdles I set to myself, I realised that those are just things inhibiting my performance and I must teach myself to avoid those hurdles if I want to become solid leader and figure who can present important matters to the subordinates.

An important theme I have been discussing in this paper has been the off-ice practices with the U11 kids. I now take the time to open the long-term athlete development model I have been using with the kids and more specifically, windows of trainability which determines my focus in the practice, both on and off the ice.

Athletes development is divided into 5 different sections (strength, endurance, speed, skill and flexibility) and how those five different areas are then needed to be focused before, during and after peak height velocity (PHV) if optimal development is desired. Between the ages of nine to 12 is considered the 'window of accelerated adaptation to motor coordination' (Balyi & Hamilton, 2003, 4). This the age where foundation of coordination and skills are laid with both males and females (Figure 10). Considering my team, the emphasis has been with the coordination and hockey specific skills off the ice (stick handling with coordination ladders) and generally skating technique on the ice. That is why I have been talking over and over again about the importance of skating and practicing the basics. As you can see from the figure 9, my team is in space of three windows I need to cover simultaneously. Speed 1, Skills and Flexibility. Keeping in mind that some of my guys might be hitting PHV soon I have to carefully monitor their height to see when they hit the PHV and then differentiate. Chronological age is not good measurement of growth because males and females reach their PHV different ages making them biologically different aged (Balyi & Hamilton, 2003, 1).

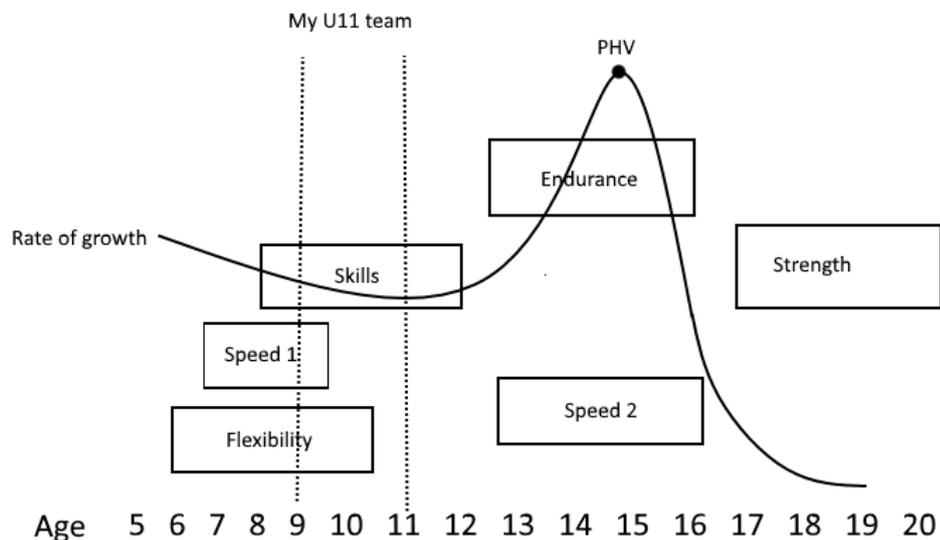


Figure 10. The windows of trainability of males. (Modified from ADMkids' s.a.)

### **3.10 Week 10**

22.10

New week starts with U11. Today's main objective is to teach different types of stick handling techniques. It includes sliding the bottom hand and weight shifting. Then after ice we are doing some new coordination things and I am teaching proper stretching techniques to main good flexibility.

Today's ice was a disaster. One can really see that they come straight from school to ice. No concentration what so ever. The kids are not mentally nor physically ready to be on the ice that time. They need a proper warm up either on ice or off ice to be ready and to have the mindset to workout. So, from this point onwards I probably must start every ice with skating of some sorts to make the kids ready to be on the ice. I then had to stop everything we were doing and made them skate. Just a friendly reminder that their behaviour was unacceptable and that even though they come straight from school they need to focus and do everything properly.

Today's goals were not achieved – not by a long shot. I think we must pick up where we left off Wednesday, hopefully with better luck and hopefully with better concentration. Although it is only a start of the season, we do not have much to waste if we want to move this hockey program forwards. There is still lots of things to cover and so little time to cover all those things.

23.10

Today's focus, and main goals was to cover more edge work stuff with HTG guys as well as more goal scoring. They had a successful weekend with games. But there are no rest days for the guys if they want to succeed. I also introduced them a new way to analyse the repetitions, so also a major goal for me is to see how this "new" technique works in practice.

We had a little breakdown of their games which they play during weekend. Two games, two wins and the guys were major part of those victories. They tallied couple of points each, so a minor success in their books. I still stay humble to the process and I need to make sure that they work even harder now in order for the guys to achieve their full potential. Or their fullest potential they can achieve with me during this year. Even though they had a successful weekend with the team, the guys seemed to be on the money today.

They had good work ethic doing the stuff that we were supposed to cover on the ice. We had nice hour doing edge work and scoring lot of goals from different places, and we also had good discussion going on. It is really reassuring to see that they are starting to be more and more sceptic of their own repetitions. They can look them objectively and once they see the mistakes they start to hustle, and they try to work on those mistakes. They also are getting pretty good on analysing their own repetitions as well as others. I tried to-day a new thing for them and, also to me, where they analyse other's repetitions and they give feedback to others. I have been little sceptic about this style of coaching before because I think that when peers judge their repetitions, they might take it as teasing or bullying because the feedback comes from a person who is on the same level as they are. They might take it as judging compared to when I give the feedback because my sole job is to give feedback and judge their repetitions, so they can handle it. But I maybe have to experiment more with this subject because I think this makes the athletes to analyse more of the repetitions and hopefully, they spot trends and things that they see others doing which they are doing themselves, and how not to do those things. And it also forces everybody to focus on the things on hand. But I definitively need to experiment more with this, so that it the feedback get fluent and it does not distract the whole ice session as entity.

For the hockey part, I think that the goals were achieved. But I am not really sure how the feedback thing went. For me it seemed to be okay, but it kind of distracted the ice session. They maybe started to think too much which then distracted their own repetitions and maybe part of it was that the peers were now judging, and they got little bit scared that the peers who were giving the feedback were judging them and it maybe wasn't good thing for 15-year olds self-confidence.

24.10

A new day with my U11 kids, and today's goal is to go through even strength attacking and odd man situations in offensive zone. Hopefully with better luck this time.

Today's work ethic was through the roof. It seemed that they got little intimidated of my little outburst I had Monday. It seems that little yelling when necessary is a good thing to keep kids in order. I have been keeping it in reserve just for these types of cases. I have had a mentality starting this season that I yell only if it is necessary to really emphasise the point and that the kids see when I am really serious, basically for them to see that the play time is over, it is time to pick up the toys and put the work pants on again. We got through the even strength attacking as well as the odd man situations and the kids were

physically and mentally there. A huge improvement from the last practice we had. But today we hit a new problem which I dearly hoped I would not have to address this season which is bullying. It did not appear that serious to me, just pushing and shoving by two of the players but unacceptable, nonetheless. I guess there is not a season or a team where some level of bullying does not happen. I wished that this team was made from different material and they would not do it. So, it was time for a serious talk again. I had to first address the kids and after that I had to address the parents that they are on the same page with me and with the kids on the matter. I made perfectly clear that it is not acceptable in my team, or in any other team. It dimmed the result we had with on the ice.

Today's objectives were achieved athletic wise, but it got smeared because of the bullying thing we had during practice. We established rules to prevent these things from happening but only time will tell if the kids took those seriously or not.

25.10

Last practice of the week with U11. Main objectives for today is to really see if the real talk about bullying went through to kids, also as game preparing practice and the with bullying thing in mind, we are getting the mood up by playing some games which I designed to fit theme we have been having this week. Meaning, that we have games which has a lot of odd man situations with the emphasis on the puck support and with quick read and react.

Real talk again seemed to do the trick, but it also made the kids to be on the edge. They were quite nervous throughout the practice. Maybe they were waiting for me to burst again, since I have done it already twice this week. I am not saying it was not necessary but the this just the reaction I did not want the kids to have. Now their practice was not lacking in the concentration department, but they were really shy to do nothing properly, most likely out of the fear. Definitely a thing I did not want to happen. Because I think the kids or athletes of any level cannot produce nor develop if they are not who they really are. That is why I love to cherish every individual as they are. So, that everybody would be comfortable in their own skin and that they have a feeling that they can be who they are and then they develop because they have the self-confidence. Just because they do not have to pretend to be somebody they are not. But I hope this is only a passing fluke and they will return to be normal kids again, hopefully before our games and latest next week.

Today's practice left me with mixed feelings. Athletic-wise the objectives were reached but on the other hand, the intimidation in kids were so noticeable that it affected on their performance which I do not want either. But overall, I'd we averaged 7 out of 10 in school grading with our performance today.

26.10

Friday practice with my HTG kids. Today we are having a session where we analyse our overall development. So, today we are not going on ice but instead we are having a video session where they watch some of the videos which I filmed when we started and then in comparison, I showed videos that I filmed the last time. Basically, the main goal for the day is to further teach them how to be objective of their own repetitions and teach how to spot little details they are doing wrong and then they can correct themselves.

I was satisfied how things turned out with the session. Completely new thing for me and to guys, for sure. I came up with the idea because I started to think how I can further motivate the guys. I then thought about the process the guys have already gone through. I decided that it is probably best to show all of them how they have actually developed during this ten-weeks stretch we have had. Thus, ever more feeding the hunger they have inside. To really keep the flame bursting inside of them. Actually, we got really nice conversations going on and they have picked thing or two about the things I have taught them. It was quite satisfying to see how their eyes lit up when they noticed the progress they had made, and they actually said that it was eye opening experience that they saw the starting point and how far they have come since then.

To rate this session as a whole, I would say that it definitely was a success. We ever deepened their expertise when it comes to analysing. Which is a vital thing if one wants to be a professional athlete. One needs to be sceptical and objective thus wanting to hone their skills to become the best. And relying on the process they are on, also to understand that it takes hours and hours to learn new things which can then be implemented in places where they matter the most, in this case in games.

Weekly:

This week was a week of trying new stuff out. It had its ups and downs. Mostly downs to be exact. The bullying was probably the biggest thing I had to solve this week. A very serious thing that need my immediate attention. We first addressed the issue as a team. I made extremely clear that bullying in my team is not acceptable behaviour and if it is to

happen again it has very serious repercussions. I told the kids that whatever the situation in life, if one thinks he/she is the toughest and biggest rooster in the hen house there would always be a bigger and tougher one out there. We then set three step intervention program to stop bullying where first step is simply a conversation with bully and his/hers parents. Just to make sure that everybody is on the same page. Parent's, me and the bully then discuss what are the necessary things to stop this behaviour and that it should stop immediately. If it then happens again, I will be the bigger and tougher guy who they need to watch out. Of course, I will not personally bully the bullies, but I make their life uncomfortable in various ways. That step should scare them so that they will stop it but if it still happens for the third time, I will kick the bully out of the team no questions asked. I also explained these rules to parents to keep them on the loop of what is happening. Because this is really serious issue and that I do not leave any room for arguments if necessary, steps need to be taken. Because personally I think that mine and the parent's primary job is to make the kids good citizens and person who are to face the real world when the time is right. Mainly to teach proper social behaviour models through various things we do in our practices. At least I have hidden meaning to reason everything we do every single time we are practicing. Things such as, respecting others, working hard, not giving up and that pain is only temporary feeling. Because as said, I want to make to be good athlete but furthermore a good citizen to society.

Leadership behaviour is based on the leaders understanding of human beings, and that often effects on leaders thought process on how he/she thinks about another person (Parviainen & Parviainen 2017, 45). This week's problems were solely based on this factor. As the problem of bullying was present, I first need to understand how I see the persons in my team. Then I can move into models which promote social behaviour and how to first coach my athletes to become better human beings and then coach them being better athletes. I must promote rules we have set and then show my athletes my trustworthiness by following those rules and making sure that everybody who has committed to our team does that also. In the field of sports coaching it is vital that coach has the knowledge to help and support athletes to develop and grow as human (Parviainen & Parviainen 2017, 45).

Behaviour in human is caused by learning, thus such learnings should be guided, but because behaviour is product of learning it is then able to be unlearned or corrected (UNESCO, 2000, 33). Thinking about my problem I then researched for a while and came up with this assessment and management of behavioural change model (Figure 11). I then made my three-step plan according to this and I kept it only as a three-steps because I wanted to emphasise the point that no bullying is allowed in my teams. Actions will be

taken immediately, and I hope that I intimidated the bully/bullies with this. Because it is not acceptable behaviour in modern society and the kids only being 11-years old, have to learn these social norms, so that they learn quickly that it is not tolerable behaviour.

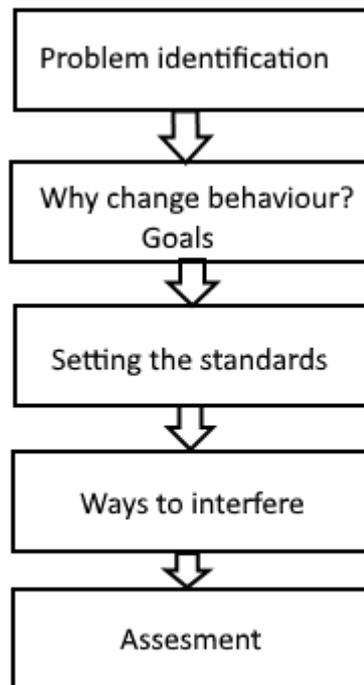


Figure 11. Changing behaviour (Modified from UNESCO, 2000)

## 4 Discussion

As far as my personal development goes, I think I have mostly developed in the leadership aspect. I can now take charge of people who might be older than me and they listen what I have to offer. That was a big concern before I came here, and it is still in the back of my head constantly, but I have learned it as the year has progressed. Sure enough, it will develop even more but I have lot to learn. The culture, the people and the environment all effect on how to lead a team of experts, but I think I have got more and more in to it. And as stated in the European coaching framework (2017, 29-33) I need to identify as well as reflect my actions based on the cultural beliefs, values and assumptions to challenge and develop current environment of ice hockey here in Norway. More so, I think that this experience has also opened my eyes about the world we live in and that a thing that works in Finland does not necessarily work in other countries even though those countries might share history or cultural beliefs. Different country is still different country and one needs to accustom to those habits and try to gradually move forward.

I stated in the 2.1 analysis of my current work that I need to build relationships. That I have done, but I have been having a huge cultural clash about the mindsets of the parents as well as the athletes. Here the attitude towards training, especially in a highly demanding sport such as hockey, is taken for granted. That it is somehow fine to miss practices because you are tired, or it is somehow fine not to pay attention when the coach is speaking. I have had a set of serious conversations about these things, but I reckon that I has also enhanced my own professionalism. Like they say, talk the talk and walk the walk, I need to show with example how to create an atmosphere of professionalism. It is still a working progress, but we are taking the steps into right direction.

Problem solving has been also a big part of my work where and I think I have developed on it tremendously. It seems that here the people cannot think on their own and my advice is always needed, even though it is not even that big of a problem. It is almost fascinating to see that when a professional from a high-status sports country comes along that he/she can knows the answer to every single problem on hand. Of course, I understand that that is why I got hired in the first place but still they could do the management side on their own without my assistance. On the other hand, I enjoy solving their problems, but it gets me swamped and I am not going to be here forever, so they need to learn how to act on their own at some point.

Coaching the coaches is a thing I would say that I have develop also. I have been somewhat successful on shifting the mindsets from non-professional in to a professional one. One tool has been all the lectures we have had with my subordinates and the one on one discussion, where we get to share ideas to one another. With my professional assessment, whole country and especially my organisation needs a lot of work on how to get things professional. Perhaps my organisation could be the flagship organisation to lead the way for the whole country, but we are far from that. It needs lot more coaching the coaches and parents as well as players to get it into most professional organisation in whole Norway.

I have found good models to solve my problems. By investing my time into the weekly analyses, I have learned that it is not always the best way to go with trial and error rather find a good article or book which has a model I can use to address my issues. I must say that I have read articles and books that never would have crossed my mind to read. It has made me think how I should approach my problems from different perspectives. For example, the bounded rational model has been very handy in many situations. It has made think the other alternatives I have in hand and it has created a mindset that I have to live with the decision I have made with the knowledge I have about the current problem. Even though it is not necessarily the best one, but it has reached the level where it is satisfying for all parties.

Also, a good model I found and been using quite much is the prototypes of leadership. It has made me think first objectively the situation that I am in and then how to react to the situation. Furthermore, how to then reflect the situation. How should I have been in the current situation and how can I position next time when I have a similar problem. And was the position I took the right one for the situation I was in.

The biggest thing I got out of making this journal was the use of the models. Basically, how I can implement them in my everyday working and that I still have lot of areas to cover if I want to be a holistic coach, leader and person. It has also taught things about me. Because I have had to analyse my own decisions, me as a leader and my abilities as a coach and how those things influence my personal growth. It has also shown some flaws in my personality which I now need to start to work on, that I need evolve on the way and that I cannot just stand still but I must work on me to help the work of the others. In the future I can now use the models and the things I learned about me to further develop me.

Based on this journal I have been thinking about making a journal where I write my problems and then try to find solutions or to make scrap book where I try to research new models which could be relevant to me in the future. Just simple things on the paper which I could then use for my personal development. Not this comprehensive though. Because I think it has taught me lot of things, not just about me but the ways I could run things. It would be then interesting to see how my own personal beliefs and problem-solving skills would develop in couple of years, if I would keep making a journal where I analyse my problems and tried to find new solutions to those problems. I also think that making this journal was the best way to open my own eyes to the things I still need to learn. I do not think that without this kind of effort I would have not developed as much during these 10 weeks as I have now.

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## Appendices

### Off-ice

Means practices that are done outdoors, sometimes indoors. Place where dry land practices are conducted, to ever enhance athlete's physical abilities.

### On-ice

Practices that happen on the ice.

### Drill

Means a set practice that is being done, either on or off the ice.

### Edgework

Part of skate's blades which use are practiced. Blade consist of inside and outside edge.

### Dribbling

Dribbling in general is, controlling the puck on the blade but it can be name of set of different drills which concentrates on controlling the puck.

### U11

Under 11-year olds team

### HTG

Haugesund toppidretsgymnasiet – Is a sport specific high school who aim to the top of their respective sports.

### Hockey/skating school

A low threshold program for young kids who want to learn how to skate then play ice hockey. Main recruiting tool of new players to the organisation.